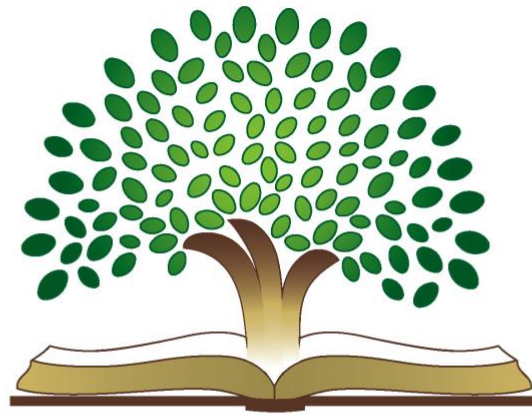


# Family and Student Handbook



**The Samuel School**

*Biblical, Spirit-Led Education*

# A Kingdom Education School

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## **A Letter from the Head of School**

Greetings! First, allow me to thank for being a champion for Kingdom education through The Samuel School. “Seek first the Kingdom of God and His righteousness” (Matt 6:33) was the main message on life given by Jesus. The good news is this message is applicable not just for individuals but also for organizations. We are glad we are on this journey together, discovering what God has in store for those who seek His will!

In the following page we have assembled helpful information that covers a great deal of topics regarding operational policies within The Samuel School. This document is not exhaustive but serves as a good starting point. If you ever come across helpful information you think should be added to this work please feel free to communicate such advice to school leadership.

Please know our primary goal at the Samuel School is to reveal the Father to the hearts of children, at all times. This is our honor. Through the formation of this school, the Holy Spirit has led us to use an approach to education that is based on Biblical Principles, The Principle Approach. Also you will see an emphasis on the power of God (Holy Spirit). It is the Holy Spirit working with Biblical principles within a child that prepares a child to fulfill their God given purpose in life. This is one of the things that makes The Samuel School unique: an honor for His principles and His active power. We trust you will be blessed by the Lord as you read.

May God Bless You,

Robert A. Peck, M.Ed.  
Head of School & Founder  
The Samuel School  
Harrisburg, PA

*“For the Lord is good and his mercy is everlasting.” Psalms 100:5*

*“Draw near to God and He will draw near to you.” James 4:8*

## **The Samuel School Scripture and School Logo**

### **The Scripture**

*“But Samuel was ministering before the LORD—a boy wearing a linen ephod.”*

*1 Samuel 2:18*

As a child one factor assisting Samuel in his relationship with God, to the point of hearing His voice, was his proximity to God’s Presence. Throughout the day, on a regular basis, Samuel learned of God and interacted with God by submitting various sacrifices in a meaningful manner to Him. Ultimately, Samuel’s lifestyle of worship led him to a life led by Christ, fulfilling His purposes for creating Samuel. What more could any one of us ask for on behalf of our own children?

## The Samuel School Logo

The Samuel School logo was designed to reflect the mission of our school.

The symbol of the Bible from where the tree grows come from 2 Timothy 3:16,

*“All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness.”*

The Symbol of the tree at the center of the logo comes from Isaiah 61:3b,

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

*He who has an ear, let him hear what the Spirit says to the churches. To the one who conquers I will grant to eat of the tree of life, which is in the paradise of God.’ Revelations 2:7*

- The Word of God is our foundation, from it children grow as strong as “Oaks of Righteousness”
- From the Word of God a biblical worldview is developed
- From the Word of God Christian character is developed
- Fullness of life and vitality is realized as each child draws life from the Word of God leading to the fulfillment of the purposes for which they were created



## The Eagle

Noah Webster tells us in his 1828 dictionary that the eagle is one of the largest species of fowls and has keen sight. The eagle is representative of the United States, our national bird, as well as the prophetic ministry. The Samuel School is both a prophetic school, birthed by God through a dream, as well as Biblically restorative in nature to the foundational principles of the United States. It was for this purpose that the symbol of an eagle was chosen to represent The Samuel School students and athletes.





## **Profile**

*Introduction*

*Statement of Faith*

*Philosophy of Education -- The Principle Approach*

*Spiritual Foundation for the Philosophy*

*Samuel School Commitment*

*Inception of The Samuel School*

*Mission Statement*

*Vision Statement*

*Structure of the School*

*Faculty Requirements*

## **Introduction**

Learning is commanded by God to be a full time spiritual discipline where something of value is produced by the learner<sup>1</sup>. In addition, learning must be of Biblical origin<sup>2</sup>; accomplish a Biblical purpose with all diligence<sup>3</sup>; and use a Biblical methodology<sup>4</sup>. Furthermore, parents are ultimately responsible for educating their children. In delegating authority to teachers to assist in this process, there must be shared ownership and unity of purpose between parents and teachers under the Lordship of Jesus Christ<sup>5</sup>. To that end, it is the purpose of The Samuel School to provide a sound academic education within the framework of the Christian view of God and the world.

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

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

## **Statement of Faith**

- We believe and teach the Holy Bible, God's only inspired, infallible, authoritative, written Word, to which nothing can be added or taken away.

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<sup>1</sup> Romans 12:2; Joshua 1:7-8; Luke 19:11-27

<sup>2</sup> Proverbs 2:1-6

<sup>3</sup> II Timothy 2:15-21; 3:16-17

<sup>4</sup> Psalm 1:1-2

<sup>5</sup> Proverbs 22:6; 6:20--23; Deuteronomy 6:1-9

- We believe and teach the sovereignty of one God, creator and governor of the universe and man: that God is eternally existent in three persons, as God the Father, God the Son, God the Holy Spirit.
- We believe and teach that man, made in God's image and likeness, given the choice, yielded to temptation by Satan, disobeyed God, fell into sin, thereby incurring God's judgment, and revealing man's great need for a Savior.
- We believe and teach that JESUS CHRIST is God's promised Savior to man.
- We believe and teach that JESUS CHRIST as Deity, God's only begotten Son, came to the earth through the virgin birth, to provide, through His shed blood, His atoning death on the cross, resurrection, and ascension to the right hand of the Father, man's only means of redemption or salvation from sin and its everlasting punishment.
- We believe and teach that the sinless life of our Savior Jesus Christ, His miracles, His accessibility to all men, women, and children, reveal God's grace and love. We look forward to the promised return of our Savior in power and glory to reign on earth.
- We believe and teach that the Holy Spirit, Third Person of the blessed Trinity of God, took up His abode on earth, on the day of Pentecost, and that by His indwelling the Christian is enabled to live a Godly life.
- We believe and teach that the bride of Christ, the Church, is empowered to carry out the Savior's great commission, and to preach the Gospel of liberty, both internal and external, to all men and nations, and to bring His healing message of the unity of all believers.
- We believe in and teach the bodily resurrection of both the saved and the lost: those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.
- We believe that the responsibility of the Christian is to insure both Gospel purity and Gospel availability by remembering the marvelous works of Christ in bringing forth our nation where church and state, united internally, but separated externally and governmentally, make available to all men, women, and children the privilege of preaching and teaching SALVATION THROUGH JESUS CHRIST, under a Biblical Constitution.
- We believe that the gifts of the Holy Spirit (1 Corinthians 12:7-11) are operational today and given to believers for the common good of all.

### **Philosophy of Education – The Principle Approach**

The Principle Approach is the biblical method of education upon which America was established. Its origin can be found in the earliest biblical writings. As we trace the unfolding of God's plan for mankind, we see His mandate for passing that plan on to succeeding generations through the education process. Ancient Israel applied God's blueprint for education in part, but it was not until 1600 years after the birth of Christ that we see the fullest expression of the biblical pattern demonstrated by a people who were prepared, providentially, to reason from God's Word to every area of life. With the coming of the Pilgrims to the North American mainland, the seeds of true biblical education were planted and, later, bore fruit during the founding period.



At this time we see a generation of men and women who were able to reason from the principles of God's Word to every area of life. In fact, so pervasive was their biblical worldview that they were able to found the world's first Christian constitutional republic. This was not happenstance, but the direct result of a philosophy, curriculum, and methodology of education that was Christian to the core. The home, church, and school were unified in purpose and practice, thereby producing the revolutionary results that amazed the Old World.

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

### **Kingdom Education Distinctives**

Traditional tenets held by Christian education are likewise foundational to kingdom education in pursuit of Biblical fidelity. Kingdom education is additionally characterized by:

1. Personal Relationship with Living God
  - Teacher as Pastoral relationship with students
  - Loving through mistakes (like God)
  - Ever growing desire of intimacy with God
  - Life style of adoration and worship
2. Identity development (Who God Is and Who We Are As Believers)
  - Ministry to the heart
  - Love motive
  - God is perceived as always good
  - Imago Dei (Created in God's Image)
  - Freedom to be who God created you to be
  - Authority of the believer
3. Supernatural manifestations
  - Gifts of the Spirit (including prophecy & healing)
  - Students, regardless of age, operate in the fullness of the Holy Spirit
  - Real time interactive relationship with the Holy Spirit]
  - Inner healing and deliverance
  - Intercessory prayer and spiritual warfare
4. Word of God through a lens of life and hope

5. Partnering with God
  - Taking risks that affirm God's will
  - Opportunities for ministry/missions
  - Support traditional foundational
6. Evidence of Holy Spirit's influence in academics

### **Scriptural Foundation for the Philosophy**

The Samuel School ministers from a philosophy of Christian education derived from the Word of God and subject to His sovereign and Providential purpose of bringing every child to full stature through the redemptive work of Christ. (*Luke 2:49-50*)

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

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

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

The God given ultimate authority of the education of the child belongs to the parents who authorize teachers to inspire, cultivate, consecrate, and instruct the student. The teacher who serves in a Biblical philosophy of education is a person gifted and called to exemplify those qualities of character and scholarship worthy of a wholehearted commitment of Christ. The teachers must represent the spirit and discipline of their calling and embody the very goals they teach their students. (*Deuteronomy 4:8-10 and 6:6-7, Ephesians 6:4*)

The Christian methodology of education includes a series of instruction and discipline intended to enlighten the understanding, correct the temperament, form the habits and manners, and prepare the student for useful service (*Webster's 1828 Dictionary*). Christian education in America has a unique heritage traced from a Bible-educated people under the leadership of pastors who know that education was useless without the Bible and that made the Bible central to all learning. At The Samuel School, we endeavor to research, reason, relate and record every subject from its Biblical purpose and expression. (*II Timothy 3:16-17, Proverbs 22:20-21*)

The American Christian experience produced a curriculum of education resulting in a Biblical worldview (a system of presuppositions consistent with absolute Biblical truth) from which to discern right action and thinking and from which to exercise a proper role in the family, in the body of Christ, and as a citizen of a Christian constitutional republic. (*II Timothy 2:2*)

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

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

These seven basic principles are:

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

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

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

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

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

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

The Principle of Unity with Union: Internal agreement (unity) produces an external union. Before two or more individuals can act effectively together, they must first be united in spirit in their purposes

and conviction. We must be ever mindful that there can be union without unity--yielding shallow and self-serving results.

