

A Common-Sense Bible Based Guide For Christian Schools



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Introduction

I ran into some disturbing statistics. These are government statistics. Keep in mind that these are statistics from 1998. I am sure that the statistics would be much worse today. In 1998, there were 2.7 million crimes committed in American schools. Of these, 253,000 were violent crimes such as rape, sexual assault, assault, etc. These were only the reported crimes. These government statistics also reported that in 1998 only 30% of the children in schools feel safe while they are at school. Another disturbing statistic that I ran into at another site stated that only 9% of Christian teenagers now believe in moral absolutes. When a group of teens were polled it was found that only 1 out of every 10 live by the absolutes that they believe. This is only the tip of the iceberg that is showing. What is underneath is the teaching of the “New Age Movement” that has moved into our public schools, the infiltration of many anti-God groups who come in to take over the minds of our children, and the ungodly attitudes of the public school system as a whole. Now, I might sound a little bit like a radical over reactor here. Fact is I have been involved in education for over 30 years, in both public and private education. We have watched the children that come from the public schools. We have tried to help turn their lives around and undo the damage that was done. Matter of fact, before we found out what was going on in the public schools, we saw these things happening to the children, and then we started investigating. From that time to now, I could go on and on about the problems with public education. I won't. However, below I have given you some contact information for some people who will. I won't describe the war, so to speak, I will just describe the wounds of those involved. The above statistics speak loudly in themselves.

Through my years in education, I have seen many of the scars of this system. I have dealt with young people who had scars that were caused from teachers who ridiculed them in front of the class, scars from the advances of homosexual teachers, scars from those teachers who cursed them verbally, scars from teachers who openly demonstrated that there were no moral absolutes and who felt that it was their purpose there to undermine the unfounded absolutes of the children in order to “broaden their horizons”. I have worked with young people who have the scars from peer pressure, not like the peer pressure that you and I were familiar with as young people in school. These scars included the physical abuse and violence from those in school gangs, emotional and physical scars from having drugs put into their lunches or forced down their throats by those who were selling them, scars from rapes and sexual assaults, scars from the fear of what will happen tomorrow. I have dealt with students that had scars from what they had learned in their curriculum used by the school. In this curriculum they were taught that they were “little god's” and that there was no god over them except their own wants and needs. They were taught that they should meet these needs in whatever way that they could. They had scars from those who taught that they were a spiritual being. They should explore their spiritual self in ways that are not unlike the ways of the sorcerers and spiritualists found in the Old Testament whose ways were the ways of spiritual death. I have dealt with young people who had scars from becoming involved in wicca, and other

witchcraft cult activities because they were taught a general philosophy in their curriculum that these things are good. I have dealt with young people who grow up being told that the Bible is a good book full of good philosophy but don't build your life around it. I have dealt with students who had scars from being taught about Buddhism, and Moslem religions, while being at the same time taught that they couldn't mention the Bible, because it is taboo. I have worked with young people who have been totally turned against the values of their parents by the public system and the philosophy that is underwritten in many of the curriculums. I know that there are many dedicated Christian teachers in the public school, but I also know that as a whole that is not the atmosphere that you will find among the staff in most of the public schools. The system as a whole will consider it a prime directive to undermine the family and Christian values.

