



Faculty Manual

2015 - 2016

Tall Oaks Classical School

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Introduction

This faculty manual is intended to serve the faculty, staff, and administration of Tall Oaks Classical School as we labor together to serve the Lord through assisting parents in the education of their children. This manual is the directive of the Headmaster and Principals to those who carry out the duties described herein. Quoted within this document (and delineated by text boxes) are applicable excerpts from the Tall Oaks Policy Manual. The Tall Oaks Policy Manual is a document that serves as a directive of the school board to the Headmaster. School policy can be changed only by an act of the school board. Procedures established within this document that are not school policy have been developed at the discretion of the administration.

Policy and established procedures are created to present a united, consistent, and calm expectation among all school employees. Teachers may graciously waive consequences, at their discretion, in special circumstances; however, this must be only in rare exceptions, with good reason, and not be a teacher's usual practice. It must be made clear to the student that a special exception has been made in the case.

Likewise, faculty and staff should conduct their duties and perform their jobs according to the policy and procedures outlined within this document. The Headmaster or a Principal should approve any variance from these standards in advance. The administration will consider adherence to these standards when completing teacher evaluations and making rehiring decisions.

If a teacher or other employee disagrees with a policy or procedure, appeal can be made to the Headmaster to have it reconsidered by the administration or the school board as appropriate. He or she may not simply neglect to enforce policy or procedures with which he or she disagrees. The Headmaster and Principals welcome comments, suggested improvements, and questions about the procedures they have established.

Goals, Philosophy and Standards

Vision and Mission

Recognizing that we are assisting parents to provide their children with a God-honoring education, we aim to graduate young men and women who listen carefully, reason wisely, and think clearly; who are able to write well and

1.1 Vision

Guided by the Word of God as our foundation, we will train Christian leaders who will righteously lead in their vocations, families and church. Through these efforts, God will be glorified now and for generations to come.

1.2 Mission

The mission of Tall Oaks Classical School is to assist parents in preparing their children to excel in every duty and calling God has for them throughout their lives by providing a classical and Christ-centered curriculum designed to equip graduates with the tools to acquire, process, express, and defend knowledge from a biblical worldview

(Tall Oaks Classical School Policy Manual)

speak persuasively; who are grounded in the seven liberal arts of grammar, dialectic, rhetoric, music, arithmetic, geometry, and astronomy, with theology as the mother of all study; who have developed a habit of memorizing Scripture; who understand and appreciate the heritage of Christ's Church; who have acquired the tools of learning; who are constantly increasing in knowledge, yet naive of evil, adept at recognizing the foolishness of the "wisdom" of this world; and who are able to evaluate the entire range of their experience in the light of biblical truth, with eagerness and joyful submission to God.

We aim to cultivate these same qualities in our faculty. We desire our teachers to be professionals who are diligent in their work, gifted in teaching, and who have a love for their subject matter and their students. We desire that our teachers clearly understand, appreciate, and apply a classical and Christ-centered philosophy of education in their classrooms. We expect our teachers to nurture new faculty members and serve as academic and spiritual mentors to their students. We desire that our teachers constantly grow in Christ-like character and in their knowledge of and love for God. We expect them to embody and model joyful life-long learning.

We aim to provide an orderly and disciplined academic environment in which our students demonstrate godly character and manners, treat each other kindly, and apply Biblical principles in their dealings with one another.

As God enables us, we aim to provide our students with the facilities and resources needed to accomplish all of the above to His glory. We submit ourselves totally to Him, acknowledging that only He can empower and equip us for this task.

Core Values

All the values that God teaches in His Word are essential for those who have been called by faith to believe on His Son, Jesus Christ. As parents, students, faculty, and staff called to work together at Tall Oaks Classical School, we believe the following values are particularly significant in our pursuit of the mission and vision of our school:

Excellence: Because of God's nature and what He has done for us, all our efforts at TOCS deserve our best effort. Excellence is the standard to which we will aspire in all our actions and work at TOCS.

His divine power has granted to us all things that pertain to life and godliness, through the knowledge of him who called us to his own glory and excellence (2 Peter 1:3 ESV).

Perseverance: Things of value are not achieved in the short-term; they require steadfast effort over time. Our efforts to achieve the mission of TOCS will be marked with perseverance.

But the one who looks into the perfect law, the law of liberty, and perseveres, being no hearer who forgets but a doer who acts, he will be blessed in his doing (James 1:25 ESV).

Joy: There is no value in joyless effort. All we do at TOCS, we will do with Christian joy.

These things I have spoken to you, that my joy may be in you, and that your joy may be full (**John 15:11 ESV**).

Philosophy

2.1 Philosophy

Dates: Approved July 22, 2004

Objective: To establish the general philosophy and the basis for it.

Scope: This policy applies to all Tall Oaks Classical teachers in their teaching at Tall Oaks.

Tall Oaks Classical School was established in 1994 as a private, Christian school committed to providing a religious, classical, biblically based education to young people in Grammar and Dialectic/Rhetoric grade levels. Tall Oaks Classical School is theology-driven, not reactionary. Yet, as all education is religious by nature, our religion is clearly distinctive. Therefore education at Tall Oaks Classical School is to be inherently Reformed in philosophy and content as revealed in the Scriptures of the Old and New Testaments and best expressed in the Westminster Standards. This means that our philosophy, faith commitment, and approach to education is, and must be, different than that offered in schools established, controlled, and/or developed by humanistic and pluralistic philosophies, as seen in both the non-classical and non-biblically based schools.

Therefore, TOCS believes that God has given the responsibility for the education of children to the parents and not to the state or church. In response to His Biblical commandment to provide a Christian education to children, and believing that this can best be accomplished in a Christian school, we will use classical pedagogical methods, as described in but not limited to the following books:

- A. *The Lost Tools of Learning* by Dorothy Sayers
- B. *The Seven Laws of Teaching* by John Gregory
- C. *Recovering the Lost Tools of Learning* by Douglas Wilson
- D. *Repairing the Ruins* edited by Douglas Wilson

Doctrine

2.2 Statement of Faith

Dates: Approved July 22, 2004

Objective: To establish Tall Oaks Classical School's Statement of Faith.

Scope: This policy applies to all Tall Oaks Classical teachers and the basis for teaching and discussion in the classrooms at Tall Oaks Classical School.

The Bible is the final authority in all matters of faith and doctrine. TOCS is committed to the Westminster Standards, which consists of the Westminster Confession of Faith (1647 or 1789) with the Larger and Shorter Catechisms. While subordinate to Scripture, we believe them to be the best and most accurate summary of the Word of God and therefore our statement of faith and doctrine.

We understand that not all parents who enroll their children in Tall Oaks interpret the Bible in the same way. The Statement of Faith established by our School Policy (See the sidebar at left.) will guide discussion and teaching in our classrooms.

Conversation and classroom discussion will reflect the doctrinal statements as established by school policy. While other doctrinal positions may be discussed in the classroom, the parents have been assured that the teacher's position will reflect the doctrinal positions of the Westminster Confession of Faith (WCF). The WCF is an appendix to this Faculty Manual.

It is expected that circumstances may arise in which a student declares that the school's doctrinal position is different than that which his parents have taught him. As a teacher, you should understand that the parent of each child enrolled in the school has been told that the WCF is the doctrinal perspective that is held and taught by every teacher. Therefore, while showing humble confidence in the teaching of the Scriptures as expressed in the WCF, you are expected to assist the student to study the Scriptures pertinent to the issue, always being careful to show honor and respect for the parents. You may not hold the parent's position, if different from the WCF, as equal to our own. You may say, "Christians disagree on this point. Your father understood when he placed you in our school that we taught from this perspective, though he may not agree on every point. I encourage you to respectfully discuss this issue with him at home."

There are, of course, doctrinal issues that are not covered by the WCF that may arise in the classroom. In this case, the teacher is encouraged to discuss all sides of the issue while being sensitive and respectful to the positions held by the parents of the students. (Refer to the Secondary Doctrine Policy below.)

Secondary doctrines may be used as the subjects of student debate whereas the doctrines of the WCF may not.

Do not ridicule or belittle any doctrinal positions, but address the issues in a holy and respectful manner and with reference to the Scriptures. It is important that our students understand that though we use the Westminster Confession of Faith as a standard in our doctrinal policy, this is because we believe that it faithfully represents the doctrine of our highest authority, the Scriptures of the Old and New Testaments.

2.7 Secondary Doctrine Policy

Dates: Approved July 22, 2004

Objective: To establish the limits of doctrinal teaching at Tall Oaks Classical School.

Scope: This policy applies to all Tall Oaks Classical teachers, in their capacity as teachers at Tall Oaks Classical School.

Definitions:

Secondary doctrine: Doctrinal issues which are not addressed in the Westminster Standards.

Guidelines:

1. Any classroom discussion of secondary doctrine should be on an informative and respectful level. Teachers must be careful not to speak to the students in a manner that would cause offense to their parents.
2. The presentation of all other sides of an issue is encouraged.
3. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

Objectives and Standards

The objectives and standards of education of Tall Oaks Classical School are described in the Policy Manual as

indicated in the sidebar on the next two pages. A discussion of each of these points is below.

2.3 Objectives and Standards of Tall Oaks Classical School

Dates: Approved July 22, 2004

Objective: To establish the objectives and standards at Tall Oaks Classical School.

Scope: This policy applies to all Tall Oaks Classical teachers, in their capacity as teachers at Tall Oaks Classical School.

TOCS will be Christ-centered and will use a classical philosophy of education and teaching methodology at all its levels, programs, and teachings. Tall Oaks Classical School seeks to:

1. Teach all subjects in the curriculum as parts of an integrated whole with the Scripture at the center (II Timothy 3:16-17) with the Scripture interpretation in keeping with the Westminster Standards.
2. Provide a clear model of biblical Christian life through its faculty, staff and Board (Matthew 22:37-40).
3. Encourage every child in the development and maintaining of his relationship with God the Father through Jesus Christ (Matthew 28:18-20).

Teach all subjects in the curriculum as parts of an integrated whole with the Scripture at the center.

The following is from Douglas Wilson's *The Antithesis in Education*:

*Christians believe that Christ has been given a name that is above every name. "And He is before all things, and in Him all things consist. And He is the head of the body, the church, who is the beginning, the firstborn from the dead, that in all things He may have the preeminence" (Col. 1:17-18). We are not to limit the light of Christ to our understanding of Christ. We must understand the world in the light of Christ; He is the light in which we see truth. Christians cannot understand the world in a Biblical way without reference to Jesus Christ. In him all things hold together (Col. 1:15-18). Without this understanding, "Christian education" is no longer **Christian**; it is little more than a baptized secularism. It is not enough to take the curricula of the government schools, add*

2.3 Objectives and Standards of Tall Oaks Classical School (Continued)

4. Emphasize grammar, logic, and rhetoric in all subjects, understanding the use of subjects in developing these tools of learning.
5. Encourage every student to develop a love for learning and to achieve his academic potential.
6. Provide an orderly and disciplined atmosphere conducive to the attaining of these goals.
7. Operate as an extension of the family under the belief that the education, training, and discipline of young people is the responsibility of parents rather than the responsibility of the state or the church.

prayer and a Bible class, and claim the result is somehow Christian.

Humanistic education seeks to make man the defining principle for all knowledge. But man is too weak a glue to hold everything together. In himself, he cannot provide this integrating principle. In contrast, educators who are truly Christian understand that Christ should be acknowledged as having the supremacy. This means that every fact, every truth, must be understood in that light. History, art, music, mathematics, etc. must all be taught in the light of God's existence, and His revelation of Himself in His Son, Jesus Christ. Because the Scriptures occupy a central place in this revelation, they must also occupy a critical role in Christian education.

This is not to say the Bible was meant to be read as a science or mathematics text. It was not. It does, however, provide a framework for understanding these so-called "secular" subjects. Without such a framework for understanding, all

subjects will ultimately degenerate into chaotic absurdity -- with each subject a pile of facts unto itself. Again, Dabney: "Every line of true knowledge must find its completeness as it converges on God, just as every beam of daylight leads the eye to the sun. If religion is excluded from our study, every process of thought will be arrested before it reaches its proper goal. The structure of thought must remain a truncated cone, with its proper apex lacking" (Dabney, Secular Education).

The Christian educator's job is not to require the students to spend all their time gazing at the sun. Rather, we want them to examine everything else in the light the sun provides. It would be invincible folly to try to blacken the sun in order to be able to study the world around us "objectively." Because all truth comes from God, the universe is coherent. Without God, particulars have no relationship to other particulars. Each subject has no relationship to any other subject. Christian educators must reject this understanding of the universe as a multiverse; the world is more than an infinite array of absurd "facts." The fragmentation of knowledge must therefore be avoided. History bears a relation to English and biology a relation to philosophy; they all unite in the queen of the sciences, theology.

*J. Gresham Machen, a leader in the fight against theological liberalism earlier this century, stated it this way: "It is this profound Christian permeation of every human activity, no matter how secular the world may regard it as being, which is brought about by the Christian school and the Christian school alone" (Machen, Education, Christianity, and the State). This is a strong claim, but Machen goes on to back it up: "A Christian boy or girl can learn mathematics, for example, from a teacher who is not a Christian; and truth is truth however learned. But while truth is truth however learned, the bearing of truth, the meaning of truth, the purpose of truth, even in the sphere of mathematics, seem entirely different to the Christian from that which they seem to the non-Christian; and that is why a truly Christian education is possible only when Christian conviction underlies not a part, but all, of the curriculum of the school" (Machen, *ibid*).*

*As Machen states, truth is truth however learned. It is possible to teach students to balance their checkbooks without any reference to God. But this is not education; it is merely mental dexterity. Students are not being taught to think **thoroughly**. They are merely being trained to function in a particular way. When a student is taught to **think**, he will relate what he learns in one class to the information offered in another. But he can only do this when he has an integrating principle -- something that will tie all the subjects together.*

Provide a clear model of the biblical Christian life through our staff and board.

Perhaps one of the most important responsibilities of teachers arises from the fact that students are great imitators of those for whom they have respect. Your students will imitate your behavior and your patterns of thought and speech. It is your responsibility, then, to provide a model that is worthy of imitation.

As Christian educators, we seek to model humble, grace-filled living, submission to the Scriptures, genuine joy, and love of God. We should deal with our own and others' shortcomings and sins according to the same principles we teach our students—with an eagerness to seek and grant forgiveness and make peace with God and man. We should carefully choose our words in order to edify, bless, and encourage one another in godliness. Obedience without the Gospel of Christ is mere legalism. Our obedience, then, needs to flow from the redemption that has been freely given to us by grace through the work of Christ.

Our mission statement says that we seek “to equip graduates with the tools to acquire, process, express, and defend knowledge from a Biblical world view.” This statement implies that we consider one's intellectual life an important part of the life and calling of a Christian. Therefore, part of our duty to provide a model of the biblical Christian life is to provide a model of Christian joy and excellence in lifelong learning. Teachers should talk about their reading and studies with their students and share their delight in how their learning points them to the character of God. Teachers should lead students in loving God with their minds.

Encourage every child in the development and maintaining of his relationship with God the Father through Jesus Christ.

Humanistic philosophies of education presuppose that education is a means for perfecting man. As Christians, we understand that the Spirit of God regenerates the hearts of sinners and sanctifies them unto godliness. Although God uses education as a means of equipping His children to love Him with all their minds and to live unto Him, education cannot substitute for the saving and sanctifying work of the Spirit. The education our students receive, then, cannot stand apart from a personal relationship with God through Jesus Christ if it is to produce the desired fruit. We seek to encourage our students, by word and by example, to read the Word of God regularly, attend worship services, relate to God in prayer, and rely on Him for help and sustenance.

Emphasize grammar, logic, and rhetoric in all subjects, understanding the use of subjects in developing these tools of learning.

Since the Middle Ages, the leaders that have shaped history have been classically educated. Many schools include, as we do, classical content, such as Latin, logic, and classical literature, and yet do not use classical methods of education. The classical method of instruction recognizes three levels of learning and thinking, together known as the Trivium. These three are the Grammar, the Dialectic, and the Rhetoric stages, corresponding to the Biblical terms knowledge, understanding, and wisdom.

When we learn a new subject, we must first learn its grammar, that is, the basic facts and rules that form its foundation. At Tall Oaks, we emphasize the grammar of each subject from kindergarten through sixth grade, a time when children, because of their stage of development, enjoy memorizing information in chants, songs, and other repetitive activities. We teach spelling and reading with a strong phonics-based program that teaches the students why words are spelled the way they are. Our students learn to write by imitating good writing. They learn the foundations of mathematics, a basic chronology of history, English grammar, Latin (beginning in third grade), and a survey of the Bible.

When the grammar of a subject is learned, we can go on to the Dialectic Stage, in which we apply reason to the facts we have learned in order to see inter-relationships, understand cause and effect, and analyze arguments. Although we teach logical thinking and analytical reasoning at all ages, we emphasize these skills and teach formal logic and

debate in the middle school years. We teach our students to construct good arguments and to detect fallacious ones. We seek to develop in our students a Biblical worldview that is consistent with the truth that God reveals. Whether the subject being taught is mathematics, science, literature, geography or the arts, we help our students develop an integrated understanding of God and His creation.

The capstone of a classical education is reached in the high school years when our students learn the rhetorical skills that allow them to master a subject and communicate it to others. They learn to conduct research, form their own conclusions, and effectively and persuasively communicate their understanding. The leaders of every field have reached this level of learning, which we call the Rhetoric stage. By the time our students reach high school, they are developmentally ready to begin formal training in rhetoric and to practice applying that training in all their subjects. We give them opportunities to hone their rhetorical skills through written work, including major theses in their junior and senior years, as well as oral presentations. They learn to defend their faith humbly and intelligently. They develop the confidence and skills they need to succeed in higher education or to tackle any subject they want or need to learn. They are equipped to be lifetime learners and leaders.

Teachers at Tall Oaks, then, need to plan lessons, assignments, and assessments that are appropriate for the level of the Trivium they are teaching.

Grammar students should focus on basic facts and skills. Appropriate methods of instruction include drill, songs, chants, and skills practice. Grammar assessments should focus on recall of information rather than analysis.

Dialectic (logic) level students should focus on how the information they have learned fits into the larger picture. Appropriate methods of instruction include discussion, debate, and assignments that encourage students to investigate connections, causes, patterns, and relationships. Dialectic level assessments could include constructing and analyzing arguments, comparison and contrast, identifying underlying structures, and essay writing.

Rhetoric level students should be focusing on the presentation of information and opinion and on synthesizing information from multiple sources to produce an original thesis or idea. Appropriate methods of instruction include discussion, oral presentation, persuasive writing, comparison of multiple works and authors, and research and investigation. Assessments at the Rhetoric level should demonstrate the students' abilities to analyze and synthesize information, apply knowledge to solve practical problems, structure an effective argument or presentation, and present original and creative ideas.

Encourage every student to develop a love for learning and to achieve his academic potential.

Teachers should convey not only the content of their lessons, but also a genuine appreciation for their subjects. We seek to develop a culture in which academic achievement and a genuine sense of awe is modeled and valued. We seek to nurture in each student a love for learning and the confidence that they possess the skills to pursue any field that interests them. If this goal is successfully reached, our students will spend the rest of their lives building on the foundation laid during their time at TOCS.

Provide an orderly and disciplined atmosphere conducive to the attainment of these goals.

It is the responsibility of teachers to maintain an orderly classroom atmosphere that is appropriate to the developmental level of the students and the activity in which they are engaged. Through consistent and loving discipline, students should be taught to attend to the teacher or other speakers, maintain a proper and respectful posture, refrain from interruptions or other distracting behaviors, follow instructions, and otherwise behave in a way that shows respect for God, their teacher, and their classmates. There is no one proper standard of classroom behavior. Teachers must teach their students what behaviors are appropriate when they are engaged in small group work, participating in class discussion, or attending to a lecture.

Teachers are also responsible for maintaining order in their classrooms. Classroom materials should be stored and maintained in an organized and efficient manner. Students, as appropriate to their development, should be trained and assisted in organizing and maintaining their work and their personal belongings. Students should also contribute toward the maintenance of their classrooms.

The need to provide order and discipline extends beyond the classroom. All faculty and staff are expected to enforce school rules and assist in maintaining discipline and order in the hallways, in common areas, and on the school grounds. Teachers should not ignore the misbehaviors of the students of other teachers. Respond appropriately to any situation you might encounter.

Operate as an extension of the family under the belief that the education, training, and discipline of young people is the responsibility of parents rather than the responsibility of the state or the church.

2.5 In Loco Parentis Policy

Dates: Approved July 22, 2004

Amended November 20, 2008

Objective: To ensure that the parents' authority over the education of their own children is respected at Tall Oaks Classical School.

Scope: This policy applies to all teachers and staff who exercise authority of any kind over the students.

Definitions:

In loco parentis: this phrase means "in place of the parents."

Guidelines:

TOCS operates as an extension of the family, believing that the education, training and discipline of children are the responsibility of their parents. TOCS serves parents educating their children according to the doctrines and principles of classical and Christian education. TOCS will not usurp the parents' God-given authority over the education and training of their children.

When parents enroll their child in TOCS, they are delegating their authority to us to assist them in their child's education; however, they maintain full responsibility for these aspects of their children's lives. While "in loco parentis" means "in place of the parents," TOCS in no way seeks to replace parents or to usurp the parent's God-given responsibility for the education and training of their children. Rather, we seek to complement it within the parameters of the school's stated vision, theology, and philosophy. Essential to every teacher's success in accomplishing this goal, is continual, consistent communication with the parents of their students. It is expected that teachers will maintain good communication with parents in addition to participating in the three Parent-Teacher Conferences scheduled throughout the school year.

Code of Ethics

2.4 Code of Ethics Policy

Dates: Approved July 22, 2004, Amended November 6, 2008

Objective: To secure and maintain the godly testimony of Tall Oaks Classical School as a Christian school.

Scope: This policy applies to all individuals who represent Tall Oaks Classical School in any capacity and at all times.

Guidelines: All teachers, staff members, and representatives of Tall Oaks Classical School are required to model a humble, Christ-like, disciplined lifestyle and to think and live under the authority of the Old and New Testaments.

1. God's Word, as written in the Bible, is the truth. The truth is what defines our school's boundaries.
2. A Christ-centered environment inclusive of staff, the culture of our School, and the educational curriculum is a reflection of the Lord's values and His teachings as revealed in the Scriptures. At Tall Oaks Classical School, Jesus Christ is at the center of all decision making and the truth of God's Word is integrated into all academics.
3. Godly determination of behavior as elucidated in the Bible.
4. All interaction between School faculty and students will refrain from undermining or usurping parental authority.
5. No student conduct or performance will be concealed from a student's parents.
6. Financial records will be regularly audited to ensure fiscal responsibility and accountability.
7. Grading and evaluation of student work will be based on the student's proficiency with the subject matter. No evaluation or grading of student work will be influenced by personal favoritism and/or coercion from parents or other School officials.
8. All counsel to staff, students and parents is in accordance with Scriptural precepts and principles in keeping with the Westminster Standards.
9. All instances of physical or sexual abuse will be promptly handled in accordance with federal and state laws.
10. Admission to Tall Oaks Classical School is based upon completion of the application, a family interview and assessment of the prospective student.
11. The School will not discriminate on the basis of race, color, national and ethnic origin in admission of students, employment policies, or educational programs.

Organization

3.1 Definitions of Administrative Entities

Date: Approved July 22, 2004

Amended November 6, 2008

The Tall Oaks Classical School Board consists of at least five but not more than seven, appointed Board members. Detailed operational guidelines and responsibilities of the School Board are presented in the Tall Oaks Classical School Bylaws.

The School Headmaster is appointed and hired by the School Board to manage the day-to-day operations of the School and to provide timely information to the Board regarding long-term decisions on curriculum, school policies, budgeting, and facilities planning, managing staff and interviews with prospective new students and parents.

Tall Oaks Classical School Principal(s) are hired by the Headmaster and the Board and are directly responsible for managing the day-to-day operations of their Schools (including such duties as managing teachers and aides, class scheduling, student discipline,) and for providing input to the Headmaster regarding curriculum, school policies, budgeting, and facilities planning.

Tall Oaks Classical School is headed by an independent Board of Directors. The current permanent board members are: Mr. David K. Williams (Chair), Mr. Kevin Shaw (Treasurer), Mr. David Gray, Mr. Ethan Dunham, Mr. Lou Petolicchio, and Pastor Chris McGarvey. Mr. Dan Mengel and Pastor Chris McGarvey are term members. The Headmaster attends board meetings but does not vote in board decisions and may be excluded from executive sessions of the board. Board meetings are open for anyone to attend, except when private matters are being discussed in executive session.

The administration of the school is the responsibility of our Headmaster, Dr. Timothy Dernlan. All other school employees or volunteers are under his supervision, either directly or indirectly. Our Principals, Mr. Jonathan Jones (Upper School) and Mrs. Dory Zinkand (Grammar School), assist Dr. Dernlan with administrative duties, including supervision of the teaching faculty, development, and implementation of the curriculum, addressing student needs and discipline, and other duties. Dr. Dernlan will also be supervising our Athletic Director, Mrs. Beth Weber. Mrs. Zinkand is also serving as the Director of the NILD Discovery Center, a program which provides educational therapy to students with learning challenges or disabilities.

Mr. Harold Naylor, our Director of Stewardship, heads the Development Department and works to secure community and financial support for the school.

Mrs. Janet Baumann is the Director of Admissions and Community Life. She introduces Tall Oaks to families of prospective students and guides them through finding out about our school and completing the enrollment process. Mrs. Baumann also administers school community events and programs.

Mr. Ralph Cochran is our part-time Marketing Director. Ralph will be giving special attention to our online marketing efforts.

Mrs. Charlot Sanders serves as the Assistant to the Headmaster and Principals. She will help teachers with payroll and benefits issues, order curriculum and supplies, and arrange for substitute teachers.

Mrs. Andrea Baines serves as our school nurse.

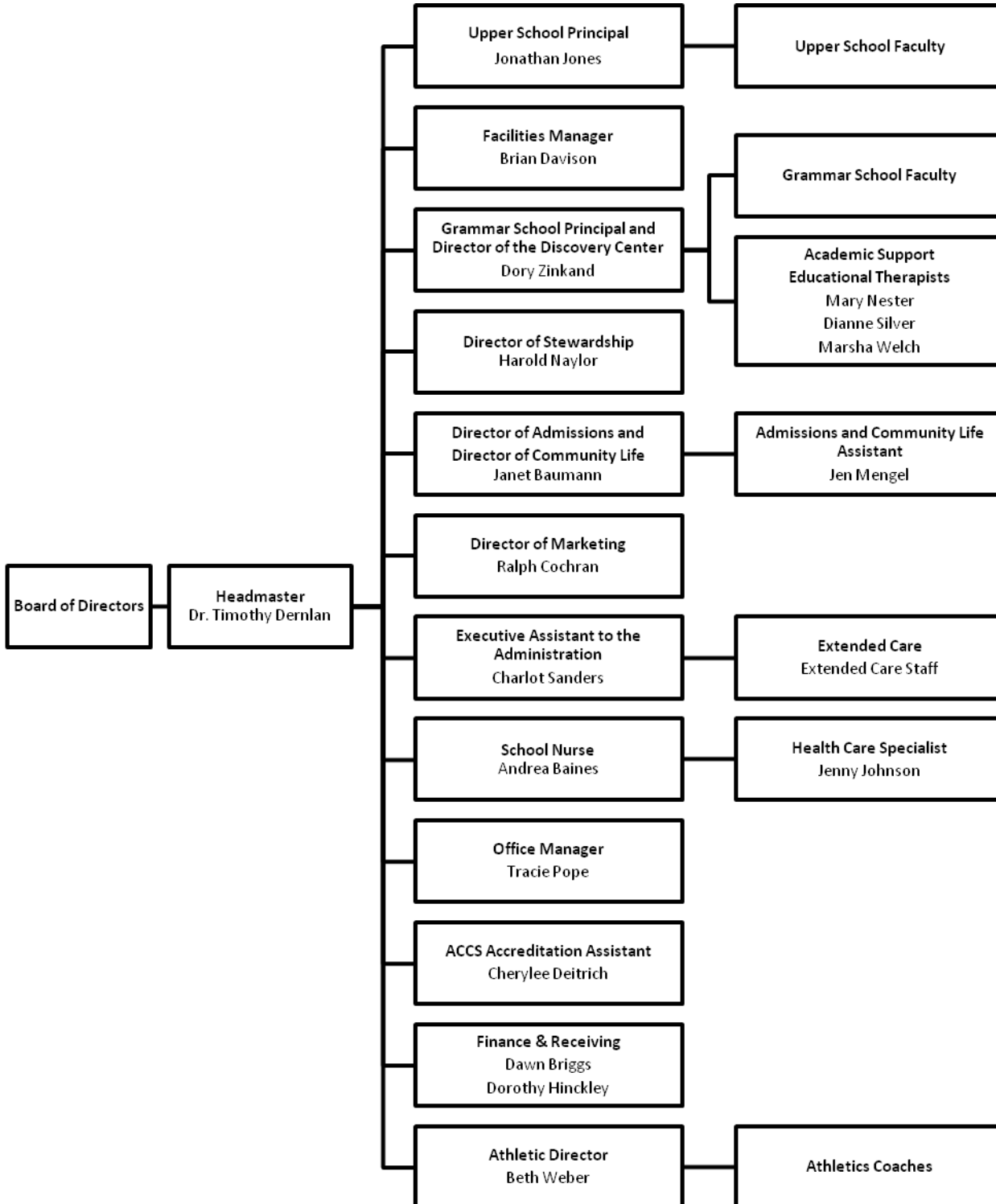
Mrs. Jenny Johnson serves as the Heath Care Assistant when our nurse is not on campus.

Mrs. Tracie Pope will serve full time this year as our Office Manager, which includes receptionist duties.

Mrs. Cherylee Deitrich serves as an administrative assistant with particular responsibilities in helping us to prepare for re-accreditation and other special projects.

Mrs. Dawn Briggs has responsibilities in finances, including accounts payable, while Mrs. Dorothy Hinckley is responsible for accounts receivable.