## **The Samuel School Commitment**

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

- 1) We are committed to the development of **SPIRITUAL STATURE** in our students, assisting parents in bringing them up in the nurture and admonition of the Lord. This is done through the various programs, activities, and curricula of the school. The Biblical Principle Approach does not just “integrate” truth into the subject content, or “tack on” a Christian appearance; it approaches the subject with the acknowledgment that all truth points to the knowledge of God and then identifies the principles of the subject that reflect that knowledge, whether it is algebra, phonics, basketball, or study habits. Care is taken to ensure that activities in the life of our school consistently direct our children unto full spiritual stature.
- 2) We are committed to **ACADEMIC EXCELLENCE**, cultivating the fullest expression of the individual through instruction, in inspiration, and consecration in intellectual, physical, and artistic pursuits. This is accomplished in the classroom by establishing high standard, an enlightened curriculum, and by the practice of reflective learning, resigning, writing and reading. The tutorial emphasis allows every child to learn by receiving help or enrichment as needed.
- 3) We are committed to the **CHARACTER DEVELOPMENT** of every child; bringing to bear the discipline and conviction of Christian self-government. True Christian character is a thing of great beauty and value. All the academic achievement or spiritual knowledge in the world cannot succeed without a character molded and strengthened by truth unto usefulness. We design classroom procedures, teaching methods, policies, discipline techniques, and dress standards with this goal in mind. Our curricula is filled with role models of great character who inspire and offer vision to our students.
- 4) We are committed to cultivating **LEADERSHIP SKILL AND SERVICE** for the next generation. Leadership is serving. We envision that every child will learn to reach outside himself or herself to offer a unique contribution to the Lord, becoming others-centered, and taking a responsible place in God’s greater purposes. Service projects in the community contribute to this purpose. Our students learn to act responsibly toward each other and develop sensitivity and awareness of needs.

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

## **The Inception of The Samuel School**

By: Robert A. Peck

The Samuel School began with a prayer and a dream. One Sunday morning in 2003, during worship, I pondered in my heart, "Lord I see how children can engage in prophetic worship and arts but what about the content areas of school (math, science, reading, and so on)." Also on my heart at that time was the distress I was in regarding the condition of public education which I witnessed from the inside as a high school teacher. Those elements combined, were the basis of my earnest prayer.

That very night the Lord gave me a dream. In the dream I was walking outside. Ahead of me I saw a traditional looking one story school building to the right, on a hill, and to the left were green rolling pastures.

In the pastures I saw a man walking who I personally know loves the Lord. As I approached the school I noticed it had a glass wall. Gathered behind the glass wall was a group of about 5 or 6 children with the oldest being a boy, about age 12, standing in the middle of them. He was holding a musket and pointing it toward the glass wall. My pastor was beside me and I said, "Look, the children are trying to break out of the school." The dream was over.

I was amazed by the dream and especially wondered of the significance of the musket. I knew the dream was in response to the prayer of my heart and so I started to research education during the time of the musket, colonial times especially. Was I ever surprised! What I found, with regard to those of us who have gone through the public school system, is that our Christian heritage has been systematically and intentionally hidden from us. I had no idea the significance faith and God played in those national foundational years. I also was surprised at how personally meaningful I would find the accounts of Christian Americans who have walked before us. I began to understand why the Supreme Court at the end of the 19th Century declared us to be a Christian nation.

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

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

Thankfully a significant amount of the leg work was performed with regard to searching out our Biblical foundations as a nation and their correlation to the field of education. In short, during the 1960's and 1970's the Lord inspired two women, Verna Hall and Rosalie Slater, to become dissatisfied with the direction civil government was leading this nation and sought rather to restore our Christian heritage and thereby restore our nation and government.

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

Some time after researching and starting to understand that the Lord was leading me to start a school, I pondered what the name would be. One Sunday morning, my pastor's wife encouraged the congregation to read the Bible through, in order, from cover to cover. As I read through the Bible, I of course came to the books of Samuel. I was amazed at how many similarities exist between the prophet and the purpose of the school. Samuel experienced God's presence as a boy, heard His voice, and learned His ways. Through Samuel's work and the citizens of Israel, God transformed their nation back to Him in about 25 years. Every sphere of society, including civil government, was transformed back into a God honoring representation. Samuel's School of the Prophets had a lot to do with speaking God's truth into these "7 Mountains."

So now... the Lord leads on. The year of the breakthrough has come for children. The green pastures of life in the Spirit are before them. The heritage of the Lord, also called His testimony, cannot be hidden any longer. Children need their testimony/His Story (HiStory) to embrace life to the fullest and to be equipped

with the insight and weapons necessary to overcome the evil one (see Revelations 12:11). And as His truth is revealed and spoken again, so too will His power and Kingdom be restored in America, one child at a time!

### **The Mission Statement**

The Samuel School mission is to educate, equip, and empower students spiritually and academically into authentic, flourishing relationship with the Father, Son and Holy Spirit to fulfill God's purpose on Earth as in Heaven.

### **The Vision Statement**

- To establish a fully functioning Pre-Kindergarten to 12th grade school developing the whole child: spirit, soul, and body
- To partner with parents in developing their children into young adults who are sensitive and responsive to the Holy Spirit
- To individually equip children according to their unique God-given calling with respect to the Holy Spirit's leading
- To develop children through the formation of manners and habits, the enlightenment of understanding, and the correction of temper in order to best fit them for their future stations as leaders in every level of society supported by Biblical principles of government
- To develop a biblical worldview (part of the mind of Christ) within each student by using the Word of God as the primary resource to develop understanding supported by Webster's 1828 Dictionary
- To provide resources for home schooling families especially in the area of Spiritual training and education and provide resources with regards to our Christian heritage

### **The Corporate Structure**

The Samuel School exists as a 501 (C) (3) organization and is incorporated as an educational institution under the governance of its Board of Trustees and administered by the Head of School . The Samuel School is registered and recognized by The Pennsylvania Department of Education as a K-12 educational institution.

### **The Board of Trustees**

The Board of Trustees is the primary governing body of The Samuel School. The board sets policies for the operation of the school as well as follows a strategic plan, which are implemented by the Head of School. The board appoints trustees for a two year, renewable term. The addition of new board members occurs when the board determines the need.

### **Faculty Requirements**

Qualifications:

1. Teachers must be born again Christians and actively involved in a local Christian church.
2. Teachers act in the role of overseer in the lives of children; therefore, they must meet the character qualifications as outlined in *I Timothy 3:1-7*.
3. All teachers must have earned a minimum of a bachelor's degree from a recognized college or university (preferred). Some exceptions are made based on experience.

4. Teachers are encouraged to pursue advanced degrees.
5. All Samuel School teachers undergo extensive and ongoing in-service training.
6. Teacher are required to maintain valid security clearances as required by the state.

## **Admissions Policies and Procedures**



*Enrollment Procedures*

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

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

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

## **Enrollment**

### **Enrollment Procedures**

1. An online application for enrollment is to be completed by the parent(s) or guardian(s) of all children who want to attend The Samuel School.
2. **Only families who have completely finished the application process are eligible for tuition assistance.** Upon completion of the application, please go to [www.samuelschool.com](http://www.samuelschool.com) and under the admissions tab click on Tuition. Begin the tuition assistance process by clicking on the link to FACTS Financial Needs Analysis and filling out the application (there is a fee (approximately \$30) paid online to FACTS). Tuition assistance scholarships are based upon the availability of funds and need and are awarded on a first come, first serve basis.
3. **Upon receipt of an application for enrollment, and the appropriate registration fee, a personal interview will be held with both parents, single parent, or guardian(s) and the student(s) to be enrolled.** This interview will be conducted by the Administrator. Additionally, parents are required to attend the new family orientation at the beginning of the school year.
4. **During the interview parents will be presented a tuition agreement proposal if all financial items are in place, such as a FACTS application.** After the tuition proposal agreement is signed students are formally accepted into The Samuel School. A formal letter from the Head of School will confirm final enrollment status.
5. **When entering The Samuel School for the first time, the following are required:**



- a. New Students Application
  - b. Application Fee
  - c. FACTS Scholarship Application (optional)
  - d. Signed Tuition Agreement
  - e. Enrollment Packet
  - f. Enrollment Fee
6. **The following items are required of new students after formal enrollment but before the beginning of the school year:**
- a. Official documentation of all required immunizations or Letter of Exemption
  - b. Placement test for all students enrolling in grades Pre-K through 8 (completed at the school)
  - c. Copy of the child's most recent report card, standardized achievement tests, and any specialized testing (i.e., psychological and speech testing).
  - d. Physical examination by a physician of your choice for all students entering Pre-K or K, sixth grade, and eleventh grade, and all homeschooled students.
  - e. Homeschoolers must provide most recent evaluation and achievement test scores
  - f. Copy of any Individualized Education Plans (I.E.P.) if applicable
7. **When parents receive their acceptance letter from the Head of School, their children are enrolled into the school.**
8. **Siblings of an enrolled student who seek admission after the school year has begun will be treated as a single student for tuition calculation purposes for that school year. If the sibling is reenrolled for the next school year, the new tuition for that year will reflect the application of any multi-child discount to the family's tuition.**

## **Enrollment Requirements**

### **Enrollment Requirements**

#### 1. Spiritual

- a. Parents and Upper School students shall express their agreement with the philosophy and policies of the school.
  - b. Parents who want to enroll their children in The Samuel School shall express as their primary motive for doing so to be that of continuing the Christian training that has begun and is continuing at home.
- c. The student shall exemplify by his/her attitudes and lifestyle that he/she is committed to be conformed to the image of Christ, to be obedient to God's Word, and to exhibit a teachable spirit. This will be reflected in speech, respect for authority, reverence for the Lord, and in the fruit evident to believers around him/her.

#### 2. Academic

- a. Students entering academic kindergarten shall be admitted after successful completion of the readiness exam. Determination of the kindergarten level will be made at that time.
- b. Students in the lower and upper schools shall be placed in the appropriate grade level, only after completion of the placement tests and the previous school records have been examined.
- c. Students shall meet all course requirements as established by the curriculum guide.

### 3. Age

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

### 4. Placement

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

### 5. Parental

By joining The Samuel School family, each parent accepts certain responsibilities. Without parental involvement in the following basic ways, TSS would not be able to uphold its commitment to provide a quality learning environment:

- a. Attend the Back to School Family Orientation.
- b. Attend the Meet the Teacher Night
- c. Attend Parent-Teacher Conferences
- d. Participate actively in the all-school fundraisers (e.g., sub sales, spring fest, auction).
- e. Attend the annual State of the School Meeting
- f. Attend high school Guidance meetings

## **Upper School Enrollment (grades 6-12)**

### 1. Procedures

Same Enrollment Procedures as list above

### 2. Requirements

- a. High school students must be willing to be taught from a christian worldview
- b. The student must exemplify the attitude and lifestyle which demonstrates a commitment to be conformed to the image of Christ, to be obedient to God's Word, and to exhibit a teachable spirit. This will be reflected in speech, matters of sexual morality, respect for authority, reverence for the Lord, and in the fruit evident to believers around him/her.
- c. The student will exhibit the qualities of an independent learner, striving for the goal of excellence in all areas.
- d. All other general admissions requirements and procedures must be met.

\* Exceptions to this requirement may be granted by the School Board and Head of School.

## **Late Enrollment**

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

Enroll before November 1 = full tuition

November 1 - end of the first trimester = 80%

Parents may not enroll students after the beginning of the second trimester without approval from the School Administration. Tuition will be prorated if enrollment is approved during the third trimester

**Withdrawal from Enrollment**

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

**Withdrawal Policy**

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

**Re-enrollment Procedures**

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

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

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

**Re-enrollment Requirements**

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

- 1. Spiritual
  - a. Parents and upper school students shall express their agreement with the philosophy and policies of the school.
  - b. Parents who want to re-enroll their children in The Samuel School shall express as their primary motive for doing so, to be that of continuing the Christian training that has begun and is continuing at home.
  - c. The student shall exemplify by his/her attitudes and lifestyle that he/she is committed to be conformed to the image of Christ, to be obedient to God’s Word, and to exhibit a teachable spirit. This will be reflected in speech, respect for authority, reverence for the Lord, and in the fruit evident to believers around him/her.
- 2. Placement
  - a. Re-enrollment acceptance and placement is made by the School Administration.
  - b. The Samuel School reserves the right to assign teachers, adjust and/or modify course

selections and/or combinations of classes at each grade level, based on factors such as ability and achievement records, and enrollment in a particular class/course.