No, I won't list all the facts of what is going on in the public schools that might not at first meet the eye, but I will tell about some of the battle scars. Let me take the time to tell of some of the stories that I have encountered in my teaching career. What about the scars of the young person who was regularly stood up in front of his class and cursed and ridiculed by a teacher for not completing assignments. What about the teachers who were satan worshippers who had hired into the school under the guise of being teachers? They led their students into participating in the occult including satan worship, sacrifices, and nude photography. What about the 6th grader who came to school with severe emotional problems who admitted that his problems came from seeing someone at his previous school blow his brains out. When I spoke with his father and told him I felt this had caused severe problems for him, he answered, "I don't know why that would cause him problems. Things like that happened at that school all the time". What about the middle school student who refused to take drugs, who had drugs put in his lunch by a vengeful student, which caused him to be a vegetable for the rest of his life. What about the scars of the 5th grader who was raped in the hall of her school? What about the hundreds of children that I worked with through the years who had become violently physically sick every morning before going to school because they dreaded so having to face their day. What about the group of students who had become involved in the gothic, witchcraft, wicca stuff that is going on in schools? One student was telling me that instead of going to lunch break, these students would hang out in an out of the way place and have sex. I don't mean one-on-one sex. Several children were pregnant because of what was going on. When the mother went to a school official over what was happening and told him that she was pulling her daughter out of school because she had gotten mixed up with this group, the official replied that he didn't blame her for pulling her daughter out. What about all these children? No, you don't have to take my word for what is happening in public education. Ask your children, ask the children in your church, ask your neighbor's children, and the children of the people that you work with. Do some of your own research. You may be able to tell your own list of "what abouts".

Isn't it time to get real and do something about what is going on? What is God's will concerning education? According to the full, sum total of God's Word, it was never the place of the state to be over the education of your children. It is the responsibility of the church and of the home. To begin with, education was the responsibility of the

church. Even those religions that are not Bible-based stress this. They want to be sure that they control the minds of the children while they are an impressionable age. One example is the schools set up by Osama Bin Laden, who separated the children from their parents at an early age to indoctrinate them in the ways of their god. Christians are some of the few religious groups who allow a state to teach their children when that state is against what they believe. Wake up church. It is time to get real and to get started on what is God's will for your children. It is my prayer that this book helps you to start a school ministry for your children. What does God say about education? This verse sums it up. "And all thy children shall be taught of the Lord; and great shall be the peace of thy children" (Isaiah 54:13). The only way that your children will find true peace is if they are taught of the Lord in Christian schools or in your own home.

I mentioned before that there were other places that you can go to find details about what is happening in the public schools. One such place is to the ministry, Issues in Education. They have a web page at this web site found at the following site: www.issuesineducation.org. They also have regular radio broadcasts in many states. They are a good source to be able to find other material regarding public education and references from other groups as well.

Chapter 1. The Heart

As with anything you do in any ministry, the intentions of the heart will determine whether or not you succeed. If the intentions of the heart are not right, then the efforts of your people will not be 100 percent, and the end results will be something no one will be proud of. The Bible tells us that any effort not motivated in love will be sounding brass and tinkling cymbal, just an empty noise that no one wants to hear. Love must be the motivation for any project you undertake, especially a project as hard fought by Satan as a Christian school. You must start a school because you love God, and you feel a burden that He has given you for the children around you, and what they have experienced in school. It will not be enough to simply have a burden. You must have a burden that comes from His love, not your own human love. We have seen many schools start, and have had many workers that had their own burden for a school. It was a surface burden out of an outward love, not a deep-rooted burden coming from the love of God. These schools and these workers soon fell to the wayside either quitting when the battle got hot or getting sidetracked into wrong motives, which caused them to lose in the vision that God had for them. Get a burden, and a vision. Know that He is directing your paths. If this isn't sure in the founding stages it will not be sure in the end results. Building a school is like building a physical building. If the foundation is not sure, then the building will be only as sure as the foundation. Your motivation and beginning will determine the strength of what comes later. It will also determine the kind of people you will gather that will back you. We have never had around us a group of people with money waiting to shower it on us because of our efforts. Everything we have done, we have done by faith, from the very first day we decided to start a school until now. If your effort is based on someone having money and not the riches of the bountiful supply of your heavenly Father, then it will be greatly shortchanged. You will run the risk of being controlled by those with the money instead of by the guidance of your heavenly Father Who is supplying all your needs. You must know that it is God leading you to start the school, and then you will be able to trust His guidance.