Organizational Chart



Faculty and Administration

The following is an alphabetical list of the faculty and administration of Tall Oaks Classical School for this academic year:

Mr. Eugene Armstrong—Computer programming teacher

Mrs. Andrea Baines – School nurse

Mrs. Janet Baumann – Director of Admissions, Director of Community Life

Miss Judy Bech —Third grade teacher

Miss Bethany Bohn – Kindergarten Aide, Drama teacher, Drama Club

Mrs. Dawn Briggs—Finance (Accounts payable)

Mrs. Resna Brunson – Second grade teacher

Mrs. Nona Carey – Facilities coordinator

Mrs. Holly Chaffee – Kindergarten teacher

Mr. Ralph Cochran—Director of Marketing

Mr. Brian Davison – Facilities Manager, Upper School P.E., Aftercare

Mrs. Laureen Davison –Spanish teacher, Jr./Sr. trip coordinator

Mrs. Cherylee Deitrich—Administrative Assistant for ACCS Accreditation

Dr. Timothy Dernlan—Headmaster, Leadership, and Personal Finance teacher

Mr. Dakota Fuller—History, Economics and Civics teacher, Literature, and Debate Team assistant coach

Mr. Rick Gray – World Cultures and Missions teacher

Mrs. Robin Gray – Upper School Math teacher

Mrs. Dorothy Hinckley – Finance (Accounts receiving)

Mrs. Lisa Holt – Second grade aide

Mrs. Jenny Johnson – Receptionist, Health Care Assistant

Mr. Jonathan Jones—Upper School Principal, Latin, and College Prep

Mrs. Marsha Leaby – Fourth grade teacher

Mrs. Kathi Lewis—Protocol and Etiquette

Miss Gretchen Lort – Music and Latin teacher

Mrs. Cynthia Marshall – Fifth and Sixth grade teacher, Seventh grade Grammar and Composition teacher

Mrs. Jen Mengel—Assistant Director of Admissions and Community Life

Mrs. Brenda Munson—Yearbook advisor

Mr. Harold Naylor – Director of Stewardship

Miss Mary Nester – NILD Educational Therapist

Mrs. Sara Orlando – Aftercare

Mrs. Tracie Pope—Office Manager

Mrs. Debbie Pozsonyi – First grade aide, Grammar school P.E. teacher, Librarian

Mrs. Jennifer Rippon—ESL, Seventh grade Science, and Chemistry teacher

Mr. Stephen Rippon – Debate team coach, Literature, OT Theology, and Argumentation and Debate

Mrs. Charlot Sanders – Executive Assistant to the Headmaster and Principals

Mrs. Christina Schneider – Calculus, Precalculus, Logic, and Physical Science teacher

Mrs. Dianne Silver –NILD Educational Therapist

Mrs. Barbara Sypher – First grade teacher

Mrs. Akiko Turley – Music teacher (piano), Piano accompanist for choruses

Dr. Steve Turley – Theology, Greek, and Rhetoric teacher

Mrs. Beth Weber – Athletic Director

Mrs. Marsha Welch—NILD Educational Therapist

Mrs. Stephanie Welch – Fifth and Sixth grade teacher and Grammar school Science teacher

Mrs. Dory Zinkand – Grammar School Principal, Director of the Discovery Center, NILD Educational Therapist

Association of Classical and Christian Schools

Tall Oaks is a charter member and an accredited member of the Association of Classical and Christian Schools. We first became accredited in the spring of 2009. Our accreditation was renewed in 2011 for five years. We will be undergoing ACCS Accreditation renewal this year. Our teacher certification program is also approved by the ACCS, so teachers certified through Tall Oaks will receive ACCS certification as well.

As members of the ACCS, we are committed to supporting others as they labor toward our common Kingdom goals through providing classical and Christian education. That support from Tall Oaks has taken several forms, including our former Headmaster's former service as a member of the national ACCS board, members of our faculty and administration speaking at the annual ACCS conferences, our teachers writing for the ACCS publication, *Classis*, providing training opportunities to teachers from other ACCS schools and giving advice and assistance to start-up schools.

You can find out more about the Association of Classical and Christian Schools by visiting their web site at www.accsedu.org.

Relationship with The First Baptist Church of Delaware

Our Lease

The First Baptist Church of Delaware has agreed to lease portions of their building for the operation of our school. The church is not involved in the administration of the school.

Some of the building is leased for our exclusive use; other areas are shared with various ministries of the church, including their preschool and day care, their Sunday school classes, worship, school, and other church events. We wish to do all we can to maintain the good relationship we have with the members and staff of FBC, and our role in that includes understanding and respecting these boundaries.

The gym, cafeteria, playground, library, kitchens, and sanctuary/auditorium are all shared spaces. Any time you wish to use these areas at a time that is not a part of our regular schedule, you must go through the school office to obtain permission from the church. Please do not assume that because an area is empty when you arrive that you are free to use it. Another group may be scheduled to arrive in a few minutes.

Classrooms 1, 2, 3, 201, 202, 203 and 204 are all used by the FBC Sunday School. Teachers should be sure that these classrooms are left neat and vacuumed before leaving on Fridays. All valuables should be secured. If you have concerns about how you find these rooms on Monday morning, please notify the school administration; do not attempt to communicate with the church about it yourself. The folks using these classrooms may store items for their use in them. Classrooms that are used over the weekends should be left locked as usual; the church will unlock them as needed.

The restrooms on the first floor, near the church offices, are not a part of our lease and should never be used by students. The church has graciously offered our teachers and staff permission to use them.

We also ask that you do what you can to conserve energy in this building. Please turn out lights when leaving an empty room. Please be sure faucets are turned completely off. Please do not leave space heaters or air conditioners running all night or leave windows open.

Guide your students in respecting this building and using it well. They should keep their hands off the walls when going through the halls, clean up after themselves, keep the restrooms as neat as possible, etc. Teach them to check their shoes for mud when coming in from recess. Do not allow them to slide unpadded furniture on the polished floors. Keep pencil and crayon shavings off the floor.

Please leave your classroom and the hallways neat and give them proper care and maintenance. If paint gets soiled or damaged, there is touch-up paint available for your or a parent volunteer's use. There are vacuum cleaners and other cleaning supplies on every floor. There is a janitor's closet with mops, broom, etc. on each floor as well.

Please report to the office any concerns about shared space or maintenance problems that require special attention, such as burned out lights, plumbing issues, or heating and air conditioning problems.

House Rules

The church has requested that we not bring any alcoholic beverages on the premises. If you are giving alcoholic beverages as gifts at Christmas time, please do so off the property.

The church also requests that we not engage in dancing on church property. While they have usually permitted artistic dancing, such as Ballet, and period dancing, such as English country dancing, for educational purposes, it is best to seek permission before doing any dancing with your classes. Please consult with the school administration before planning any activities involving dance.

Building Security

The booth at the school entrance will be manned by our school. Parents and students for our school will use this entrance. Parents and visitors must sign in and out when visiting the building. Beginning this year, all the FBC ministries (day care, school, etc.) will use the front entrance.

All classrooms should be locked when unoccupied, even during the school day. The Teacher Resource Room should be locked if you are leaving it after 2:30. The door to the third floor hallway of the Dialectic/Rhetoric wing should be locked by 3:30. If you are leaving these areas around or after these times, please take the responsibility of locking the doors.

The computer room is to be locked when not in use. The key to the computer lab is on a clipboard in the Teacher Resource Room. You must sign in and out of the computer room each time you use it. The log is on the clipboard that is with the key.

Unless there is a church or school event or meeting that evening, the building is locked and the alarm is set at 6:00 p.m. If you would like to be in the building after 6:00 p.m., you must check with the school office to find out if this is possible. Do not stay past 6:00 without letting someone know you are here. Once the alarm is set, even walking about the building will set off alarms. If you inadvertently find yourself in the building after the alarm has been set, call Mark Unruh for instructions [(302) 293-7739].

Academic Program

Course Information

Curriculum Guides

Curriculum guides contain the following course information: Course title, grade level, course description, the time spent in class each week, a list of texts and teacher resources, and a scope and sequence that lists the course objectives in measurable terms. It is the responsibility of teachers to maintain curriculum guides, under the supervision of the Principals, so that they reflect what is currently being taught in the classroom. Changes must be approved by a Principal and must be reflected in the official files of the school and in RenWeb.

RenWeb Course Information

Course information is also available in RenWeb, our web-based school management system. Basic course information is available from the course screen, including the course description, grade level, and objectives. Course objectives are also available from the detail screen of the lesson plan and teachers should include at least one course objective with every lesson plan.

Student Placement and Promotion

The appropriate Principal will make the final decisions regarding the promotion and placement of students. They will do so in consultation with the student's teachers and parents and with consideration of the student's academic record, social adjustment, character, standardized test scores, and ability, as well as the characteristics of the class they are entering. The goal is to place each student where he or she will thrive with an appropriate level of challenge and support.

Placement of New Students

Students new to Tall Oaks will be examined by an appropriate teacher to determine the grade in which the student will be placed. Generally, teachers most familiar with the academic level of the entrant's probable classmates will be asked to conduct the entrance testing. For example, a child applying in June for admittance to the third grade would most appropriately be tested by a second grade teacher who knows the academic level of the other rising third graders. Upper level students may be examined by more than one teacher to assess his or her preparedness in different academic areas.

New students may be required to take summer classes available at Tall Oaks or to engage in other studies prior to the start of the new school year. Students entering ninth grade or higher must have had training in Logic or take Logic during the summer or in their first year at Tall Oaks. The acceptance letter sent to parents of new students will clearly state any such requirements.

Proper placement of students is key to their success at Tall Oaks. Thus, we take placement decisions very seriously.

Year-End Promotion of Students

Promotion in the Grammar school is based on an overall assessment of the student's preparation for the following grade. In general, Grammar students will be eligible for promotion if they have completed their coursework in reading, spelling, math and English grammar with a year-end average over 75% and their coursework in history, science and geography with an average of 70% or better. They should also be reading at or above the minimum fluency level

indicated in the curriculum guides and demonstrate mastery of math facts as appropriate for their grade. Standardized test scores, parental involvement, work ethic, social adjustment, maturity, and attendance may also be considered.

Dialectic and Rhetoric level students are generally eligible for promotion if they have maintained a GPA of 2.0 or higher. Standardized test scores, parental involvement, work ethic, social adjustment, maturity, and attendance will be evaluated. Consideration will also be given to the student's ability to achieve Tall Oaks' graduation requirements in time to graduate with his or her class.

Moving Students Ahead or Back a Grade

Occasionally a teacher may become aware that a student's present grade placement is not appropriate. A student may be functioning so far above or below the level of his classmates that the current grade placement provides them with little or no opportunity to learn and grow. In those cases, it is the responsibility of the teacher to notify a Principal of the situation, so a grade placement evaluation can be made. In general, students are moved up a grade only when they *need* to be promoted in order to provide for continued growth and learning, not simply because they can make it in the higher grade. Often it is best to skip a grade or go back a grade mid-year rather than at year's end.

Standards for Written Work

All handwritten work should be done in neat cursive script. Do not allow students to print. (An exception can be made for the first few weeks of school for students transitioning into Tall Oaks who have not been taught cursive or for special projects, such as labeling diagrams or maps.)

All papers should be neat and free of tears, doodles or extraneous marks. Papers should not be turned in with torn edges from spiral notebooks. Teachers should hold students to a high standard of written work by requiring sloppy work to be redone and by celebrating excellent presentations.

All answers on tests or assignments in the third grade or above, should be in complete sentences, and where appropriate, in well-organized paragraph form.

Most papers written in the eighth grade or above should use MLA style formatting. If you need to review MLA style or look up how to cite a particular type of source, Purdue University has an excellent online resource which is easy to navigate to find the answers to your questions: <http://owl.english.purdue.edu/owl/resource/747/01/> . Using MLA formatting will teach our students an important discipline which is easily transferable to other technical or professional styles that may be required of them by their future professors or employers.

Perhaps the most important concept that must be learned is how to properly cite sources in order to avoid plagiarism. Intentional plagiarism should be taken very seriously as a discipline issue; however, many students commit plagiarism unintentionally because they do not understand when citations are necessary. Therefore, every teacher in the upper school should teach and require proper citation of sources in all written work. Teachers must be particularly clear that paraphrasing large portions of another's work is plagiarism, even if the source is included in the reference list. A good resource for information on plagiarism by paraphrasing can be found here: <https://www.evidenceexplained.com> . (Choose QuickLesson 15.) Teachers should occasionally check written work for plagiarism by conducting an Internet search on key words or phrases.

Students are responsible for printing out their own papers and turning in hard copies. Assignments should not be accepted via email unless the teacher has requested that all students submit their papers electronically. School copiers are for staff use only. Students may not use them to print out their assignments nor ask teachers or staff to print out their papers for them. Staff parents should not allow their own children to be an exception to this policy.

Standards for Oral Work

Teachers should hold students to high standards of oral presentation. This would include projecting their voices properly, making good eye contact, using clear diction, and an appropriate pitch. Oral answers should be given in complete sentences in all grades.

Teachers are encouraged to make oral presentation a regular part of classroom activity so that the students gain experience in both presenting and politely listening to presentations.

Learning Disabilities

Because we do not have the space or personnel to provide special education classrooms, Tall Oaks does not admit students with severe learning disabilities or other conditions that prevent them from functioning in a regular classroom and meeting the same academic requirements as our other students. Students with severe disabilities, but who can maintain normal classroom behavior, may be permitted to audit classes, participate in school activities, etc., as long as the child's parents are providing any needed special education or medical services. At no time should teachers reduce academic requirements in order to accommodate the special needs of students who are enrolled as regular, graded students. Reasonable accommodations, such as seating students in the front row, having additional time to complete tests or tasks (if approved by Mrs. Zinkand), or allowing the use of laptop computers can be made for students with mild challenges or disabilities.

Educational Therapy (NILD Discovery Center)

The 2013 – 2014 school year was the first in which Tall Oaks Classical School offered an educational therapy program for students with learning disabilities or learning challenges. Our educational therapists are trained by the National Institute for Learning Development (NILD), a Christian organization that has been a pioneer in the relatively new field of educational therapy. NILD has developed specific methods of therapy which promote brain development in areas of the brain which are underdeveloped in students who present with learning disabilities or other learning struggles which prevent them from progressing as efficient learners. For example, specific therapies address directionality, sensory integration, the ability to form mental images, short-term memory, visual processing, etc.

What NILD educational therapy does *not* do is to “teach according to a child's strengths,” make permanent accommodations, or lower the academic standards for learning disabled students. Rather, it targets a student's weaknesses and strengthens them with the goal of moving the student toward independence as a learner. For this reason, the goals of the NILD program and the mission of Tall Oaks, line up very well.

Our purpose in providing an NILD program is to help those families who are already committed to classical Christian education to be able to keep their children in our school. Over the years, we have watched many students with learning issues leave our school or persevere through great hardship to remain here. As we want to provide a classical and Christian education to as many of the Church's covenant children as desire it, our hope is that this program will reduce the struggle for these students and allow them to stay and graduate from our program.

Because we want to provide this service to families already committed to classical Christian education, we will not advertise our NILD program on our web site. It is not our desire to attract families who need educational therapy, but are not interested in classical and Christian education.

Parents will pay an additional tuition fee to receive educational therapy services. To keep that cost as affordable as possible for our families, we are interested in pursuing grants, donations, and student sponsorships for this program.

Teachers of students who are struggling academically and may be candidates for this program should share their concerns with the student's parents and notify the Director of the Discovery Center, Mrs. Dory Zinkand, who will

evaluate the student. The following are some of the characteristics of students who may benefit from educational therapy:

- Seems to know something one day and forget it the next
- Incapable of producing neat, well-controlled handwriting
- Reversals of letters, numerals or words beyond first grade
- Performance and abilities in some areas are much lower than in other areas. For example, a whiz at math who reads very poorly or a student who can memorize very well, but has difficulty understanding what she reads
- A poor vocabulary or an inability to understand multiple meanings of words
- Reads without good expression, phrasing or fluency
- Disorganized writing or words missing from writing
- An inability to solve word problems in math
- An inability to interpret maps, solve visual/geometric puzzles or deal with a document with a complex layout (several columns, headings or sections, for example)
- An inability to follow multiple-step instructions
- A resistance to “crossing their mid-line,” that is, to reaching with one hand to the other side of the body to write or perform other manual tasks. (For example, to avoid crossing the mid-line, a student might move his whole body to the left in order to write with his right hand on the left side of a paper or white board. He might pick up a pencil lying on the left side of his desk with his left hand and pass it to his right hand rather than reach over with his right hand.)
- Loses track of the time, spends too much time getting work done
- Difficulty organizing personal space, school papers and backpacks
- Cannot memorize math facts
- Difficulty orienting oneself in space, easily lost in the hallways or busy rooms, or bumping into things when navigating the classroom
- Difficulty ignoring distractions and staying on task.

Academic Support

If a part-time student needs extra help to transition into Tall Oaks or has other short-term tutoring needs, you may request help from our Discovery Center Director. The academic coaching service is not meant to be a long-term solution to chronic academic problems or learning disabilities. Rather, it is meant to help students catch up after missed work, fill in gaps in their previous experience, or get extra practice or help with an area of difficulty. There is no extra charge for academic coaching services. Academic coaching is not offered to à la carte students.

Your request for academic coaching should include the specific educational objectives you wish to achieve, the materials the Academic Coach should use to accomplish those goals, and the times the student will be available for coaching.

Requests for academic coaching should be turned in on the required form to the Discovery Center Director for approval and scheduling.

Graduation Requirements

The following charts reflect the current graduation requirements. The Headmaster may approve an alternative graduation plan for students who enter Tall Oaks in the eighth grade or later. One credit represents one full school year of work. (2 semesters)

These graduation requirements apply to students enrolled full time at Tall Oaks. Students in seventh and eighth grades may receive credit toward graduation for high school level work completed in those years (e.g. Algebra I, Logic, and Latin). Subject to approval by the Headmaster, students transferring into ninth, tenth, and eleventh grades may receive credit for courses completed elsewhere and an individual graduation plan may be developed.

Tall Oaks Classical School Standard Graduation Requirements

Science (3 credits necessary during grades 9-12)		* Credits
	Physical Science	1
	Biology & Lab	1
	Chemistry & Lab	1
	Physics & Lab	1
Mathematics (4 credits necessary during grades 9-12)		
	Pre-Algebra	1
	Algebra I	1
	Geometry	1
	Algebra II	1
	Pre-Calculus	1
	Calculus	1
Language (3 credits necessary during grades 9-12 – Latin I or Greek I is required)		
	Latin I	1
	Spanish I, II, or III	1
	Greek I	1
Bible (4 credits necessary during grades 9-12)		
	O.T. Theology	1
	N.T Theology	1
	Systematic Theology	1
	Aesthetics	½
	Hermeneutics	½
	Apologetics	1
History (3 credits necessary during grades 9-12)		
	Western Civilization I	1
	Western Civilization II	1
	U.S. History	1
	Civics	½
	Economics	½
Logic (1 credit necessary during grades 9-12)		
	Logic	1
	Debate	1
Rhetoric (1 credits necessary during grades 9-12)		
	Rhetoric I	1
	Rhetoric II	1
Literature (4 credits necessary during grades 9-12)		
	Classical Literature	1
	American Literature	1
	Advanced Literature	1
	British Literature	1
Art (2 credits necessary)		
	Grade 9,10,11,12	½ per year
Chorus (2 credits necessary)		
	Grade 9,10,11,12	½ per year
Physical Education (1 credit necessary)		
	Grade 9,10, 11,12	½ per year
28 TOTAL CREDITS REQUIRED		

Tall Oaks Classical School Honors Graduation Requirements

Science (4 credits necessary during grades 8-12)		* Credits
	Physical Science	1
	Biology & Lab	1
	Chemistry & Lab	1
	Physics & Lab	1
Mathematics (5 credits necessary during grades 8-12)		
	Algebra I	1
	Geometry	1
	Algebra II	1
	Pre-Calculus	1
	Calculus	1
Language (5 credits necessary during grades 8-12)		
	Latin I	1
	Spanish I, II, III	1
	Greek I	1
Bible (5 credits necessary during grades 8-12)		
	O.T. Theology	1
	N.T. Theology	1
	Systematic Theology	1
	Aesthetics	½
	Hermeneutics	½
	Apologetics	1
History (4 credits necessary during grades 8-12)		
	Western Civilization I	1
	Western Civilization II	1
	U.S. History	1
	Civics	½
	Economics	½
Logic (2 credit necessary during grades 8-12)		
	Logic	1
	Debate	1
Rhetoric (2 credits necessary during grades 8-12)		
	Rhetoric I	1
	Rhetoric II	1
Literature (5 credits necessary during grades 8-12)		
	Classical Literature and Comp.	1
	Classical Literature	1
	American Literature	1
	Advanced Literature	1
	British Literature	1
Art (2 credits necessary)		
	Grade 9,10,11,12	½ per year
Chorus (2 credits necessary)		
	Grade 9,10,11,12	½ per year
Physical Education (1 credit necessary)		
	Grade 9,10, 11,12	½ per year
37 TOTAL CREDITS REQUIRED		

Lesson Planning, Assessment, and Grading

Lesson Planning

Effective teaching cannot take place without good planning. While the administration holds teachers accountable to some minimum planning standards, lesson planning primarily serves the teacher as he or she serves the students. For this reason, time should not be spent polishing lesson plans as if they are being written for publication. Use your planning time to write only what you need to teach your lesson and to inform a substitute should you unexpectedly need one.

Teachers should plan their lessons to accomplish the goals set out in the curriculum guides for each course. The course objectives are intended to set minimum goals for each course, while allowing time for teachers to enrich their students' experiences by delving deeper into topics that interest their students or in which the teacher has special experience or expertise.

Long-Range Plans

Teachers should complete long-range plans for each course they teach. Long-range plans outline the week-by-week structure of the course and serve as a basis for more detailed lesson planning. They serve the teacher by setting the proper pace for instruction. Long-range plans are due to the appropriate Principal by the Friday before school begins. Teachers should evaluate their progress quarterly and make any necessary adjustment to their long-range plans. Forms are available from the Principals for long-range planning, but teachers may use any format they choose.

Daily Lesson Planning

Teachers are required to complete their daily lesson plans, including homework assignments, for the following week by Thursday noon of the previous week of school. (Please note that means that lesson plans for a week following a vacation week need to be finished before the vacation begins, so administrators do not have to review them during *their* vacations.) Daily lesson plans should be entered into RenWeb with a brief description or title in the weekly plan block and more complete information on the detail screens. (Note: Parents are able to see your lesson plan information written in the weekly lesson plan and homework screen, but they are unable to see information recorded in the details screen.)

Assignments which will receive a grade must first be entered into the grade book as an assignment. Use the description box to give instructions to your students (for example "Answer Chapter One questions. (30 min)"). All assignment descriptions should include an estimated time you expect an average student would need to complete the assignment. The assigned date will be the date the students learn that the assignment will be due. The due date is the date you expect the student to turn in the assignment or take a test. Also click on an appropriate course objective, which should be stored in RenWeb for every course. (If not, or if it is out of date, please inform your Principal.) Be sure the box is checked to copy the assignment to your lesson plans and then save the assignment. (Uncheck the box to save it to the lesson plan if the assignment will be unannounced, such as classwork or a pop quiz.) Descriptions longer than about 45 characters and spaces will be truncated when they are saved to the lesson plan, but you can edit them from the lesson plan screen.

After you have entered your assignments, you can go to the lesson plan and homework screens and complete your lesson planning. Use the detail screen to enter information on your lesson that can be seen by you or your

substitute but not by parents or students. Objectives are included in RenWeb for each course. Teachers should indicate which objectives are being linked to each lesson.

Include any announced quizzes or tests in the homework block *for the day they will be given*. Homework is written in the homework block *for the day it is due* NOT the evening before. The administration will review lesson plans and homework by Friday noon and report any difficulties, such as too many tests planned for one day, so adjustments can be made before Friday evening. Parents will expect that the lesson plans or homework reported on RenWeb on Friday evening can be depended upon for planning their following week. If any changes are made to lesson plans or homework after that time, teachers should email parents to let them know. While we ask parents to check RenWeb daily for changes, they often do not do so.

Field Trips

Teachers are encouraged to plan field trips that enrich classroom instruction. The purpose of field trips is to assist you in meeting your stated curriculum objectives. These trips are an integral part of the curriculum; therefore, student attendance is required. In order to maximize the learning these trips provide and to ensure the safety and security of our students, the following guidelines should be followed.

Expenses for field trips are covered by some of the Book and Activity Fee paid by each family at the beginning of the school year. There is a budget for each grade's field trips. You will be informed of the allocation for each grade you teach so that you can help us keep to the budget. Do not ask parents to contribute to the cost of field trips.

General Guidelines

As field trips are an extension of the classroom, all school and classroom standards, such as those concerning dress and behavior, apply to field trips. Students should wear their regular or dress uniforms for most field trips. If the activities require casual clothing, have the students wear their PE uniform tee shirts with jeans or their PE shorts.

Field trips are generally limited to Tall Oaks students. Chaperones should not bring preschool children, as this may distract from their primary responsibility of supervising the students assigned to them.

The number of chaperones for each field trip will be determined by the teacher and the guidelines of the facility to be visited. Please take into consideration the age of the students, the nature of the activity, and the type of facility when determining the appropriate number of chaperones. Tours in which the students may be divided into smaller groups, such as at a museum, for example, may require more chaperones than, for example, a theatre trip in which the students will all remain together.

No unrelated stops are to be made on the way to or from the field trip destination.

Time should not be built into any trip for purchasing souvenirs or snacks. Individual groups (such as one car full of students) should not be shown preference over others in this area.

Teacher Responsibilities

At least two weeks (or one month for trips planned for May) prior to the field trip, a Field Trip Form must be submitted for pre-approval to the appropriate Principal by the teacher. After receiving approval from your Principal, submit a copy of the form to Tracie Pope, who will assist you with the logistics, such as making payments and obtaining cash for parking, etc. Although parents may help in planning, you are the responsible party for completing the paperwork. The planning form is first submitted for pre-approval of the destination, the date, and the cost. Then, when the final arrangements have been made for the chaperones, the form is resubmitted for final approval. Final approval should be obtained at least one week prior to the field trip or it will not be approved.

Every effort should be made to ensure that all logistics are worked out in advance of the field trip. For example, all money should be paid in advance, if possible. Teachers should inquire in advance about parking, group entrances, lunchrooms, etc., and indicate particulars on the field trip form.

Our preferred payment method is by check, rather than credit card, unless it can be paid in advance by telephone. Please ask about payment and indicate this on the field trip form.

Maps, a list of students for which the chaperone is responsible, and cell phone numbers should be provided to each chaperone prior to the trip. The cell phone numbers of the teacher and the chaperones should be recorded on the field trip form and left with the school office in the event they are needed in an emergency.

The teacher is responsible to take along health information reports for each student. These can be obtained from the school nurse in advance of the trip. It may also be necessary to take along a child's medication, rescue inhaler, or epinephrine shot. The school nurse will advise you on each child's needs.

Because teachers are responsible for the field trip, they should remain on the field trip premises at all times. Please do not delegate your responsibility to another teacher or a parent.

Because teachers are charged with setting an example for the students and parents, teachers should follow the same standards as students regarding dress, lunch plans, etc.

Student Guidelines

Because field trips are a class event, the interaction of all the classmates with each other and the chaperones and teachers must follow the same standards we use here at school. The use of individual audio or video players will not be permitted on field trips. Student cell phones (if allowed at all) must remain powered down unless needed for an emergency.

Parent Responsibilities

Parents who assist on field trips, either as drivers or chaperones, do so under the authority of the teacher. They must sign the Parent Field Trip Volunteer Form (below) and agree to its provisions prior to their service as a chaperone or driver. Teachers will be provided with a list of eligible chaperones and drivers soon after the beginning of the school year. If at any time a parent is not cooperative with the teacher or fails to follow school policy or state law, please notify the school office so that parent's name can be removed from the list of eligible drivers or chaperones.

Obey Government Laws

From the Delaware Office of Highway Safety

<http://ohs.delaware.gov/carseat#tl>

All children must be properly restrained in a federally approved child safety seat appropriate for the child's age, weight and height up to 8 years of age or 65 lbs., whichever comes first.

Additionally, children 8 through 15 years old are required to be properly secured in a seatbelt. The fine for violating the law is \$25.00. AND children under 12 years old or 65 inches in height are still required to sit in the back seat if there are active airbags in the front passenger seating position.

Below is the text of the agreement signed by all parents or grandparents on the approved driver and chaperone list. (The information the parents must provide is omitted in this copy.)

PARENT FIELD TRIP VOLUNTEER

Throughout the school year, students may go on field trips that support classroom instruction. We welcome parents as chaperones and/or drivers on field trips and appreciate their willingness to help supervise the students assigned to them. To be eligible to serve as a volunteer chaperone or field trip driver, parents must agree to adhere to and enforce the following guidelines and supply the insurance and license information requested below.

General Guidelines

- The number of chaperones for each field trip will be determined by the teacher and the guidelines of the destination to be visited.
- Field trips are considered an integral part of the curriculum; therefore, student attendance is required and all school and classroom standards concerning dress and behavior will apply.
- Because field trips are a class event, the interaction of all the classmates with each other and the chaperones and teachers is important. Therefore, the use of CD, DVD, MP3, etc. players will not be permitted on field trips. Student cell phones are for emergency use only and must remain powered down unless needed for emergency purposes. Drivers should not play DVDs in their cars while transporting students on field trips.
- Field trips are limited to Tall Oaks students in that class. Chaperones or drivers should not bring preschool children or siblings on field trips as this may distract from their primary responsibility of supervising the students assigned to them.
- No unrelated stops are to be made on the way to or from the facility. Making unauthorized stops (such as stopping for ice cream) to or from a field trip site places our school's insurance coverage for that trip into question.
- In most cases, time is not built into any trip for purchasing "souvenirs" or snacks. Individual groups should not be shown preference over others in this area. Please **do not buy or provide** anything for the students on any trip unless it is on the teacher's agenda.
- Maps, a list of students for which the chaperone is responsible and cell phone numbers for the teacher and other chaperones will be provided to each chaperone prior to the trip.
- Chaperones and drivers serve under the authority of the teacher in charge. They are not permitted to override the teacher's decisions, separate students from the group unless instructed to do so, change car pool assignments or make any alterations to the field trip agenda. They should not be making any side trips or leave the group for personal business, such as visiting the museum gift shop or purchasing a snack.
- When serving as chaperones or drivers, parents should consider their own children as equal with all other students in the class. Their children will be expected to be a part of the class car pool, rather than driving in a car alone with their parent; they will be expected to stay with the class and follow the same instructions as the other children. For example, a parent chaperone may not separate his or her child from the group in order to buy souvenirs or a snack when the other children are not given this opportunity.
- Drivers should not provide drinks or snacks to the children in their cars unless drinks and snacks are being offered in every car participating on the trip per instructions from the teacher.
- Because chaperones are charged with setting an example before the students, they should dress and behave appropriately.
- Choosing those parents who will be chaperones is the responsibility of the teacher in charge. Parents do not have a right to be chosen. Parents who are not serving as chaperones or drivers may not accompany the class or participate in the field trip in any way.
- Since these guidelines exist for the safety and benefit of our students, chaperones or drivers who violate these guidelines will not be given another opportunity to serve as a driver or chaperone.
- Parents not serving as drivers or chaperones may not drive their own child (only) to a field trip site. If parents do not trust another parent to drive their child, their child should stay home from school that day.

Obeying Government Laws

- All drivers must be able to show a valid driver's license and liability insurance on their vehicle and provide the school with the license and insurance information requested below.
- Students under age 12 and 65 inches in height must sit in the backseat of a vehicle that has an active airbag in the front seat, per Delaware State Law.
- All students through age 8 or 65 pounds must ride in child safety seat, per Delaware State Law.
- All students must be buckled up.
- All drivers should be careful to obey all traffic laws (speed limits, parking, etc.) (Romans 13:1)

By volunteering to serve as a field trip driver or chaperone, I am verifying that I have read and I promise to abide by the above guidelines.

* Please complete vehicle and insurance information for any vehicle you may use on a field trip. If there are changes in this information, please update it with the school office before driving on a field trip. If you are not volunteering to drive, but are willing chaperone, leave the vehicle information blank.

The number of student passengers is the number of seats available that are suitable for children and have working seat belts. Do not count driver's seats; do not count front seats equipped with air bags in classes with students less than twelve years of age.