### 3. Parental

- a. Parents are expected to attend all scheduled parent-teacher conferences.
- b. Parents or guardians are expected to be involved with various fundraisers held throughout the year.
- c. Parents or guardians are encouraged to be involved with various activities and function sponsored by the Parent Teacher Guild (PTG).

### **Delinquent Tuition Policy**

- A. Tuition payments are due on the assigned due date. If your tuition account becomes 10 days in arrears, you incur a \$30.00 late fee. In addition, you will incur a charge of \$30.00 for every check or payment returned due to insufficient funds or cancellation. The Samuel School will send a statement or notice to the responsible party. **(Important: Reckoning begins on the selected assigned due date.)**
- B. If your tuition account becomes thirty (30) days in arrears, you (the parent or responsible party) must contact the School Office to explain the delinquency and submit in writing your plan to repay the delinquent tuition amount. If you (the parent or responsible party) do not contact the School Office and setup a payment plan approved by the School Office, parent and student access to RenWeb will be withdrawn, including access to report cards.
- C. If your tuition account becomes sixty (60) days in arrears, you (the parent or responsible party) must submit a payment plan for the delinquent tuition amount, as well as your payment plan for tuition payments for the remainder of the school year. The payment plan must be approved by the School Office. Parent and student access to RenWeb will be maintained as long as the approved plan is followed. If the plan is not followed, the student(s) will be removed from the school's enrollment.
- D. Students will not be permitted to re-enroll for the following school year if there is an outstanding balance for tuition or any fees.
- E. Any enrolled student whose outstanding balance has not been paid in full by July 1 will forfeit his or her enrollment in the event that the space is needed by a new enrolling student.
- G. With the exception of health records, no other school records, transcripts, or diplomas will be released to the family or any institution until all tuition, fees, and charges have been paid in full.
- H. Families that withdraw early forfeit their remaining tuition assistance (TA) . The early withdrawal penalty requires that you pay the remaining tuition without the remaining TA discount applied. Full payment is due.

### **Financial Aid Policy**

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

A limited amount of financial aid is available. It is our objective to ensure that those with the highest need

receive financial assistance. To determine a family's need and eligibility, the following procedure has been established. Tuition assistance is available on a first come, first served basis. Families must apply to the school, before they can be eligible for financial assistance.

1. Fill out the Financial Aid application with FACTS Grant and Aid (link on school website).
2. Include a complete copy of your W-2 forms and any other tax information. A family must be completely verified, having submitted all of their completed paperwork in, before they can be eligible for financial assistance.
3. A family will be contacted regarding the amount of financial aid awarded after the results of FACTS analysis are reviewed by the Tuition Assistance Committee.
4. Any family with a delinquent account and has not submitted a payment plan, is not eligible for Tuition Assistance.
5. Any family with a delinquent account that has a payment schedule, but is not current with that plan, will not be eligible for Tuition Assistance.
6. Parents who receive tuition assistance and elect to pay the remaining balance in full are not eligible for prepayment discounts.
7. If a family withdraws, they are then responsible for the entire tuition, not just the tuition discounted amount.

Please be assured that personal financial information will be kept strictly confidential. Only the school's Head of School and board will have access to parental financial information.

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

### **Family Referral Discount Policy**

The Samuel School family referral policy is available to any enrolled family who successfully recruits another family for enrollment into the school. The referral discount is \$250 for every new family enrolled as a direct result of your efforts, applied to your current year's tuition. You can recruit any number of families. Our goal is to attain full enrollment in all classes.

#### **Guidelines:**

1. The current Samuel School family must have a Family Referral Form on file in the school office.
2. The name and address of the family that is being recruited for enrollment into the school must be listed on the **Family Referral Form** before the new family enrolls.
3. You can add names to the list at any time throughout the school year by calling the School Office with the information.
4. If more than one Samuel School family refers a new family, the tuition discount will be equally divided among the referring families.
5. The new family must remain enrolled until the close of the second quarter for the \$250 payment to be disbursed. Tuition discounts will be applied in November. The new family and the referring family must be enrolled at time of disbursement.

#### **How credit is applied for a referral:**

When a new family enrolls before the beginning of the school year, credit will be applied to your November tuition payment. If your monthly payment is less than \$250.00 per month, the discount will be divided in half and applied to both November and December. You will receive a payment notice informing you of the adjusted tuition amounts. If you paid your tuition in full, The Samuel School will send a refund to you for the entire referral amount.

## **Educational Program**



President Lincoln reading to his son, Tad.

### ***Achievement Tests***

#### ***Curriculum***

#### ***Daily Schedule***

#### ***Field Studies***

#### ***Grades***

#### ***Grading Scale***

#### ***Graduation Requirements***

#### ***Homework Policy***

#### ***Honor Roll***

#### ***Learning support***

#### ***Notebook Method***

#### ***Parent/Teacher Conferences***

#### ***Report Cards***

#### ***Retention***

*"The philosophy of education in the classroom becomes the philosophy of government of the next generation."*

*- Abraham Lincoln.*

## **Achievement Tests**

Standardized achievement tests are administered annually each spring to evaluate student progress and the effectiveness of curriculum and instruction. A copy of the test results is provided to parents along with the final report card at the end of the school year.

## **Curriculum**

The Samuel School uses America's historic Biblical method of education and government called the Principle Approach. The foundation of the Principle Approach is the Bible, perhaps more practically stated as the ability to reason from the Bible to all areas of life and learning. It is this absolute and uncompromisingly Biblical Christian worldview that undergirds all of the philosophy, curriculum, and methodology of the Principle Approach.

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

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

This classical Christian curriculum includes the following:

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

- Sowing the seeds of the rudiments of every subject in the kindergarten and the elementary programs.
- Introduction and instruction in the Spanish language beginning at the early elementary level.
  - Career apprenticeship program for high school students.
- Use of the Notebook Method rather than a dependence on workbooks and textbooks. Students and faculty record their learning on the pages of a notebook or in digital form, thereby demonstrating mastery of the complete subject.

### **Daily Schedule - Lower School**

Lower School schedules are unique to each self-contained classroom. Classroom schedule is available from each individual teacher

### **Daily Schedule - Upper School**

Students enrolled in the Upper School follow more of a traditional middle school/high school schedule. This schedule includes changes of classrooms and teachers who specialize in various content areas.

### **Drama**

Students have opportunities during the year to demonstrate and practice their theatrical talents through drama performance(s). Classroom plays and presentations to families help the children to make literacy connections which demonstrates the excellence in literacy that the students gain in the classroom.

### **Field Studies**

Each year, students embark on field studies at each grade level that allow them to experience learning in the classroom of God's creation. Getting out of the classroom allows students to expand or round out their study of a particular subject. At The Samuel School, we refer to this part of the curriculum as a field study as opposed to a field trip.

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

Our desire is that our students see these out of classroom times as times of study. Students will be required to keep a journal of their field study experiences, which helps to foster reflective learning.

Each individual classroom teacher plans field studies throughout the course of the school year. Parents must sign and return permission slips to the classroom teacher before each trip. Teachers may also contact parents to help share in the transportation for each trip.

**Parent Requirements:** Any parent wishing to accompany a child on an overnight field study must have all their federal and state-required clearances. Please inquire at the office to get the proper paperwork.



Also, field studies are limited to the children enrolled in the respective course and a parent(s) or other designee who is an immediate relative. Siblings who are not also enrolled in the class are not eligible to attend the field study. Exceptions may be granted by a teacher with administrative approval.

### Grades

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

### Grading Scale

#### Grades 1 to 12 Grading Key:

A	90-100%	Excellent
B	80-89%	Good
C	70-79%	Average
D	60-69%	Unsatisfactory
F	0-59%	Failing

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

### **Graduation Requirements**

(Applies specifically to courses taken in grades 9-12 only)

<p>The Samuel School Diploma</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">GPA</td> <td style="width: 40%;">1.5 or higher</td> </tr> <tr> <td>Minimum Credits</td> <td>26</td> </tr> </table> <p>Community Service Hours          Pa State Requirements: 4 credits in English/Literature and History, 3 credits in Math, and 3 credits in Science during grades 9-12.</p>	GPA	1.5 or higher	Minimum Credits	26	<p>The Samuel School Honors Diploma</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">GPA</td> <td style="width: 40%;">3.5 or higher</td> </tr> <tr> <td>Minimum Credits</td> <td>31</td> </tr> </table> <p>Community Service Hours          Minimum of 4 credits in: Bible, English, Mathematics, History, and Science</p>	GPA	3.5 or higher	Minimum Credits	31
GPA	1.5 or higher								
Minimum Credits	26								
GPA	3.5 or higher								
Minimum Credits	31								

**General Notes:**

1. Not all courses are offered every year.
2. Grade 12 students must fulfill The Samuel School Senior Thesis requirements, Community Service Hour requirements, and state course credit requirements.

**Community Service Hours.**

Students are required to log a minimum of twenty-five (25) hours of community service between their entry into high school and the end of the second quarter of their senior year.

**Note:** 8 hours of the 25 service hours may be for approved school-related activities.

The Samuel School seeks to develop the servant character of Christ within the students by including a community service requirement for graduation. This requirement serves to encourage students to take part in restoring America to her Gospel purpose as they open their eyes, hearts, and hands to the needs and opportunities that are all around them and volunteer to assist community organizations and/or civil institutions or agencies (i.e., governmental or political) for at least twenty-five hours during their high school careers.

The objective is that the young people interact within their communities; therefore, activities that are designed specifically to impact the church community only, such as teaching Sunday school classes, helping in the nursery, leading worship in church, setting up chairs for the service, etc., while greatly appreciated and needful, are not included in the number of service hours required. Church-related outreaches into the community or world at large (e.g., missions trips) are eligible.

Students are responsible to document these hours and write a summary of their experiences on their community volunteer log sheets. Their service(s) must be acknowledged by the signature of the organization's supervisor, as well as by their parents and the school administration.

Students may begin accumulating these service hours the summer after their 8th grade graduation. The required number of hours for high school graduation must be fulfilled by the end of the second quarter of the senior year.

**College Credit Policy**

The following standards must be met for junior or a senior to take college courses to be applied toward graduation credit:

1. The student must be a Samuel School junior or a senior enrolled as a full-time or full-time equivalent student.
2. The student must have a GPA of 3.2 or higher.

**Definition of a full-time/full-time equivalent student:**

**Full-time student:** Must take a minimum of 7.0 credits with no more than two of those credits coming from an approved educational alternative. Students in this category pay full tuition.

**Full-time equivalent:** Must be enrolled in an approved full-time educational institution as well as meet Samuel School Bible and Senior Thesis requirements. Students in this category pay an adjusted tuition. These students are not eligible for valedictorian and salutatorian awards.

Students must be considered full-time or full-time equivalent to receive a Samuel School Diploma.

**Minimum Requirements\* for Senior Year:**

Bible 1 credit

English 1 credit  
History 1 credit  
Language .50 credit  
Electives As needed  
Thesis .50 credit  
Total 7.0 minimum credits

\*Unless only an honors or AP level course is offered in a subject area for that year.

## **HIGH SCHOOL CREDIT POLICY**

### **1. Students Coming from an Officially Registered Institution (Public, Cyber, or Private)**

- An official transcript must be submitted to The Samuel School from the institution.
- Earned credits will be applied to the student's graduation requirements.
- Earned grades will not be calculated into the student's grade point average (GPA).