Experience has taught us that we have to trust His guidance every single day. Then you are able to trust His keeping when battles threaten to crumble your efforts, and they will come. Because your heart is sincere, you will also gather around you sincere people who will help you. They may not be rich, but never place monetary gain on the gifts and talents of people that God will send because you are doing His work. Also, if you are in the center of His will, you will be able to release the school and what it will accomplish into God's hands. Many administrators and teachers have fallen because they did not understand the concept of releasing things to God. When you place your ministry, whatever it may be, in the hands of God, stop trying to control it all. Stop worrying about each aspect and each battle. Stop trying to do it all, but create an atmosphere in which God can do His supreme work. Create an atmosphere in which He will be free to work His will. Be settled in your mind that it is His school. He has directed you. When you follow Him, then you can rest in the peace that the battle will be His, and He will do a wonderful work in the lives you touch. This doesn't mean that you take a "do nothing" attitude, and sit back and do nothing until the Lord moves. This means that you with all your heart obey Him, and leave the results in His hands.

Chapter 2. Organization

After you gather that inner circle that God has sent, and He will send it if you wait on Him, then you can begin your planning. Planning has to come with fasting and prayer for God's leadership. First, you have to decide the purpose for the school. Is it simply to give education to children of your church? Is it to provide Christian education to a group of churches? The first step will be accepting the burden and vision God gives you. You must then gather together all those that have the same burden and vision. You can't do this alone in the natural. If you advertise and say to the community, we are meeting a given night, come join us if you have a burden for a Christian school, you will get all kinds of help, some good and some bad. It is better to first establish an inner circle of people. This will have to be a group of people that God has placed together to be the central core. It may not be a large group of people, but it will be a group of people that are totally united, because God has ordained them to help with the work you are establishing. They will be the people that will hold things together when the battle comes. I don't mean to speak negative, but you might as well know that if you are in God's will, satan will not like what you are doing, and he will become your enemy. That may be your greatest complement. If you have a group of people who are similar to founding fathers, (the original burden carriers or inner circle), then you will have a group of prayer warriors. You will have shoulders to lean on, and commitments that will uplift you. If you lack an inner circle that God has built, it will be very hard to start any ministry.

You may decide that your purpose is to provide Christian education to the community. At first we started our school to be a Christian school to give education to children of our church members. Other students came from other churches. This changed our vision. Later God changed our purpose to meet the needs of many who were not able to find help in public schools, Christian and non-Christian. Because our vision changed, our outreach grew. Many young people have been saved and have a goal and purpose in life that at one time had none. God may later change your goal and vision, but make sure you follow the leading of God and establish your purpose.

After deciding your purpose, you will need a direction. Decide before you take off where you are going. Not only decide your purpose, but also whom you will reach. What will your standards be (not only standards of learning but also standards of conduct and morals that you set not only for the students, but also for every employee)? Do you want to start small with only a few grades and add grades later, or do you want to start with grades Kindergarten to twelve? Do you want to reach out to your immediate community, or several communities, or to whomsoever will? Do you want to offer special programs for special needs or do you want to offer a general program for one main group? Do you want to start with a small facility or is God leading you to get a larger facility for a large vision? Get a plan for now, and a vision of what you want to see accomplished in the future.