Holidays and Class Parties

In general, we do not take class time to celebrate holidays that are not related in some way to our educational goals. Please be sensitive to differences among our families in how holidays are celebrated or not celebrated. The following guidelines pertain to class celebrations:

- Birthday parties for the children in your class should be limited to a special snack (provided by the child's parents) during the last few minutes of the school day or at lunch. Encourage parents to provide healthy snacks.
- Inform parents that students may not distribute at school invitations to private parties, unless they are inviting either the entire class or all the boys or girls of their class. If some students are not being invited, the invitations should be distributed outside of school.
- Special feasts that are related to the curriculum (Thanksgiving meal, Egyptian meal, etc.) should be planned in such a way that they are educational and not just a social event.
- Do not celebrate Halloween or decorate your room with ghosts, witches, etc. (Fall decorations are fine.)
- Valentine's Day celebrations, if any, should be limited to a few minutes during which students can exchange cards. Be clear with parents and students that all students in the class are to be treated equally, that is, there should not be special gifts given only to special friends. The focus of any celebration should be the love of God and the love of friends and not on romantic love.
- Avoid Santa Claus and reindeer at Christmas and the Easter Bunny at Easter, as many of our parents object to them. Bear in mind that many symbols of these holidays (candy canes and wreaths, for example) have Christian meaning that has been largely forgotten in our day. If you use these symbols, teach the meaning of them so that when your students see them, they will be reminded of the Gospel story they represent.

- A short Christmas party is permitted in the grammar school with related craft activities or games. Dialectic and rhetoric students will have opportunities to celebrate Christmas during midterm days; no other class time should be taken for Christmas parties that are not related to the curriculum.

Use of Secular or Potentially Controversial Materials

Teachers must carefully choose artwork, music, literature, debate topics, and supplementary texts in the classroom. We are seeking to develop students who can think, so we must be able to discuss a variety of ideas in the classroom. It is, therefore, inevitable that controversial subjects will arise that are capable of causing division. The following guidelines have been developed to assure this kind of discussion can go on in our classrooms, yet at the same time, respect the convictions of parents, students, and teachers.

- In all areas of potential controversy, teachers should be guided by the age and development of the students, the usefulness of the materials or subjects of discussion in furthering course objectives, and the availability of other materials or subjects of discussion that could accomplish the same goals without controversy.
- Videos, music, artwork, or literature used in the classroom must have an educational purpose rather than mere entertainment value. If there is a reasonable potential for controversy, the teacher must inform the Headmaster or a Principal before using the materials.
- In order to respect the variety of standards on what movies or music parents may allow their children to enjoy, teachers should avoid endorsing contemporary music or movies to students. This is to prevent a situation in which a student responds to their parents' prohibition with, "But my teacher said it is a great movie!"
- If subjects arise in a class discussion that the teacher has good reason to believe will cause controversy, and the subject does not further the course objectives, then the teacher should not allow further discussion of the topic.
- If controversy arises in a discussion that does further curriculum goals, teachers may allow the discussion but with the following guidelines:
 - The students should be cautioned and reminded of the need to be charitable in debate of subjects on which orthodox Christians disagree.
 - Instruct the students on their obligation to honor the teaching of their parents on these subjects.
 - Direct the students to informed sources on either side of the issue.
 - The teacher should avoid taking a strong adversarial position on the topic, even if he or she holds strong personal convictions on the matter.
- Any doctrines covered by the Westminster Standards are not considered controversial, even if orthodox Christians disagree on the matter. Tall Oaks parents have been informed that we teach according to those standards and they should expect that the teachers will respectfully advocate for those positions. Teachers should not advocate for any doctrines that are contrary to the Westminster Standards, though other positions may be fairly presented and explained.
- Avoid subjects that are currently the subject of heated emotional debate within the Christian community or in politics. (There is no need to avoid current event topics in general.) This is particularly a problem with political topics with students in grades five to seven who enjoy arguing but have not been equipped with the tools of Logic or Debate.
- Unbiblical world views, if presented in the classroom through music, literature, or other sources, should be rigorously examined and countered with biblical truth. Falsehood should always be identified as such.

Why do we use secular materials at all?

Parents and teachers may ask why a Christian school such as Tall Oaks would use secular materials at all. We use these materials for the following reasons:

- The Scriptures indicate that many men of God were familiar with secular writings and used that knowledge in the service of God. (For example, Acts 17:28, Acts 26:14, Titus 1:12, 1 Corinthians 9:16 and the book of Ecclesiastes.)
- Throughout history, we find many godly men have a familiarity with and make use of secular literature. (For example, St. Augustine, Calvin, Spurgeon, Luther, many of our country's Founding Fathers, and many others.)
- We believe that familiarity with secular culture, along with the apologetic tools to refute it, allows Christians to better communicate and defend the Gospel to non-Christians.
- We believe that all truth comes from and belongs to God and that no falsehood can stand in the light of God's truth.
- Although fallen man (believing or unbelieving) can never perfectly reflect or imitate God's goodness, truth, and beauty, he is able to reflect and imitate it imperfectly, whether by his contemplation of the special revelation of Scripture or through contemplation of the general revelation of the creation. Therefore, even the works of unbelievers may reflect the goodness, truth, and beauty that ultimately belongs to God and points to Him, even if the artists never intended them to do so. The Christian can view such works through the lens of a biblical world view and be moved to praise the God of all Creation.

Homework

The purpose of homework is to increase student learning. Homework assignments finish work begun in the classroom and serve as practice and review of the information and skills already introduced in class. Homework should not be viewed as a means of making up for inadequate class time to cover material. (If there is insufficient time to accomplish course goals, the course goals may need adjustment.)

Teachers must post on RenWeb the homework for the coming week before Thursday noon. In order to help us to keep homework assignments within the desired time limits for each grade, teachers should estimate the time needed to complete each assignment and include it in parentheses after the assignment listing in RenWeb. For example, a listing might read like the following:

Read Chapter 4. (30 min.)

Time estimates should not include the time spent in class working on the assignment, but only the time that it is expected the average student will need at home. When assignments are meant to be worked on for several days or over more than one week, it may be helpful to post a reminder for the students to be working on the assignment. For example, on Monday, September 12, the homework may read like the following:

Be working on the rough draft of your research paper due Wed., Sept 21. (60 min. this week.)

Otherwise, homework should be listed on the day it is due, NOT the evening you expect them to be working on it.

Tests should also be listed with the homework (not just the lesson plan) for the day the test will be given. Include an estimate of study time with tests.

Teachers are responsible for giving students a developmentally appropriate level of support as they develop habits of good management of their time and personal organization. For example, grammar students may need reminders at the end of the day to bring home the necessary books and papers. Homework assignments should also be posted in the classroom.

Homework assignments may not be highly complex or novel. Homework should focus on simple skills and material or on the integration of skills already possessed by the students. Teachers should give the students time to begin working on assignments during class, if possible. When class time is given for homework, students should not have the option of doing other work or no work at all. Homework then consists of work that was not completed during class. In most subjects, some of the best students should complete the assignment during the class time provided.

Homework should not be assigned to punish students.

Homework assigned over the weekends cannot be any more than would be assigned for one day, so that students who travel on the weekend can complete their assignments on Friday afternoon before they leave. No homework should be assigned during holiday breaks, such as Thanksgiving, Christmas, or Spring Breaks. Homework may be assigned on days when school is closed for a single day, such as Parent-Teacher Conference days. Homework may be assigned on Wednesday nights, but please be mindful that many students attend Wednesday evening church services and youth groups. (In most cases, students can work ahead on their assignments to accommodate planned evening activities.)

Teachers must check homework for completeness and give intermittent instructional feedback. Homework assignments should be used to identify problems in student progress and to individualize instruction as necessary.

Daily homework and quizzes should be corrected and returned the next day. Major assignments (tests, papers, projects, etc.) should be corrected and returned within four school days or fewer. It is important that students and parents receive feedback as soon as possible.

Clearly communicate to students your expectations for how they are to complete their assignments. Clarify the amount of help they may seek and receive from their parents or other students. Clearly define the limits of student collaboration. Clearly define plagiarism and giving proper credit to any sources used. If possible, put these guidelines in writing for upper level students so they cannot use ignorance of the standards as an excuse for violating them. (A good place to do that is on the syllabus you hand out at the beginning of the year.)

Students are expected to complete their assignments on time. Students handing in late assignments will be assessed a tally/demerit on the day the assignment was due. The earned grade will be reduced by 30% the first day it is late. After this one day extension, the assignment will receive a zero (0%) in the grade book when it is submitted to the teacher. It is important that all teachers consistently enforce this rule. Doing so will significantly reduce the amount of late work. All major assignments must be completed satisfactorily in order to receive credit for a course, even if the assignment is too late to receive a grade.

When students are absent due to a long illness, they are generally allowed a day for each day they were not in school to turn in assignments for missed lessons. This is a general guideline; the students need to speak to each teacher and work out a timetable for making up missed work. Students should not assume that they will not be penalized if they fail to turn in missed work immediately upon their return to school. Long-term assignments (assigned over a week or more) are usually not delayed due to absences. Notify the Headmaster or the appropriate Principal and the parents of any student who is consistently failing to complete homework or other assignments.

Students who miss tests or quizzes because of an unplanned absence are expected to make them up the day they return unless they contact the teacher prior to their return and work out another plan. Exceptions may be made at the teacher's discretion if the student also missed lesson material that was necessary to prepare for the test. You may want to keep records of students who are absent on test days so you can pick up on trends. Inform the administration if a student is regularly absent on test days.

Assignments or tests missed due to *planned* absences (doctor's appointments, family vacation, etc.) will be considered late unless the student makes arrangements with the teacher to complete assignments and tests in advance of the planned absence. If a student is present for part of a school day, it is his or her responsibility to turn in any work due in classes he or she will miss that day. (If the teacher cannot be found, they should turn their work in at the office to be placed in the teacher's mailbox.)

Homework Time Guidelines

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times for the average student, not as required minimum times.

Grade	Estimated Time Limits per Night*
K	15 minutes
1 st & 2 nd	45 minutes
3 rd & 4 th	60 minutes
5 th & 6 th	75 minutes
7 th & 8 th	90 minutes
9 th - 12 th	120 minutes

These are intended as guidelines for the teacher and are not intended for general dissemination to parents. To keep within these guidelines, dialectic and rhetoric students are expected to consult with their counterparts to get an idea of how much time the average student can spend on each subject. It is also wise to request occasional feedback from students or parents on how accurate your time estimates have been. Always encourage students to get as much work done at school as possible so that they will have more free time at home for family activities.

* We recognize that students who have been absent and have make-up work to complete and/or students who are academically challenged and need extra work to maintain a satisfactory level of learning may have to spend more time completing homework than do other students.

By Friday morning, the school office will produce a homework report for each grade and forward it to the teachers of that grade. Teachers should look this over to see if they are within the time limits for their grade. This will give the teachers time to work with their colleagues to make any necessary adjustments before Friday evening. Parents will expect that the lesson plans or homework reported on RenWeb on Friday evening can be depended upon for planning their following week. If changes are made to homework after that time, teachers are required to email parents to let them know. Such changes should be infrequent.

Special Projects Assignments

Project assignments, such as making displays or collections, should be targeted to the educational objectives of the class. Project assignments should be age-appropriate, so that in most cases, they can be completed without parental help. If it is your intention that parents help with the project, the level of help should be clearly defined and communicated to parents and students. Large project assignments can impose greatly on family time and so should be limited to those that are most helpful in achieving the stated objectives of the course.

Assessments

The purpose of assessments is to help both the teacher and student determine whether the student knows the material required of them by the teacher. The teacher should be clear about the kind of assessment and the material to be covered. "Trick questions" do not have a place on a quality test.

Students who know the material should have plenty of time to complete all of the questions on the test and time to recheck some of their work. All students should receive the same amount of time to complete the test. Do not allow slow-working students to complete a test after class unless the student has been approved by the Director of the Discovery Center to require more time. This is not fair to other students, and it is a temptation for cheating. Please carefully monitor all tests and provide an atmosphere that reduces distractions and temptation for cheating. If open book or take home tests and quizzes are given, be sure you are clear about the parameters for taking the test.

Tests and other assessments should reflect the appropriate level of the Trivium. Grammar level tests should focus on information and basic skills. Dialectic level tests should require analysis of such things as point of view, cause and effect, and the relationships between and organization of information. Rhetoric level tests should focus on such things as synthesizing information from multiple works or sources, defending a thesis or point of view, and applying information and skills to new problems or situations.

Students should receive their graded tests within one week of the date of the exam. Reviewing the graded tests with the class is a good practice and provides for a good teaching opportunity.

Scheduling of Tests and Major Papers

Every effort will be made to avoid requiring students to take more than two major tests on one school day. Major papers will count as a test for this purpose. Dialectic and Rhetoric teachers can check RenWeb for tests or papers assigned by other teachers. Teachers should look for over scheduling when they review the homework and tests posted in RenWeb on Thursday afternoon or Friday morning.

Students should have at least one week's notice of a major test. Quizzes may be announced or unannounced.

Philosophy of Grading

Grades are not the goal of classroom instruction. They report to a parent and the teacher how the student is doing in meeting course objectives. Therefore, the grades reported should accurately reflect how a student is doing. Outstanding students should receive A's. Average students should have B's. Struggling students should have C's or lower. Grade inflation is a problem at all grade levels, but especially for the grammar school. It is frustrating for parents to receive word that their child may need to be retained a grade when their child is on the honor roll. **It is rarely appropriate for an entire class to receive an A for a course.**

When struggling students are assisted through tutoring or academic coaching to retake tests or complete assignments, their grades should reflect it. For example, if a test is retaken, the original grade should remain in the grade book or the two grades should be averaged. If help is needed to complete an assignment, there should be an appropriate penalty taken on the grade.

Extra credit should not be used to artificially raise a failing or low grade on a test or assignment. An alternative assignment may be given to the entire class or, if a large number of students did poorly, a retest can be offered to everyone at the teacher's discretion. Extra credit is extended to the student for work beyond what is normally required in the classroom, so extra credit assignments should involve a high level of application.

Offering to drop the lowest grade in a category can be encouraging to students; however, this should not be done when there is less than one grade per week in that category. Dropping one of twenty math homework grades is fine; dropping one of six test grades is not. In general, test grades should not be dropped.

A minimum of one graded assignment or test per week of the quarter should be included in the grade book for each course. In other words, there should be a minimum of eight grades for quarters one and two and ten grades for quarters three and four. (This does not apply to classes using nonstandard grading, such as P.E., music or art or classes that meet only once or twice a week.) Quarter grades should be based on a variety of the following: quizzes, tests, homework, class work, class participation, and student projects.

Teachers are encouraged to use frequent, short assignments or quizzes, in accordance with the sixth and seventh laws in Gregory's *The Seven Laws of Teaching*. These can be a short reflective paragraph at the end of a class, discussion notes, a quiz reviewing the previous day's material, or an application question. Using frequent assignments of this type encourages students to keep current with their studies and discourages cramming before a test. It also gives the teacher an early indication of how the students understand the material so that it can be more fully explained if necessary.

Comprehensive Exams (Midterm and Final Exams)

Comprehensive exams provide us with the opportunity for review and mastery of course material. The last chapter in *The Seven Laws of Teaching* explains the importance of reviewing material taught previously.

Unless prior permission has been granted by the Headmaster or the Upper School Principal to the contrary, all dialectic and rhetoric teachers are required to administer comprehensive exams during the scheduled exam days at the end of each semester. These exams will cover a semester's worth of material. Written exams are the most common type of assessment given but are not mandatory. It may be a combination of written tests, oral exams, and projects. **These exams must be turned in to the Upper School Principal at least one week before the first day of midterm or final exams. No homework may be due on exam days.**

Comprehensive exams (midterms and finals) should never count for more than 30% of the quarterly grade. Normally they account for about 20% of the grade.

What information should be included on comprehensive exams?

Review the course objectives for your course. The objectives that should be tested on the final exam are listed. Use the course objectives to select test items. No new material that will appear on the exam may be introduced during the designated review day prior to the beginning of midterm and final exams. Please note that the review day is not a study hall or free periods during which the students study independently. Teachers may lead the students in active review or they may teach new material that will not be on the exam.

You should test the students on the information you have studied during the semester. If you have not taught it, do not test it. The test questions should reflect the relative importance of the course objectives. The more time you have spent teaching an objective, the more test items there should be related to that objective.

Test Preparation

At least one week prior to the exams, teachers should provide students with study guides for the tests. The guide may be prepared as a written study sheet or the teacher can conduct a general review during class and assist the students in taking notes to produce their own study sheets. The study guides should identify all of the general categories of information or skills that will be on the exam, but not each specific item that will be included. The students are to learn to take notes and read textbooks and classroom handouts in preparation for tests. Review sheets may be posted on RenWeb on the teacher's web page for that class.

Exam Review Days

Prior to mid-term and final exams, a review day is scheduled. The main objective for designating the review days is to prevent teachers from presenting new material that will be tested on the midterm or final just a few days afterward. There are two main restrictions for teachers: 1) Do not present new material in class that will appear on the upcoming exam, and 2) Do not assign other tests or major papers that will diminish the students' abilities to focus on studying for exams.

Teachers may wish to reduce the normal homework during this time, but homework is not forbidden altogether. You may wish to assign homework that also serves as a study exercise, such as practice essays or answering comprehensive review questions.

Teachers may also introduce new material during review days, as long as it does not appear on the upcoming exam. It could be material that is tested in the next quarter or not tested at all.

However you approach the review days, plan to make productive use of this class time. "Study periods" generally turn out to be a waste of time and a temptation for discipline problems. Instead, plan for class discussions, review exercises or games, or teaching new material.

Grade Reporting

Maintaining the RenWeb Grade Book

All teachers will maintain their grade books on RenWeb. Daily assignments should be graded, returned to students, and posted to RenWeb within one day of the due date. Longer assignments, such as papers or exams, should be graded within four school days. Assignments should be returned to students within one week or sent home to the parents in the packets at the end of the following week.

Virtually all assigned work should receive credit toward the grade. RenWeb allows the teacher to assign appropriate weight to assignments by use of weighted categories.

Comprehensive exams (midterms and finals) should never count for more than 30% of the quarterly grade. Normally they account for about 20% of the grade.

Once the grades for an assignment have been added to the grade book, there should be no blanks in the grade book. If a student does not have a grade recorded, there should be some explanation. Work that is Incomplete, excused, or not turned in because of absence should be so indicated.

Late Assignment Policy

Students are expected to complete their assignments on time. Students handing in late assignments will be assessed a tally/demerit on the day the assignment was due. The earned grade will be reduced by 30% the first day it is late. After this one day extension, the assignment will receive a zero (0%) in the grade book when it is submitted to the teacher. It is important that all teachers consistently enforce this rule. Doing so will significantly reduce the amount of late work. All major assignments must be completed satisfactorily in order to receive credit for a course, even if the assignment is too late to receive a grade.

Progress Reports

Parents will be able to get a progress report on each of their children's classes via RenWeb. The progress report will show their child's category averages from the grade book and the total grade. Parents will not be able to see individual assignment grades. Progress reports will not be available during the first two weeks of each quarter, because averages based on only two weeks' worth of grades can sometimes paint a false picture of a student's progress. They will also be turned off while report cards are being prepared at the end of each quarter.

Teachers can leave comments for students in the comment section of each class's grade book. These comments will be visible on the progress reports but not report cards. This is an opportunity to explain low grades ("This grade includes a zero for the assignment Susan still needs to make up from when she was absent.") or encourage students for their good work. Be sure to clear the comments after they have been up for over a week.

Grading Scale

The following is the grading scale used at all levels at Tall Oaks:

98-100% = A+	88-90% = B+	78-80% = C+	69% or below = F
94-97% = A	84-87% = B	74-77% = C	
91-93% = A-	81-83% = B-	70-73% = C-	

The following letter grades will be used for selected non-standard classes:

E = Excellent (Outstanding work)

S = Satisfactory (passing grade) (Teacher may include + or -)

U = Unsatisfactory (Failing grade)

Note: Use the following guidelines for an idea of how "E" and "S" grades compare.)

(E = A. S+ =B. S =C+ or C. S- = C-.)

For all students: I = Incomplete (Course work not completed and must be completed or course must be repeated.) Students who are withdrawn or are expelled or leave the school before the end of a grading period without completing all required course work will receive a grade of "I" for incomplete. Incompletes are treated like a 0 by RenWeb. (This should be the setting you have for each course.)

Report Cards

Report cards are posted on RenWeb at the end of each quarter. Refer to the RenWeb manual for instructions. Teachers are expected to meet the announced deadlines for completing and uploading report card grades at the end of each quarter.

Character grades in grades five and up are submitted to the assistant of the headmaster, who averages them and posts them to the report cards. Grammar school character grades are posted to RenWeb by their teacher(s).

Character may be more difficult to evaluate than knowledge in a particular subject, but we believe that character is equally important. God calls us to be holy even as He is holy. Who a student is will affect what a student does in all areas of his life. In order to achieve a more consistent standard, we use the following scale for character grades:

5 = always 4 = usually 3 = inconsistently 2 = rarely 1 = never

In order for comments to appear on report cards, they must be posted on the **Homeroom class** for each student. Teachers of classes from 5th to 12th grade should put their names in parentheses after their comments so they can be differentiated from comments left by other teachers. For example:

“Michael’s writing has become much clearer and better organized (Mrs. Bennett). Michael needs to be more consistent in completing his homework (Miss Bingly). I can always count on Michael to contribute thoughtfully to class discussions! Late assignments hurt his grade this quarter” (Mr. Darcy).

Comments should focus on encouraging positive work and improvement and describing ways the student could do better. Comments such as, “Timothy does poorly on tests” are not helpful and tend to label students. Instead show hope for improvement, such as, “Paul should start earlier in his preparation for tests. Frequent review will serve him better than last minute cramming.”

Report card comments become a part of each student’s permanent record. Therefore, teachers should avoid informal usage and abbreviations and pay close attention to spelling, grammar, and mechanics. (By avoiding informal usage, we do not mean for you to be impersonal; we are referring only to your grammar and mechanics.) Here are some examples of problems we frequently find when editing comments:

- Cardinal and ordinal numbers should be spelled out in most cases, for example, “second grade” rather than “2nd grade.”
- Spell out the word “and” rather than using the ampersand (&).
- Avoid split infinitives, for example, “Michael needs to really work hard on preparing for tests,” should be, “Michael really needs to work hard...”
- Avoid extraneous words, such as “really” in the sentence above, which add little meaning and tend to informalize the speech.
- When D/R teachers put their names after their comments, the period should go before the parenthesis at the end of the last sentence, as in the example comments above. A case could be made for doing it either way, but we wish to be consistent.
- Frequently misspelled words: privilege, excellent, excellence, practice, judgment, their/there, independent, grammar.
- Capitalize course names, but do not capitalize references to subjects. (This is sometimes a fine line.)
Examples:
 - John did well in Algebra I.
 - John needs to practice his math facts.
 - Laura’s Reading grade was hurt by her absences.
 - Laura should practice reading at home each night.
- Independent clauses (each having their own subject and verb) should be separated by a semi-colon rather than a comma. For example, “Lisa has improved her grade this quarter; her hard work has paid off.”

Honors and Awards

TOCS maintains a system of formal honors and awards for several reasons. First, the recognition of good work is endorsed in the scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students who accomplish the requirements to receive the applicable award or honor. This is in addition, of course, to the teachers praising them and encouraging them on an individual basis and as a group in the classroom. Second, we hope to encourage good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended. Third, we want to draw public attention to the high quality of work being done by our students, to the glory of God and the praise of the students and their parents.

Quarterly academic honors will be announced at the end of each quarter. The recipients of annual awards will be recognized at the annual awards assembly.

Academic Honors

There are two levels of academic honors for grammar school students, awarded quarterly and at year's end:

- Honor Roll A: Student has all A's and character grades no lower than 4.
- Honor Roll AB: Student has all A's and B's, with no more B's than A's and character grades no lower than 4.

There are three levels of academic honors for dialectic/rhetoric students, awarded quarterly and at year's end:

- Summa cum Laude: Grade point average 4.0 and character grades no lower than 4.
- Magna cum Laude: Grade point average 3.70-3.99 and character grades no lower than 4.
- Cum Laude: Grade point average 3.5 -3.69 and character grades no lower than 4.

Year End Awards

Year-end awards are not intended for students who do what is expected of them. They are awarded to students who distinguish themselves by a level of excellence that goes beyond what is expected. The following awards will be awarded by the teachers, if they are earned, at year's end:

- Handwriting Award (1st – 6th)
- Good Behavior Award
- Latin Scholar (Grammar and Dialectic/Rhetoric)
- Spanish Scholar
- Greek Scholar
- Drama Award
- Music Awards
- Bible Memory Awards (highest grade in Bible Memory per grade)
- Art Award
- Outstanding Rhetor
- Outstanding Debater (D/R)
- Outstanding Writer (D/R)

David Award

The highest honor awarded by Tall Oaks is the David Award. Teachers or staff may nominate students for this award, which is awarded by the administration. This award goes to select students who demonstrate the following qualities:

- Hardworking: consistently works with determination, non-complaining, obedient
- Humble: knows his or her place before God and other people, exhibits a servant attitude
- Honors others: looks out for the interests of others, encourages them to excel, and rejoices with those who do

Academic Probation

10.1 Academic Probation Policy

Dates: Approved July 22, 2004, Amended November 20, 2008

Objective: To maintain the academic standards of Tall Oaks Classical School.

Scope: This applies only to Dialectic/Rhetoric students.

Definitions: N/A

Guidelines:

1. A grade point average (GPA) for each Dialectic/Rhetoric student will be calculated at the end of each quarter.
2. Dialectic/Rhetoric students are required to maintain at least a 2.0 GPA during each academic quarter in order to avoid probationary status.
3. If a student's GPA is below 2.0, that student will be placed on academic probation during the following quarter. A parent/teacher conference will be arranged at this time to design a plan to improve that student's performance.
4. If at the end of the next quarter, the student's quarterly GPA is not at least a 2.0, that student may be expelled.
5. Students who are on academic probation are ineligible to participate in extracurricular activities during the quarter in which they are on probation.
6. Grade point equivalents:

A = 4.0

B = 3.0

C = 2.0

F = 0.0

Communication

We desire to foster relationships with parents that encourage unity between the parents and the school in matters relating to the education and discipline of each child, that encourage parents to be fully involved with school activities and their child's homework and that keep parents informed about and prepared for upcoming events. We also desire to communicate the philosophy of classical and Christian education in such a way that parents grow in their understanding and appreciation of it. We also desire to provide an atmosphere of good communication between the faculty, staff, and administration so that we might labor effectively together for the Lord.

School-wide Communication

RenWeb, our school management system, is the chief means of school-wide communication. Through RenWeb, school-wide emails, as well as emails to specific groups, can be generated. Important documents can also be stored on RenWeb for access by parents or faculty. Among the stored documents you will find a school calendar, copies of our weekly newsletters, forms for ordering lunches or signing up for sports, the Bible Memory Book, the Parent/Student Handbook, etc.

A weekly newsletter is produced by the school office usually each Friday. This newsletter informs parents of upcoming events, announces school news, and shares an article about some aspect of classical Christian education or parenting. Teachers may make contributions to the newsletter by contacting Tracie Pope. For example, if a student in your class or after-school group wins an award, inform the office so it can be publically acknowledged. Please take the time to read the school newsletter each week.

Parent and Teacher Communication

RenWeb is a powerful tool for your communication with parents. You may use the email function to email individual parents or an entire class. Please refer to the RenWeb Manual for Information on using RenWeb email.

Take care that all emails and handouts you send home make use of good grammar, spelling, and mechanics. It is a good habit to have someone else read over your work before printing it or sending it out. Never use informal "texting" spelling in emails or handouts going to parents or students. A copy of any document sent home should also be uploaded to your class page on RenWeb.

Parents have access to some portions of your lessons plans (the summary screen only), their child's homework, and a summary of the grade book for each child's classes. It is important that teachers keep these things up to date.

Any time you notice a problem or a troubling trend in a student's work or behavior, communicate your concern to the parents as soon as possible so that you can partner with the parents for the benefit of the child.

Parent-Teacher Conferences

School-wide Parent-Teacher Conference days are scheduled each school year. Parent attendance is required unless otherwise stated. All conferences should be held on the scheduled conference days unless that day is impossible for that parent. Teachers are expected to be present all days on conference day.

As parents have access to the category averages and overall grades of their child's classes through RenWeb, conferences should focus on things that cannot be learned through the grade book, such as character and behavior issues, the student's participation in class, or what strategies you recommend for improvement. Please consider the following when conducting conferences:

- The purpose of the conferences is to foster communication and mutual cooperation between the parents and the teachers. Just as a child will play one parent against another, students will play their parents against the school if we do not present a united front.

- Try to communicate in a way that will not cause the parent to become defensive but conveys respect for them as a partner with you for the good of the child.
- Be well prepared with specific information and suggestions for each student.
- Be prepared to ask questions that will help you to understand the point of view of the parents.
- Balance discussions of concerns with discussions of the child's strengths and successes.
- Be direct with your concerns. Parents often miss the point when concerns are softened or nuanced; it is human nature to hear what we want to hear.
- Never share information about a student with another child's parent. (Some parents will probe for information. Be prepared to deflect it. "You could ask Johnny's mother about that, but it wouldn't be appropriate for me to discuss his situation with you.")
- Ask the parents what their questions or concerns are.
- Ask the parents for advice on disciplining or guiding their child.
- When you share concerns, do so in such a way that a plan for solving the problem can be mutually agreed upon at the meeting.
- As always, if there are issues raised that may be brought to the attention of the administration at some point, please inform the administration immediately.
- Keep notes of each conference (You can save these in RenWeb.) and follow through on anything you said you would do. If a parent has made a commitment to do something, you may want to follow up with a reminder email.
- Parents of struggling students will often try to blame the teacher or the school. While this is not helpful, it is a common reaction and teachers should not take it personally. Remain humble rather than defensive, yet firmly communicate what needs to happen for that child to meet the school standards. If you feel that a parent is preparing to bring a complaint against you or other school personnel, please let the administration know of it immediately.

Besides the planned conferences, teachers may call special conferences as needed. A face-to-face conference is often more effective than exchanging emails.

Teacher-Administration Communication

Open Door Policy

The Headmaster and Principals maintain an open door to teachers and staff and encourage you to visit us to make suggestions or requests, ask advice or to keep us informed. Please keep us informed of any situation that requires our attention or which may be brought to us by a student, a parent, or another teacher. This includes conflicts with parents or students that have not been resolved or may be talked about, a student or a class that is struggling academically, an ongoing behavior issue with a student, or rumors that may be circulating. We always prefer to hear about a concern from teachers than to be caught uninformed by a parent who is presenting one side of a story or second-hand information from their child. Then, when the parent does come to us, we can immediately present the facts or work to resolve the issue.

Please do not be afraid to bring questions or struggles to the administration. We are here to help you, but we cannot help you with problems we do not know about. Do not be concerned about "looking bad" by admitting a struggle or a conflict. If, for example, you bring a classroom management problem to us, we will appreciate that you are being reflective about your teaching and trying to improve. We also have been in classrooms as teachers ourselves long enough to have a very realistic picture of the daily challenges of teaching, managing a classroom and dealing with the various personalities of parents and students. We hope that you will give us feedback on how we are helping or hindering your efforts so that we can be more effective in serving you and the school. Whenever possible, handle

problems before you or others get upset and the situation has become emotional. We would rather help you prevent a blow-up than help you clean up a mess.