### **2. Students Coming from a Home School**

(Seniors Only)

- Students receive credits toward graduation for high school classes that were completed and passed in a home school and are documented in the portfolio.
- Courses/grades from a home school are so designated and recorded on the student transcript, but are not calculated into the student's grade point average (GPA).

## **COLLEGE**

Approved courses taken at a college may be counted toward graduation credits but will not be included in the GPA. A one-semester college course counts as 0.5 (1/2) of a Samuel School credit.

## **DISCLAIMER**

The Samuel School reserves the right to accept or reject, solely at the discretion of the school administration, any non-Samuel School course work by any student.

## **Homework Policy**

The value of homework in the curriculum is essential for rounding out the education of our students. Education, according to Noah Webster, is "The bringing up, as of a child, instruction; formation of manners.

Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations."

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

Dr. James Dobson says that homework "is a valuable instrument of discipline." He goes on to say, "Since adult life often requires self-sacrifice, sweat and devotion to causes, the school should play a role in shaping

a child's capacity to handle this future responsibility. Certainly, play is important in a child's life, too. They should not work all the time; the home and school should provide a healthy balance between discipline and play."

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

- To provide **preparation** for the next day
  - To allow **practice** for mastery
- To provide **extension** that challenges the student to go beyond
- To develop **creative** skills through application and synthesis

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

At the **Primary** level, each teacher has his/her own policy for homework and enforcement of the same. **In general**, homework is assigned and listed on Renweb for each week. Parents should be aware that the day does not always go as the teacher anticipates when listing goals for the week. Changes in the published assignment will be posted on Renweb by 4:30 p.m. each day, which should be checked daily. Wednesday homework is lighter so that families may take the opportunity to attend mid-week services or Bible studies. For the weekend there is usually no work or a light assignment or review that may be necessary. On occasion there are long-term assignments and due dates are given. All of this can be reviewed from Renweb or the homework notebook.

For the **Middle School and High School** students, assignment are also provided on RenWeb. This is an important resource for students and parents in order to access assignments given for home campus days with use of the University Model.

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

### **Honor Roll**

Students who earn a cumulative average of 90-92% (all classes in a quarter) are recognized with being on the Academic Honor Roll. Those whose average is 93-97% receive High Academic Honors, and those who achieve 98-100% attain Head of School's Honors.

### **Learning Support Special Needs Program**

#### GOAL

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

#### ASSUMPTIONS

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

The Samuel School has had students of various learning styles and abilities from its inception. The goal has always been to minister to each student at his or her point of need. Some time ago, we instituted the modified program approach in order to better communicate a clear picture of the student's progress to his parents and subsequent teachers. As we continue to grow and learn, we are refining our approach to working with and evaluating students with special learning needs.

Accommodations are made in the least restrictive manner but at the same time provide modifications to improve the opportunity for success and growth. Accommodations often include modified tests, extending testing time, extending note taking time, and teacher interpretation with respect to assignment expectations. Learning support through outside agencies is sometimes available upon request as well.

#### FUNCTIONING CAPACITY WITHIN THE SCHOOL

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

#### SUPPORT THROUGH THE CAIU (CAPITAL AREA INTERMEDIATE UNIT)

In the event a parent wishes to obtain a consultation regarding student behavior or learning ability, arrangements can be made through the CAIU. The CAIU provides, free of charge, a professional school evaluator to provide feedback regarding a child's abilities. The site visitation is made in the context of the normally operating classroom without the student's awareness of the purpose of the evaluation. Results are then presented during a consultation meeting where parents are then presented with the specialist's professional opinion and the option to pursue or not pursue their recommendation.

### **Notebook Method**

In keeping with the ideals of a Principle Approach Education, the Notebook Method is a historical method of recording data, student achievement and learning. While America's founding generation certainly never used a three-ring binder, they also surely never would have envisioned all of the different electronic devices we now employ. The spirit of the notebook method though is the same, regardless of the actual look of the notebook. All uses of the term "Notebook" or "Notebook Method" should be understood to include both the three-ring binder and the organization of work via the use of technological devices such as laptops and tablets.

The notebook method employed in the Principle Approach is a restorative tool that enables the student to practice the art of Biblical reasoning. It allows the student to exercise his/her powers of response, memory, and reasoning. Each student creates his/her own notebook, and/or organizes his/her own digital portfolio, recording truths he/she has learned and discovered by way of reasoning, keeping track of individual achievements, and saving, reflections on learning throughout the subject. Each student's notebook has value because it has been produced with the expression of his/her own individuality. Its value is also seen because it provides a view of the progress of each student over time. It becomes an aid to the parent and the teacher as a tool of communication when reviewing the reflective writing that each student records in the notebook.

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

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

Notebook terminology with which each family should become familiar:

1. **The Family Notebook** is one in which each family keeps information about the school. This notebook may be a traditional three-ring binder or may be in digital folders kept on a computer. There are suggested tabs, but most importantly, make and **USE** your family notebook so that you may be an informed parent. Information for the notebook can typically have dividers such as:

Calendars/schedules

Homework/ Lesson plans

Special Recognition and Awards

Uniform Information

Renweb Information

Student and Family Handbook

Progress Reports and Report Card

2. A Working (Homework) Notebook is in the hands of every child from Pre-K to 12th. It should be a one-inch, three-ring, plain cover binder. In it you will find the following items:

a. Office notices coming through your youngest child

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

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

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

2. Digital Notebook: A digital notebook is strongly recommended for each high school student. The specific method of storage is up to each family to decide. It may be one of the following methods of digital storage:

a. Student content folders

b. Student’s email storage folders

c. Student’s personal electronic device

d. USB Drive

## **Parent-Teacher Conferences**

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

### **Report Cards**

The Samuel School uses the quarter system for evaluating academics and character. This means that report cards will be available online at the end of each nine-week quarter. Progress reports are only completed for the third quarter. Families who are delinquent with tuition, fees, or other obligations will not be issued report cards or progress reports and will be blocked from Renweb until a formal written plan has been approved by the Director.

### **Retention**

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

# **Discipline Program**



***Philosophy of Discipline***

***The Classroom Constitution***

***The Samuel School Constitution***

***General Discipline Policy***

***Code of Conduct***

***Detention***

***Suspension Policy***

***Expulsion Policy***

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

*-- John Locke--*

*"Thoughts on Education," 1690*



## **Philosophy of Discipline**

Noah Webster offered seven definitions of the word discipline. His first definition states that discipline is “education; instruction; cultivation and improvement, comprehending instruction in arts, sciences, correct sentiments, morals and manners, and due subordination to authority.” From this, we see that discipline is much more than punishment or chastisement. It involves instruction in life. The word discipline shares a common root with the word disciple. As Jesus spent time with the chosen twelve, He taught them, encouraged them, rebuked them, challenged them, and admonished them. But most of all, He loved them—so much so that He made the ultimate sacrifice for them by laying down His life. That is the heart of the approach to discipline at The Samuel School. In fact, this policy could actually be called our “discipleship program.” Teachers represent the Lord Jesus Christ in a ministry of love and encouragement to their students. This is done primarily through modeling and instructing. Discipline involves working with the character of a student far more than merely with behaviors. The goal always is for the student’s well-being, *“that the man of God may be adequate, equipped for every good work” (II Timothy 3:17).*

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

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

## **The Classroom Constitution**

At the onset of the school year, School teachers assist their students in drafting and adopting a classroom constitution that establishes the framework under which the class will function during the school year. The purpose of the School Constitution is to establish justice, insure school tranquility, promote the general welfare, and secure the blessings of liberty for the individual. The School Constitution is periodically revisited and, possibly, amended to give current students an opportunity to speak into its formation and give their consent anew. A separate Class Constitution is developed for each subject class to address the specific needs of that particular class. This is representative of our own states, which have their own different constitutions, none of which violate the federal constitution.

The idea of ordering the classroom constitutionally is a Biblical idea. Moses was given a constitution by

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

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

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

### **The Samuel School Constitution**

We, the students of The Samuel School, in order to encourage unity throughout the school, maintain order, reflect the light of Christ in our community, and foster an environment of learning, do ordain and establish this constitution. This document demonstrates our agreement to strive for the mastery of the following principles through the power of the Holy Spirit:

1. In striving towards godly character, we will...
  - act in a manner worthy of the Gospel of Christ (*Philippians 1:27*);
  - pursue excellence in every area of school, work, and life in general (*Ecclesiastes 9:10, 1 Thessalonians 5:22, 23*);
  - demonstrate self-government in consideration of others (*Titus 3:2*); and
  - develop the Fruit of the Spirit in our hearts and lives (*Galatians 5:22, 23*)
2. In regard to authority, we will...
  - respect the authority granted to the Samuel School staff by God and our parents (*Romans 13:1-7*); and
  - submit to those in authority over us (*Hebrews 13:17*).
3. Concerning our brothers and sisters in Christ, we will...

- honor our fellow students, considering others more important than ourselves (*Philippians 2:3, 4*);
- encourage one another in sincere love (*Hebrews 3:13*);
- keep peace with one another at all times (*2 Corinthians 13:11*); and
- use our individual gifts to serve one another in love (*Romans 12:6-8*).

4. Grateful for the property we are stewards of, we will...

- maintain our personal belongings;
- treat the possessions of others with respect; and
- treat facilities with respect.

### **General Discipline Policy**

The following guidelines will be followed at The Samuel School to promote and maintain good discipline and self-control within the students. Each teacher provides a positive, inspiring classroom atmosphere that will encourage children to exemplify the character of Jesus. When discipline is necessary, the parent shall have primary responsibility for school contact and decisions. Parents will be called and, when necessary, must come to the school for follow-up to disciplinary action.

The school is responsible for...

1. ensuring that the classroom rules and guidelines are Biblical, clearly defined, and consistently applied;
2. defining the offenses and the plan of action, when this is required; and
3. informing parents of the problems and established procedures to correct them.

The following guidelines are based on the *Matthew 18* principle, which is followed at TSS:

1. The teacher discusses the situation with the child
2. The teacher discusses the situation with the parent.
3. The teacher contacts the principal to meet with the student if there is a continued occurrence.
4. The principal or the teacher contacts the parent, if occurrence continues, to discuss proposed action.
5. If action is taken to correct a recurrent problem, the teacher or principal will include a notation in the student's file in Renweb.

The Lower School uses a standard classroom discipline system in all classes to teach self-government across the entire Lower School. The system includes a chart in each classroom with steps in both positive and negative directions. Each student starts at the ready to go position daily and have opportunities to move "up or down" based on choices. Each step has consequences, either positive or negative depending on the direction of the move. Below is an example:

- Role Model (put in a drawing for a reward)
- Outstanding (keep up the great work)
- Ready to Learn (what kind of day are you going to have)
- Stop and Think (what choice can you make to improve your day)
- Teacher's Choice (first consequence level)
- Parent/Principal Contact (loss of privilege and a call home)

A typical sequence of teacher and administrative actions used in dealing with offenses includes but is not limited to the following:

1. Use of eyes, voice, presence, etc., to correct behavior

2. Use of "time out" area
3. Arrange to talk with the student after class
4. Contact the parent regarding the behavior by telephone or email
5. Take away student privileges
6. Arrange for a parent conference
7. Assign manual work
8. Suspension

## **Code of Conduct**

One of the goals of The Samuel School is to be a Christian educational community within, which students embrace a godly standard of living. by virtue of their enrollment at TSS, all students agree to strive to follow the standards for godly living, which are outlined and explained in this document.