Chapter 3. Establishing the School Board

After you have established the inner circle as the Lord has led, it is important to add to it and establish a school board. The board serves as a back up to the Pastor (if the school is established under a church) and the Director of the school. They should also be the prayer warriors behind the school. They can be very helpful in backing the school by being a voice to the community, especially if they are business people and members of other churches who have the same burden as yours if they are traveling in the same direction. Just make sure that they are united with you in the same heart and mind. They serve in helping set policies and in being a sounding board of ideas. The Bible tells us in Proverbs 11:14 "in the multitude of counselors there is safety". All this will only work if the board to an entirety is supportive of the school, and if there is understanding and unity between all. If Satan can put strife among the members of the inner circle of the school, this will filter down, and you will have a school filled with strife. There will be strife between teachers and administration, strife between parents and teachers, even strife between the children. Proverbs 29:2 tells us "When the righteous are in authority the people rejoice: but when the wicked beareth rule, the people mourn." You must guard the unity in the board and between staff members. Because of this, it is important for them to have a great love of the ministry and have an obedient walk with God. Without this, it will be very hard for them to lay down their wills for the greater good of God's will. If they don't, they will be sore spots always causing strife. They will have ideas just to be heard, and they will be sore spots if their ideas aren't accepted. They will sow jealousy among the members. Some schools get members of the community who may or may not be Christians to serve on their board. They do this with the idea that it will strengthen community relations and bring revenue into the school, because if a particular person is chosen as a board member they may contribute to the school. This never works. The Pastor and school director function as the head of the school with the support of the Board. If the head is full of things that do not function as the Bible says things should function, or doesn't function in a way that pleases God, then the entire body will lose its function. Choose board members wisely and with the leading of the Lord. Make sure that their Christian testimony is one that you would want representing the school. If their testimony is not one that you would want to have as your own, because every board member will be a reflection of you as well as the school, then don't accept them. Also, it is important that every board member be reliable in keeping the board business confidential. If a board member is not able to do this, decisions made by the board could be repeated to parents and changed 100 ways before the truth is heard.

It would be good to set bylaws for the board with a vital section being "Qualifications for Board Members". Some of these could be the Biblical qualifications found for deacons ruling a church. If these are good leadership qualities for a church then they must also be for school leaders. Read I Timothy 3:1-13. Also, set aside in the bylaws what to do if a board member breaks confidence, begins to cause strife, or shows that they are not really behind the ministry.

The Pastor is the head of the board. If the school is under the church, then it is always important to remember that the emphasis needs to be put on the good of the church as the body of Christ. The school will function only with this understanding. The church

is the main institution, according to God's Word. One of the functions of the church is to have the ministry of a Christian school. It is best for the greater majority of board members to come from the congregation. Then they will have this understanding. Also, it is good if the church board can be a part of the school board. If members come from outside the congregation, they will need to be informed that the good of the body of Christ is favored because this is the Biblical standpoint, and only this will work. The school Director needs to be second in the chain of command. This person works with the school every day and will have the heartbeat of the school, not only a particular classroom, but also the picture as a whole. It is important for the Director to be a part of the church congregation for them to effectively do their job. The Director's job will involve coordinating both for the best interest of both. In our congregation the school Director is also the Christian Education Director of the church. It is also vital to include on the board all the school staff. I have seen school boards try to function without having the school staff as a part, and they are crippled. The board will be separated from the school. The teachers bring an understanding of the classroom and the children that the board will lack. It is also good to include as a part of the board the teachers' spouses. Also, some parents, but only those that have been proven to have the school's good at heart and those who have been proven to be able to keep things confidential. Also, those that won't have an attitude of being above the other parents, because they are special. That will never work.

Communication is a vital part of an effective school. Communication is important between board members, between board members and pastor, between board members and staff, between board members and director, between director and pastor, between director and staff, between staff and parents, and director and parents. Without communication the entire school will be crippled and it will be easy for the devil to pick off people one by one. Keep lines of communication open and free of misunderstandings. If our nerve system (the communication part) of our body malfunctions, the body can't function. If the communication of a school breaks down it can't function. An important thing to remember in communication between the board and the school, it needs to follow proper channels. A board member is not free to go to a school staff person and tell them something they need to change. Overseeing the staff comes under the direction of the Director or the Pastor. The proper channel would be for the board member to bring something to the attention of the Director or Pastor and accept the direction they choose in correcting the situation. The Pastor and Director are held accountable to deal with the situation rightly, and to get the board's help, if needed, without an attitude of excluding them in the given situation. It is also important to remember that a parent should not feel free to go to any members of the board to complain about school staff. This can only cause dissension. A parent should deal directly with the school staff with any complaints they may have. If needed, it should be the Director that brings the problem to the Pastor's attention, if they cannot correct it themselves. If the Pastor needs support in correcting the situation, then it should be brought to the board's attention.