Faculty Meetings

Probably the most important means of communication among the faculty, staff, and administration is the faculty meeting on Early Release Wednesdays. Faculty meetings begin at 1:00, and you should plan to attend until 4:00. During faculty meetings we do major planning, discuss issues, and conduct staff training. We find this time together invaluable in establishing and maintaining school culture. These are contracted work days, and you will need to apply for time off if you plan to miss a meeting. Please do not schedule other appointments during this time.

Student Conduct and Discipline

School Conduct Rules

As a Christian community, our standards of behavior and speech are of two categories. First are those standards which God's Word reveals to guide us in righteousness and the avoidance of sin. These standards are summarized in the Ten Commandments and expounded upon in many other Scriptures. (For a good exposition of the Ten Commandments and their application, please see the Westminster Shorter Catechism questions 39 to 81.) Lack of conformity to these standards is, under all circumstances, sin.

The second category of standards includes those "house rules" that are designed to help us apply God's law, keep order, and organize us for a common purpose. Lack of conformity to these standards does not represent sin in all circumstances; however, because they are the standards that all members of our community have agreed to uphold, violating them here at school or at school events represents an offense against the community and its authorities and is, therefore, sin on those grounds. If any member of the school community wishes to see a change in any of the house rules, he or she may present his or her case to the Headmaster or Principals. Such an appeal should be made while the person is in compliance with the standard and not after being caught violating it. While we do not expect any student, parent, teacher, or administrator to be in complete agreement with every house rule, we feel these standards are reasonable and, if upheld, will accomplish the order and unity we desire. For the sake of peace and order in our community, we joyfully submit ourselves to upholding our house rules.

God's Rules:

Students, teachers, parents, administration, and staff should behave at all times in a manner befitting a disciple of Christ by upholding biblical standards including, but not limited to:

- Respect for God's name, Word, Gospel, and character with gratitude for His provisions.
- Respect for the authority under which God has placed us, including parents, the school faculty, the administration, and the school board.
- Respect for all persons as image-bearers of God, to be treated as we would wish ourselves to be treated, placing the needs of others above our own, preferring to serve rather than be served.
- Respect for the property of others and of the school and the church by good stewardship of God's material provisions and by making proper restitution when we are responsible for the loss or damage of the property of another.
- Respect for the time of others, as demonstrated by being on time for class, prepared for class, and ready to work.
- Respect for ourselves and our place before God and men as demonstrated by modesty in speech, behavior, and dress.
- Respect for the Truth, as demonstrated by honesty in speech, behavior, and class work, including the avoidance of plagiarism and cheating.
- Respect for the vocations God has given us, as demonstrated by diligence and excellence in our work.
- Respect for the names and reputations of others by avoiding gossip and slander in speech, writing, and all other means of communication, on or off campus, including email and social networking.
- Respect for the peace of our community by pursuing biblical means of resolving conflict or responding to offenses, always seeking repentance, forgiveness, and restoration. (See Matthew 5:23-26, 7:1-5 and 18:15-17.)

House Rules

To provide the order and organization necessary for us to labor together for God's purposes at Tall Oaks, the following student standards have been agreed upon:

- Students may not have electronic entertainment devices, such as Mp3 players or video games, on the school property or on field trips. Students may have cameras only if they are needed for legitimate school use and the student has received permission in advance. For example, a camera may be used for an assignment or for work on the school yearbook, if the teacher gives permission.

- All student use of any electronic device must be done under the direct supervision of a school faculty member and is limited to uses directly related to their school work (conducting research, making presentations, or completing online assignments). Until a teacher has given permission for a specific school-related use at a specific time, all electronic devices (including laptops, electronic readers, iPads, or similar devices) must remain powered down and in the student's locker. Once the authorized use is completed, the device must once again be powered down and returned to the student's locker. Students may not use these devices (or allow a classmate to use their devices) at lunchtime, during aftercare, or other free times or for any purpose or time other than that for which they were granted specific permission. Violation of this standard will result in the confiscation of the device and the withdrawal of all computing privileges, including the use of school-owned student computers.
- Student cell phones must remain turned off in the school building, including before and after regular school hours. They are to remain in the student's locker during the school day and in his or her backpack at all other times. Students found to have cell phones turned on at any time, or outside of their lockers or backpacks at any time, will have their cell phones confiscated.
- Students may not bring any weapons or dangerous items, including, but not limited to, knives, razors, guns, or explosives on school property or on field trips. Such items will be confiscated and the student subject to suspension or expulsion.
- Students may not bring any recreational drugs, alcoholic beverages, or tobacco products on school property, on field trips, or to any school events. Such items will be confiscated and the student subject to suspension or expulsion. Prescription or over-the-counter medications must be brought to the school nurse, who will store and supervise their administration.
- Students who seriously assault others, either verbally or physically, will be subject to suspension or expulsion.
- Students may not engage in any public displays of affection or indicate a love interest during school hours or at school events including, but not limited to, field trips or after school athletic events. In general, there should be no behavior toward one boy or girl that is exclusive or would not be appropriate toward all boys or girls in the student's class.
- Food may be eaten in the school cafeteria only, unless a member of the faculty or administration has given prior permission. Chewing gum is not permitted on campus. Food may not be stored in student lockers.
- Students may not leave campus at any time without the permission of their parents and without first signing out at the school office. Parents should contact the school office directly to give their permission to school employees to release their child.
- Students should never be in a classroom without the presence of a teacher or other staff member. Students should not linger in stairwells or rest rooms. Teachers should lock their classrooms and turn out the lights when leaving them. Students should use only the stairwells designated for use by their grade level.
- Students who use any computers in the school building will be expected to follow the Computer Use Agreement. Those who violate this agreement may be subject to losing all computer privileges, suspension, or expulsion.
- Students are expected to address their teachers respectfully and obey their instructions immediately. This includes displaying a good and cheerful attitude, making good eye contact, maintaining a respectful posture and verbally acknowledging a teacher's instructions. ("Yes, sir" or "Yes, Mr. Smith.")
- When students receive a tally or demerit from a teacher, they should not interrupt the flow of a class to argue the merits of the discipline. If a student desires that a teacher reconsider a matter of discipline, he or she should respectfully approach the teacher privately after class.
- Teachers have the authority to establish particular classroom rules and procedures and enforce them according to Tall Oaks' discipline policies.

General Principles of Discipline

The goals of biblical discipline include the following:

- Leading the students to understand the nature of their sin and repent of it
- Leading the students to seek restoration with God and their fellow men through asking for forgiveness wherever it is appropriate
- Helping students to understand what a beautiful thing forgiveness is, so that they value it enough to be less tempted to cover their sin or make excuses for it
- Reminding students that the price of our forgiveness was paid at the Cross by Jesus Christ
- Providing a means for students to make restitution to individuals or the community when appropriate
- Providing a means for students to practice and develop self-discipline and self-control.
- Providing an orderly learning environment for our students
- Building and maintaining a God-honoring school culture
- Providing an environment that is conducive to the health and safety of our students, volunteers, and employees.

Reasonable effort should always be made to communicate discipline issues with parents. For this purpose, demerits and tallies are reported in RenWeb. Because all tallies and demerits are visible in RenWeb, it is not necessary to email the parents for every student infraction. There may be times, however, when it is important that a parent be quickly aware of a situation. It is up to the teacher or staff member handling an incident of misconduct to determine whether or not parents should be emailed or telephoned. Please do not email parents through RenWeb, but send emails regarding discipline through your school email account.

There also may be times when students need help and counsel working out a personal problem or conflict with another student. Issuing tallies or demerits may not be appropriate in these cases. Usually these situations will not require any write up. However, if the situation is serious enough that the parents should be informed, you may use the RenWeb discipline screen (without a tally or demerit recorded for the incident), email the parents through your school email account, or telephone the parents.

All discipline should point our students to the only biblical way of dealing with sin: the work of Jesus Christ on the cross.

Correction and repentance should be as public as the sin involved. In other words, if a student disrespects a teacher in the presence of other students, it is appropriate that the discipline from the teacher and the student's repentance be made known to all who witnessed the sin. However, if, for example, a student is caught cheating on a test and other students are not aware of it, the student should be corrected in private and make his or her repentance known to the teacher alone. In either case, the reputation of the student is protected. When a sin is made known to the public, the sinner's reputation is damaged; if he comes to repentance, his reputation is improved.

Discipline Protocol

When discipline needs to be administered:

- First, speak with the child(ren)
 - *right away* unless delay is necessary for discretion or to maintain the flow of the class
 - *one-on-one* unless public correction is sufficient and appropriate (see the last paragraph of General Principles of Discipline for more detail)
 - *using Scripture* to point out sin and offer the grace of the gospel
 - *addressing their own hearts* in an effort to teach them the grace of repentance, confession, the pursuit of forgiveness, forsaking sin, restitution, reconciliation, and the restoration of fellowship
- Then, pray with the child(ren)
- Then, issue a demerit/tally and enter it into RenWeb
 - on the same day as the infraction
 - if needed (some situations do not require issuance of a demerit/tally and verbal discipline will suffice)
- Then, contact the parent if necessary
 - to speak about serious or repeated offenses and patterns of conduct not becoming a student at Tall Oaks
 - over the phone, which is preferable to maintain rapport with the family, but sometimes a simple email will suffice
 - by sending an email (blind copy your principal on appropriate correspondence)

If classroom order cannot be maintained,

- First, send the student to the hallway to speak with them one-on-one at an appropriate stopping point, according to the above prescription.
- If order cannot be maintained after these measures, then send them to the office for a visit.

If a student commits a severe offense, such as disrespect, dishonesty, disobedience, fighting, or vulgar speech; then the student should be sent to the office immediately (See the second paragraph of Formal Office Visits).

The Importance of a Consistent Standard

If we are to develop and maintain a school culture that is pleasing to God and that provides a place where our students can thrive spiritually as well as academically, we must be willing to faithfully uphold the standards we have been charged to uphold. While students may understand the school policies as they are written in the Parent/Student Handbook, most will conform only to those policies they see being enforced with consistency. Inconsistent enforcement will frustrate the students and provoke them to exasperation when behavior that is allowed one day or by one teacher is punished on another day or by another teacher.

A teacher must also work to develop a proper relationship with students. A teacher should occupy a position of authority and yet regard the students as image-bearers of God and our equals before Christ. It may be tempting for some teachers to be overly familiar and friendly with students in order to be well-liked. This kind of peer relationship will

undermine the authority of the teacher and the student's respect. Other teachers may be tempted to keep too much distance from students, which may result in students feeling the teacher has no interest in them as people.

10.3 Student Disciplinary Policy

Dates: Approved July 22, 2004, Amended November 20, 2008

Objectives: To ensure consistent, age-appropriate, biblical discipline at Tall Oaks Classical School.

Scope: This policy applies to all students enrolled at Tall Oaks Classical School.

Definitions: N/A

Guidelines:

1. The kind and amount of discipline (punishment) will be determined by the teachers, and if necessary, the Headmaster or appropriate administrator. The discipline will be administered in the light of the individual student's problem and attitude.
2. All discipline will be based on biblical law, requiring: repentance, confession, the seeking of forgiveness, the forsaking of the sin, and restitution. After swift punishment, restoration to fellowship is to be immediate, with no sinful attitudes, and no gossip tolerated.
3. The vast majority of discipline cases are to be dealt with at the classroom level.
4. In order to maintain consistency, TOCS teachers will regularly meet together to discuss biblical standards and school policy concerning discipline.

A carefully considered, Christian view of authority solves both of these problems. Our authority as teachers or administrators is not bestowed upon us because of our own strength or merits but because of our calling from God to serve others through our positions of leadership. While worldly leadership is about power and control, Biblical leadership is humble service and sacrifice to those we lead and faithful submission to those above us, both man and God. Therefore our behavior toward our students should reflect what is best to encourage their spiritual and academic growth, not necessarily what best pleases them or us. Holding students accountable is a part of our service to them and our duty to their parents and our superiors.

Understanding that our positions of authority derive from God's calling rather than our own merits should free us from the temptation to present ourselves to our students as anything other than sinners who fail, who need to repent and seek forgiveness, and who rely daily on the strength and forgiveness we receive from God through the work of Jesus Christ and the Holy Spirit. When we sin before our students, we need to model that pattern of repentance and reconciliation that we wish to encourage in them. When we do well, we need to acknowledge God as the source of all that is good in us.

Students should be helped to understand that when we enforce God's law or school policy, we are doing so out of submission to God and our superiors. Therefore, when students ask teachers or administrators to hold a different standard, they are asking them to dishonor their own duties and commitments.

Standards for Etiquette

In order to achieve consistency and order in our school, teachers should train their students in the following standards of etiquette. Grammar school teachers are required to stay with their students until these standards are being consistently and faithfully met. Upper school teachers should monitor hallways during class changes.

- In general, the grammar school classroom teacher should accompany her class to special classes (Music, PE, etc.) and pick them up afterwards. If the students are leaving a special to go to lunch, the specials teacher may take the class to lunch so the classroom teacher can have an uninterrupted break.

- Generally, gentlemen should allow young ladies to be first in line, the first to be seated, etc. Grammar school classes with “students of the day” are one exception to this. Young ladies should be taught never to demand to go first, but to graciously accept when offered.

9. If a student has an official office visit with the Headmaster or appropriate administrator, the following procedures will be observed:

a. The first two times during a school year that a student is sent to the Headmaster or appropriate administrator for discipline, the above stated procedure will be followed. The parents' assistance and support in averting further problems will be sought.

b. Should the student require a third office visit during the same school year, all of the above and a two-day in-house suspension may be imposed on the student.

c. If a fourth office visit during the same school year is required, the student may be expelled from the school.

10. If a student commits an act with such serious consequences that the Headmaster deems it necessary, the office visit process may be bypassed and suspension or expulsion imposed immediately.

11. Students are subject to school discipline for misconduct which occurs after school hours.

12. Should an expelled student desire to be readmitted to Tall Oaks Classical School at a later date, the Tall Oaks Classical School Board will make a decision based on the parents' and student's attitudes and circumstances at the time of reapplication.

- When passing through doors, each student should carefully pass the door to the person behind them.
- Upper school students should be required to sit attentively in class with good posture and eye contact.
- Upper school students do not need to line up or be silent in the halls, but they should be reasonably quiet and be respectful of others, especially adults, who are also trying to use the hallways.
- Visitors or faculty in the hallways should be greeted respectfully.
- We have frequent visitors to classrooms. Continue with your lesson uninterrupted unless the visitor asks for an introduction. Your administrators should be able to slip in and out of classrooms without interrupting the flow of your lesson.
- Students should respond to a teacher or administrator's instructions with, “Yes, m ‘am, “Yes, sir,” or “Yes, Mrs. Smith.” No argument or excuse-making should be tolerated. If students have information they feel the adult needs or if they need clarification, the students may ask permission to speak after indicating their intention to obey.

Merits, Demerits, Tallies, and Bears (Discipleship Reminders)

We use demerits (upper school), tallies (grades one to six) and bears (kindergarten) as gentle reminders when students transgress. Single demerits or tallies have no consequence in and of themselves unless the student's parents impose one. However, when multiple incidents reveal a pattern of sin, it is the obligation of the faculty and/or the administration to deal with the issue to lead the student to repentance and restoration through Christ. Occasionally, students display a pattern of behavior that negatively impacts the culture of the school, the safety of other students or the student's own ability to benefit from their attendance at Tall Oaks. In those cases, when opportunities for repentance and restoration have been rejected, suspension or expulsion may be necessary.

Students of all levels may also receive merits for exemplary behavior. Use merits to encourage students who have behaved above expectations in being kind or helpful or who show wisdom and boldness in dealing with difficult situations.

Teachers should respond appropriately to the behavior of any student whom they may encounter during the course of the day, not just those students whom they teach. Any teacher witnessing an incident in the hallway, for example, should praise or correct the student(s) and record any appropriate merits or demerits.

While a tally or demerit may be a sufficient reminder to students for many minor incidents, many incidents, even when minor, require more attention. For example, when a child behaves in an unkind way, the teacher may need to deal with the heart issues at the root of this sin and/or mediate reconciliation between the two students involved. While tallies and demerits serve us as reminders to students and as a means of recording patterns of behavior for parents and administrators, they cannot substitute for the biblical pattern of self-reflection, repentance, restoration, and sanctification made available to us through the work of Jesus Christ and the Holy Spirit. Teachers have a responsibility to guide the students in their charge through this process. That does not mean that every issue that requires attention requires that attention immediately, thus interrupting the flow of the class. Teachers should ask students to stay after class or meet with them at a convenient time to address problems. When a problem needs to be dealt with and the teacher does not have time to deal with it, the student(s) may be sent to their Principal's office for a meeting.

Behavior Bears (Kindergarten)

"Behavior bears" are used in the Kindergarten classroom each day to aid in discipline the children concerning their behavior. The "behavior bears" are laminated paper bears which hang in the classroom. Each child has their own "bear." If a child fails to follow the classroom rules, the bear is taken down. If there is a second behavior problem, the bear is hung upside down, and the child may need to visit with the principal or headmaster. If a child's bear stays up for the entire day, a separate paper "good behavior bear" is sent home with the child that day. All "bear down" behavior incidents will be recorded in RenWeb by the teacher or the teacher's aide which can then be viewed by the parents.

Tally System (Grammar Level)

Each grammar school teacher should prepare a "tally board" for her classroom. The display can take any form the teacher desires as long as it allows for a place for each student to record any tallies he or she receives. It is recommended that the tally board be hung at the back of the room so students can record their tallies without being in the spotlight. Tallies are categorized according to the following acronym, which should be referenced on the display: HOW I ACT. The acronym stands for the following categories of infractions:

- **H**ullabaloo: Horseplay, distracting behavior, etc.
- **O**ut of Order: Being out of line, not where they are supposed to be, etc.
- **W**ork Not Finished: Homework not completed, class work unfinished because of inattention
- **I**ntentional Disobedience: Insubordination, refusal to follow instructions. (Transgressions deserving this tally should, in most cases, result in an office visit to the Principal or Headmaster)
- **A**ttitude: Complaining, grumbling, scoffing, etc.
- **C**ourtesy Lacking: Unkindness, pushing ahead of others, rudeness
- **T**alking: Talking out of turn, not raising hand when appropriate, conversing while the teacher is talking, etc.

When students are given a tally, they should quickly and quietly go to the tally board and record it. Tallies are removed at the end of each week. Classroom teachers are to record each tally in RenWeb by the end of the day. It is recommended that teachers keep a notebook to jot down tallies that happen during class, so the flow of the lesson is not interrupted. These notes can be used at a more convenient time to report the tallies in RenWeb. Elaborate descriptions of the transgression are usually not necessary. A one-sentence description of the misbehavior is sufficient. ("Suzy blurted out an answer in class.")

Teachers who notice a pattern of misbehavior should inform the child's parents by phone or by email. Do not use the email function from the Behavior screen; use the email function from the "Communication" screen or email directly from your school email account. Parents should also be informed of serious incidents or incidents that may have upset their child. If a pattern continues, the Principal should be informed, so that she may counsel the student. The appropriate principal should be blind copied on any behavior-related emails.

The Grammar School Principal will conduct a formal office visit with students with excessive tallies and meet with parents when necessary. If the problem behaviors remain uncorrected, the student may be placed on social probation or be expelled.

Demerit System (Dialectic and Rhetoric Level)

Dialectic and Rhetoric level students receive demerits rather than tallies. Demerits are recorded in RenWeb only. Students should be informed that they are receiving a demerit and the reason. No other discussion is necessary during class time. If a teacher or a student wishes to discuss the matter further, they may do so after class or at another convenient time. If the teacher feels it is necessary to notify parents of the incident, he or she may telephone the parents or send an email from their school email account. Do not use the RenWeb email feature from the Behavior screen.

If while recording a demerit, you notice a pattern of misbehavior that should be addressed for the benefit of the student, you should either call or email the parents about the pattern (especially if you have firsthand knowledge of multiple incidents), counsel the student yourself, or inform your Principal so he can follow up with the student.

When a student receives excessive demerits in a quarter, he or she may be required to serve "restitution," depending upon the nature of the offenses. The biblical principle is that the student has demonstrated a pattern of sinning against the whole school community and through the service of restitution, has an opportunity to pay back the community. Restitution is intended to be restorative rather than punitive. Counting demerits for the purpose of earning restitution begins anew at the start of each quarter.

If a dialectic- or rhetoric-level student earns excessive demerits, a formal office visit may be scheduled with the child's parents, the student, and the Upper School Principal. If the problem behaviors remain uncorrected, the student may be placed on social probation or be expelled.

Punishment

While we affirm that corporal punishment is a biblical method of discipline, and encourage parents to use it as God requires, we leave that duty to the parents. If parents judge that a spanking is necessary, they may come to school to administer it or they may wait until the child returns home. At no time is a teacher or staff member of Tall Oaks to administer corporal punishment or threaten to administer it to any child other than his or her own.

Teachers may restrain students as necessary to keep them from harming themselves or others. Otherwise, students should not be compelled into any action by any physical means or threat of physical means, including, but not limited to, pushing, pulling, dragging, or carrying.

Teachers should also refrain from punishing students with things such as writing sentences or standing in a corner. These punishments do not lead students to the biblical goals of repentance, restoration, and sanctification, but instead provoke and frustrate a child. It may be appropriate, in some cases, to withhold a privilege, such as recess or a field trip, from a child who has demonstrated an unwillingness to behave responsibly in those situations.

While it is important that students understand the gravity of their sin and their need for forgiveness, teachers should not shame students or encourage them to carry a burden of guilt. Instead, the promise of forgiveness should be held before them and the students should be encouraged to embrace that gift through repentance and reliance upon the work of Christ.

Formal Office Visits

Matthew 18: 15 – 17 describes levels of discipline as we seek to lead a sinner to repentance. First, we are commanded to go alone to the one who has offended and encourage him or her to repent. If this is unsuccessful, we are to go again, this time with another Christian along as a witness. Finally, we are to bring a case before the established authorities for a final warning which, if unheeded, will result in the expulsion of the offender. An important principle of this process is that the sinner is given multiple loving opportunities to repent with increasing levels of seriousness. The formal office visit is a step of that process within the context of the school. If a teacher has spoken with a student, given him or her opportunities to repent and yet not seen any improvement, the teacher may request an office visit with the appropriate Principal and the student. Patterns of excessive tallies or demerits also represent opportunities to repent that were not heeded and, therefore, necessitate a formal Office Visit as described above.

Other offenses, because of their severity, require an immediate formal Office Visit. Per the Tall Oaks Policy manual, these include disrespect shown to any staff member, dishonesty (lying, cheating, stealing), rebellion or outright disobedience (such as refusing to follow a teacher's instructions), fighting, and obscene or vulgar speech, including taking the Lord's name in vain. Teachers may, at their discretion, require an office visit for other serious infractions not included on this list.

Students who have excessive formal Office Visits may be subject to in-house suspension or expulsion at the discretion of the Principal or Headmaster. The Headmaster may also by-pass the Office Visit process and impose suspension or expulsion any time he deems the situation warrants that action.

Informal Office Visits

Not every visit to a Principal's office is a formal Office Visit. Students may be sent to the office for assistance in working through a dispute with another student or to receive counsel on a personal problem. Young children who are being disruptive may be sent to the office as a means of helping them to settle down. There may also be situations in which a student should be led through a process of self-examination and repentance, but the teacher cannot interrupt the class to do it. In situations such as these, the Headmaster and Principal are available to serve you and support your classroom discipline by meeting with students. Visits such as these will not be considered formal Office Visits in the process of discipline described in the previous section.

Gossip and Scoffing

As we consider school discipline—or discipline of any kind—we are wise to consider the role of two destructive sins of the heart and tongue: gossip and scoffing. These two forces can destroy the unity of any group. We must be diligent to first, keep ourselves from these sins and second, not tolerate them within our school.

Gossip, or tale bearing, can be defined as sharing a negative report about someone with a person who is neither a part of the problem nor a part of its solution. Gossip is shared for reasons other than seeking a biblical solution to a concern. Gossip should be avoided to protect the reputation of a brother or sister who may come to repentance or who may have been misunderstood. (Reports of repentance and corrections of misinformation rarely travel as rapidly or as far down the grapevine as the reports of sin and misinformation travel.) Gossip is shared by either speaking bad reports or by listening to them. We must be as scrupulous with our ears as we are our tongues. If we begin to hear a report that may be gossip, we have an obligation to stop the speaker and determine whether the conversation should proceed.

In the context of a teaching faculty, concerns about students may be fruitfully shared with fellow faculty members in order to assist a student by providing a consistent and unified authority or to arrive at a solution to a community-wide concern. (Similarly, parents may discuss the sins of their child with each other in order to develop a strategy for dealing with them.) However, great care must be taken to limit such sharing to persons and topics that can be potentially helpful.

Students should be instructed to avoid gossip in their conversations with one another or with teachers. If a student approaches a teacher with a complaint about another student, the student should be stopped and asked if the student is asking for help in solving a problem. If so, the allegedly offending student should be summoned and any

reports should be heard in the presence of both parties. When settling a dispute between two students, each should be given the opportunity to say what he or she did wrong. If this does not lead to confession and repentance, the teacher can question the students further and make any necessary judgments.

Students should be taught the difference between being a “tattletale,” which is gossip, and seeking the help of an adult. Of course, children, and even young men and women, must understand that it is sometimes necessary to alert adults to potentially dangerous situations. Young children are right to let an adult know that a fellow student has run out into the parking lot or is kicking another student. Likewise, teens are right to report dangerous behavior such as drug use or suicide threats. What makes such reports right is the speaker’s desire to seek help.

Scoffing, which can be communicated through words, expressions, or body language, flows from a heart that has disdain for others. The objects of disdain may be equals (fellow teachers or students), superiors (students toward teachers or teachers toward the administration), or toward inferiors (teachers or administrators toward students). Like gossip, scoffing undermines the very fabric of any community and destroys its unity. Like gossip, its motivation is self-centered and prideful. Again, we must first guard ourselves from scoffing and mocking speech and behavior, but we must also be swift to reject it in our midst. Students who engage in scoffing or mocking behaviors should be swiftly disciplined and, if necessary, removed from the school.

The role of students in holding each other accountable in avoiding gossip and scoffing is an important part of maintaining a godly school culture. Students should be taught to confront one another according to Matthew 18 when they fall into sinful patterns of speech or behavior.

Social Probation

Students displaying a pattern of misbehavior without repentance as demonstrated by a high number of tallies or demerits and multiple office visits may be placed on social probation at the discretion of the administration. Students may also be placed on Social Probation following one serious incident. Parents of students on Social Probation will be informed of their child’s status by letter. A meeting will be set up with the Headmaster, their Principal, the student’s parents, and the student. A plan will be established for improvement, including specific goals in regards to behavior by a given deadline. During the probation period, a student’s privileges may be restricted, including the privilege of participating in school events and athletic programs. If the agreed-upon improvement goals are not met, the student may be expelled.

Administrative Support

Teachers sometimes come under fire from students, and unfortunately, from parents, when they enforce the standards and policies of the school. Make the administration aware of this problem as soon as you are aware of it. Your administrators understand this kind of situation, and will stand with you. First, we will not hear accusations against you unless you are present. We will trust that your account of an event is accurate and that if you have made a mistake, you will say so. We understand that students and parents will sometimes attempt to deflect blame for or attention to their misbehavior by criticizing how a teacher handled the problem or by questioning his or her character or motivations. We have seen this pattern enough to recognize it when it happens, and we will not hold these incidents against you.

In this situation, it is important to remain calm and firm and to resist efforts to provoke you to anger or inflame the situation. There is no need to defend yourself or share elaborate details of your reasoning to be analyzed by your accusers. You are under no obligation to meet unreasonable demands from students or parents or submit yourself to their judgment. A simple statement of the events in question should be sufficient.

Teachers also sin and make mistakes. As soon as you realize that you have made an error in judgment or sinned in some way, repent swiftly, ask forgiveness, make the situation right, and otherwise model the pattern of repentance and restitution that we wish to see in our students. It is better to report to the administration any situations that have

the potential to generate a complaint, so that if we hear about it from a student or a parent, we can respond to questions or concerns right away rather than being caught by surprise. We do not expect our teachers to be free from sin or errors in judgment. We only expect you to handle those situations biblically. We will be able to stand by you if we can say to a concerned parent, "She did wrong; she admits that; she made it right, and we are satisfied that the situation has been handled properly."

Staff Children

The children of Tall Oaks faculty and staff should set a good example for respect for school policy. When others see the children of school employees misbehaving or taking liberties that others are not allowed, it encourages resentment and disrespect for school standards. When considering whether you should allow your child to do something, ask yourself, "Can non-staff students do this?" For example, non-staff children are not permitted to use the microwave or play on the playground unsupervised after school. Non-staff children are not allowed in the Teacher Resource Room or to use the copy machine.

Aftercare is provided for you free of charge so that you can meet with parents or work after school and still have your children properly supervised. Please don't hesitate to take advantage of these services.

Many of our children become very familiar with the school building during the summer. They have an opportunity to explore it and go places they might not be permitted at other times. As the summer ends, please take the time to explain to your children that the time for these privileges ends when the school year begins. It is now their privilege to be among those families that lead the school through our joyful respect for her policies.

School Procedures and Staff Duties

Building and Classroom Security

Entrance to the school building will be through the doors on the west side of the building, which have a Tall Oaks sign above them. Other than during arrival time in the morning, the door will be locked and you must be buzzed in to enter. Use the second door from the right when you are granted entrance. All other exterior doors should remain closed and locked at all times except the doors leading to the fenced playground area and the fenced parking area on the south side of the building. These may be unlocked or propped open as needed.

The building entrance window will be manned from 7:00 AM until 6:00 PM, after which time the building will be locked and the alarm will be set. If you plan to be in the building outside of these hours, you need to make prior arrangements with someone who can lock or unlock the doors and set or disarm the alarm.

Teachers and staff persons should wear a school identification badge throughout the school day. The badges will be provided after school pictures are taken. Before then, you may wear your badge from last year or a temporary badge will be provided for you.

All visitors, including parents and other volunteers, should sign in and receive a visitor's badge at the entrance booth. Any person found in our classroom areas without a visitor's badge should be asked to return to the entrance window to get one. If possible, escort the person to the booth yourself, or call the office to make us aware of the situation. Please be aware that there may be parents of day care or preschool children who will not have badges; however, they should not be anywhere except in areas used by those ministries.

No students should be in classrooms without a faculty member present. When you leave your classroom, lock the door. Students should not be permitted to linger in restrooms, stairwells, or other such areas.

Arrival

When dropping off children in the morning, parents will use the two drop-off lanes on the west side of the building. (See map below.) Two faculty members will be on duty to help students get out of their cars and safely enter the building. When you have arrival duty, please begin promptly at 7:30 AM. Direct traffic as necessary to assure the safety of the children. This is an opportunity to greet the students and parents warmly and give them a good start for the day. Students arriving after 8:00 will be required to sign in at the entrance window and will be marked tardy.