### **Understanding the Purposes**

The purpose of these standards is to cultivate a healthy school atmosphere, free of distractions that impede students from living a healthy Christian life. As a result, moral and spiritual growth can thrive as student lifestyles find a point of integration with Christian principles and devotion to Christ. These standards are based on conscious choices rather than mere acceptance of prevailing practices in society at large.

Godliness does not come from following a list of "do's and don'ts," but only as one accepts Christ as Savior and allows the Holy Spirit to control every aspect of life. Therefore, the school is sensitive to the issue of perceived legalism whenever such a list of expectations is developed. As students follow the Holy Spirit's direction they will desire to model a Christian lifestyle, which honors God in their school and community.

The purpose of this policy is not to impose an impossible standard of perfection on our community, but to outline the Biblical ideal, keeping in mind that faculty, parents, and students will fall short of the ideal. Our desire is to encourage one another to strive toward maintaining high standards and to hold one another accountable for our responsibilities, while modeling the love and forgiveness of God when we fail.

### **General Conduct**

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

*Ephesians 4:29* regards our **speech**:

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

*2 Corinthians 4:2 and Hebrews 13:18* regards our **integrity**:

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

*"Pray for us, for we are sure that we have a clear conscience, desiring to act honorably in all things."*

*Hebrews 13:17* regards our **respect for authority**:

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

*Proverbs 10:9* regards our **actions**

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

Students at The Samuel School are expected to conduct themselves in accordance with God’s Word on all occasions, in all situations. Consistent with The Samuel School teachings about a Christian worldview is the belief that Christian character is not compartmentalized into the different spheres of life. Therefore, the Code of Conduct is in effect whether in school, at home, or in public.

### **Offenses**

For the purpose of practicality, the following table will be used for student behavior:

Offenses	Disciplinary Actions
<p>Level 1 (Minor Offenses* are handled by the teacher at the teacher's discretion):</p> <ol style="list-style-type: none"> <li>1. *Tardiness/unexcused absence from class</li> <li>2. Food/drink violation</li> <li>3. Disruptive behavior (running, rough housing, excessive talking, etc.)</li> <li>4. Uniform violation</li> <li>5. AUP Violation</li> </ol> <p>Level 2 (Offense representative list):</p> <ol style="list-style-type: none"> <li>1. Cheating Plagiarism</li> <li>2. Swearing/Vulgarity</li> <li>3. Taking the Lord's name in vain</li> <li>4. Violation of Medication Policy</li> <li>5. Insubordination or disrespect</li> <li>6. Disrespecting the rights of others</li> <li>7. Fighting (pushing, slapping, punching, etc.)</li> <li>8. Bullying or Verbal abuse including text, social media or bullying (1st Offense)</li> <li>9. Racist or sexist comments</li> <li>10. Romantic physical contact</li> </ol> <p>Level 3 (Offense representative list):</p> <ol style="list-style-type: none"> <li>1. Drug or alcohol possession/substance abuse</li> <li>2. Misuse of legal drugs (tobacco, prescription drugs)</li> <li>3. Physical abuse</li> <li>4. Bullying of any kind (beyond first offense)</li> <li>5. Weapon possession</li> <li>6. Vandalism/graffiti</li> <li>7. False fire alarm</li> <li>8. Sexual activity (harassment, conduct, sexting, etc.)</li> </ol>	<p>Level 1</p> <ul style="list-style-type: none"> <li>• 1st Offense–warning</li> <li>• 2nd Offense–parent and possibly principal notified</li> <li>• 3rd Offense—Parent notified and discipline administered at discretion of principal(loss of privilege,LS)</li> <li>• 4th Offense—Treated as a Level 2 violation</li> <li>4. Uniform Violation –see Uniform Policy Violations</li> <li>5. AUP Violation—see Electronic Device Policy (Offenses are documented in Renweb.)</li> </ul> <p>Level 2</p> <p>These offenses are handled directly by the Principal for appropriate consequences. (Offenses are documented in Renweb.)</p> <p>Level 3</p> <p>These offenses are handled directly by the Head of School, the grade level Principal, and the Police (if necessary)</p>

### **Expulsion Policy**

A student may be asked to withdraw or may be expelled from The Samuel School because of a Level 3 offense or if the student proves to be incorrigible by chronically misbehaving, being persistently truant, giving public scandal, or seeking to dissuade other students from following the spirit and regulations of the school. School records for the expelled student will not be released until the following conditions are met:

1. All fees for the entire school year are paid in full, regardless of time of expulsion according to the early withdrawal schedule.
3. Reparations for all damages are made.

### **Suspension Policy**

Students could receive an in-school (ISS) or out-of-school (OSS) suspension, the length of which will

be determined by school administration, in the course of the discipline process. Students who are suspended may not attend any outside-classroom activities or school-related functions during this period. On the day the student returns to class, the student must contact his/her individual teachers, either before or after school to complete and/or return assignments to the subject teacher within the time specified by the teacher.

**In-School Suspension** - A student may be placed on in-school suspension at the discretion of the principal.

**Out-of-School Suspension** - A student may be placed on out-of-school suspension at the discretion of the principal. During the period of suspension, a student may not make up class work, homework, or tests for grading purposes, unless waived by the principal. However, the work may be done by the student to facilitate continued learning of the material studied. **This is considered an unexcused absence.** Students who are suspended may not attend any activities or school-related functions during this period.

**Realizing that the Bible is our ultimate standard and that no policy can be inclusive of all situations, The Samuel School is not obligated to stay within the confines of these procedures exclusively. Students may be dealt with independently of policy, if deemed appropriate by the School Administration.**

## **Detention**

Detention is assigned to provide reflection and/or work time for students who have not governed themselves adequately in the areas of character or academic effort. Two levels of detention have been established within the following parameters:

### **Recess Detention**

- Assigned for failure to complete homework and/or minor offenses.
- Students receiving four recess detentions in the same quarter will receive an after school detention. After two after school detentions a student may receive an in-school suspension.

- **After School Detention** Cheating
- Detention will be assigned by the Teacher.
- 24 hours 'notice will be given, if possible.
- Transportation is the responsibility of the parents.
- After school detention is held from 3:15 p.m. to 3:45 p.m.
- Detention takes precedence over any other activity.
- Students who are tardy will serve an additional detention.
- Students who fail to attend detention will serve an additional detention. A second offense of this nature may result in suspension.
- Students are not permitted to sleep or put head down.
- If a student is absent on a day detention has been assigned, the detention will be served on the day the student returns to school

## **Cheating/Plagiarism Policy**

*Proverbs 10:9*

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

Noah Webster defines plagiarism as, “the act of purloining another man’s literary works, or introducing passages from another man’s writings and putting them off as one’s own; literary theft.” The Bible would describe plagiarism as stealing. Plagiarism brings into question the integrity of the individual and how they have responded to difficult situations regarding work and time management. Similarly, Webster defines “cheat” as: “To deceive by any artifice, trick or device, with a view to gain an advantage contrary to common honesty.” In short, the ability of the individual involved to exercise Christian self-government is being put to the test.

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

1. Plagiarism: The student receives a zero (0) for the assignment and a letter will accompany the transcript indicating a plagiarism violation.

Parents will be notified by the teacher. The student may receive a zero (0) on the assignment, though they must still complete the assignment satisfactorily. There will be a redemptive assignment given to instruct the student, which may be completed during an in-school suspension. Future work will be monitored by the teachers requiring all notes from each reference used to be turned in with the final report. Record will be kept with the report card in the student’s cumulative folder. If there are repeated violations, they will be attached to the transcript.

## **Bullying**

The Samuel School is committed to being a bully-free zone. “Bullying” is defined as one and/or both of the following:

1. Bullying entails direct or indirect behaviors that systematically and/or repeatedly inflict physical, written (hand written or electronic communication), or verbal hurt or psychological distress on one or more students or employees. It occurs repeatedly over time and is perpetrated by an individual or a group against a target individual. It creates a sense of physical and/or psychological intimidation.
2. Bullying creates a hostile, threatening, humiliating or abusive environment due to a power differential between the bully and the target. Bullying takes place when both parties do not have equal power in the relationship. Typically one party will not be in a position to disengage from the relationship

Parents should regularly speak to their children about bullying. Parents should not assume that their child is not bullying others. It is common for children who are bullied, who would not normally be bullies themselves, to bully others. Parents should ask their children, on a regular basis, whether or not they are being bullied or are bullying others. All bullying should be reported immediately to the principal or Head of School in writing.

Bullying can also occur on social media and through various methods of electronic communication. Both males and females are capable of bullying. Girl bullying is usually different than boy bullying and



can include psychological abuse. Again, please be in regular contact with your children about this issue as The Samuel School is committed to being a bully-free zone.

The Student Code of Conduct will be enforced for any **verified** act of bullying, as defined above, committed **in or out** of school against a Samuel School student if the principal determines that the act of bullying results in the following:

1. Interferes with the educational environment of another student, and/or
2. Causes a substantial or material disruption of the school environment.

**Students and/or Parents who become aware of any bullying should bring it to the attention of the grade-level Principal or Head of School immediately.**

Students who become aware of any bullying and do not report it to the Principal or Head of School are complicit and will face disciplinary action.

**Note:** Any person committing an act of reprisal, retaliation, or false accusation against a target, witness, or one with reliable information about an act of bullying will be subject to disciplinary action.

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	<p><i>Subsequent Violation Required (Level 3 Offense):</i></p> <p>Parent/legal guardian contact or conference Suspension Assignment to Anti-Bullying Program</p> <p><i>Optional:</i></p> <p>Parent and student conference with Head of School Restitution of personal property</p>
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*First Violation Required (Level 2 Offense):*

- Detention
- Parent/legal guardian contact or conference
- Referral for counseling
- Behavior contract

*Optional:*

- Suspension
- Restitution of personal property

### **Bullying Discipline**

At the risk of appearing to create a definitive list of bullying behaviors we have created a list below to help identify examples of bullying behaviors or actions.

**Examples of Bullying Behaviors (not an exhaustive list)**

**More Observable (Direct) Bullying Behaviors**

Hitting, pushing, shoving, bumping  
Physical assaults  
Destruction of personal property  
Stealing of personal property  
Obscene gestures  
Sexual contact or harassment

### **Less Observable (Indirect) Bullying Behaviors**

Name calling, slurs  
Verbal threats of harm (physical)  
Ostracizing (rejecting, isolating)  
Threatening or derogatory notes/graffiti/e-mail  
Humiliating  
Scapegoating  
Set-ups  
Mind games  
Enslavement (asked to do something to be “in”)  
Passing of demeaning photos  
Rumoring  
Blackmailing  
Challenging to take dangerous dares  
Website taunting, ranking, degrading

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

## **Social Networking**

### **General**

The Samuel School realizes that social networking sites and blogs present an opportunity for professional development and interaction as well as informal, non-school related interaction with others. However, abuses (intentional or inadvertent) can occur. Therefore, this policy applies to all internet communication by staff or students as it relates to using school hardware as well as interactions and communication during school and non-school hours. The purpose is for the protection of the ministry at The Samuel School.

All of The Samuel School social networking sites (such as FaceBook pages) must have a consistent branding that represents the school’s philosophy, ideas and goals contained in our mission and vision statements.

Any Samuel School student who uses their social networking sites must demonstrate respect for The Samuel School, its parents, students, staff, vendors and other schools.

The Samuel School reserves the right to temporarily or permanently suspend access to our sites for those who violate the established guidelines, threaten the integrity and/or security of the school or violate local or federal laws.