Grammar School Arrivals

Upon arrival, grammar school students will report directly to the cafeteria. They will place their lunches in their class's lunch bin and place their coats and book bags in the line designated for their class. Two teachers or aides will supervise the children there. The children should be seated on the floor, where they may talk or play board games. They may not run around or play with balls during this time. At 7:45 the games should be cleaned up, the children should be reminded to use the bathroom, if necessary, and the children should line up by class. Beginning at 7:47, a third teacher will lead the students in a quick review time that will cover one academic area, according to a rotating schedule. After the review, the kindergarten classes will be dismissed. The remaining students will then review the Bible memory and catechism. The teacher will conclude the review time with prayer and begin dismissing the students by 7:57. Students should begin dismissing by class in an orderly fashion. A teacher should accompany each grade.

Dialectic and Rhetoric School Arrivals

Upon arrival, Upper School students should go upstairs using the steps near the office. Lunches should be placed in the bins outside the Upper School Principal's office. Students should go directly to their lockers, store their belongings, and get what they need for their first period class if it is before 7:45. They should then report to the open area in the center of the second floor by 7:45 for worship. Teachers will be on duty on both the second and the third floors to supervise, help students with locker problems, and make sure students do not linger at their lockers. At 7:47, staff members will lead the students in worship. The students should be dismissed from worship at 7:57. Students who are seated in class after 8:00 are to be marked tardy by their homeroom teachers.

Lunch, Student Chores, and Recess

Lunch for all students will be in the cafeteria. Students are not permitted to have food in the classrooms or their lockers unless their teacher has approved it for a special purpose.

Grammar School Lunch and Recess

To reduce crowding on the playgrounds, the grammar school will have lunch and recess in two shifts. The first shift will have recess and then eat lunch. The second shift will eat lunch and then have recess. Grades 1 through 3 will have recess on the grassy play area accessed through the doors at the back of the cafeteria. Grades 4 through 6 will have recess on the paved lot accessed through the doors near the nurse's office.

- Grades 1, 2, and 3: Recess at 11:05; lunch at 11:35; return to class by 12:05
- Grades 4, 5, and 6: Lunch at 11:05; recess at 11:35; return to class by 12:05

Upon arrival in the cafeteria, students will retrieve their lunches from the storage bins and take their place, still standing, at a table designated for their grade. When all the students have found a place, a supervising teacher or parent will lead them in singing "The Doxology" for grace. Students will be seated and begin eating. If hot lunch is being served, the students should remain seated until their name is called. During the first five minutes, the students may not talk. After five minutes, the supervising adults may announce that quiet talking is allowed.

Five minutes before lunch is over, the students are to clean off their tables, throw out any trash, return lunch boxes to the bins, and line up by grade. Supervising adults should take care to check that the tables are being left in good condition for the next shift.

Grammar school recess will be supervised by teachers and/or parent volunteers. Supervisors should not gather in one spot but should spread out on the playground so that no student is out of sight or earshot at any time. Any behavior issues should be reported to the involved students' teachers.

Dialectic and Rhetoric Jobs and Lunch

After fifth period, at 12:10, dialectic and rhetoric students will pick up their lunch boxes from the bins near the locker rooms and report to the cafeteria. Students will stand at their tables as a teacher leads them in singing and prayer before they eat. Students should remain in the cafeteria until it is time for jobs.

Jobs will begin at 12:45. The students will work with their house on the assigned jobs and will be supervised by the Upper School Principal. At 1:00, students should be ready to start their sixth period classes.

A teacher supervises the dialectic and rhetoric lunch hour and is responsible for seeing that all students remain in the cafeteria until they are dismissed and for keeping the lunch hour on schedule.

Dismissal

All students will gather for dismissal in the gymnasium by 3:10. The students will line up by class in the gym and remain silent while names are being called. Grammar school teachers should accompany their classes to the dismissal area and see to it that they are lined up and settled. Grammar school teachers should remain with their classes while names are called to help maintain order and assist students as necessary.

On the way to the dismissal area, grades one through six should stop by the cafeteria hallway to pick up their lunch boxes.

Dismissal begins at 3:10 for both the grammar school and the upper school. Dismissal on early release days begins at 12:25 for grades one through twelve. Please be sure your class arrives in time to be settled by the start of dismissal.

Parents picking up their children will enter the parking lot from either Rte. 273 or Rte. 141 (E. Basin Road). These two lines of traffic will merge into one and stop along the sidewalk in front of the building. There will be cones set up along the sidewalk, and the first six cars will each pull up to a cone. (See map below.)

Parents will be given number cards which they will display in the passenger side of the car's windshield. A teacher on duty outside will read the number aloud via walkie-talkie to a teacher on duty inside. That teacher will have list of the family name(s) associated with each number; he or she will call the family name and the children will come forward. The children will exit through the gym door and be assembled outside on the ramps in the front of the building.

When all traffic is stopped, the teachers on duty will assist the students in safely entering their cars. Once six cars have filled, they may all pull away and leave through the Rte. 141 exit. The next six cars must come to a complete stop before any children are allowed off the ramp to enter their cars.

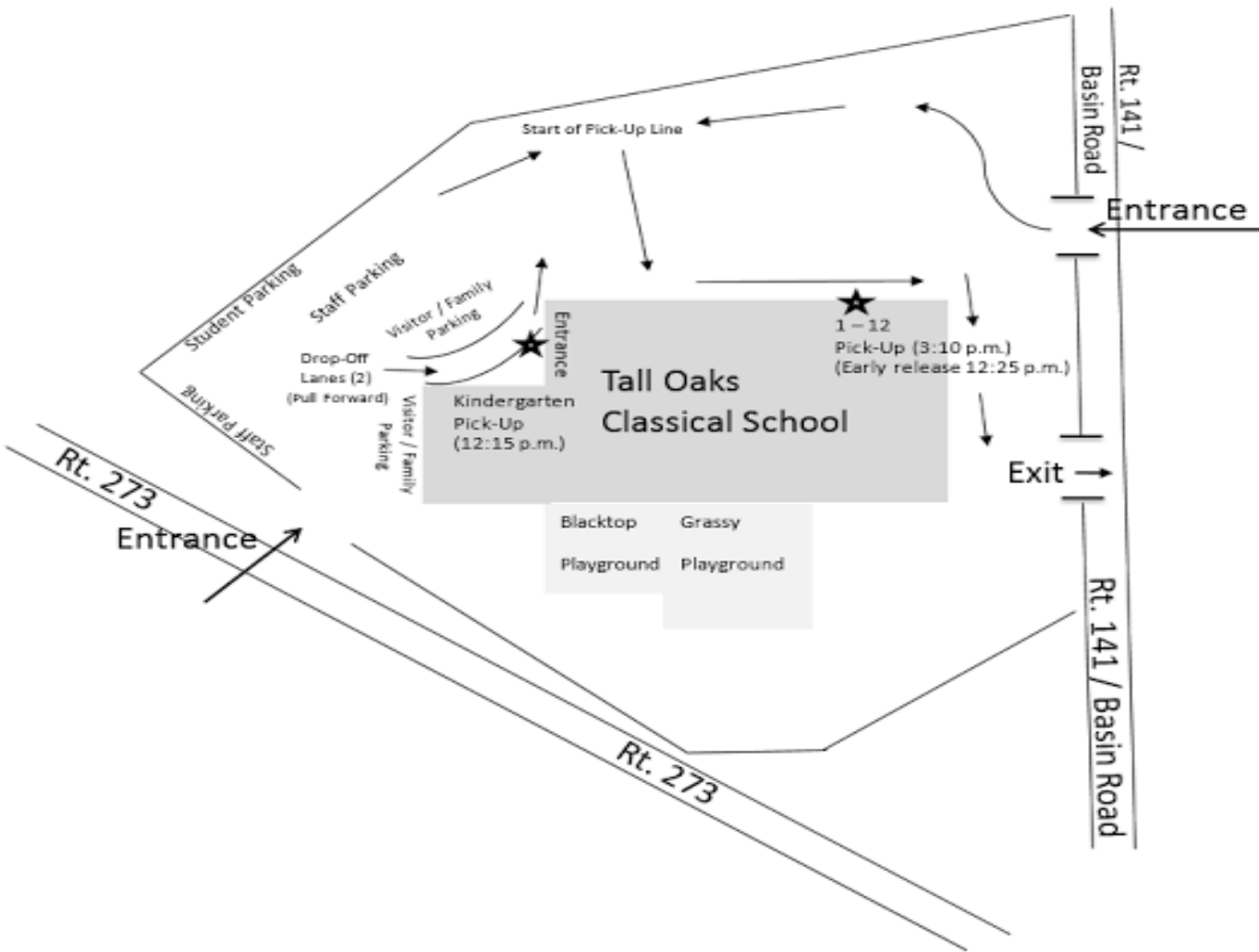
If a parent needs to speak to a teacher or enter the building, he or she should park in the designated parent parking area and enter the building. Parents may not park in the departure lanes.

If a student does not respond to the dismissal call, is late, or returns to the building for a forgotten item, the parent should be asked to pull around to the end of the line, rather than hold up the whole line.

All students should be picked up by 3:25. (12:40 PM on early release days.) If any students remain after this time, they should be taken to the aftercare rooms for supervision. Parents arriving after 3:35 (12:50) will be charged for aftercare services.

Staff children who will be waiting for their parents to finish work should wait in the aftercare area. If you wish for your child to wait in your classroom under your direct supervision, you should go to the front desk and ask or the attendant to call for them. Rules about students not being alone in classrooms also apply to staff children after school. For example, you may not bring your children to your classroom and then leave them there while you go make copies.

Map of Traffic and Parking



Personnel Policies

Staff Standards of Dress and Grooming

All staff members, teachers, office staff, administration, etc., are adult Christian models to the students; therefore, the dress of staff members must be professional and appropriate.

Women should always dress modestly. Generally, women will wear dresses or skirts. Exceptions should be approved by the Headmaster or appropriate Principal. It might, for example, be appropriate for the art teacher to wear slacks when working with paints and crafts, or when a teacher is on a field trip.

Women, please adhere to the same standards of modesty we ask of our female students, including the following:

- Skirts or dresses should be no shorter than the top of the knee cap
- Shoulders and cleavage should be covered
- Dresses, skirts, and blouses should not be form-fitting.

Men will wear dress shirts with ties and dress slacks. Sport jackets or suits for men are not required but are very appropriate.

Hair should be neat and clean. Male teachers may have well-groomed facial hair.

All dress and hairstyles should be such that they does not draw attention or distract others.

Substitute Teachers for Planned and Unplanned Absences

For planned absences, complete a Request for Leave form and have it approved by your Principal at least one week in advance of the absence. On the form, indicate what your needs will be for a substitute, including classes and staff duties.

As soon as you know you will need an unplanned substitute, contact the Assistant to the Headmaster and Principals. Do not leave a message on the school phone early in the morning, as these messages may not be heard until after the school day begins. Contact them directly at home or via cell phone.

It is your responsibility to supply your substitute with any needed lesson plans, instructions, or materials.

You may not exceed the personal days or sick and emergency days listed in your contract without incurring a loss in pay. (Five emergency or sick days, up to two personal vacation days due to extraordinary circumstances.)

Working Hours

All employees should arrive at school by 7:30 AM and remain on campus until 3:30 PM, unless permission is granted by their Principal or the Headmaster to arrive late or leave early. Staff members should use time before and after school to engage in relationship building with students, parents, and fellow staff members. Spontaneous small group prayer for daily needs and conversations seeking to edify each other through encouraging conversation should be a normal part of this time in our school community. Engaging in the 7:45 AM upper school worship or lower school recitation is also strongly encouraged when staff members are available.

All teachers are expected to attend staff meetings scheduled for Early Release Wednesdays from 1:00 until 4:00. Faculty meetings count as work days, so any absences will count toward your personal days.

Publications Policy

The following Publications Policy covers all written materials produced by teachers or staff in the course of their work at Tall Oaks.

9.10 Publications Policy

Dates: Approved July 22, 2004

Objective: To establish the ownership of material produced at Tall Oaks Classical School.

Scope: This policy applies to all material produced by the staff of Tall Oaks Classical in the course of their duties at Tall Oaks Classical, as well as any material produced as the result of special commissioning by Tall Oaks Classical.

Definitions:

Commissioned material: Material that is produced by a staff member as a result of special arrangement with the administration of Tall Oaks Classical. No commissioning exists without a signed agreement.

Guidelines:

1. Individual staff members have full ownership rights to lecture notes, worksheets, lesson plans, as well as non-commissioned textbooks/workbooks or teacher guides they have written in the course of their teaching duties at Tall Oaks Classical.
2. Tall Oaks Classical School has full ownership rights to curriculum guide outlines/objectives, scope and sequences, and materials lists.
3. Tall Oaks Classical School retains the right to use "in house" all worksheets, lesson plans, and lecture notes. This "in house" use does not include the right to market the material outside the confines of Tall Oaks Classical School without prior written agreement with the staff involved.
4. The ownership of commissioned material will be specified by the commissioning agreement.
5. When a staff member signs his annual work agreement, he will sign a statement that he has read and understands this policy, and agrees to the terms of it.

Student and Staff Relationships

Teachers and staff members should be models of propriety for our students. Relationships between staff members and between staff members and students should be professional, friendly, and polite without any suggestion of intimacy, excessive familiarity, flirtation, or sexual innuendo.

If you must work alone with a member of the opposite sex (staff member or student) take care to do so in a location that is easily visible to others by means of an open door, a window, or publically accessible area.

Do not travel in a car with only one student who is of the opposite sex.

Avoid addressing adults by first names in the presence of students.

Comprehensive Grievance Policy

9.8 Comprehensive Grievance Policy

Dates: Approved July 22, 2004, Amended November 20, 2008

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of Tall Oaks Classical School.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Tall Oaks Classical School's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

Guidelines:

Students or parents to teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or the student
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator.
3. If the problem is still not resolved, the parents should appeal the decision to the Headmaster.
4. If there is still no resolution, the parents should request in writing a hearing from the Tall Oaks Classical School Board. The request will be passed through the Headmaster.

9.8 Comprehensive Grievance Policy (continued)

Parents to Headmaster:

1. If parents have a concern about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate administrator.
2. If the problem is still not resolved, the parents should appeal the decision to the Headmaster.
3. If there is still no resolution, they should request in writing a hearing from the Tall Oaks Classical School Board. The request will be passed through the Headmaster.
4. This procedure applies to Board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

Staff to Administration:

1. All concerns about the general operation of TOCS must first be presented to the appropriate administrator.
2. If the problem is not resolved, the staff member may appeal the decision to the Headmaster.
3. If there is still no resolution, the staff member should request in writing a hearing from the Tall Oaks Classical School Board. The request will be passed through the Headmaster.

Volunteers to Staff or Administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight
2. If the problem is not resolved, the volunteer may appeal the decision to the Headmaster.
3. If there is still no resolution, the volunteer should request in writing a hearing from the Tall Oaks Classical School Board. The request will be passed through the Headmaster.

General:

1. It is understood that if any disputes arise which are not specifically covered by this policy, the general pattern of procedures established by this policy will be followed.

Professional Development, Resources, and Training

One of the goals of your Principal is to support the teaching staff in professional development, training, and in helping you find the resources you need for your classrooms. Do not hesitate to ask questions or ask for help when you need it. There are a number of resources and training opportunities available to you.

Teacher Resources

Teacher Resource Room

The Teacher Resource Room is located in Room 206. There you will find classroom supplies for the taking, a collection of posters, bagged collections of photographs and bulletin board sets, and other classroom resources, a collection of professional journals and a small library of teaching related books and curricula. You may borrow what you need on an honor system. Please return borrowed items quickly after you are finished using them so they will be available to others. Also in this area is a laminating machine, paper cutters, a die cut machine, and a binding machine for your use.

There is a tablet hanging on the wall shelf where the office supplies are stored (to the right as you walk in the room). If you would like us to stock an item that is not there, or if you take the last of something or see that the supply is running low, please list the item on the tablet. The office staff will check the list regularly and order the listed items.

The Teacher Resource Room also has a conference table for small meetings or for eating your lunch. There is a refrigerator, microwave, coffee machine, and tea kettle there for your use. We ask that you bring your own mug for coffee or tea and keep it in your classroom or office. Please help us to keep this area neat, so it will be usable by everyone.

Each week two teachers will be assigned to do regular maintenance chores in the Teacher Resource Room. The schedule will be posted on the inside of the door.

Tall Oaks Email, Chat, and Shared Files

Every faculty or staff member should be assigned a school email address that runs through Google's Gmail system. You will need to activate your account to have access to the school calendar and shared files. You have access to forms, teacher resources, etc. from any location through the Google shared files. There is more information on using our technology systems in the next chapter of this manual.

TOCS Library

The school librarian leads library classes and coordinate with volunteers to shelve and catalog new and/or donated books. Our school library has been catalogued using the RenWeb library system, so the catalogue is available from any computer.

QuestiaSchool

Tall Oaks subscribes to an online library that is similar to online University libraries. The site has books, journals, magazines, newspapers, and encyclopedias available in full text format. To learn to use the system, there are tutorials available on the site. Log on to QuestiaSchool.com using the username and password supplied by the Upper School Principal. All faculty and staff and all students from 5th to 12th grade may have an account. We can also open accounts for school volunteers or parents who desire to have them.

Ordering Books or Supplies

Purchase Order Form: Stored on the shared files is a purchase order form that you can print out. If you want to have specific books or supplies ordered for you, or if you want to go out and purchase something yourself and be reimbursed for it, you must fill out the form and have the Headmaster approve it. If you are doing your own shopping, you must get approval beforehand. If the items need to be ordered online from a specialty source (such as a science or library supply site), please include the web site address and specific catalog numbers.

General office supplies, such as staplers or dry erase markers, can be ordered for you by the Office Manager.

Classroom Observations

Teachers benefit by observing other teachers and by being observed by others. Teachers are encouraged to visit other classrooms at Tall Oaks and at other schools. If necessary, substitutes will be arranged for you for this purpose.

Informal Observations

The Headmaster and Principals will visit classrooms weekly for informal observations. Informal observations are unannounced and may be for an entire class period or for just a few minutes. The observer will follow up with an email. These observations are meant to be a low key way of assisting you in developing your teaching skills and encouraging communication between the administration and the staff. They do not become a part of your personnel file. Principals may also visit classrooms to observe students.

Formal Observations

Formal observations are scheduled. You will be asked to submit a lesson plan in advance of the visit by your Principal. New teachers will receive two formal observations. Others will receive one. The first round of formal observations usually takes place from November to January. Information from formal observations will be used for the teacher's formal evaluation which becomes a part of the personnel file.

Formal Evaluations

Every year (twice for new teachers) the teaching staff and some other personnel, will receive a formal evaluation. Before the evaluation is prepared, you will be asked to complete a pre-evaluation questionnaire, which invites you to share your thoughts on your own performance, your personal goals, desired changes in your teaching assignments, the support you need from the administration, and any desired training.

The appropriate Principal will complete a formal evaluation, incorporating information from the formal observation, the pre-evaluation questionnaire, and other observed performance throughout the school year. After reviewing the evaluation, the teacher will meet with the Principal to discuss the evaluation. The teacher has the opportunity to add comments to the evaluation if he or she desires. The evaluation is then signed by all three parties and becomes a part of the teacher's personnel file.

Teacher Training and In-service Meetings

The administration plans teacher training opportunities to accomplish several purposes:

- To equip teachers with the knowledge and skills needed to teach certain curricula
- To enrich the general education or content area education of teachers
- To develop the teaching skills of teachers by learning teaching methods or general principles of pedagogy
- To develop the worldview and philosophy of the faculty
- To build faculty unity and support communication and cooperation

There are several venues through which these purposes are accomplished.

Summer Teacher Training

During the two weeks prior to the start of school, we have several days of teacher training. Some days are set aside for new teachers. We often have guest speakers with expertise in content areas, the use of particular curricula, or teaching methods.

Early Release Wednesdays

Approximately every alternate Wednesday throughout the school year, we dismiss school at 12:25 and hold teacher in-service meetings starting at 1:00. You are welcome to bring your lunch. These meetings are sometimes taken up by general school business or preparation for report cards or parent teacher conferences. There is often teacher training or a guest speaker.

Off-Site Training or Observations

Occasionally, teachers may be sent to training events off site. These may be workshops offered by professional or community organizations, training offered by other ACCS schools or University classes. You may also wish to visit another school to see its programs or observe its classrooms. With approval from the Headmaster or a Principal, you will be reimbursed for training fees, transportation, and other necessary costs.

ACCS Conferences

Teachers and Staff members are encouraged to attend the annual ACCS Conferences when they are within driving distance. Tall Oaks will pay for any teacher's conference fees and hotel. You will be responsible for your meals and travel.

Mp3 recordings of past ACCS plenary talks and workshops are available for download on the TOCSBOX shared files. (See the next chapter for instructions on how to access these files.). There are also CDs and cassette tapes available in the teacher resource area for some talks.

Other Conferences

If teachers wish to attend conferences other than ACCS conferences, seek approval from the appropriate Principal and then the Headmaster.

Teacher Certification

The Tall Oaks Teacher Certification Program meets the requirements of the Association of Classical and Christian Schools. Therefore, teachers certified at Tall Oaks will have their certification recognized by the ACCS and by other ACCS schools. Tall Oaks teacher certification verifies that a teacher can demonstrate philosophical understanding, pedagogical competency, and academic skills at a level required for excellent teaching in a classical and Christian school. The process

of earning this credential is in itself an opportunity for professional development. There are three levels of certification, as described below.

Levels of Certification

Teachers should earn **Provisional Certification** within three semesters of beginning teaching at Tall Oaks. Provisional certification requires a sound understanding of philosophy, pedagogy, child development/discipline, and teaching area content.

Permanent Certification requires three years of successful teaching experience at an accredited ACCS school, (part-time teachers may require more years) competence in the particular skills and teaching methods appropriate to the teacher's level of the Trivium, and a demonstration that the teacher has formed a habit of continuing learning and self-reflective practice. All full-time teachers should earn permanent certification within four years of beginning teaching at Tall Oaks. (Part-time teachers may require more time.) Evidence of continued learning and development will be required to renew the permanent certification every three years. Permanent certification should either be renewed every three years or upgraded to Master Certification.

Master Certification verifies that a teacher is highly qualified in pedagogy, curriculum development, and knowledge of the entire Trivium and able to teach other teachers. A personal knowledge of Logic and Rhetoric are required, as well as a basic understanding of Latin or Greek. A pre-approved Master project or paper will be required that shows master level work in professional or curriculum development. The project can be a thesis paper/presentation, a curriculum development project of publishable quality, the development and presentation of training for other teachers, or a project of similar level. Masters or Doctorate theses or projects completed for University graduate schools may be accepted if the subject and level of work is appropriate. Master Certification should be renewed every five years.

Certification Plan

Prior to seeking teacher certification, the teacher should meet with the appropriate principal and complete an individual certification plan. The teacher and principal will work out together how each requirement will be met and set a timetable for completion. A portfolio will be started for each teacher which will include the certification plan, copies of all written assignments, annual evaluations, a record of all training and reading completed, and any other pertinent information. This portfolio will be evaluated for final approval of the certification.

Proficiencies for Provisional Certification

The candidate for Provisional Certification should do the following:

- Demonstrate an understanding of the philosophy of Christian education.
- Demonstrate an understanding of the philosophy of Classical education.
- Demonstrate knowledge of the subject matter for which certification is sought.
- Demonstrate an understanding of the development and training of children.
- Demonstrate an understanding of the teaching process.

Proficiencies for Permanent Certification

The candidate for Permanent certification should do the following:

- Meet all the requirements for Provisional Certification.
- Teach successfully in an ACCS accredited school full time for three years or more. (Part-time teachers may require more time.)

- Demonstrate an established habit of continuous learning and self-reflective improvement in teaching.
- Demonstrate adequate academic skills, such as analytical reading, organized and thoughtful writing, and writing mechanics.
- Complete a paper (five pages or greater) or curriculum project that demonstrates proficiency in teaching, philosophy, or content areas.

Proficiencies for Master Certification

The candidate for Master Certification should do the following:

- Meet all the requirements for Permanent Certification.
- Demonstrate personal education in the Trivium, including Logic, Latin, or Greek, and Rhetoric.
- Complete a Master project demonstrating rhetoric level work in professional or curriculum development.

How the Required Proficiencies May Be Gained and Demonstrated

Teachers may gain the knowledge required to gain proficiency by the certification they are seeking in several ways, including the following:

- Reading books approved by the administration (There is a pre-approved list available. Others can be approved upon request.)
- Attending approved conferences, workshops, or training events
- Using approved audio or video coursework
- College coursework
- Observation of other teachers at this or other schools
- A combination of the above

Teachers should document their participation in the above, usually by writing a short (one to two pages) summary, book review, or outline of the material learned. Teachers can also document their learning by teaching it to others, providing transcripts of college work, or another agreed upon means.

Teachers must also demonstrate proficiency in the required areas by some means, such as the following:

- Writing a longer paper (five or more pages) that brings together the teacher's learning experiences and reflects upon the area of competency
- Teaching others through substantial training events, conferences or class work
- Previously published or produced works, including work produced for college coursework or graduate programs, professional journals or online publications
- College transcripts that verify extensive study in a particular field
- The production of curriculum materials (lesson plans, tests, assignments) that demonstrate the required competencies
- Classroom observations and annual evaluations (to document successful teaching experience)

For renewal of Permanent Certification or Master Certification, a teacher must demonstrate a continuing pattern of liberal learning and professional development and complete an appropriate level paper or project. Continuing education should include the following:

- At least one professional conference (ACCS or other professional organizations) every two years

- At least one high-level training workshop a year, such as those offered at Tall Oaks summer in-service and training events at other ACCS schools, college coursework, or approved audio or video courses
- At least two classroom observations a year, both within and without the teacher's division of the Trivium
- Reading a minimum of three books per year: one pedagogical, one relating to an appropriate content area and one relating to theology, philosophy or worldview.
 - Pedagogical books could include books about teaching, classroom management, child rearing, discipline, child development, or a particular curriculum or method of teaching.
 - Content area books could include books from any field that extends the teacher's understanding in any academic area, including works of classic literature, literary criticism, history, logic, rhetoric, or science.
 - Theological or philosophical books can include any meaty theological book, such as a systematic theology, apologetics or prayer, a book on philosophy or worldview, or a book applying biblical standards to social issues such as feminism, government, or education. This should not include light devotional books.

Teachers wishing to extend their certification beyond the level(s) or subject area(s) for which they were originally certified, may do so by completing a plan that demonstrates education and competency in the extended areas.

Technology Systems

Overview and Policy

Tall Oaks Classical School (TOCS) employs technology for the exclusive purpose of fulfilling its mission – to assist parents in preparing their children to excel in every duty and calling God has for them throughout their lives by providing a classical and Christ-centered curriculum designed to equip our graduates with the tools to acquire, process, express, and defend knowledge from a Biblical worldview.

All TOCS computer users (faculty, staff, students, and parents) are reminded of the school's Computer Use Policy, which can be found in the Parent/Student Handbook, and the Computer System Use Agreement. **Faculty and staff are expected to adhere to this policy and the Agreement at all times.** Questions or concerns regarding same should be directed to the Principals.

Support

Questions and concerns regarding the Tall Oaks Classical School computer systems should be sent to Charlot Sanders (csanders@talloaksde.org). Mrs. Sanders will schedule work to be done and communicate to all parties involved.

Computer Systems

All PCs, whether owned by the individual faculty member or TOCS, are audited and configured at the beginning of the year according to the TOCS Endpoint Configuration Guide in order to ensure functionality and security. Faculty and staff-owned mobile devices (smartphones, tablets, etc.) are also audited and configured. Faculty and staff using TOCS-owned PCs do not have local administrator rights (if the operating system supports this option while retaining functionality). Please submit a support request if you need additional software installed (see Support above). Please do not allow students to use your computer or mobile device for any reason (see Computer Lab and Student Network Usage below).

Network

TOCS employs a dedicated wired and wireless computer network which is independent of the network of First Baptist Church (FBC). The exception is the Internet connection, which is shared. The network can be accessed through designated network jacks in spaces used exclusively by TOCS (all school offices and rooms 21-26, 201-206, and 301-308) and via the wireless network called TOCS. The TOCS network is exclusively for use by TOCS faculty and staff. All others (students, parent volunteers, etc.) must use the guest wireless network, TOCS_Guest. (See Computer Lab and Student Network Usage below for student usage parameters.) The password to access this network is available in the main office. Internet traffic is content-filtered for all networks.

Email, Collaboration, and File Sharing

All TOCS faculty and staff have a TOCS email account in the format FirstInitialLastName@talloaksde.org for use with Google Apps for Education. Google Apps is TOCS' primary email and collaboration system and is accessible from any Internet connection. Google Apps includes email, calendar, contacts, Drive (formerly Docs), and Talk/Hangouts (chat/IM). Your talloaksde.org email address is used for all school-related communications and is published in RenWeb (see below). Google Apps can be accessed through any of the following URLs, in addition to Google's default login page (<https://accounts.google.com/ServiceLogin?sacu=1&hl=en>):

- Email - <https://mail.google.com/a/talloaksde.org>
- Calendar – <https://www.google.com/calendar/hosted/talloaksde.org>
- Contacts – <https://www.google.com/contacts/a/talloaksde.org>
- Drive/Docs – <https://docs.google.com/a/talloaksde.org>

Please remain logged in to Google Apps while you are at the school so that you can be reached via Google Talk/Hangouts if necessary.

Files can be stored either on Google Drive or on TOCSBOX (see File Storage below). Please note that all faculty and staff have access to all files in the TOCSBOX share.

The TOCS Master Calendar contains all school-related events, including private events visible only to faculty and staff. You can access this calendar from your google account.

School Management System

RenWeb is TOCS' central school management system. TOCS faculty and staff use RenWeb to manage school data such as student and family lists, homework, and discipline. The faculty/staff RenWeb application is already installed on Windows PCs (Mac users must use the Web-based version with limited functionality), and a shortcut to this application is on your computer's desktop. TOCS families access RenWeb exclusively via Web browser (<http://www.renweb.com>) for access to this data.

RenWeb also has a library management component which is used to manage the school's library assets.

Printing

The Konica Minolta multifunction printer (MFP) in Room 206 is available to faculty for printing in black and white. For cost saving purposes, please see the office if you need to print something in color.

Telephony and Faxing

TOCS leverages FBC's phone system. Individual voicemail boxes for TOCS faculty are not provided. Inbound faxes are printed automatically on the Toshiba multi-function printer in the school office and will be delivered to your mailbox in Room 206. Outbound faxes are sent from the same device.

File Storage

A centralized network storage device, TOCSBOX, provides centralized file storage for all school data. A shortcut named TOCSBOX (\\172.16.44.9\tocs) was created on your computer's desktop for access to TOCSBOX. The username for

TOCSBOX is "tocsboxuser" (no quotes) and the password is "isaiah613b" (no quotes). TOCSBOX is currently only accessible while physically at school.

Mobile Computer Lab Usage

All students in grades 5-12, and all parents of students grades K-4, are required to sign the Computer System Use Agreement before permitted to use any TOCS computer resource. A list of students who have not signed the Agreement will be maintained and should be checked when supervising student computer use.

Students are permitted to use the Dell laptops marked as student laptops while at TOCS. These laptops are provided in two mobile lab carts, which are stored in the old computer lab (Room 205). Each cart contains 24 laptops, a wireless color laser printer, and a projector. Reserve a cart on the Cart Reservation Calendar in the Teacher Resource Room and follow the instructions listed on the cart.

Students are also permitted to bring in personal laptops or tablets (but NOT smartphones) for designated school-related purposes as authorized by a faculty or staff member. Student computers are to be connected to the TOCS_Guest wireless network.

Students must be physically supervised at all times while using any electronic device.

Bell System

TOCS uses a network-based bell system called BellCommander to deliver bell sounds (indicating class changes) to network-connected PCs. The server program runs on central server TOCSBELLS and communicates with an agent installed on every TOCS PC (including staff-owned laptops). This system is centrally controlled and is customized to ring the appropriate bell schedule for grammar school and/or D/R school. No interaction is required. **Please ensure your computer's speakers are unmuted at all times and volume turned up so that you can hear the bells.** Use of external speakers in each classroom is strongly recommended for bells and projector use (see Projectors below).

Projectors

Ceiling-mounted Epson projectors are installed in rooms 301-308 (except 305) and 201-205. The remote control, user manual, VGA cable, and USB cable for each projector is in a black Epson bag in each classroom. These projectors can be used wirelessly, using the Epson software installed on your computer, or with the VGA cable or USB cables. Use the VGA or USB cable to show video content; the wireless connection is sufficient for still images. Connect the external speakers to your computer to play associated audio.

The ceiling-mounted projector in room 305 is not wireless and must be used with the connected VGA cable. The projectors in the mobile lab carts are available for use in rooms without projectors.

7.2. Computer Use Policy

Dates: Approved November, 6, 2008

Objective: TOCS encourages the responsible use of computers, computer networks (including the Internet), portable storage devices and other electronic resources in support of the mission and goals of TOCS.

Scope: Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is nearly impossible to control. TOCS has established this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to

User Responsibilities

I. Acceptable Use

1. All use of the Internet must be in support of educational objectives consistent with the mission and objectives of TOCS.
2. Proper codes of conduct in electronic communication must be used. Extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.

Exemplary behavior must be exhibited on the network as a representative of Christ's Church and TOCS.

Unacceptable Use The following activities are unacceptable and are prohibited:

1. Use of TOCS computing systems for any non-TOCS purpose, including, but not limited to, sending unsolicited email (spam), commercial or for-profit purposes, political lobbying, illegal activities, and accessing the Internet for personal use (personal email, blogging, instant messaging [IM], social networking, etc.). Exception: TOCS faculty and staff may, with discretion and good judgment, make limited use of Internet connectivity for personal reasons, subject to the limitations described in this policy.
2. Unauthorized copying of copyrighted material, including, but not limited to: book or magazine content (plagiarism); digitization and distribution of photographs from magazines, books or other copyrighted sources; and copyrighted music.
3. Accessing Internet content that is inappropriate or contrary to the law of God and the philosophies of TOCS.
4. Sending or receiving communications contrary to the law of God and the philosophies of TOCS, including, but not limited to, profanity, obscenity, hate mail, chain letters, harassment, and discriminatory remarks.
5. Software installation of any kind. Designated TOCS computer support personnel will install software when needed. If software installation is required, submit a request for same to the administration.
6. Downloading entertainment software or other files not related to the mission and objectives of TOCS for transfer to a user's home computer, personal computer, or other media.
7. Playing games of any kind, unless specifically authorized by a teacher for instructional purposes.
8. Establishing network or Internet connections to live communications, including voice and/or video, unless specifically authorized by the Headmaster.
9. Introducing malicious programs into the TOCS network (viruses, worms, Trojan horses, e-mail bombs, etc.).
10. Using portable storage devices for any use other than TOCS related work.
11. Revealing user account password (for any system, internal or external to TOCS) to others or allowing use of user account by others. For TOCS faculty and staff, this includes family and other household members when work is being done at home. Password changes will be required periodically.
12. Revealing personal information of any kind about another person.
13. Circumventing, or attempting to circumvent, user authentication or security of any device, network or account.
14. Accessing, or attempting to access, unauthorized TOCS information.
15. Communicating confidential TOCS information to unauthorized parties outside of TOCS by any means, including, but not limited to, email, instant messaging (IM), newsgroup posting, or blogging.
16. Any activity not described herein that is contrary to any TOCS philosophy or policy.

Guidelines:

I. TOCS Rights and Responsibilities

TOCS retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To inspect student files stored on TOCS computers, student computers, and portable storage devices, e.g. CDs, flash drives, etc.
5. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to TOCS-owned equipment and, specifically, to exclude those who do not abide by TOCS's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. TOCS reserves the right to restrict online destinations through software or other means.
6. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

II. Staff Responsibilities

Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of TOCS.

Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

III. Violations

Computing system users observing a violation of this policy or a security risk must notify a faculty or staff member immediately. TOCS students found in violation of this policy will be immediately denied access to computer systems until an investigation into the incident is completed and will be subject to disciplinary action as set forth in the Parent-Student Handbook. Parents will be notified immediately if a violation occurs.

IV. Exceptions

Any exceptions to this policy must be approved by the Headmaster.

V. Signed Agreements

A User Agreement is to be signed by all adult users and student users above grade 5 and a Parent Agreement is to be signed by parents of all student users.

Computer System Use Agreement

This Agreement must be signed by every user of Tall Oaks Classical School computer systems, including faculty, staff, students, and parent volunteers. Return this signed Agreement to the school office before access to computer systems is granted.

As a user of Tall Oaks Classical School (TOCS) computer systems and a member of the TOCS family and Christ's Church...

I WILL:

- Read, understand, and abide by the Computer Use Policy of Tall Oaks Classical School and this Agreement.
- Use TOCS computing systems in accordance with the Computer Use Policy, this Agreement, and all other TOCS policies.
- Report any observed violation of the Computer Use Policy or this Agreement to a faculty or staff member immediately.
- Contact a designated TOCS faculty or staff member or parent volunteer if I have any questions or issues using any TOCS computing systems or need any software installed.
- (Faculty, staff, and parents) Educate students on the proper and safe use of computing systems and monitor student use.

I WILL NOT:

- Use TOCS computing system for any non-school-related purpose, including, but not limited to, commercial or for-profit purposes, political lobbying, illegal activities, and social networking. *Exception: Faculty, staff, and parents may, with discretion and good judgment, make limited use of Internet connectivity for personal reasons, subject to the limitations described in the Computer Use Policy and this Agreement.*
- Access, store, transmit, or receive any electronic content that is contrary to the law of God and the philosophies and policies of TOCS, including, but not limited to: Unsolicited email (spam), copyrighted material, inappropriate Web sites and entertainment content, software of any kind, malicious software (such as viruses, worms, rootkits, and keyloggers), personal information about another person, and confidential TOCS information (including concerns, grievances, or negative opinions specific to TOCS).
- Install software of any kind on any TOCS computing system.
- Share any password assigned solely to me for my use.
- Play computer games of any kind, unless specifically authorized by a TOCS faculty member for instructional purposes.
- Establish live communications (audio and/or video) outside the school without authorization from a TOCS faculty or staff member.
- Circumvent, or attempt to circumvent, the security controls of any device, network, or account.

I understand that:

- TOCS retains the rights to monitor, log, and control all activity on all TOCS computer systems and to allow or deny me access to same.
- Any violation of this Agreement is cause for access revocation, disciplinary action, and/or legal action and may constitute a criminal offense.
- TOCS has taken reasonable measures to control Internet content accessed from school computer systems but cannot guarantee that inappropriate Internet content will not be accessible.
- (Parents) By signing below, I hereby grant permission for my child to use TOCS computing systems.

Students

Student Government

Purpose:

The purposes of the student government include:

- Providing an opportunity for students to practice leadership skills and learn to work within an organization.
- To plan student events that promote the fellowship and spiritual development of Tall Oaks students and give them an opportunity for service to the school and the community.
- To give a voice to students as they make a positive contribution to the Tall Oaks community.

Staff Advisor:

The Upper School Principal will advise the student government as they carry out their business. He will help the students to organize themselves, make suggestions, assist them with planning events, and keep the student government accountable to its responsibilities as described below.

Officers:

The Student Government will be organized with the following officers:

- **President:** The President must be from grades 11 or 12. He or she will plan and call regular student government meetings, set the agenda for meetings, and preside over them. The President is in charge of the administrative functions of the Student Government and should delegate those functions appropriately.
- **Vice-President:** The Vice-President must be from grades 11 or 12. He or she will assist the President and carry out the duties of President in his or her absence.
- **Secretary:** The Secretary must be from grades 9 through 12. He or she will make, print, and distribute minutes of every Student Government meeting and carry out all necessary correspondence. Included in this correspondence must be communication with the administration, faculty, office staff, students, and parents of Tall Oaks.
- **Treasurer:** The Treasurer must be from grades 9 through 12. The Treasurer will collect and keep an accurate accounting of student government funds and work with the school's finance director to handle banking and disbursements as need. The Treasurer will provide a financial report to the Student Government and to the administration on a regular basis, at least monthly.
- **Class Representatives:** There will be one class representative from each of grades 7 to 12. Classes with more than twelve students may elect two representatives. Class Representatives will share in the decision-making process of the Student Government, communicate Student Government business to their classes, and carry out administrative functions delegated to them by the President.

Student Responsibilities:

As a body, the Student Government will perform the following functions:

- Planning: The Student Government has the responsibility to plan events in keeping with its stated purposes.
- Communication: The Student Government has the responsibility to communicate its plans and activities with the school administration, in particular the Headmaster, the other members of the Student Government, the student body, the parents, the teachers, and the staff.
- The Student Government has the responsibility to seek approval from the Headmaster for its plans and policies.
- The Student Government has the responsibility to determine and carry out the procedures and policies it will use to carry out its business.
- The Student Government will hold regular meetings, at least monthly. All members will be informed of all meetings.
- Major decisions will be made by majority vote. A quorum of 75% of members must be present for any decisions to be binding. Minor procedural decisions may be made by consensus.
- The Student Government will keep accurate and up-to-date records of its business, including minutes of all meetings and regular financial reports.
- The Student Government will hold elections for officers and Student Representatives in the spring for the following school year.

Uniform Policy

Tall Oaks is a community of believers bound together for the glory of God to carry out our stated mission. Our uniform policy is designed to reflect our unity of purpose and our equality before Christ and to remind us that we work as members of the body of Christ, rather than for our own glory. Just as military uniforms, sports uniforms, and occupational uniforms indicate that the wearers represent something beyond themselves—a nation, a team, a trade, or a company—our uniforms are meant to communicate that our students are representatives of Tall Oaks Classical School and of their Lord, Jesus Christ. In this sense, wearing our uniforms well is a contribution to the community. We hope our students will learn to wear them with joy, while cherishing what they represent.

A uniform policy (as opposed to a dress code) has other advantages as well. It removes temptations to judge others based on externals, to become too focused on fashion trends, or to be covetous of the clothing of classmates. Our uniforms are of excellent quality and reasonably priced, so most parents find uniforms to be more cost-effective than maintaining wardrobes of “street clothes” for their children. Parents and teachers also appreciate the simplicity of a set uniform, because it eliminates the need for discussion or interpretation of complicated dress code rules.

There is a dress standard for every school event, whether on- or off-campus, or whether the student is participating in the event or just a spectator. If an event does not have a particular dress standard published for it, students should adhere to either the Professional Dress Guidelines or the Off-Campus Event Guidelines (below) as appropriate. For example, a student attending graduation or a sports banquet should adhere to the Professional Dress Guidelines; a student attending a basketball game or selling at a bake sale fundraiser should follow the Off-Campus Event Guidelines. Students who do not adhere to the dress standards for any event, will not be allowed to participate in that event.

General guidelines concerning uniforms:

1. Students are required to wear only prescribed uniform items.
2. The uniform should be worn to and from school (student should be dressed before entering school). If there is need to change before leaving school, a student must request and receive permission.
3. Uniforms should be clean and kept in good condition.
4. No outerwear (coats, jackets, sweaters, hoodies, etc.) is to be worn in the building except for prescribed uniform pieces. Outerwear may be worn only when arriving or departing from the building.
5. All students will be held accountable to the following uniform policy.

Non-compliance with these standards will be recorded and dealt with by faculty and administration.

Grammar (K-6) School Uniform

Boys

- *Navy blue pants
- *Navy blue shorts (optional, Aug.-Oct. & April-May)
- *Navy V-neck vest
- *Navy V-neck, long-sleeve sweater (optional in cooler weather)
- *Uniform tie (for dress uniform)
- White polo/golf shirt
- White turtleneck (optional, Nov.-March)
- White oxford cloth, button-down collar, long-sleeve dress shirt (for dress uniform)
- Black smooth leather belt
- Black or blue crew-length socks

Shoes:

- Black dress shoes (leather or leather-like uppers) in an oxford style that tie
- OR
- **All black**, low top, athletic shoes (optional)
- Boys in grades K – 3 may wear shoes with Velcro fasteners.

Dress Uniform: White oxford shirt with long sleeves, uniform tie, navy blue vest, navy blue long pants, and black dress shoes (no athletic shoes).

*Items with an asterisk must be purchased through Flynn and O'Hara.

Girls

- *Royal & powder blue plaid jumper (drop waist style)
Please note: All jumpers must come no higher than the top of the knee cap.
- *White Peter Pan-style blouse, long sleeves (short sleeves optional)
- *Navy blue pants w/belt (optional in cooler weather)
- *Navy cardigan (optional in cooler weather)
- White turtleneck (optional in cooler weather)
- Navy blue knee socks or tights

Shoes:

- Black shoes (leather or leather-like uppers) in either lace-up oxfords or
- Mary Jane style with closed toes, closed heels and flat heels (without embellishments)
- OR
- **All black**, low top, athletic shoes (optional)

Dress Uniform: Royal & powder blue plaid jumper, white Peter Pan-style blouse with long sleeves, black shoes, and navy blue knee socks (no tights & no athletic shoes).

Navy blue shorts worn under the jumper are strongly recommended for young girls.

In order for growing girls' jumpers to remain at the proper length throughout the year, it is recommended that girls begin the year with jumpers longer than required.

*Items with an asterisk must be purchased through Flynn and O'Hara.

Dialectic and Rhetoric (7-12) School Uniform

Boys

- *Gray trousers
- *Light blue oxford cloth, button-down collar, dress shirt (long sleeves for dress uniform, short sleeves optional for daily uniform)
- *Class tie: required to be worn daily by rhetoric students (grades 9 – 12) and only with the dress uniform by dialectic students (grades 7 & 8)
- *Navy V-neck vest
- *Navy V-neck, long-sleeve sweater (optional in cooler weather)
- Bowtie (Optional on Fridays) See the office to purchase the school-approved bowtie.
- Black smooth leather belt
- Black or blue crew-length socks
- Shoes:
 - Black dress shoes (leather or leather-like uppers) in an oxford style that tie
 - Athletic shoes, sneakers, or sport shoes are not acceptable.

Dress Uniform: Everything as above including the vest; light blue, oxford cloth, long-sleeve shirt; and class tie.

*Items with an asterisk must be purchased through Flynn and O'Hara.

Girls

- *Royal & powder blue plaid, knife pleated skirt
Please note: All skirts must come no higher than the top of the knee cap.
- *Light blue oxford cloth, button-down collar, dress shirt (long sleeves for dress uniform, short sleeves optional for daily uniform)
- *Navy V-neck vest
- *Navy V-neck, long-sleeve sweater (optional in cooler weather)
- Navy blue knee socks, tights, & stockings
- Shoes:
 - Black leather or leather-like Mary Jane style, ballet style, or oxford style shoes.
 - Shoes must have closed toes, closed heels, and flat heels.
 - Shoes must be without embellishments, such as bows, sparkles, decorative stitching, designs, or patent leather.
 - Athletic shoes, sneakers or sport shoes are not acceptable.

Dress Uniform: Everything as above worn with a long-sleeve shirt, vest and *navy blue nylon stockings* (not tights)

In order for growing girls' skirts to remain the proper length throughout the year, it is recommended that young ladies begin the year with skirts longer than required.

*Items with an asterisk must be purchased through Flynn and O'Hara.

NEW!

P.E. Uniforms

Students in 1st – 8th & 10th grade* must purchase and wear the TOCS PE uniform which consists of sweatshirt/tee shirt and sweatpants/shorts. No other shirts, shorts, jackets, or hoodies will be allowed (including spirit wear). Students must wear white, black, blue, or gray athletic socks and athletic shoes to P.E. class (no Heelys, light-up shoes, or hard-soled shoes). Properly fitting athletic shoes are essential to preventing injury. Grammar students are to wear their P.E. uniform all day; dialectic and rhetoric students will change prior to P.E. class. The P.E. uniform is to be ordered through Flynn & O'Hara. A medical slip or note from parents is required for students to be excused from P.E.

*9th, 11th & 12th grade students must purchase and wear PE tee shirts for various events and activities throughout the year.



Uniform Supply Company

Tall Oaks Classical School contracts with Flynn and O'Hara School Uniforms to supply our daily, dress, and P.E. uniforms. You may order new uniforms via their website (www.flynnohara.com), by telephone (1-800-441-4122), or at a local retail store. A full list of Flynn and O'Hara stores may be found on their website or by contacting them at their toll-free telephone number.

General Guidelines for Student Attire and Grooming

While on school campus, all students are expected to do the following:

- Dress neatly: All shirts tucked in, sleeves rolled down and buttoned, shoes on and tied, no holes/tears in clothes, clothing appropriately sized for the wearer, belts worn.
- Wear the uniform properly during the entire time they are on school campus, from when they arrive until they depart, even if they are on campus after school hours and have not changed into street clothes.
- Be clean, that is, recently washed, hair kempt. Unusual haircuts, color or styles that would draw undue attention to a student are not permitted.
- Have no visible tattoos (real or imitation).
- Avoid heavily scented body products in order to prevent irritation caused by allergies in others.
- Adhere to the dress standards appropriate for the event. Students who do not adhere to the dress standards for any event, may not be allowed to participate in that event.

Boys are expected to do the following:

- Wear their pants above the hips and hemmed to a proper length.
- Not wear jewelry (e.g., necklaces and bracelets) with the exception of a class ring and one watch.
- Keep hair off the ears, off the neck, off the collar and out of the eyes. Hair should be tapered all the way around or have a close-cut. Boys' hair may not be braided.
- Be clean shaven. (No mustaches or beards)
- Keep sideburns shorter than the bottom of the earlobe.

Girls are expected to do the following:

- Have hair groomed neatly and may be adorned only with a plain, unembellished (no bows, flowers, designs, etc.) navy blue, black, or white scrunchie, barrette, hair beads, or headband. Girls may also wear school plaid headbands without a bow.
- Wear very little make-up, if any, and no eye make-up or mascara.
- Wear only clear nail polish, if any.
- Wear their skirts to the top of the knee cap or longer, whether in uniform or not.
- Wear, at most, one set of pierced earrings in the lobes which are post style (no hoops) and do not dangle below the ear lobe. Cartilage or other piercings are not permitted to be worn during school events.
- Wear, at most, one simple necklace (not a choker).

- Wear, at most, a Tall Oaks class ring or a purity ring if special permission has been requested in advance by parents. No other rings are permitted.
- Wear, at most, one watch.
- Wear no jewelry other than that permitted above.

Casual Dress Guidelines

Occasionally, students may be given the opportunity to participate in Casual Dress day. Casual Dress day is a privilege. Each student is required to adhere to the guidelines completely. If there is any question about whether or not an article of clothing is appropriate, please contact the school office. Students who do not adhere to the dress standards for any event, may not be allowed to participate in that event.

Girls:

- Properly fitting slacks or jeans without holes and that are not cut too low. Shorts are not permitted. Capri pants are not permitted.
- Modest skirts, dresses (not form fitting) or jumpers that are no shorter than the top of the knee cap are acceptable.
- May wear tops or blouses with a collar. Sweaters are acceptable. Shoulders and cleavage is to be covered. May not wear t-shirts.
- Shoes must have an enclosed back. Athletic shoes are acceptable. Flip-flops and clogs are not permitted.

Boys:

- Properly fitting slacks or jeans without holes and that are not cut too low. Shorts are not permitted.
- May wear shirts with collars. These may be a polo-style shirt or a button-up shirt. Sweaters are permitted. May not wear t-shirts.
- Shoes must have a closed back. Flip-flops are not permitted.

Professional Dress Guidelines

Dialectic / Rhetoric students will participate in activities in which they will need to dress in a professional manner (debates, Fine Arts Festival, thesis presentations, graduation, etc). Each student is required to adhere to the guidelines completely. Failure to do so may result in personal consequences. If there is any question about whether or not an article of clothing is appropriate, please contact the school office. Students who do not adhere to the dress standards for any event, may not be allowed to participate in that event.

Girls:

- Modest skirts, dresses (not form fitting), or jumpers that are no shorter than the top of the knee cap are acceptable.
- Tops or blouses with a collar. Sweaters are acceptable. Shoulders and cleavage is to be covered. Tops and blouses are not to be form fitting.
- Dress shoes (up to two-inch heels optional). Tennis shoes, flip-flops, and clogs are not permitted.

Boys:

- Properly fitting slacks or suit pants
- Jacket (sport coat or matching suit jacket)

- Collared dress shirt
- Tie or bowtie
- Dress shoes or loafers (athletic shoes and flip-flops are not permitted.)

Social Event Dress Guidelines

Dialectic / Rhetoric students will participate in school-sponsored social events through the school year. Each student is required to adhere to the guidelines completely. Failure to do so may result in personal consequences. If there is any question about whether or not an article of clothing is appropriate, please contact the school office. Students who do not adhere to the dress standards for any event, may not be allowed to participate in that event.

Girls:

- Properly fitting slacks that are not cut too low are acceptable. Shorts, jeans and capri pants are not permitted.
- Modest skirts, dresses (not form fitting) or jumpers that are no shorter than the top of the knee cap are acceptable
- Tops or blouses with a collar. Sweaters are acceptable. Shoulders and cleavage are to be covered. Tops and blouses are not to be form fitting.
- Shoes must have an enclosed back (up to two-inch heels optional). Flip-flops and clogs are not permitted.

Boys:

- Properly fitting slacks that are not cut too low are acceptable. Jeans and shorts are not permitted.
- May wear shirts with collars. These may be a polo-style shirt or button-up shirt. Sweaters are permitted. Tee shirts are not permitted.
- Shoes must have a closed back. Flip flops are not permitted.

Off-Campus Event Dress Guidelines

Off-Campus Event Dress Guidelines are to be used for TOCS-sponsored events in which casual or professional dress does not apply (service projects, sports events, etc.) Please remember we are representing both our school and our Lord at such events. All clothing must represent truth, goodness, and beauty. Students who do not adhere to the dress standards for any event may not be allowed to participate in that event.

Girls:

- Properly fitting slacks, jeans, capris pants, or shorts that are no shorter than mid-thigh in length. Pants or shorts cannot be form-fitting.
- Modest skirts, dresses (not form fitting), or jumpers that are no shorter than the top of the knee cap are acceptable.
- Tee shirts with appropriate (non-offensive) wording or pictures. Shoulders, cleavage, and midriff are to be covered and shirts are not to be form fitting. Halter-tops are not acceptable.

Boys:

- Properly fitting slacks, jeans, or walking shorts without holes and that are not cut too low.
- Tee shirts with appropriate (non-offensive) wording or pictures. Sleeves must cover the shoulders and midriff must be covered. Undershirts are not acceptable.

Appendix A: Calendars and Schedules

2015-16 Upper School Class Schedule

		Monday	Tuesday	ER Wednesday	Wednesday	Thursday	Friday
P	Time						
HR	8:00-8:05	HR 7 – Mr. Gray (201) 8 – Mr. Jones (203) 9 – Mrs. Schneider (306) 10 – Mrs. Gray (301) 11 – Mr. Rippon (302) 12 – Mr. Rippon (302)					
1	8:05-8:50	7 – World Missions (201) 8 – Latin (203) 9 – Physical Science (306) 10 – Algebra II (301) 11 – British Lit. (302) 12 – British Lit. (302)	7 – World Missions (201) 8 – Latin (203) 9 – Physical Science (306) 10 – Algebra II (301) 11 – British Lit. (302) 12 – British Lit. (302)	7 – World Missions (201) 8 – Latin (203) 9 – Physical Science (306) 10 – Algebra II (301) 11 – British Lit. (302) 12 – British Lit. (302)	7 – World Missions (201) 8 – Latin (203) 9 – Physical Science (306) 10 – Algebra II (301) 11 – British Lit. (302) 12 – British Lit. (302)	7 – World Missions (201) 8 – Latin (203) 9 – Physical Science (306) 10 – Algebra II (301) 11 – British Lit. (302) 12 – British Lit. (302)	7 – World Missions (201) 8 – Latin (203) 9 – Physical Science (306) 10 – Algebra II (301) 11 – British Lit. (302) 12 – British Lit. (302)
2	8:55-9:40	7 – Literature (201) 8 – Old Testament (302) 9 – Geometry (301) 10 – Physical Science (306) 11 – Chemistry (305) 12 – Chemistry (305)	7 – Chorus (204) 8 – Chorus (204) 9 – Geometry (301) 10 – Physical Science (306) 11 – Chemistry (305) 12 – Chemistry (305)	7 – Literature (201) 8 – Old Testament (302) 9 – Geometry (301) 10 – Physical Science (306) 11 – Chemistry (305) 12 – Chemistry (305)	7 – Literature (201) 8 – Old Testament (302) 9 – Geometry (301) 10 – Physical Science (306) 11 – Chemistry (305) 12 – Chemistry (305)	7 – Literature (201) 8 – Old Testament (302) 9 – Geometry (301) 10 – Physical Science (306) 11 – Chemistry (305) 12 – Chemistry (305)	7 – Literature (201) 8 – Old Testament (302) 9 – Geometry (301) 10 – Physical Science (306) 11 – Chemistry (305) 12 – Chemistry (305)
3	9:45-10:30	7 – Latin (203) 8 – Western Civ. (201) 9 – Spanish I (304) 10 – American Lit. (302) 11 – Aesthetics (308) 12 – Aesthetics (308)	7 – Latin (203) 8 – Western Civ. (201) 9 – Chorus (204) 10 – Chorus (204) 11 – Chorus (204) 12 – Chorus (204)	7 – Latin (203) 8 – Western Civ. (201) 9 – Spanish I (304) 10 – American Lit. (302) 11 – Aesthetics (308) 12 – Aesthetics (308)	7 – Latin (203) 8 – Western Civ. (201) 9 – Spanish I (304) 10 – American Lit. (302) 11 – Aesthetics (308) 12 – Aesthetics (308)	7 – Latin (203) 8 – Western Civ. (201) 9 – Spanish I (304) 10 – American Lit. (302) 11 – Aesthetics (308) 12 – Aesthetics (308)	7 – Latin (203) 8 – Western Civ. (201) 9 – Spanish I (304) 10 – American Lit. (302) 11 – Aesthetics (308) 12 – Aesthetics (308)
4	10:35-11:20	7 – Science (305) 8 – Algebra I (301) 9 – Western Civ. II (201) 10 – Spanish II (304) 11 – Pre-Calculus (306) 12 – Rhetoric II (308)	7 – Science (305) 8 – Algebra I (301) 9 – Western Civ. II (201) 10 – Spanish II (304) 11 – Pre-Calculus (306) 12 – Leadership (308)	7 – Science (305) 8 – Algebra I (301) 9 – Western Civ. II (201) 10 – Spanish II (304) 11 – Pre-Calculus (306) 12 – Rhetoric II (308)	7 – Science (305) 8 – Algebra I (301) 9 – Western Civ. II (201) 10 – Spanish II (304) 11 – Pre-Calculus (306) 12 – Rhetoric II (308)	7 – Science (305) 8 – Algebra I (301) 9 – Western Civ. II (201) 10 – Spanish II (304) 11 – Pre-Calculus (306) 12 – Rhetoric II (308)	7 – Science (305) 8 – Algebra I (301) 9 – Western Civ. II (201) 10 – Spanish II (304) 11 – Pre-Calculus (306) 12 – Rhetoric II (308)
5	11:25-12:10	7 – Pre-Algebra (301) 8 – Classical Lit/Comp(302) 9 – New Testament (308) 10 – U.S. History (201) 11 – Spanish III (304) 12 – Calculus (306)	7 – Pre-Algebra (301) 8 – Classical Lit/Comp(302) 9 – Art (303) 10 – U.S. History (201) 11 – Spanish III (304) 12 – Calculus (306)	7 – Pre-Algebra (301) 8 – Classical Lit/Comp(302) 9 – New Testament (308) 10 – U.S. History (201) 11 – Spanish III (304) 12 – Calculus (306)	7 – Pre-Algebra (301) 8 – Classical Lit/Comp(302) 9 – New Testament (308) 10 – U.S. History (201) 11 – Spanish III (304) 12 – Calculus (306)	7 – Pre-Algebra (301) 8 – Classical Lit/Comp(302) 9 – New Testament (308) 10 – U.S. History (201) 11 – Spanish III (304) 12 – Calculus (306)	7 – Pre-Algebra (301) 8 – Classical Lit/Comp(302) 9 – New Testament (308) 10 – U.S. History (201) 11 – Spanish III (304) 12 – Calculus (306)
	12:10-12:45 12:45-1:00	LUNCH JOBS (Report to Study Hall by 12:50 if you are not working)		12:20 – All School Gathering 12:25 – Dismissal			
6	1:00-1:25	7 – Study Hall (202) 8 – Study Hall (306) 9 – Study Hall (304) 10 – Study Hall (308) 11 – Study Hall (201) 12 – Study Hall (201)	7 – Study Hall (202) 8 – Study Hall (306) 9 – Study Hall (304) 10 – Study Hall (308) 11 – Study Hall (201) 12 – Study Hall (201)	1:00 – 4:00 Teacher/Staff Training		7 – Study Hall (202) 8 – Study Hall (306) 9 – Study Hall (304) 10 – Study Hall (308) 11 – Study Hall (201) 12 – Study Hall (201)	7 – Study Hall (202) 8 – Study Hall (306) 9 – Study Hall (304) 10 – Study Hall (308) 11 – Study Hall (201) 12 – Study Hall (201)
7	1:30-2:15	7 – Composition (202) 8 – Logic (306) 9 – Classical Lit. (302) 10 – Syst. Theology (308) 11 – Civics (201) 12 – Civics (201)	7 – Composition (202) 8 – Logic (306) 9 – Classical Lit. (302) 10 – Art (303) 11 – Civics (201) 12 – Civics (201)			7 – Composition (202) 8 – Logic (306) 9 – Classical Lit. (302) 10 – Syst. Theology (308) 11 – Civics (201) 12 – Civics (201)	7 – Composition (202) 8 – Logic (306) 9 – Classical Lit. (302) 10 – Syst. Theology (308) 11 – Civics (201) 12 – Civics (201)
8	2:20-3:05	7 – Drama (202) 8 – Art (303) 9 – Debate (302) 10 – P.E. (Gym) 11 – Rhetoric I (308) 12 – College Prep (203)	7 – P.E. (Gym) 8 – Drama (202) 9 – Elective * 10 – Elective * 11 – Elective * 12 – Elective *			7 – Drama (Upper Room) 8 – P.E. (Gym) 9 – Debate (302) 10 – Personal Finance (203) 11 – Rhetoric I (308) 12 – Personal Finance (203)	7 – Art (303) 8 – Critical Thinking (202) 9 – Debate (302) 10 – P.E. (Gym) 11 – Rhetoric I (308) 12 – College Prep (203)