Samuel School students should not consider social networking posts, e-mails, tweets, texts or blogs to be private communications. **The expectation is that the Christian standard of integrity is maintained at all times and through all media, whether in school or out.**

Violation of this policy is subject to disciplinary measures including suspension or expulsion from enrollment. **This is not limited to social networking activity that occurs at school.**

### Student Guidelines

1. Social networking within the school is prohibited except for situations directed by teachers which would allow students to engage the technology for classroom purposes.
2. Current students are not permitted to engage in social networking with teachers or staff except through e-mail for the express purpose of communication for school related issues; such as, answering questions about homework or other assignments and sending assignments to teachers through e-mail.
3. Students are prohibited from posting disparaging comments about the school on school social networking sites.
4. Students are prohibited from posting pictures of The Samuel School staff on their private social networking sites without specific permission from the staff member.
5. Any type of intellectual property posted on social networking sites must have written permission from the author.
6. **Students are held accountable for all social networking, regardless of when or where it is posted.**

## **General Information**

*Annual Events*

*Arrival*

*Attendance and Tardiness*

*Building Property and Stewardship*

*Change of Address, Phone, etc.*

*Dismissal*

*Electronic Devices*

*Home Communications Tools*

*Lost and Found*

*Lunch Program*

*Music*

*School Hours*

*School Pictures*

*School Supplies*

*Tardiness*

*Telephone Use Policy*

*Transportation*

*Uniform Policy*

*Weather Emergencies*

*"There is an appointed time for everything. And there is a time for every event under heaven."*

*- Ecclesiastes 3:1*

## **Annual Events**

### **A. Welcome Back School Family Get Together Picnic/Swim - August**

All families are invited to this great way to start the school year. The only goal is fellowship, food and fun!

### **B. Welcome Back Orientation - August**

This is the first official meeting for all families, new and returning. Operational aspects as well as important school policies will be shared with parents. Child care will be provided for those who need it.

### **C. Grandparents and Special Friends Day - September**

A proud day for all! Grandparents and friends have the opportunity to visit your child(ren). The program includes student presentations and classroom visits. After light refreshments are served, students in each class will make presentation to their grandparents. Following the student presentation portion of the program, grandparents are invited back to the grandchild(ren)'s classrooms to participate in a few fun activities. Grandparent's Day is a half day to provide the opportunity for families to go out for lunch if they so chose. Photo opportunities provided--cherished memories created!

### **D. Sub Sale - October & February**

Every family is encouraged to support The Samuel School through the sale of subs!! Sell to family, friends, co-workers, and church members. It is also a great opportunity to share the ministry of The Samuel School. This event is a great fundraising event for the school. Your participation helps keep tuition costs down and support school scholarship efforts.

### **E. Harvest Party - October**

Join us as we celebrate God's faithfulness and provision. This event includes a school family get together.

### **F. Pilgrim Day - November**

Enjoy or participate in our annual hike through the woods based upon the living experiences of the Pilgrims followed by our Thanksgiving meal. This is a great opportunity for the school community to fellowship.

### **G. Christmas Program - December**

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

### **H. State of The School Address - January**

Our annual update on all things administratively related to the school. This town hall format meeting provides a place for open dialogue where we discuss what is going well and recommendations for improvements for next school year.

### **I. Daddy/Daughter & Mommy/Son Dance - February**

Share that special moment of love with that little princess or prince in your life. A meal will be provided before the dancing commences. Bring your dancing shoes:-)

### **J. The Restoration Celebration - November**

The Restoration Celebration Dinner is a showcase event that features student presentations from

the Head of School's Oration Contest. At this event students will be sharing stirring orations that touch on pertaining topics and virtues of the day from a Biblically sound perspective. This is a great way to introduce family and friends to The Samuel School.

#### **Project Fair - March**

Come witness the splendor of science and art presented by The Samuel School Students. These projects represent the culmination of months of research, study, and experimentation. Projects will be on display during our open house representing the fruits of the Principle Approach method of education.

#### **K. Open Houses—January- February - March- April.**

A variety of open houses and experiences are available to perspective families and students. Two open houses are held in the morning and two in the evening. The two open houses in the evening include student and parent ambassadors to assist in welcoming new families. Also available is student shadow days where students “sit in” for the day.

#### **L. Talent show/Science Project Fair/Art Display - May**

This event gives all students recognition in their personal talents. It also provides character-building lessons during try-outs, practice, preparation, presentation and performance. Talent shows are a fun opportunity for all in the school community to celebrate the students we serve.

#### **H. Field Day - May**

Games, races, and competitions fill this morning of fun as we near the end of the school year.

#### **M. End of the Year Celebration - May/June**

The end of the year celebration is our last event for the school year in which each one of the student receive a certificate of award for their academic achievement and their character display.

### **Arrival**

Students should not arrive before 8:00 a.m. Students may be dropped off and enter the front of the building, which faces Lindle Road. When arriving at school in the morning, all students are required to go to their classrooms to unpack and get ready for the start of the school day. At 8:15 a.m., students will be meeting at the gym for pledges. At 8:40 a.m., class begins. Students who arrive after 8:15 a.m. or thereafter are considered tardy to school. We ask student who arrive late to please report to the side entrance of the building to be welcomed into the building.

### **Attendance**

Each student is expected to be in attendance during regular school hours. If your child will be absent, **you must call, text, or email the teacher** (or email at office@thesamuelschool.com) by 8:15 a.m. that day. Feel free to text a message before the beginning of the school day to Mr. Peck at (717) 557-1119. Renweb will send electronic notification if your child is absent from school and we have not been notified by a parent by 8:15 a.m. The absence will remain unexcused until we hear from a parent.

A verbal or written excuse is required within 3 days of each absence or the absence will be considered unexcused. Any student who is absent more than three (3) consecutive days will be required to provide a doctor's excuse upon returning to school.

1. **An excused absence** is recorded for illness, family emergency, extenuating circumstances approved by the school administration or an approved Attendance Policy Exception that meets the guidelines listed below. All other absences are considered **UNEXCUSED**. Upon administrative review, **if a pattern of excessive absences becomes apparent, parents will**

**be notified that no credit will be given for work due or assigned during future unexcused absences.**

2. An **Attendance Policy Exception (APE)** form must be completed **at least one week before** the absence demonstrating the reason for the request. Exceptions **will not** be granted if...
  - a. the request is during the first 2 weeks of the school year;
  - b. the student is behind on work or failing a subject;
  - c. the request is during finals week, during a major exam or during SAT Testing;
  - d. the total of all prior absences and tardies is excessive;
  - e. If an APE is granted any work assigned before the absence and due during the absence should be submitted **before** the absence or the assignment may be considered late.
  - f. If an APE is not granted, absences during that time period will be considered **unexcused**. Please note that assignments that are due during an unexcused absence receive no credit unless they are submitted by the beginning of the class period in which they are due. Assignments that are given during an unexcused absence will receive no credit.

### **Frequency of Absences Grades 6-12**

Beginning in grade 6, students make a greater contribution toward meeting the standard of attendance and as such should be held more accountable. An accumulation of more than five (5) **excused or unexcused** absences per quarter may result in the student making up the time during non-school hours. If absences continue over the level stated above, there may be a hearing to determine the academic and/or enrollment status of the involved student. An accumulation of more than three (3) **unexcused** absences per school year will result, at the discretion of the Head of School or his designee, in a decision to determine the enrollment status of the involved student. Attendance is especially important in the University Model where instruction on main campus days is condensed.

### **Tardiness**

Any student who arrives to school late must be escorted to the classroom by a parent. Tardies fall into the following two categories:

- **Arrival Tardy:** This type of tardy occurs at the beginning of the day. The school day begins at 8:30 a.m. Students who arrive at the school after 8:30 a.m. will be considered late to school. **Arrival tardies are considered unexcused** unless there is an extenuating circumstance approved by the school administration. If there are continual tardies, students may be required to serve after school detentions to work in the school, as well possible suspension from extracurricular activities.
- **Class Tardy:** This type of tardy refers to class attendance, occurs due to negligence, and is considered unexcused. If the situation continues, the student will be subject to disciplinary action by the teacher. Tardiness to class as a habit is unacceptable and an accumulation of more than three (3) class tardies per quarter may result in a lunch detention.
- **Frequency of Arrival Tardiness Grades 6-12:** Students who accumulate more than three (3) arrival tardies per quarter will not receive extra time to complete work or tests that occur during the time that is missed and may also receive a detention for each arrival tardy over three (3).

## **Building and Property Stewardship**

God calls each of us to manage well the things He has given for our use. Students should care for the facility in such a way as to bring glory to God. Therefore...

- bathrooms and hallways should be kept clean and free from obstructions;
- defacing or abusing property in any way is unacceptable; and
- no gum chewing.

## **Change of Address, Phone, etc.**

Whenever there is a change in your address, telephone number, or workplace number, or email address, please email school administration and notify us of the change. All updates of such information will then appear on Renweb so that other families can make note of the change. We request notification of changes in doctor's and/or emergency numbers or information as well.

## **Dismissal**

Dismissal begins at 3p.m. with car and bus pick up students leaving first. Students who are regularly picked up at 3 p.m. will be dismissed immediately at 3 p.m. All students are dismissed at the carport unless leaving with another parent driver. All students are to be picked up by 3:15pm at the latest.

**FOR SAFETY REASONS, WE WILL NOT RELEASE YOUR CHILD TO ANOTHER PERSON, CARPOOL, OR BUS WITHOUT YOUR EXPRESS PERMISSION!** Please call the school office with any **changes** in the dismissal transportation for your child **before 2:00 p.m.**

## **Early Dismissal**

- A. Half day dismissal time is at 11:45 a.m. For those using public transportation, school districts typically do not provide services on half-day early dismissals. Parents are to make arrangements for their student(s) transportation on half-days as needed.
- B. All school early dismissal - Students may be dismissed early due to weather conditions. In these instances, parents will be notified via text (through the Remind App) or email, and also may tune in to the local T.V., and radio stations listed in the Weather Emergencies section of this handbook.
- C. Individual early dismissal- Students who need to be excused before the close of the school day, for any reason, must present a written request from their parents stating the reason for the request and the time of dismissal and return. This request shall be presented to the office no later than 10 AM on the day for which the early dismissal is needed.

## **2-Hour Delay Start/Modified Half Day Schedule**

In the event of a 2-hour delay start of the school day, such as snow, school drop off is 10:00 a.m. with school beginning at 10:15 a.m. Half day scheduled students are dismissed at 12:45p.m. rather than the normal half day dismissal time of 11:45 a.m.



## **Building Security Procedures at Dismissal**

### **Leaving the Building**

During the school day, students must remain in the space that has been leased by The Samuel School unless there is a staff escort or specific written permission has been given. Students may not leave the school building grounds without express permission from the principal or his/her designee.

At 3:00 p.m. students are dismissed and expected to go home.

-If there is extra-curricular activity and students want to remain at school, they must be under the direct supervision of a teacher, staff member or parent.

-Teachers may not allow students to reenter the school unless they are willing to escort them to where they want to go.

## **Electronic Devices Policy**

With the fast pace of technological advancement, the school must balance challenges regarding issues of privacy, cheating and bullying, with the need to prepare students to understand and use the technology in preparation for the world that they will enter. Technological devices continue to evolve. Many technological capabilities are not needed in the school setting and can be, at the very least, distracting to the learning process. While technology can be and is used for many good things, we should not be naïve to believe it is not also used for many things that neither enhance the learning process nor honor God. However, some applications of these devices are needed in the school setting at prescribed times, therefore to “outlaw” such devices would not serve the purpose of preparing students to engage the technology in preparation for the future.

For each individual student and family to have the greatest liberty to take advantage of the available technology while maintaining the integrity of the educational process, the principle of Christian Self Government must be embraced by all. Therefore, the following guidelines and procedures govern the area of electronic/technological devices at The Samuel School.