Dismissal Time: 3:10 PM

Early Release Wednesday 12:25 PM

* Electives for Grades 9-12: Computers (205), Boys and Girls Vocal Ensemble (204), Yearbook (203), and Debate Team for grades 10-12 (302)

2015-16 Grammar School Class Schedule

P	Time	Monday	Tuesday	ER Wednesday	Wednesday	Thursday	Friday
HR	8:00-8:05	1 – Mrs. Sypher	2 – Mrs. Brunson	3 – Miss Bech	4 – Mrs. Leaby	5 – Mrs. S.Welch	6 – Mrs. Marshall
1	8:05-8:45	1 - 2 - 3 - 4 - 5 – Bible 6 – Bible	1 - 2 - 3 - 4 - 5 – Bible 6 – Bible	1 - 2 - 3 - 4 - 5 – Bible 6 – Bible	1 - 2 - 3 - 4 - 5 – Bible 6 – Bible	1 - 2 - 3 - 4 - 5 – Bible 6 – Bible	1 - 2 - 3 - 4 - 5 – Bible 6 – Bible
2	8:50-9:30	1 – 2- 3 – 4 - 5 - Literature 6 – Composition	1 - 2 – 3 - 4 - 5 – P.E. 6 – Art	1 - 2 - 3 - 4 - 5 - Literature 6 – Composition	1 - 2 – 3 - 4 - 5 - Literature 6 – Composition	1 - 2 - 3 - 4 - 5 - Music 6 – Composition	1 - 2 - 3 - 4 - 5 - Literature 6 – Composition
3	9:35-10:15	1 – P.E. 2 – 3 - 4 - 5 - Math 6 – Grammar	1 - Art 2 - 3 - 4 - 5 - Math 6 – P.E.	1 – Music 2 - 3 - 4 - 5 - Math 6 – Grammar	1 - Music 2 - 3 - 4 - 5 - Math 6 – Grammar	1 - Library 2 - 3 - 4 - 5 - Math 6 – Grammar	1 - Music 2 - 3 - 4 - 5 - Math 6 – Grammar
4	10:20-11:00	1- 2- Music 3 – P.E. 4 – Art 5 – Grammar/Sp. 6 – Math	1 - 2 – P.E. 3 - Art 4 – 5 – Grammar/Sp. 6 – Math	1 - 2 – Library 3 – Music 4 – 5 – Grammar/Sp. 6 – Math	1 - 2 – Library 3 - Music 4 - 5 – Grammar/Sp. 6 – Math	1- 2- Music 3 – Library 4 – 5 - Art 6 – Math	1 – 2 – Art 3 – Music 4- 5 - Grammar/Sp. 6 – Math
	11:05-11:30 11:35-12:00	LUNCH Grades 1-3 RECESS Grades 4-6 LUNCH Grades 4-6 RECESS Grades 1-3		1 - 2 - 3 - 4 - 5 - Welch 6 – Marshall	11:05-12:10		
5	12:05-12:45	1 - 2 - 3 - 4 - Music 5 – Composition 6 – Science	1 - 2 - 3 - 4 – P.E. 5 – Composition 6 – Geography	12:20 – All School Gathering 12:25 – Dismissal 1:00 – 4:00 Teacher/Staff Training	1 - 2 - 3 - 4 – 5 - Composition 6 – Music	1 – 2 - 3 – 4 - Music 5 – Composition 6 – Geography	1 - 2 – 3 – 4 – Library 5 - Composition 6 – Science
6	12:50-1:30	1 - 2 - 3 - 4 - 5 – History 6 – History	1 - 2 - 3 - 4 - 5 – History 6 – History		1 - 2 - 3 - 4 - 5 – History 6 – History	1 - 2 - 3 - 4 - 5 – History 6 – History	1 - 2 - 3 - 4 - 5 – History 6 – History
7	1:35-2:15	1 - 2 - 3 - 4 - 5 – Latin 6 – Latin	1 - 2 - 3 - 4 - 5 – Music 6 – Music		1 - 2 - 3 - 4 - 5 - Latin 6 – Latin	1 - 2 - 3 - 4 - 5 - Latin 6 – Latin	1 - 2 - 3 - 4 - 5 - Latin 6 – Latin
8	2:20-3:00	1 - 2 - 3 - 4 - 5 - Science 6 – Literature	1 - 2 - 3 - 4 - 5 - Geography 6 – Literature		1 - 2 - 3 - 4 - 5 - Science 6 – Literature	1 - 2 - 3 - 4 - 5 - Geography 6 – Music	1 - 2 - 3 - 4 - 5 - Science 6 – Literature

Dismissal Time: 3:10 PM

Early Release Wednesday 12:25 PM

Half Day Kindergarten at 12:15 PM

Tall Oaks Classical School 2015-2016 Calendar

July

16 Used Uniform Sale
23 School Board Meeting

August

11–21 Teacher In-Service
12 Senior Portraits
21 All School Picnic (4:30 p.m.)
21 * Family Orientation (6:30 p.m.) *
24 First Day of School
26 Prayer Convocation (8:15 a.m.)
27 School Board Meeting

September

2 Early Release
7 Labor Day
9 Open House
10 Picture Day
16 Early Release
24 School Board Meeting
25 Grandparents Day (ER)
25 Hayride & Bonfire

October

2 * P/T Conferences *
7 Early Release
16 Last day of 1st quarter
19 1st day of 2nd quarter
21 Early Release
22 School Board Meeting
28 PSAT Testing
29 Reformation Day (ER)
30 Fall Break

November

4 Early Release
9 Harvest Dinner
13 Fall Sports Awards (6:30 p.m.)
18 Early Release
19 School Board Meeting
21–29 Thanksgiving Break

December

2 Early Release
11 * Christmas Concert (6:30 p.m.) *
14–17 Mid-Term Exams (D/R)
15 School Board Meeting
17 Last day of 2nd quarter
18 Teacher In-Service
18 – Jan 4 Christmas Break

January

1 – 4 Christmas Break
4 Teacher In-Service
5 1st day of 3rd quarter
13 Pastor Appreciation Breakfast
13 Early Release
18 Martin Luther King Jr. Day
20 Open House
21 Spelling Bee
22 Used Uniform Sale
27 Early Release
28 School Board Meeting
29 Baroque to Broadway (6:30 p.m.)

February

5 * Fine Dessert (6:30 p.m.) *
10 Early Release
11 * P/T Conferences *
12 - 15 Winter Break
18 Open House
24 Early Release
25 School Board Meeting
25 K – 6 Fine Arts
26 7 – 12 Fine Arts

March

4 Fine Arts Festival (6:30 p.m.)
9 Early Release
11 Last day of 3rd quarter
11 Winter Sports Awards (6:30 p.m.)
14 1st day of 4th quarter
18 Open House
19 – 28 Easter Break
TBA Jr / Sr Trip
30 Early Release
31 School Board Meeting

April

1 Teddy Bear Tea
8 Prospective Parent Night (6:30 p.m.)
12–14 ERB Testing
13 Early Release
15 Day of Service
18 Open House
27 Early Release
28 School Board Meeting
TBA Protocol & High Protocol

May

4 Open House
6 * P/T Conferences *
11 Early Release
12–13 Thesis Presentations
13 Spring Sports Awards (6:30 p.m.)
20 * Spring Concert (6:30 p.m.) *
23–25 Final Exams (D/R)
26 Last day of 4th quarter
26 Carnival & Awards (ER)
26 Last Day of School
26 School Board Meeting
27 Teacher In-Service
28 Graduation
30 Memorial Day
31 Teacher In-Service

June

16 School Board Meeting
22–25 ACCS Conference (Atlanta, GA)

KEY

Bold = No School
ER = Dismissal at 12:30 p.m.
D/R = Dialectic/Rhetoric
Students
* = Required Event

Appendix B: Westminster Confession of Faith

Chapter 1: Of the Holy Scripture

1. Although the light of nature, and the works of creation and providence do so far manifest the goodness, wisdom, and power of God, as to leave men unexcusable; yet are they not sufficient to give that knowledge of God, and of his will, which is necessary unto salvation. Therefore it pleased the Lord, at sundry times, and in divers manners, to reveal himself, and to declare that his will unto his church; and afterwards, for the better preserving and propagating of the truth, and for the more sure establishment and comfort of the church against the corruption of the flesh, and the malice of Satan and of the world, to commit the same wholly unto writing: which maketh the Holy Scripture to be most necessary; those former ways of God's revealing his will unto his people being now ceased.

2. Under the name of Holy Scripture, or the Word of God written, are now contained all the books of the Old and New Testaments, which are these:

Of the Old Testament:

Genesis	II Chronicles	Daniel
Exodus	Ezra	Hosea
Leviticus	Nehemiah	Joel
Numbers	Esther	Amos
Deuteronomy	Job	Obadiah
Joshua	Psalms	Jonah
Judges	Proverbs	Micah
Ruth	Ecclesiastes	Nahum
I Samuel	The Song of Songs	Habakkuk
II Samuel	Isaiah	Zephaniah
I Kings	Jeremiah	Haggai
II Kings	Lamentations	Zechariah
I Chronicles	Ezekiel	Malachi

Of the New Testament:

The Gospels	Galatians	The Epistle
according to	Ephesians	of James
Matthew	Philippians	The first and
Mark	Colossians	second Epistles
Luke	Thessalonians I	of Peter
John	Thessalonians II	The first, second,
The Acts of the	to Timothy I	and third Epistles
Apostles	to Timothy II	of John
Paul's Epistles	to Titus	The Epistle
to the Romans	to Philemon	of Jude
Corinthians I	The Epistle to	The Revelation
Corinthians II	the Hebrews	of John

All which are given by inspiration of God to be the rule of faith and life.

3. The books commonly called Apocrypha, not being of divine inspiration, are no part of the canon of the Scripture, and therefore are of no authority in the church of God, nor to be any otherwise approved, or made use of, than other human writings.

4. The authority of the Holy Scripture, for which it ought to be believed, and obeyed, dependeth not upon the testimony of any man, or church; but wholly upon God (who is truth itself) the author thereof: and therefore it is to be received, because it is the Word of God.

5. We may be moved and induced by the testimony of the church to an high and reverent esteem of the Holy Scripture. And the heavenliness of the matter, the efficacy of the doctrine, the majesty of the style, the consent of all the parts, the scope of the whole (which is, to give all glory to God), the full discovery it makes of the only way of man's salvation, the many other incomparable excellencies, and the entire perfection thereof, are arguments whereby it doth abundantly evidence itself to be the Word of God: yet notwithstanding, our full persuasion and assurance of the infallible truth and divine authority thereof, is from the inward work of the Holy Spirit bearing witness by and with the Word in our hearts.

6. The whole counsel of God concerning all things necessary for his own glory, man's salvation, faith and life, is either expressly set down in Scripture, or by good and necessary consequence may be deduced from Scripture: unto which nothing at any time is to be added, whether by new revelations of the Spirit, or traditions of men. Nevertheless, we acknowledge the inward illumination of the Spirit of God to be necessary for the saving understanding of such things as are revealed in the Word: and that there are some circumstances concerning the worship of God, and government of the church, common to human actions and societies, which are to be ordered by the light of nature, and Christian prudence, according to the general rules of the Word, which are always to be observed.

7. All things in Scripture are not alike plain in themselves, nor alike clear unto all: yet those things which are necessary to be known, believed, and observed for salvation, are so clearly propounded, and opened in some place of Scripture or other, that not only the learned, but the unlearned, in a due use of the ordinary means, may attain unto a sufficient understanding of them.

8. The Old Testament in Hebrew (which was the native language of the people of God of old), and the New Testament in Greek (which, at the time of the writing of it, was most generally known to the nations), being immediately inspired by God, and, by his singular care and providence, kept pure in all ages, are therefore authentical; so as, in all controversies of religion, the church is finally to appeal unto them. But, because these original tongues are not known to all the people of God, who have right unto, and interest in the Scriptures, and are commanded, in the fear of God, to read and search them, therefore they are to be translated into the vulgar language of every nation unto which they come, that, the Word of God dwelling plentifully in all, they may worship him in an acceptable manner; and, through patience and comfort of the Scriptures, may have hope.

9. The infallible rule of interpretation of Scripture is the Scripture itself: and therefore, when there is a question about the true and full sense of any Scripture (which is not manifold, but one), it must be searched and known by other places that speak more clearly.

10. The supreme judge by which all controversies of religion are to be determined, and all decrees of councils, opinions of ancient writers, doctrines of men, and private spirits, are to be examined, and in whose sentence we are to rest, can be no other but the Holy Spirit speaking in the Scripture.

Chapter 2: Of God, and of the Holy Trinity

1. There is but one only, living, and true God, who is infinite in being and perfection, a most pure spirit, invisible, without body, parts, or passions; immutable, immense, eternal, incomprehensible, almighty, most wise, most holy, most free, most absolute; working all things according to the counsel of his own immutable and most righteous will, for his own glory; most loving, gracious, merciful, long-suffering, abundant in goodness and truth, forgiving iniquity, transgression, and sin; the rewarder of them that diligently seek him; and withal, most just, and terrible in his judgments, hating all sin, and who will by no means clear the guilty.

2. God hath all life, glory, goodness, blessedness, in and of himself; and is alone in and unto himself all-sufficient, not standing in need of any creatures which he hath made, nor deriving any glory from them, but only manifesting his own glory in, by, unto, and upon them. He is the alone fountain of all being, of whom, through whom, and to whom are all things; and hath most sovereign dominion over them, to do by them, for them, or upon them whatsoever himself pleaseth. In his sight all things are open and manifest, his knowledge is infinite, infallible, and independent upon the creature, so as nothing is to him contingent, or uncertain. He is most holy in all his counsels, in all his works, and in all his commands. To him is due from angels and men, and every other creature, whatsoever worship, service, or obedience he is pleased to require of them.

3. In the unity of the Godhead there be three persons, of one substance, power, and eternity: God the Father, God the Son, and God the Holy Ghost: the Father is of none, neither begotten, nor proceeding; the Son is eternally begotten of the Father; the Holy Ghost eternally proceeding from the Father and the Son.

Chapter 3: Of God's Eternal Decree

1. God, from all eternity, did, by the most wise and holy counsel of his own will, freely, and unchangeably ordain whatsoever comes to pass: yet so, as thereby neither is God the author of sin, nor is violence offered to the will of the creatures; nor is the liberty or contingency of second causes taken away, but rather established.

2. Although God knows whatsoever may or can come to pass upon all supposed conditions, yet hath he not decreed anything because he foresaw it as future, or as that which would come to pass upon such conditions.

3. By the decree of God, for the manifestation of his glory, some men and angels are predestinated unto everlasting life; and others foreordained to everlasting death.

4. These angels and men, thus predestinated, and foreordained, are particularly and unchangeably designed, and their number so certain and definite, that it cannot be either increased or diminished.

5. Those of mankind that are predestinated unto life, God, before the foundation of the world was laid, according to his eternal and immutable purpose, and the secret counsel and good pleasure of his will, hath chosen, in Christ, unto everlasting glory, out of his mere free grace and love, without any foresight of faith, or good works, or perseverance in either of them, or any other thing in the creature, as conditions, or causes moving him thereunto; and all to the praise of his glorious grace.

6. As God hath appointed the elect unto glory, so hath he, by the eternal and most free purpose of his will, foreordained all the means thereunto. Wherefore, they who are elected, being fallen in Adam, are redeemed by Christ, are effectually called unto faith in Christ by his Spirit working in due season, are justified, adopted, sanctified, and kept by his power, through faith, unto salvation. Neither are any other redeemed by Christ, effectually called, justified, adopted, sanctified, and saved, but the elect only.

7. The rest of mankind God was pleased, according to the unsearchable counsel of his own will, whereby he extendeth or withholdeth mercy, as he pleaseth, for the glory of his sovereign power over his creatures, to pass by; and to ordain them to dishonor and wrath for their sin, to the praise of his glorious justice.

8. The doctrine of this high mystery of predestination is to be handled with special prudence and care, that men, attending the will of God revealed in his Word, and yielding obedience thereunto, may, from the certainty of their effectual vocation, be assured of their eternal election. So shall this doctrine afford matter of praise, reverence, and admiration of God; and of humility, diligence, and abundant consolation to all that sincerely obey the gospel.

Chapter 4: Of Creation

1. It pleased God the Father, Son, and Holy Ghost, for the manifestation of the glory of his eternal power, wisdom, and goodness, in the beginning, to create, or make of nothing, the world, and all things therein whether visible or invisible, in the space of six days; and all very good.

2. After God had made all other creatures, he created man, male and female, with reasonable and immortal souls, endued with knowledge, righteousness, and true holiness, after his own image; having the law of God written in their hearts, and power to fulfill it: and yet under a possibility of transgressing, being left to the liberty of their own will, which was subject unto change. Beside this law written in their hearts, they received a command, not to eat of the tree of the knowledge of good and evil; which while they kept, they were happy in their communion with God, and had dominion over the creatures.

Chapter 5: Of Providence

1. God the great Creator of all things doth uphold, direct, dispose, and govern all creatures, actions, and things, from the greatest even to the least, by his most wise and holy providence, according to his infallible foreknowledge, and the free and immutable counsel of his own will, to the praise of the glory of his wisdom, power, justice, goodness, and mercy.

2. Although, in relation to the foreknowledge and decree of God, the first Cause, all things come to pass immutably, and infallibly; yet, by the same providence, he ordereth them to fall out, according to the nature of second causes, either necessarily, freely, or contingently.

3. God, in his ordinary providence, maketh use of means, yet is free to work without, above, and against them, at his pleasure.

4. The almighty power, unsearchable wisdom, and infinite goodness of God so far manifest themselves in his providence, that it extendeth itself even to the first fall, and all other sins of angels and men; and that not by a bare permission, but such as hath joined with it a most wise and powerful bounding, and otherwise ordering, and governing of them, in a manifold dispensation, to his own holy ends; yet so, as the sinfulness thereof proceedeth only from the creature, and not from God, who, being most holy and righteous, neither is nor can be the author or approver of sin.

5. The most wise, righteous, and gracious God doth oftentimes leave, for a season, his own children to manifold temptations, and the corruption of their own hearts, to chastise them for their former sins, or to discover unto them the hidden strength of corruption and deceitfulness of their hearts, that they may be humbled; and, to raise them to a more close and constant dependence for their support upon himself, and to make them more watchful against all future occasions of sin, and for sundry other just and holy ends.

6. As for those wicked and ungodly men whom God, as a righteous Judge, for former sins, doth blind and harden, from them he not only withholdeth his grace whereby they might have been enlightened in their understandings, and wrought upon in their hearts; but sometimes also withdraweth the gifts which they had, and exposeth them to such objects as their corruption makes occasions of sin; and, withal, gives them over to their own lusts, the temptations of the world, and the power of Satan, whereby it comes to pass that they harden themselves, even under those means which God useth for the softening of others.

7. As the providence of God doth, in general, reach to all creatures; so, after a most special manner, it taketh care of his church, and disposeth all things to the good thereof.

Chapter 6: Of the Fall of Man, of Sin, and of the Punishment Thereof

1. Our first parents, being seduced by the subtlety and temptation of Satan, sinned, in eating the forbidden fruit. This their sin, God was pleased, according to his wise and holy counsel, to permit, having purposed to order it to his own glory.
2. By this sin they fell from their original righteousness and communion with God, and so became dead in sin, and wholly defiled in all the parts and faculties of soul and body.
3. They being the root of all mankind, the guilt of this sin was imputed; and the same death in sin, and corrupted nature, conveyed to all their posterity descending from them by ordinary generation.
4. From this original corruption, whereby we are utterly indisposed, disabled, and made opposite to all good, and wholly inclined to all evil, do proceed all actual transgressions.
5. This corruption of nature, during this life, doth remain in those that are regenerated; and although it be, through Christ, pardoned, and mortified; yet both itself, and all the motions thereof, are truly and properly sin.
6. Every sin, both original and actual, being a transgression of the righteous law of God, and contrary thereunto, doth, in its own nature, bring guilt upon the sinner, whereby he is bound over to the wrath of God, and curse of the law, and so made subject to death, with all miseries spiritual, temporal, and eternal.

Chapter 7: Of God's Covenant with Man

1. The distance between God and the creature is so great, that although reasonable creatures do owe obedience unto him as their Creator, yet they could never have any fruition of him as their blessedness and reward, but by some voluntary condescension on God's part, which he hath been pleased to express by way of covenant.
2. The first covenant made with man was a covenant of works, wherein life was promised to Adam; and in him to his posterity, upon condition of perfect and personal obedience.
3. Man, by his fall, having made himself incapable of life by that covenant, the Lord was pleased to make a second, commonly called the covenant of grace; wherein he freely offereth unto sinners life and salvation by Jesus Christ; requiring of them faith in him, that they may be saved, and promising to give unto all those that are ordained unto eternal life his Holy Spirit, to make them willing, and able to believe.
4. This covenant of grace is frequently set forth in Scripture by the name of a testament, in reference to the death of Jesus Christ the Testator, and to the everlasting inheritance, with all things belonging to it, therein bequeathed.
5. This covenant was differently administered in the time of the law, and in the time of the gospel: under the law, it was administered by promises, prophecies, sacrifices, circumcision, the paschal lamb, and other types and ordinances delivered to the people of the Jews, all foreshadowing Christ to come; which were, for that time, sufficient and efficacious, through the operation of the Spirit, to instruct and build up the elect in faith in the promised Messiah, by whom they had full remission of sins, and eternal salvation; and is called the old testament.
6. Under the gospel, when Christ, the substance, was exhibited, the ordinances in which this covenant is dispensed are the preaching of the Word, and the administration of the sacraments of baptism and the Lord's Supper: which, though fewer in number, and administered with more simplicity, and less outward glory, yet, in them, it is held forth in more fullness, evidence and spiritual efficacy, to all nations, both Jews and Gentiles; and is called the new testament. There are not therefore two covenants of grace, differing in substance, but one and the same, under various dispensations.

Chapter 8: Of Christ the Mediator

1. It pleased God, in his eternal purpose, to choose and ordain the Lord Jesus, his only begotten Son, to be the Mediator between God and man, the Prophet, Priest, and King, the Head and Savior of his church, the Heir of all things, and Judge of the world: unto whom he did from all eternity give a people, to be his seed, and to be by him in time redeemed, called, justified, sanctified, and glorified.
2. The Son of God, the second person in the Trinity, being very and eternal God, of one substance and equal with the Father, did, when the fullness of time was come, take upon him man's nature, with all the essential properties, and common infirmities thereof, yet without sin; being conceived by the power of the Holy Ghost, in the womb of the virgin Mary, of her substance. So that two whole, perfect, and distinct natures, the Godhead and the manhood, were inseparably joined together in one person, without conversion, composition, or confusion. Which person is very God, and very man, yet one Christ, the only Mediator between God and man.
3. The Lord Jesus, in his human nature thus united to the divine, was sanctified, and anointed with the Holy Spirit, above measure, having in him all the treasures of wisdom and knowledge; in whom it pleased the Father that all fullness should dwell; to the end that, being holy, harmless, undefiled, and full of grace and truth, he might be thoroughly furnished to execute the office of a mediator, and surety. Which office he took not unto himself, but was thereunto called by his Father, who put all power and judgment into his hand, and gave him commandment to execute the same.
4. This office the Lord Jesus did most willingly undertake; which that he might discharge, he was made under the law, and did perfectly fulfill it; endured most grievous torments immediately in his soul, and most painful sufferings in his body; was crucified, and died, was buried, and remained under the power of death, yet saw no corruption. On the third day he arose from the dead, with the same body in which he suffered, with which also he ascended into heaven, and there sitteth at the right hand of his Father, making intercession, and shall return, to judge men and angels, at the end of the world.
5. The Lord Jesus, by his perfect obedience, and sacrifice of himself, which he, through the eternal Spirit, once offered up unto God, hath fully satisfied the justice of his Father; and purchased, not only reconciliation, but an everlasting inheritance in the kingdom of heaven, for all those whom the Father hath given unto him.
6. Although the work of redemption was not actually wrought by Christ till after his incarnation, yet the virtue, efficacy, and benefits thereof were communicated unto the elect, in all ages successively from the beginning of the world, in and by those promises, types, and sacrifices, wherein he was revealed, and signified to be the seed of the woman which should bruise the serpent's head; and the Lamb slain from the beginning of the world; being yesterday and today the same, and forever.
7. Christ, in the work of mediation, acts according to both natures, by each nature doing that which is proper to itself; yet, by reason of the unity of the person, that which is proper to one nature is sometimes in Scripture attributed to the person denominated by the other nature.
8. To all those for whom Christ hath purchased redemption, he doth certainly and effectually apply and communicate the same; making intercession for them, and revealing unto them, in and by the Word, the mysteries of salvation; effectually persuading them by his Spirit to believe and obey, and governing their hearts by his Word and Spirit; overcoming all their enemies by his almighty power and wisdom, in such manner, and ways, as are most consonant to his wonderful and unsearchable dispensation.

Chapter 9: Of Free Will

1. God hath endued the will of man with that natural liberty, that it is neither forced, nor, by any absolute necessity of nature, determined to good, or evil.
2. Man, in his state of innocency, had freedom, and power to will and to do that which was good and well pleasing to God; but yet, mutably, so that he might fall from it.
3. Man, by his fall into a state of sin, hath wholly lost all ability of will to any spiritual good accompanying salvation: so as, a natural man, being altogether averse from that good, and dead in sin, is not able, by his own strength, to convert himself, or to prepare himself thereunto.
4. When God converts a sinner, and translates him into the state of grace, he freeth him from his natural bondage under sin; and, by his grace alone, enables him freely to will and to do that which is spiritually good; yet so, as that by reason of his remaining corruption, he doth not perfectly, nor only, will that which is good, but doth also will that which is evil.
5. The will of man is made perfectly and immutably free to good alone, in the state of glory only.

Chapter 10: Of Effectual Calling

1. All those whom God hath predestinated unto life, and those only, he is pleased, in his appointed and accepted time, effectually to call, by his Word and Spirit, out of that state of sin and death, in which they are by nature, to grace and salvation, by Jesus Christ; enlightening their minds spiritually and savingly to understand the things of God, taking away their heart of stone, and giving unto them a heart of flesh; renewing their wills, and, by his almighty power, determining them to that which is good, and effectually drawing them to Jesus Christ: yet so, as they come most freely, being made willing by his grace.
2. This effectual call is of God's free and special grace alone, not from anything at all foreseen in man, who is altogether passive therein, until, being quickened and renewed by the Holy Spirit, he is thereby enabled to answer this call, and to embrace the grace offered and conveyed in it.
3. Elect infants, dying in infancy, are regenerated, and saved by Christ, through the Spirit, who worketh when, and where, and how he pleaseth: so also are all other elect persons who are incapable of being outwardly called by the ministry of the Word.
4. Others, not elected, although they may be called by the ministry of the Word, and may have some common operations of the Spirit, yet they never truly come unto Christ, and therefore cannot be saved: much less can men, not professing the Christian religion, be saved in any other way whatsoever, be they never so diligent to frame their lives according to the light of nature, and the laws of that religion they do profess. And, to assert and maintain that they may, is very pernicious, and to be detested.

Chapter 11: Of Justification

1. Those whom God effectually calleth, he also freely justifieth: not by infusing righteousness into them, but by pardoning their sins, and by accounting and accepting their persons as righteous; not for anything wrought in them, or done by them, but for Christ's sake alone; nor by imputing faith itself, the act of believing, or any other evangelical obedience to them, as their righteousness; but by imputing the obedience and satisfaction of Christ unto them, they receiving and resting on him and his righteousness, by faith; which faith they have not of themselves, it is the gift of God.
2. Faith, thus receiving and resting on Christ and his righteousness, is the alone instrument of justification: yet is it not alone in the person justified, but is ever accompanied with all other saving graces, and is no dead faith, but worketh by love.

3. Christ, by his obedience and death, did fully discharge the debt of all those that are thus justified, and did make a proper, real, and full satisfaction to his Father's justice in their behalf. Yet, inasmuch as he was given by the Father for them; and his obedience and satisfaction accepted in their stead; and both, freely, not for anything in them; their justification is only of free grace; that both the exact justice and rich grace of God might be glorified in the justification of sinners.

4. God did, from all eternity, decree to justify all the elect, and Christ did, in the fullness of time, die for their sins, and rise again for their justification: nevertheless, they are not justified, until the Holy Spirit doth, in due time, actually apply Christ unto them.

5. God doth continue to forgive the sins of those that are justified; and, although they can never fall from the state of justification, yet they may, by their sins, fall under God's fatherly displeasure, and not have the light of his countenance restored unto them, until they humble themselves, confess their sins, beg pardon, and renew their faith and repentance.

6. The justification of believers under the old testament was, in all these respects, one and the same with the justification of believers under the new testament.

Chapter 12: Of Adoption

1. All those that are justified, God vouchsafeth, in and for his only Son Jesus Christ, to make partakers of the grace of adoption, by which they are taken into the number, and enjoy the liberties and privileges of the children of God, have his name put upon them, receive the Spirit of adoption, have access to the throne of grace with boldness, are enabled to cry, Abba, Father, are pitied, protected, provided for, and chastened by him, as by a father: yet never cast off, but sealed to the day of redemption; and inherit the promises, as heirs of everlasting salvation.

Chapter 13: Of Sanctification

1. They, who are once effectually called, and regenerated, having a new heart, and a new spirit created in them, are further sanctified, really and personally, through the virtue of Christ's death and resurrection, by his Word and Spirit dwelling in them: the dominion of the whole body of sin is destroyed, and the several lusts thereof are more and more weakened and mortified; and they more and more quickened and strengthened in all saving graces, to the practice of true holiness, without which no man shall see the Lord.

2. This sanctification is throughout, in the whole man; yet imperfect in this life, there abiding still some remnants of corruption in every part; whence ariseth a continual and irreconcilable war, the flesh lusting against the Spirit, and the Spirit against the flesh.

3. In which war, although the remaining corruption, for a time, may much prevail; yet, through the continual supply of strength from the sanctifying Spirit of Christ, the regenerate part doth overcome; and so, the saints grow in grace, perfecting holiness in the fear of God.

Chapter 14: Of Saving Faith

1. The grace of faith, whereby the elect are enabled to believe to the saving of their souls, is the work of the Spirit of Christ in their hearts, and is ordinarily wrought by the ministry of the Word, by which also, and by the administration of the sacraments, and prayer, it is increased and strengthened.

2. By this faith, a Christian believeth to be true whatsoever is revealed in the Word, for the authority of God himself speaking therein; and acteth differently upon that which each particular passage thereof containeth; yielding obedience

to the commands, trembling at the threatenings, and embracing the promises of God for this life, and that which is to come. But the principal acts of saving faith are accepting, receiving, and resting upon Christ alone for justification, sanctification, and eternal life, by virtue of the covenant of grace.

3. This faith is different in degrees, weak or strong; may be often and many ways assailed, and weakened, but gets the victory: growing up in many to the attainment of a full assurance, through Christ, who is both the author and finisher of our faith.