1. The school operates under BYOD (Bring Your Own Device), as specified in the Acceptable Use Policy. (see school website)
2. Students must obtain prior permission from their teacher to use their cell phone to make a phone call during the school day. When permission is granted, a student may use his phone at the main office.
3. Parents who must contact their children during the day must see Telephone Use Policy (below).
4. No electronic devices should be used in school unless directly allowed by an individual teacher for a class assignment. Permission must be granted for each individual use.
5. Cameras and other recording devices can be used in school only with the only express permission of the classroom teacher. Audio and video recording and picture taking in the school without specific permission is an issue of privacy and is prohibited. Video and audio that show up on the Internet without knowledge or permission of the individuals on the video will be seen as a violation of privacy and will result in appropriate disciplinary action.

Violation of any of these rules will result in appropriate disciplinary action. For the upper school student, TSS will operate on a three-strike policy for Electronic Device violations.

**Strike 1:** Device will be confiscated by staff member and given to the principal. Principal will return the device at the end of the school day.

**Strike 2:** “Strike 1” consequences will be followed but the device will be returned only to a parent.

**Strike 3:** Student will lose the BYOD privileges for the remainder of the \* school year.

The school accepts no responsibility or liability for lost or stolen items.

### **Home Communication Tools**

The school staff stands ready to answer questions and assist you in any way. Two tools that aid in our quest to better serve are the Eagle Update and Schoology . Please carefully read these publications.

**The Eagle Update:** The Eagle Update is a communication tool that delivers administrative information to the parents. This comes from the office and is useful in answering questions related to upcoming school-wide events, clubs, early dismissals, and a variety of pertinent information. The Eagle Update is an essential tool for keeping parents informed. The Eagle Update is emailed normally on a monthly basis.

**Lesson Plans:** Lesson Plans are a tool published on Schoology by the classroom teacher to keep parents up to date with information from the classroom. Homework and goals will be published by 8:00 a.m. on the first day of the school week. Any corrections or updates will be posted by 4:30 p.m. each day.

### **Snack & Lunch**

Students are to bring their own snack and lunches to school on a daily basis except on Early Dismissal days. Each classroom has a microwave oven for food that needs warmed. Please do not send in food that requires refrigeration. We ask for students to also be provided with a healthy snack. Lastly, please do not send in juice that contain Red Dye 40 or soda as a drink.

### **Music**

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

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

Parents should establish guidelines for their children in this area, as in all things. Within the school environment, students are not permitted to bring music to school for listening purposes or to exchange with other students. Every effort will be made to select music for teaching and performance that will honor and glorify God, edify believers, and hold to the highest standards of musical achievement.

## Normal School Hours

Arrival	8:00 a.m. – 8:15 a.m.
Tardy	8: 16 a.m.
Half Day Dismissal	11:45 a.m.
Dismissal	3:00 p.m – 3:15 p.m.

## School Pictures

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

## School Supplies

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

## Telephone Use Policy

Students are asked to keep all phones off and out of sight in their back pack during the school day. Students needing to communicate with parents during the school day may ask for permission to make a call under teacher/administrator supervision. Students may use the phone by permission only. Parents should refrain from texting, calling, and requesting to speak with their child during class time unless there is an emergency. In the case of an emergency, please call school administration to contact students during the school day.

## Transportation

### School Bus Policy

1. Students and children may not be on any bus without direct adult supervision.
2. Samuel School students will abide by the rules and regulations established by the school bus driver without questioning.
3. All Samuel School students will conduct themselves in a manner consistent with the character of Jesus Christ, which includes: respectfulness, kindness, helpfulness, and honesty.
4. All regular bus students will be placed on the school bus daily unless the school is notified **by the parent** to make other arrangements. Parents must notify the office by 2:00 p.m. of the affected day.

**Failure to comply with these standards will result in the following disciplinary action (Note:each school district may also have its own standards and protocol):**

1. First written discipline referral from the bus driver -- conference between the student and the Principal. Parent will be notified.
2. Second written referral -- Parent will be required to meet with the Principal and take the student home from school that day.

3. Third written referral -- The condition in #2 will be met, plus the student will be suspended from riding the school bus for two weeks (ten school days).
4. Fourth written referral -- the condition in #2 will be met, plus the student will be suspended from riding the school bus for the remainder of the school year.

## **Uniform Policy**

People tend to behave according to the way they are dressed. Student dress and deportment must reflect a Biblical standard of modesty and excellence. At school, a student's job is learning; that is the business of school. Adhering to the dress policy is an important part of the educational process. It should be noted that The Samuel School is not placing a value-judgment on clothing. There is nothing Christian or secular about The Samuel School uniform, rather, the school seeks to provide an atmosphere for learning for the students .

### **Purpose and Philosophy for a Dress Policy**

The dress policy at The Samuel School establishes appropriate attire standards for the business in which our students are engaged while at school: education. Using the policy also accomplishes important objectives that allow for personal growth and development:

- Establish a distinctive identity for our school and its students
- Establish tradition and communicate a positive message about the school
- Help students learn to submit to authority (both parents and teachers, as both support the policy)
- Ensure that students can easily apply a Biblical standard of modesty
- Eliminate competition in the area of dress and avoid promoting social status
- Avoid sloppiness in dress
- Avoid unnecessarily drawing attention to oneself based on appearance

### **Goals for the Dress Policy**

As an educational institution, The Samuel School can take advantage of teachable moments throughout the day. In our society, there is a tendency, even an inclination, toward lower standards of behavior that can be enhanced by choices in attire. The Samuel School sees the opportunity to use the dress policy to provide regular, teachable moments with students about an issue that matters to them: their clothes. Working with parents, it is our goal to...

1. see students take godly pride in their appearance (*Colossians 3:17*);
2. instruct students in learning how to "dress for the occasion" (*Ephesians 6:11-17*);
3. encourage the development of internal character rather than external appearance (*1 Samuel 16:7*); and
4. help students understand submission to authority (*Romans 13:1,2*).

### **Parents and the Dress Policy**

The Samuel School partners with parents in the educational process. You, as parents, are responsible to educate your children, and you selected The Samuel School to assist you in this process. For the partnership to succeed, both parents and school have to work together. The Samuel School recognizes that you are the

God-given authority in the lives of your children and your direction exceeds the reach of the school. When you agreed to send your child(ren) to The Samuel School you also agreed to abide by the policies and procedures put forth by the school. Therefore, you are the primary enforcers/administrators of the dress policy. Please do not let your children attend school in violation of the policy with the idea that the school will make child(ren) comply. The school should serve only to interpret the policy to parents and students, and to offer reminders, as needed.

Our primary provider for school uniforms is Lands' End. Simply go to their website and enter our school information to access the dress code online. Be sure to look for penny or free logo sales as well. Lastly, be sure to keep shipping bags and receipts as Lands' End will accept returns for any damaged clothing.

Pants and gym uniforms may be purchased at any site. Pants may not be of a cargo style. Please follow the other characteristics described below, such as color, to meet dress code policy.

Dress Policy for  
Girls and boys

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

High School students may not wear boots, sandals, flip flops, slippers.

Notes: For additional warmth, students may wear inconspicuous articles of plain white clothing, such as a turtleneck or long-sleeved t-shirt, under their dress policy shirts; no colors, prints, or designs. Undergarments must not be visible through the uniform shirt.

Shop for uniform-style pants in the school uniform section of most department stores or through TSS uniform providers. Low-rise, skinny style, form-fitting and cargo pants are not permitted, nor are pants with patch pockets.

Grade	Pants, Skirts or Jumpers	Tops (all with logo)	Sweaters/Fleeces (all with logo)	Shoes
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PK3 - 5th	<ul style="list-style-type: none"> <li>• Navy or khaki uniform-style pants</li> <li>• Navy or Khaki jumper (length not shorter than the top of the knee cap)</li> <li>• Navy or khaki uniform-style pants, capris (below the knee) or shorts</li> </ul>	<ul style="list-style-type: none"> <li>• White, classic navy or evergreen knit polo shirt</li> <li>• Classic navy or white mock turtleneck</li> <li>• Classic navy or white turtleneck</li> <li>• White, Peter Pan collar blouse</li> </ul>	<ul style="list-style-type: none"> <li>• Solid classic navy or evergreen cardigan, v-neck or crew-neck vest or sweater</li> </ul>	<ul style="list-style-type: none"> <li>• Shoes, sneakers, or boots. No sandals, flip flops, or slippers</li> </ul>
6th - 8th	<ul style="list-style-type: none"> <li>• Navy or khaki skirt (length not shorter than the top of the knee cap)</li> <li>• Navy or khaki uniform-style pants or shorts</li> </ul>	<ul style="list-style-type: none"> <li>• White, classic navy or evergreen knit polo shirt</li> <li>• White or french blue button down oxford shirt</li> </ul>	<ul style="list-style-type: none"> <li>• Solid classic navy, or evergreen cardigan, v-neck or crew-neck sweater,</li> <li>• evergreen or classic navy fleece</li> </ul>	<ul style="list-style-type: none"> <li>• Shoes, sneakers, or boots. All shoes must have an enclosed heel and toe. No sandals flip flops, or slippers</li> </ul>
9th - 12th	<ul style="list-style-type: none"> <li>• Navy or khaki skirt (length not shorter than the top of the knee cap)</li> <li>• Navy or khaki uniform-style pants or shorts</li> </ul>	<ul style="list-style-type: none"> <li>• White, classic navy or evergreen knit polo shirt</li> <li>• White or french blue button down oxford shirt</li> </ul>	<ul style="list-style-type: none"> <li>• Solid classic navy or evergreen cardigan, v-neck or crew-neck sweater</li> <li>• evergreen or classic navy fleece</li> </ul>	<ul style="list-style-type: none"> <li>Shoes, sneakers, or boots. All shoes must have an enclosed heel and toe. No sandals flip flops, or slippers</li> </ul>

Physical Education Attire	<p>Attire for all grades must consist of the following:</p> <ul style="list-style-type: none"> <li>• Navy blue or grey shorts. Shorts must reach the middle of the thigh.</li> <li>• Sneakers</li> <li>• White, navy blue, or black athletic socks</li> <li>• T-shirts in solid white or solid navy (no logo required)</li> <li>• Sweatshirt (optional for warmth) purchased on a plain, navy color</li> </ul> <p>Important: On physical education days, students may come to school in their physical education attire.</p>
Upper School Special Dress Day Standards	<p>The Samuel school students have regular opportunities to dress for school in items other than the typical uniform. If students are wearing tight-fitting or inappropriate clothes, they will be required to wear clothes that are available in the building, including clothes from the Used Uniform Boutique.</p> <p>Please be sure students are dressed appropriately for our special dress days.</p>

## **Weather Emergencies**

In case of inclement weather such as snow, ice, or fog, The Samuel School first notification will be an alert via text using the Remind App group text option. As a secondary measure, The Samuel School will post delays and closings on our school website and broadcast on the following stations:

WDAC 94.5 FM      WGAL-TV Channel 8

WJTL 90.3 FM      WHP-TV Channel 21

WPMT FOX 43

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



*Emergencies*

*Emergency Preparedness Plan*

*Epidemic and Pandemic Response*

*Head Lice Policy*

*Immunizations*

*Student Illnesses*

*Medication Policy*

*Physical Examinations*

*Screening Procedures*

*Student Accident Insurance*

*Student Safety Issues*

*Student Visitation*

**Health and Safety Program**

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



## Emergencies

All parents are required to fill out the emergency information when enrolling/reenrolling their student(s). Please be sure to fill out forms completely and accurately. Forms are kept on file in the office and referred to in cases of emergency. In case of emergencies involving your child, you will be contacted so that the appropriate action may be taken. If a parent or person to be notified in case of an emergency cannot be notified, the school will take appropriate action to ensure the safety of your child.