Chapter 15: Of Repentance unto Life

1. Repentance unto life is an evangelical grace, the doctrine whereof is to be preached by every minister of the gospel, as well as that of faith in Christ.

2. By it, a sinner, out of the sight and sense not only of the danger, but also of the filthiness and odiousness of his sins, as contrary to the holy nature, and righteous law of God; and upon the apprehension of his mercy in Christ to such as are penitent, so grieves for, and hates his sins, as to turn from them all unto God, purposing and endeavoring to walk with him in all the ways of his commandments.

3. Although repentance be not to be rested in, as any satisfaction for sin, or any cause of the pardon thereof, which is the act of God's free grace in Christ; yet it is of such necessity to all sinners, that none may expect pardon without it.

4. As there is no sin so small, but it deserves damnation; so there is no sin so great, that it can bring damnation upon those who truly repent.

5. Men ought not to content themselves with a general repentance, but it is every man's duty to endeavor to repent of his particular sins, particularly.

6. As every man is bound to make private confession of his sins to God, praying for the pardon thereof; upon which, and the forsaking of them, he shall find mercy; so, he that scandalizeth his brother, or the church of Christ, ought to be willing, by a private or public confession, and sorrow for his sin, to declare his repentance to those that are offended, who are thereupon to be reconciled to him, and in love to receive him.

Chapter 16: Of Good Works

1. Good works are only such as God hath commanded in his holy Word, and not such as, without the warrant thereof, are devised by men, out of blind zeal, or upon any pretense of good intention.

2. These good works, done in obedience to God's commandments, are the fruits and evidences of a true and lively faith: and by them believers manifest their thankfulness, strengthen their assurance, edify their brethren, adorn the profession of the gospel, stop the mouths of the adversaries, and glorify God, whose workmanship they are, created in Christ Jesus thereunto, that, having their fruit unto holiness, they may have the end, eternal life.

3. Their ability to do good works is not at all of themselves, but wholly from the Spirit of Christ. And that they may be enabled thereunto, beside the graces they have already received, there is required an actual influence of the same Holy Spirit, to work in them to will, and to do, of his good pleasure: yet are they not hereupon to grow negligent, as if they were not bound to perform any duty unless upon a special motion of the Spirit; but they ought to be diligent in stirring up the grace of God that is in them.

4. They who, in their obedience, attain to the greatest height which is possible in this life, are so far from being able to supererogate, and to do more than God requires, as that they fall short of much which in duty they are bound to do.

5. We cannot by our best works merit pardon of sin, or eternal life at the hand of God, by reason of the great disproportion that is between them and the glory to come; and the infinite distance that is between us and God, whom, by them, we can neither profit, nor satisfy for the debt of our former sins, but when we have done all we can, we have done but our duty, and are unprofitable servants: and because, as they are good, they proceed from his Spirit; and as they are wrought by us, they are defiled, and mixed with so much weakness and imperfection, that they cannot endure the severity of God's judgment.

6. Notwithstanding, the persons of believers being accepted through Christ, their good works also are accepted in him; not as though they were in this life wholly unblamable and unreprouvable in God's sight; but that he, looking upon them in his Son, is pleased to accept and reward that which is sincere, although accompanied with many weaknesses and imperfections.

7. Works done by unregenerate men, although for the matter of them they may be things which God commands; and of good use both to themselves and others: yet, because they proceed not from an heart purified by faith; nor are done in a right manner, according to the Word; nor to a right end, the glory of God, they are therefore sinful, and cannot please God, or make a man meet to receive grace from God: and yet, their neglect of them is more sinful and displeasing unto God.

Chapter 17: Of the Perseverance of the Saints

1. They, whom God hath accepted in his Beloved, effectually called, and sanctified by his Spirit, can neither totally nor finally fall away from the state of grace, but shall certainly persevere therein to the end, and be eternally saved.

2. This perseverance of the saints depends not upon their own free will, but upon the immutability of the decree of election, flowing from the free and unchangeable love of God the Father; upon the efficacy of the merit and intercession of Jesus Christ, the abiding of the Spirit, and of the seed of God within them, and the nature of the covenant of grace: from all which ariseth also the certainty and infallibility thereof.

3. Nevertheless, they may, through the temptations of Satan and of the world, the prevalency of corruption remaining in them, and the neglect of the means of their preservation, fall into grievous sins; and, for a time, continue therein: whereby they incur God's displeasure, and grieve his Holy Spirit, come to be deprived of some measure of their graces and comforts, have their hearts hardened, and their consciences wounded; hurt and scandalize others, and bring temporal judgments upon themselves.

Chapter 18: Of the Assurance of Grace and Salvation

1. Although hypocrites and other unregenerate men may vainly deceive themselves with false hopes and carnal presumptions of being in the favor of God, and estate of salvation (which hope of theirs shall perish): yet such as truly believe in the Lord Jesus, and love him in sincerity, endeavoring to walk in all good conscience before him, may, in this life, be certainly assured that they are in the state of grace, and may rejoice in the hope of the glory of God, which hope shall never make them ashamed.

2. This certainty is not a bare conjectural and probable persuasion grounded upon a fallible hope; but an infallible assurance of faith founded upon the divine truth of the promises of salvation, the inward evidence of those graces unto which these promises are made, the testimony of the Spirit of adoption witnessing with our spirits that we are the children of God, which Spirit is the earnest of our inheritance, whereby we are sealed to the day of redemption.

3. This infallible assurance doth not so belong to the essence of faith, but that a true believer may wait long, and conflict with many difficulties before he be partaker of it: yet, being enabled by the Spirit to know the things which are freely

given him of God, he may, without extraordinary revelation, in the right use of ordinary means, attain thereunto. And therefore it is the duty of everyone to give all diligence to make his calling and election sure, that thereby his heart may be enlarged in peace and joy in the Holy Ghost, in love and thankfulness to God, and in strength and cheerfulness in the duties of obedience, the proper fruits of this assurance; so far is it from inclining men to looseness.

4. True believers may have the assurance of their salvation divers ways shaken, diminished, and intermitted; as, by negligence in preserving of it, by falling into some special sin which woundeth the conscience and grieveth the Spirit; by some sudden or vehement temptation, by God's withdrawing the light of his countenance, and suffering even such as fear him to walk in darkness and to have no light: yet are they never utterly destitute of that seed of God, and life of faith, that love of Christ and the brethren, that sincerity of heart, and conscience of duty, out of which, by the operation of the Spirit, this assurance may, in due time, be revived; and by the which, in the meantime, they are supported from utter despair.

Chapter 19: Of the Law of God

1. God gave to Adam a law, as a covenant of works, by which he bound him and all his posterity to personal, entire, exact, and perpetual obedience, promised life upon the fulfilling, and threatened death upon the breach of it, and endued him with power and ability to keep it.

2. This law, after his fall, continued to be a perfect rule of righteousness; and, as such, was delivered by God upon Mount Sinai, in ten commandments, and written in two tables: the first four commandments containing our duty towards God; and the other six, our duty to man.

3. Beside this law, commonly called moral, God was pleased to give to the people of Israel, as a church under age, ceremonial laws, containing several typical ordinances, partly of worship, prefiguring Christ, his graces, actions, sufferings, and benefits; and partly, holding forth divers instructions of moral duties. All which ceremonial laws are now abrogated, under the new testament.

4. To them also, as a body politic, he gave sundry judicial laws, which expired together with the State of that people; not obliging any other now, further than the general equity thereof may require.

5. The moral law doth forever bind all, as well justified persons as others, to the obedience thereof; and that, not only in regard of the matter contained in it, but also in respect of the authority of God the Creator, who gave it. Neither doth Christ, in the gospel, any way dissolve, but much strengthen this obligation.

6. Although true believers be not under the law, as a covenant of works, to be thereby justified, or condemned; yet is it of great use to them, as well as to others; in that, as a rule of life informing them of the will of God, and their duty, it directs and binds them to walk accordingly; discovering also the sinful pollutions of their nature, hearts, and lives; so as, examining themselves thereby, they may come to further conviction of, humiliation for, and hatred against sin, together with a clearer sight of the need they have of Christ, and the perfection of his obedience. It is likewise of use to the regenerate, to restrain their corruptions, in that it forbids sin: and the threatenings of it serve to show what even their sins deserve; and what afflictions, in this life, they may expect for them, although freed from the curse thereof threatened in the law. The promises of it, in like manner, show them God's approbation of obedience, and what blessings they may expect upon the performance thereof: although not as due to them by the law as a covenant of works. So as, a man's doing good, and refraining from evil, because the law encourageth to the one, and deterreth from the other, is no evidence of his being under the law; and, not under grace.

7. Neither are the forementioned uses of the law contrary to the grace of the gospel, but do sweetly comply with it; the Spirit of Christ subduing and enabling the will of man to do that freely, and cheerfully, which the will of God, revealed in the law, requireth to be done.

Chapter 20: Of Christian Liberty, and Liberty of Conscience

1. The liberty which Christ hath purchased for believers under the gospel consists in their freedom from the guilt of sin, the condemning wrath of God, the curse of the moral law; and, in their being delivered from this present evil world, bondage to Satan, and dominion of sin; from the evil of afflictions, the sting of death, the victory of the grave, and everlasting damnation; as also, in their free access to God, and their yielding obedience unto him, not out of slavish fear, but a childlike love and willing mind. All which were common also to believers under the law. But, under the new testament, the liberty of Christians is further enlarged, in their freedom from the yoke of the ceremonial law, to which the Jewish church was subjected; and in greater boldness of access to the throne of grace, and in fuller communications of the free Spirit of God, than believers under the law did ordinarily partake of.
2. God alone is Lord of the conscience, and hath left it free from the doctrines and commandments of men, which are, in anything, contrary to his Word; or beside it, if matters of faith, or worship. So that, to believe such doctrines, or to obey such commands, out of conscience, is to betray true liberty of conscience: and the requiring of an implicit faith, and an absolute and blind obedience, is to destroy liberty of conscience, and reason also.
3. They who, upon pretense of Christian liberty, do practice any sin, or cherish any lust, do thereby destroy the end of Christian liberty, which is, that being delivered out of the hands of our enemies, we might serve the Lord without fear, in holiness and righteousness before him, all the days of our life.
4. And because the powers which God hath ordained, and the liberty which Christ hath purchased, are not intended by God to destroy, but mutually to uphold and preserve one another, they who, upon pretense of Christian liberty, shall oppose any lawful power, or the lawful exercise of it, whether it be civil or ecclesiastical, resist the ordinance of God. And, for their publishing of such opinions, or maintaining of such practices, as are contrary to the light of nature, or to the known principles of Christianity (whether concerning faith, worship, or conversation), or to the power of godliness; or, such erroneous opinions or practices, as either in their own nature, or in the manner of publishing or maintaining them, are destructive to the external peace and order which Christ hath established in the church, they may lawfully be called to account, and proceeded against, by the censures of the church.

Chapter 21: Of Religious Worship, and the Sabbath Day

1. The light of nature showeth that there is a God, who hath lordship and sovereignty over all, is good, and doth good unto all, and is therefore to be feared, loved, praised, called upon, trusted in, and served, with all the heart, and with all the soul, and with all the might. But the acceptable way of worshiping the true God is instituted by himself, and so limited by his own revealed will, that he may not be worshiped according to the imaginations and devices of men, or the suggestions of Satan, under any visible representation, or any other way not prescribed in the Holy Scripture.
2. Religious worship is to be given to God, the Father, Son, and Holy Ghost; and to him alone; not to angels, saints, or any other creature: and, since the fall, not without a Mediator; nor in the mediation of any other but of Christ alone.
3. Prayer, with thanksgiving, being one special part of religious worship, is by God required of all men: and, that it may be accepted, it is to be made in the name of the Son, by the help of his Spirit, according to his will, with understanding, reverence, humility, fervency, faith, love, and perseverance; and, if vocal, in a known tongue.
4. Prayer is to be made for things lawful; and for all sorts of men living, or that shall live hereafter: but not for the dead, nor for those of whom it may be known that they have sinned the sin unto death.
5. The reading of the Scriptures with godly fear, the sound preaching and conscionable hearing of the Word, in obedience unto God, with understanding, faith, and reverence, singing of psalms with grace in the heart; as also, the due

administration and worthy receiving of the sacraments instituted by Christ, are all parts of the ordinary religious worship of God: beside religious oaths, vows, solemn fastings, and thanksgivings upon special occasions, which are, in their several times and seasons, to be used in an holy and religious manner.

6. Neither prayer, nor any other part of religious worship, is now, under the gospel, either tied unto, or made more acceptable by any place in which it is performed, or towards which it is directed: but God is to be worshiped everywhere, in spirit and truth; as, in private families daily, and in secret, each one by himself; so, more solemnly in the public assemblies, which are not carelessly or willfully to be neglected, or forsaken, when God, by his Word or providence, calleth thereunto.

7. As it is the law of nature, that, in general, a due proportion of time be set apart for the worship of God; so, in his Word, by a positive, moral, and perpetual commandment binding all men in all ages, he hath particularly appointed one day in seven, for a Sabbath, to be kept holy unto him: which, from the beginning of the world to the resurrection of Christ, was the last day of the week; and, from the resurrection of Christ, was changed into the first day of the week, which, in Scripture, is called the Lord's day, and is to be continued to the end of the world, as the Christian Sabbath.

8. This Sabbath is then kept holy unto the Lord, when men, after a due preparing of their hearts, and ordering of their common affairs beforehand, do not only observe an holy rest, all the day, from their own works, words, and thoughts about their worldly employments and recreations, but also are taken up, the whole time, in the public and private exercises of his worship, and in the duties of necessity and mercy.

Chapter 22: Of Lawful Oaths and Vows

1. A lawful oath is a part of religious worship, wherein, upon just occasion, the person swearing solemnly calleth God to witness what he asserteth, or promiseth, and to judge him according to the truth or falsehood of what he sweareth.

2. The name of God only is that by which men ought to swear, and therein it is to be used with all holy fear and reverence. Therefore, to swear vainly, or rashly, by that glorious and dreadful Name; or, to swear at all by any other thing, is sinful, and to be abhorred. Yet, as in matters of weight and moment, an oath is warranted by the Word of God, under the new testament as well as under the old; so a lawful oath, being imposed by lawful authority, in such matters, ought to be taken.

3. Whosoever taketh an oath ought duly to consider the weightiness of so solemn an act, and therein to avouch nothing but what he is fully persuaded is the truth: neither may any man bind himself by oath to anything but what is good and just, and what he believeth so to be, and what he is able and resolved to perform.

4. An oath is to be taken in the plain and common sense of the words, without equivocation, or mental reservation. It cannot oblige to sin; but in anything not sinful, being taken, it binds to performance, although to a man's own hurt. Nor is it to be violated, although made to heretics, or infidels.

5. A vow is of the like nature with a promissory oath, and ought to be made with the like religious care, and to be performed with the like faithfulness.

6. It is not to be made to any creature, but to God alone: and, that it may be accepted, it is to be made voluntarily, out of faith, and conscience of duty, in way of thankfulness for mercy received, or for the obtaining of what we want, whereby we more strictly bind ourselves to necessary duties; or, to other things, so far and so long as they may fitly conduce thereunto.

7. No man may vow to do anything forbidden in the Word of God, or what would hinder any duty therein commanded, or which is not in his own power, and for the performance whereof he hath no promise of ability from God. In which respects, popish monastical vows of perpetual single life, professed poverty, and regular obedience, are so far from

being degrees of higher perfection, that they are superstitious and sinful snares, in which no Christian may entangle himself.

Chapter 23: Of the Civil Magistrate

1. God, the supreme Lord and King of all the world, hath ordained civil magistrates, to be, under him, over the people, for his own glory, and the public good: and, to this end, hath armed them with the power of the sword, for the defense and encouragement of them that are good, and for the punishment of evildoers.

2. It is lawful for Christians to accept and execute the office of a magistrate, when called thereunto: in the managing whereof, as they ought especially to maintain piety, justice, and peace, according to the wholesome laws of each commonwealth; so, for that end, they may lawfully, now under the new testament, wage war, upon just and necessary occasion.

3. Civil magistrates may not assume to themselves the administration of the Word and sacraments; or the power of the keys of the kingdom of heaven; or, in the least, interfere in matters of faith. Yet, as nursing fathers, it is the duty of civil magistrates to protect the church of our common Lord, without giving the preference to any denomination of Christians above the rest, in such a manner that all ecclesiastical persons whatever shall enjoy the full, free, and unquestioned liberty of discharging every part of their sacred functions, without violence or danger. And, as Jesus Christ hath appointed a regular government and discipline in his church, no law of any commonwealth should interfere with, let, or hinder, the due exercise thereof, among the voluntary members of any denomination of Christians, according to their own profession and belief. It is the duty of civil magistrates to protect the person and good name of all their people, in such an effectual manner as that no person be suffered, either upon pretense of religion or of infidelity, to offer any indignity, violence, abuse, or injury to any other person whatsoever: and to take order, that all religious and ecclesiastical assemblies be held without molestation or disturbance.

4. It is the duty of people to pray for magistrates, to honor their persons, to pay them tribute or other dues, to obey their lawful commands, and to be subject to their authority, for conscience' sake. Infidelity, or difference in religion, doth not make void the magistrates' just and legal authority, nor free the people from their due obedience to them: from which ecclesiastical persons are not exempted, much less hath the pope any power and jurisdiction over them in their dominions, or over any of their people; and, least of all, to deprive them of their dominions, or lives, if he shall judge them to be heretics, or upon any other pretense whatsoever.

Chapter 24: Of Marriage and Divorce

1. Marriage is to be between one man and one woman: neither is it lawful for any man to have more than one wife, nor for any woman to have more than one husband, at the same time.

2. Marriage was ordained for the mutual help of husband and wife, for the increase of mankind with legitimate issue, and of the church with an holy seed; and for preventing of uncleanness.

3. It is lawful for all sorts of people to marry, who are able with judgment to give their consent. Yet it is the duty of Christians to marry only in the Lord. And therefore such as profess the true reformed religion should not marry with infidels, papists, or other idolaters: neither should such as are godly be unequally yoked, by marrying with such as are notoriously wicked in their life, or maintain damnable heresies.

4. Marriage ought not to be within the degrees of consanguinity or affinity forbidden by the Word. Nor can such incestuous marriages ever be made lawful by any law of man or consent of parties, so as those persons may live together as man and wife.

5. Adultery or fornication committed after a contract, being detected before marriage, giveth just occasion to the innocent party to dissolve that contract. In the case of adultery after marriage, it is lawful for the innocent party to sue out a divorce: and, after the divorce, to marry another, as if the offending party were dead.

6. Although the corruption of man be such as is apt to study arguments unduly to put asunder those whom God hath joined together in marriage: yet, nothing but adultery, or such willful desertion as can no way be remedied by the church, or civil magistrate, is cause sufficient of dissolving the bond of marriage: wherein, a public and orderly course of proceeding is to be observed; and the persons concerned in it not left to their own wills, and discretion, in their own case.

Chapter 25: Of the Church

1. The catholic or universal church, which is invisible, consists of the whole number of the elect, that have been, are, or shall be gathered into one, under Christ the Head thereof; and is the spouse, the body, the fullness of him that filleth all in all.

2. The visible church, which is also catholic or universal under the gospel (not confined to one nation, as before under the law), consists of all those throughout the world that profess the true religion; and of their children: and is the kingdom of the Lord Jesus Christ, the house and family of God, out of which there is no ordinary possibility of salvation.

3. Unto this catholic visible church Christ hath given the ministry, oracles, and ordinances of God, for the gathering and perfecting of the saints, in this life, to the end of the world: and doth, by his own presence and Spirit, according to his promise, make them effectual thereunto.

4. This catholic church hath been sometimes more, sometimes less visible. And particular churches, which are members thereof, are more or less pure, according as the doctrine of the gospel is taught and embraced, ordinances administered, and public worship performed more or less purely in them.

5. The purest churches under heaven are subject both to mixture and error; and some have so degenerated, as to become no churches of Christ, but synagogues of Satan. Nevertheless, there shall be always a church on earth, to worship God according to his will.

6. There is no other head of the church but the Lord Jesus Christ. Nor can the pope of Rome, in any sense, be head thereof.

Chapter 26: Of the Communion of Saints

1. All saints, that are united to Jesus Christ their Head, by his Spirit, and by faith, have fellowship with him in his graces, sufferings, death, resurrection, and glory: and, being united to one another in love, they have communion in each other's gifts and graces, and are obliged to the performance of such duties, public and private, as do conduce to their mutual good, both in the inward and outward man.

2. Saints by profession are bound to maintain an holy fellowship and communion in the worship of God, and in performing such other spiritual services as tend to their mutual edification; as also in relieving each other in outward things, according to their several abilities and necessities. Which communion, as God offereth opportunity, is to be extended unto all those who, in every place, call upon the name of the Lord Jesus.

3. This communion which the saints have with Christ, doth not make them in any wise partakers of the substance of his Godhead; or to be equal with Christ in any respect: either of which to affirm is impious and blasphemous. Nor doth their communion one with another, as saints, take away, or infringe the title or propriety which each man hath in his goods and possessions.

Chapter 27: Of the Sacraments

1. Sacraments are holy signs and seals of the covenant of grace, immediately instituted by God, to represent Christ, and his benefits; and to confirm our interest in him: as also, to put a visible difference between those that belong unto the church, and the rest of the world; and solemnly to engage them to the service of God in Christ, according to his Word.
2. There is, in every sacrament, a spiritual relation, or sacramental union, between the sign and the thing signified: whence it comes to pass, that the names and effects of the one are attributed to the other.
3. The grace which is exhibited in or by the sacraments rightly used, is not conferred by any power in them; neither doth the efficacy of a sacrament depend upon the piety or intention of him that doth administer it: but upon the work of the Spirit, and the word of institution, which contains, together with a precept authorizing the use thereof, a promise of benefit to worthy receivers.
4. There be only two sacraments ordained by Christ our Lord in the Gospel; that is to say, baptism, and the Supper of the Lord: neither of which may be dispensed by any, but by a minister of the Word lawfully ordained.
5. The sacraments of the old testament, in regard of the spiritual things thereby signified and exhibited, were, for substance, the same with those of the new.

Chapter 28: Of Baptism

1. Baptism is a sacrament of the new testament, ordained by Jesus Christ, not only for the solemn admission of the party baptized into the visible church; but also, to be unto him a sign and seal of the covenant of grace, of his ingrafting into Christ, of regeneration, of remission of sins, and of his giving up unto God, through Jesus Christ, to walk in newness of life. Which sacrament is, by Christ's own appointment, to be continued in his church until the end of the world.
2. The outward element to be used in this sacrament is water, wherewith the party is to be baptized, in the name of the Father, and of the Son, and of the Holy Ghost, by a minister of the gospel, lawfully called thereunto.
3. Dipping of the person into the water is not necessary; but baptism is rightly administered by pouring, or sprinkling water upon the person.
4. Not only those that do actually profess faith in and obedience unto Christ, but also the infants of one, or both, believing parents, are to be baptized.
5. Although it be a great sin to contemn or neglect this ordinance, yet grace and salvation are not so inseparably annexed unto it, as that no person can be regenerated, or saved, without it; or, that all that are baptized are undoubtedly regenerated.
6. The efficacy of baptism is not tied to that moment of time wherein it is administered; yet, notwithstanding, by the right use of this ordinance, the grace promised is not only offered, but really exhibited, and conferred, by the Holy Ghost, to such (whether of age or infants) as that grace belongeth unto, according to the counsel of God's own will, in his appointed time.
7. The sacrament of baptism is but once to be administered unto any person.

Chapter 29: Of the Lord's Supper

1. Our Lord Jesus, in the night wherein he was betrayed, instituted the sacrament of his body and blood, called the Lord's Supper, to be observed in his church, unto the end of the world, for the perpetual remembrance of the sacrifice of himself in his death; the sealing all benefits thereof unto true believers, their spiritual nourishment and growth in him, their further engagement in and to all duties which they owe unto him; and, to be a bond and pledge of their communion with him, and with each other, as members of his mystical body.
2. In this sacrament, Christ is not offered up to his Father; nor any real sacrifice made at all, for remission of sins of the quick or dead; but only a commemoration of that one offering up of himself, by himself, upon the cross, once for all: and a spiritual oblation of all possible praise unto God, for the same: so that the popish sacrifice of the mass (as they call it) is most abominably injurious to Christ's one, only sacrifice, the alone propitiation for all the sins of his elect.
3. The Lord Jesus hath, in this ordinance, appointed his ministers to declare his word of institution to the people; to pray, and bless the elements of bread and wine, and thereby to set them apart from a common to an holy use; and to take and break the bread, to take the cup, and (they communicating also themselves) to give both to the communicants; but to none who are not then present in the congregation.
4. Private masses, or receiving this sacrament by a priest, or any other, alone; as likewise, the denial of the cup to the people, worshipping the elements, the lifting them up, or carrying them about, for adoration, and the reserving them for any pretended religious use; are all contrary to the nature of this sacrament, and to the institution of Christ.
5. The outward elements in this sacrament, duly set apart to the uses ordained by Christ, have such relation to him crucified, as that, truly, yet sacramentally only, they are sometimes called by the name of the things they represent, to wit, the body and blood of Christ; albeit, in substance and nature, they still remain truly and only bread and wine, as they were before.
6. That doctrine which maintains a change of the substance of bread and wine, into the substance of Christ's body and blood (commonly called transubstantiation) by consecration of a priest, or by any other way, is repugnant, not to Scripture alone, but even to common sense, and reason; overthroweth the nature of the sacrament, and hath been, and is, the cause of manifold superstitions; yea, of gross idolatries.
7. Worthy receivers, outwardly partaking of the visible elements, in this sacrament, do then also, inwardly by faith, really and indeed, yet not carnally and corporally but spiritually, receive, and feed upon, Christ crucified, and all benefits of his death: the body and blood of Christ being then, not corporally or carnally, in, with, or under the bread and wine; yet, as really, but spiritually, present to the faith of believers in that ordinance, as the elements themselves are to their outward senses.
8. Although ignorant and wicked men receive the outward elements in this sacrament; yet, they receive not the thing signified thereby; but, by their unworthy coming thereunto, are guilty of the body and blood of the Lord, to their own damnation. Wherefore, all ignorant and ungodly persons, as they are unfit to enjoy communion with him, so are they unworthy of the Lord's table; and cannot, without great sin against Christ, while they remain such, partake of these holy mysteries, or be admitted thereunto.

Chapter 30: Of Church Censures

1. The Lord Jesus, as King and Head of his church, hath therein appointed a government, in the hand of church officers, distinct from the civil magistrate.
2. To these officers the keys of the kingdom of heaven are committed; by virtue whereof, they have power, respectively, to retain, and remit sins; to shut that kingdom against the impenitent, both by the Word, and censures; and to open it unto penitent sinners, by the ministry of the gospel; and by absolution from censures, as occasion shall require.

3. Church censures are necessary, for the reclaiming and gaining of offending brethren, for deterring of others from the like offenses, for purging out of that leaven which might infect the whole lump, for vindicating the honor of Christ, and the holy profession of the gospel, and for preventing the wrath of God, which might justly fall upon the church, if they should suffer his covenant, and the seals thereof, to be profaned by notorious and obstinate offenders.

4. For the better attaining of these ends, the officers of the church are to proceed by admonition; suspension from the sacrament of the Lord's Supper for a season; and by excommunication from the church; according to the nature of the crime, and demerit of the person.

Chapter 31: Of Synods and Councils

1. For the better government, and further edification of the church, there ought to be such assemblies as are commonly called synods or councils: and it belongeth to the overseers and other rulers of the particular churches, by virtue of their office, and the power which Christ hath given them for edification and not for destruction, to appoint such assemblies; and to convene together in them, as often as they shall judge it expedient for the good of the church.

2. It belongeth to synods and councils, ministerially to determine controversies of faith, and cases of conscience; to set down rules and directions for the better ordering of the public worship of God, and government of his church; to receive complaints in cases of maladministration, and authoritatively to determine the same: which decrees and determinations, if consonant to the Word of God, are to be received with reverence and submission; not only for their agreement with the Word, but also for the power whereby they are made, as being an ordinance of God appointed thereunto in his Word.

3. All synods or councils, since the Apostles' times, whether general or particular, may err; and many have erred. Therefore they are not to be made the rule of faith, or practice; but to be used as a help in both.

4. Synods and councils are to handle, or conclude nothing, but that which is ecclesiastical: and are not to intermeddle with civil affairs which concern the commonwealth, unless by way of humble petition in cases extraordinary; or, by way of advice, for satisfaction of conscience, if they be thereunto required by the civil magistrate.

Chapter 32: Of the State of Men after Death, and of the Resurrection of the Dead

1. The bodies of men, after death, return to dust, and see corruption: but their souls, which neither die nor sleep, having an immortal subsistence, immediately return to God who gave them: the souls of the righteous, being then made perfect in holiness, are received into the highest heavens, where they behold the face of God, in light and glory, waiting for the full redemption of their bodies. And the souls of the wicked are cast into hell, where they remain in torments and utter darkness, reserved to the judgment of the great day. Besides these two places, for souls separated from their bodies, the Scripture acknowledgeth none.

2. At the last day, such as are found alive shall not die, but be changed: and all the dead shall be raised up, with the selfsame bodies, and none other (although with different qualities), which shall be united again to their souls forever.

3. The bodies of the unjust shall, by the power of Christ, be raised to dishonor: the bodies of the just, by his Spirit, unto honor; and be made conformable to his own glorious body.

Chapter 33: Of the Last Judgment

1. God hath appointed a day, wherein he will judge the world, in righteousness, by Jesus Christ, to whom all power and judgment is given of the Father. In which day, not only the apostate angels shall be judged, but likewise all persons that

have lived upon earth shall appear before the tribunal of Christ, to give an account of their thoughts, words, and deeds; and to receive according to what they have done in the body, whether good or evil.

2. The end of God's appointing this day is for the manifestation of the glory of his mercy, in the eternal salvation of the elect; and of his justice, in the damnation of the reprobate, who are wicked and disobedient. For then shall the righteous go into everlasting life, and receive that fullness of joy and refreshing, which shall come from the presence of the Lord; but the wicked who know not God, and obey not the gospel of Jesus Christ, shall be cast into eternal torments, and be punished with everlasting destruction from the presence of the Lord, and from the glory of his power.

3. As Christ would have us to be certainly persuaded that there shall be a day of judgment, both to deter all men from sin; and for the greater consolation of the godly in their adversity: so will he have that day unknown to men, that they may shake off all carnal security, and be always watchful, because they know not at what hour the Lord will come; and may be ever prepared to say, Come Lord Jesus, come quickly, Amen.

Tall Oaks Classical School Staff Manual Agreement

I _____ have read the 2015 - 2016 Tall Oaks Classical School Staff Manual in its entirety and agree to perform the duties and uphold the standards it describes.

Signature

Date

Please sign, date and return to the school office no later than the last day of Teacher In-Service. Please be certain to address any questions or concerns about the information contained within to the Headmaster or Principals before signing.

Keep this copy for your records.

Tall Oaks Classical School Staff Manual Agreement

I _____ have read the 2015 - 2016 Tall Oaks Classical School Faculty Manual in its entirety and agree to perform the duties and uphold the standards it describes.

Signature

Date

Please sign, date and return to the school office no later than the last day of Teacher In-Service. Please be certain to address any questions or concerns about the information contained within to the Headmaster or Principals before signing.