### Emergency Preparedness Plan

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

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

<u>Code</u>	<u>Potential</u>	<u>Action</u>
Red	Fire or Bomb	Evacuate the building as quickly as possible
Blue	Fire Arm or Other Weapon	Go into lockdown. Classroom doors locked with all students secured.
Green	External Threat	Go into lockdown. Classroom doors locked with all students secured.
Grey	Uncertain	Go into lockdown. Classroom doors locked with all students secured.

- I.
  - A. Description of Emergency Codes:
    - Head of School
    - Teachers
  - B. School Emergency Procedures:
    - Check the school’s website and listen to local media announcements concerning recommendations and/or directives from PEMA.
  - C. The Samuel School is in the process of cooperating with both public and private school consortium in Dauphin County to share resources in the case of a disaster or terroristic attack. We are at the earliest stages in this process and information will be shared as it is developed.

## II. Communications

- A. Public announcements specific to The Samuel School will be made via Remind App text and our radio and television weather-related announcement procedure, if permitted. If texting is not possible, email will be used.
- B. Parents should NOT call the school for information so that phone lines may be kept open.
- C. Parents should check for text updates alert and listen to the Emergency Broadcast Network via local radio/television stations. The school will initiate contact as is possible.

### III. Transportation

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

### IV. In the event of a threatening situation while school is in session:

- A. Students and associated staff shall follow instructions giving over the PA system or text message.
- B. Students and staff will remain in designated area until given the all-clear signal or other instructions.
- C. While in school, the following Codes are used to indicate the emergency status. The codes are as follows:

#### Emergency Procedures

In order for us to be ready to evacuate all students and school personnel from the school buildings because of fire or some other emergency, the following plan guarantees complete evacuation of the school buildings in a matter of minutes. Teachers will discuss the role of the students in case of an emergency.

- 1) Drills will be conducted periodically throughout the year.
- 2) Students will regroup in the designated area outside the building.
- 3) Students are to exit and re-enter the building in a silent, orderly fashion.

## **Epidemic and Pandemic Response**

A pandemic is a global outbreak of disease that occurs when a new virus appears or “emerges” in the

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

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

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

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

### Dissemination of Health Information

#### **Department of Agriculture:**

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

#### **Department of Health**

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

### **Symptoms of Avian Influenza in Humans**

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

### Planning for Staff and Student Absences

Whether you are a parent, student, teacher, or administrator, you can help prepare your school for an influenza pandemic. Preparing will take the effort of schools and communities planning together for a large number of absent students, staff shortages and emergency closings. Most importantly, it will take the common sense advice your mother taught you – washing your hands, covering your nose and mouth when you cough or sneeze, and staying home when you’re sick – to keep the school safe and healthy.

### Maintaining a Learning Environment

#### **Notification of Parents**

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

1. An epidemic or pandemic must first be identified by state and/or local government officials.

2. Absenteeism will be monitored daily to note if there are increases related to flu-like symptoms.

### **For more information**

On the internet at [www.pandemicflu.state.pa.us](http://www.pandemicflu.state.pa.us) or [www.pandemicflu.gov](http://www.pandemicflu.gov)

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

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

## **Head Lice**

If there is an incidence of head lice at the school, the school will inform parents of children requiring attention.

## **Immunizations**

It is a requirement of the Pennsylvania Department of Health that all children enrolled in public, private, or parochial schools, including preschool, be immunized against certain diseases. Parents desiring moral/religious exemption should present a letter to the school office.

## **Student Illnesses**

In the case of a student becoming ill while at school, (i.e., fever, vomiting) a parent may be called to pick up the child. If there are symptoms of fever or signs of a communicable illness, or an intestinal illness causing vomiting or diarrhea, it is requested that the child stay home from school. A child should be fever free for at least 24 hours (without medication) before returning to school.

## **Medication Policy**

The Samuel School will administer medications during school hours only when absolutely necessary. Administration of medications falls under two categories. Parents are required to read and follow school guidelines for the appropriate category. Please note that all medications (prescription or over the counter) should be brought to school by a parent or legal guardian, in the original container clearly marked with the student's name. Some school districts have strict policies against students carrying any medications onto the school bus.

### **Category 1. Prescription Medications**

1. Medications will not be administered by the school until the Physician Statement of Need form is completed and filed in the office. This must be done at the beginning of each school year even if medications are the same as the prior year.

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

2. All medications *must* be sent to school in the *original container* with the prescription labeled by the pharmacist or physician. *Do not* send unlabeled bottles or medication in any container other than the original. All medications must be administered through the school office.

Students are not permitted to keep medications in their book bags.

Students doing so are subject to disciplinary action as a Level 2 Offense.

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

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

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

1. Parents must complete a parental Request for Medication Administration form and file it with the office before any medication can be administered.

2. Students are not permitted to carry non-prescription medications with them. All medications must be kept in the office. (This does not include cough drops.) Violation of this rule is a Level 2 Offense.

3. As many of these medications require a judgment as to the student's need, parents must indicate the following on the Request for Medication Administration form:

- Permission for student to self-administer non-prescription medication independently, deciding on the dosage as long as it is within the limit specified on the label.
- Needs for which medication may be administered

The school ensures the following in relation to the administration of medications:

1. Medications will be kept in a safe location that is inaccessible to students.

2. A Medication Administration Log will be kept, recording each administration of medication by the person handing out the medication.

## **Physical Examinations**

The School Health Law requires medical examinations for children in grades Kindergarten, 6, and 11. Students who wish to participate in sports must be sure to get a special sports physical form from the athletic director. The physical for the upcoming year may not be performed before June 15. A sports physical is required once per year.

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

### **Student Accident Insurance**

The Samuel School provides school accident coverage for injuries that occur at school or during school activities that are caused by Samuel School negligence. For "normal" injuries under "normal" operations, a parent's insurance is responsible. This policy is consistent across most if not all Christian schools.

### **School Time Coverage**

Provides protection for students for covered injuries which occur...

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

### Blanket Sports Coverage

Provides protection for students, managers and coaches for covered injuries which occur...

- 1) while practicing or playing interscholastic sports; and
- 2) while traveling to or from the game.

Note: The benefits shall be payable only for that portion of such expenses which are not recoverable under any other family insurance policy or service contract. Eligible medical expenses payable under other coverage will be used to satisfy or reduce the medical deductible. Parents should note that there might be some out-of-pocket expenses. Also, there are some exclusions and limitations stated in the policy. If you wish to review the policy please contact the business office.

## **Student Safety Issues**

### **Alcohol, drugs and tobacco**

Use or possession of alcohol, drugs, and tobacco is a Level 3 offense that could lead to expulsion.

### **Bullying**

See Bullying Policy

### **Self-abuse**

Students known to be engaging in acts of self-abuse such as cutting, bulimia, anorexia or attempted suicide will be required to receive professional help.

### **Student Visitation Policy**

Non-Samuel School students\* may visit under the following conditions:

- a. Prior permission is obtained from the principal.\*\*
- b. The visiting student has not been expelled from TSS and was a student in good standing while at TSS.
- c. The visitation takes place during lunchtime, unless other permission is arranged.

\* A non-Samuel School student is considered any student not currently enrolled.

\*\* Student visitors considering future enrollment must go through the admissions office.

## Parental Involvement



*Basic Responsibilities*

*Fundraising Activities*

*Parent Teacher Guild Committee (PTG)/Parent Information Network*

*Teacher Partners*

### **Parent Involvement**

In his book, *Learning from the Best: Growing Greatness in the Christian School*, Dr. Gene Frost highlighted the importance of strong parent organization in building greatness into any school: “Perhaps the greatest accelerator of all, however, is a healthy, positive parent involvement. This flies in the face of what some

perceive as the public school mentality: Keep the parents out of the schools and leave the teaching to the professionals.... Because the administration has demonstrated confidence in the parents, the parents have stepped up and are able to promote many of the successful programs of the school....Every campus I visited had enthusiastic, involved parents telling success stories about their school. This parent involvement not only helps with the work of the school but also elicits scores of enthusiastic boosters for the school in the larger community” (pp. 53-54).

## **Basic Responsibilities of All Samuel School Families**

By joining the Samuel School family, each parent accepts certain responsibilities. Without parental involvement in the following basic ways, TSS would not be able to uphold its commitment to provide a quality learning environment:

1. Attend the Welcome Back Family Orientation
2. Attend the University Model Orientation (7th - 12 graders)
3. Attend the Meet the Teacher Night (PK3 - Fifth graders)
4. Attend the fall Parent-Teacher Conference
5. Participate actively in the all-school fundraisers (e.g., sub sales)
6. Engage in the annual State of the School/Towne Hall Meeting

## **Fundraising Activities**

### **School-wide**

In keeping with the spirit of the covenant that exists between the parent and the school, all families are expected to participate with school fundraisers. This can include, but is not limited to, your gifts of time, talent, and/or materials.

Fundraisers are necessary for the maintenance and well-being of the school. There are several big fundraisers that you are expected to become involved with during the year to help keep tuition costs and other related expenses to a minimum. These include events such as school sub sales, silent auction, race for education, holiday item sales, and the similar. Your help is deeply appreciated and likewise assists in improving the education offerings of our school.

### **Individual and Class**

Fundraising by an individual student (or Samuel School family) on school premises must be approved by the Head of School and is restricted to the bulletin board located next to the office. Fundraising by an entire class for a class project or trip must be submitted to the office and receive approval no later than 60 days before the fundraising event.

## **Parent-Teacher Guild Committee**

### **Description/Philosophy**

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



families in the life of the school. This is done through the school family events which can be found in the Eagle Update, the TSS website and through various announcements created by the PTG Committee. The goal of the PTG Committee is to engage TSS families during the school year through a variety of activities (see below).

#### Mission

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

#### Vision

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

#### Activities Coordinated by the PTG Committee

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

**Miscellaneous**

**Information**



*Pledges*

*Schoolology (Needs Added)*

**Pledges**

**To the Bible**

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

**To the Christian Flag**

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

**To the American Flag**

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

**RenWeb: Parent's Web Site**

RenWeb is a tool used by The Samuel School to help keep you up-to-the-minute with your students. On this Internet-based program, you can see homework assignments, grades, and lesson plan overviews. You can also access the family and staff directories. Introduction to RenWeb is provided during the Welcome Back Orientation in a group format.

Complete the steps in the following table to setup your RenWeb access:

Step	Action
1	Open your Internet browser, such as Firefox, Chrome, or Internet Explorer.
2	Go to <a href="http://thesamuelschool.com">thesamuelschool.com</a> and scroll to Quick Links. Click ParentsWeb Access.
3	Click Create New ParentsWeb Account.
4	In the Email field, type in the e-mail address that you provided to the school, then click the create account button.
5	Renweb will e-mail you a password (this may take a few minutes)
6	Go to the RenWeb ParentsWeb Login screen that you accessed from step 2. Log into RenWeb using your e-mail address and password combination.

Please call the office if you have any problems or questions.

## Viewing Reports Cards through RenWeb

Complete the steps in the following table to view your child's report card or progress report in RenWeb:

Step	Action
1	Sign into RenWeb.
2	Click Student Information, located in the left column.
3	Click Report Card from the drop-down list. RenWeb displays the report card on the right side of the screen. Important: Print your child's report card to retain a permanent copy.

If you have any questions about...

- your child's grade, contact his or her teacher;
- issues with RenWeb, contact the office.