From the beginning, the Director and school board need to keep a notebook with minutes of every meeting. Make sure major decisions are documented, including all business decisions, yearly financial statements, staff changes and circumstances of these, an account of all programs added, major purchases, bank dealings, and all major issues. It is good also for someone on the board to keep a scrapbook of newspaper clippings

about school activities and the school newspaper to share with the board the various activities the school is involved in.

In closing, if you do not choose the board carefully, or if you allow it to have too much power and it is not constructed with the proper channels, you will probably in the long run wish you had never established one. Let God be your guide in the selection of board members. You may notice that I have said this statement, "Let God be your guide" frequently. You can only do this if your heart is right, totally committed to God, and you are submitted and living every day in submission to Him. The first board meeting should be a prayer meeting to rededicate your hearts to God and your commitment to Him. If you never hear God's voice or daily submit to it in your life, then how can you lead a school full of children? If every board meeting starts with a genuine Holy-Ghost filled, burden-felt prayer for concerns in the school, prayer requests from teachers for students or family situations, for staff, and a heart rededication to the effort, your board will become a powerful instrument to back the school. Encourage all board members to spend time every day in prayer for the school.

Chapter 4.
Establishing a Plan and
Choosing the Facility

Before you choose a facility, you need to be sure that you have thought out what you will need. Most schools will operate, at least until they are well established, in the churches that they are affiliated with. It would seem as though the next chapter should be choosing the staff. This, however, needs to come after you decide about the facility, whether or not the school is to function under the leadership of the church, and whether or not the school is to be located in the church. These questions need to be addressed before you can choose the staff. If the school is to be under the church then the church pastor should be the administrator. If not, then the administrator needs to be chosen. Also, the director will be chosen based on this decision. More about the qualifications for each staff member will follow. Then, with the facility in mind that you have chosen, whether the church or another building or location, you will need to decide how many grades you can house. If you are needing to locate the school in the church at first, which is a good idea especially for financial reasons, you will need to consider how many rooms are available and how much enrollment is expected in each grade. If a great deal of interest has been shown in the community to support the school, plan on a larger number of students. If you are starting the school just to meet the educational needs of the children in your local congregation, then you will plan on a smaller number of students for each grade. If you are combining efforts with other churches in the area, then you will need to plan for a slightly larger number than what you have. You can get a projected enrollment by talking to those churches. (As a note, going into the other churches in the area and presenting your ideas for a school, enlisting their help, even asking for ideas for staff is a good idea. This needs to be done wisely, however, or you may start out with enemies. Make sure they are not threatened by your having a school and see your coming in as trying to take away from their own program. Your heart motive and how you communicate it will determine how they receive it. Go because you are genuinely asking for their help, not lifting your work above theirs and trying to steal from it.) If you have several students planning to attend in each grade and only rooms for four classes you may need to start with only grades K-3. If you have four rooms but several of your grades may only have three or four children in them, you would be better to have combined grades based on the number of students in each grade. That way you will be able to offer more grades. Your facility will determine how many grades and how many teachers will be needed. The type of curriculum you choose to use will also determine the number of teachers. (More about this later.)

When you have chosen your facility, you will need to contact the local building inspector about what conditions your building needs to meet for building codes for private schools in your area. You will also have to meet certain fire codes. If your church meets these regulations, probably it will already meet the ones required for a school. Before you contact the inspector and fire marshal, it would be wise to contact other schools in your area to get an idea of the regulations. We have known of churches that wanted to start schools. They opened up themselves to inspection and the inspectors found problems with their building that were very expensive to fix. Find out all you can before you

open yourself up for inspection.

Make sure your choice of a building is wise. If you are not sure of the beginning response for a school, it might be wise to start out in your church. This will greatly help your finances. Our school is located in the church. We share the bills (the church payment and utilities), because we use the facility. This works to benefit the church as well as the school. If the facility available is small, it might be wiser to start small with the school, and as it grows it will usually bring growth to the church. As the church and school grow, you will be able to add rooms, which will be an asset to both. This happened in our church. When we started the school we had the church and school in the same building, and that building only had three rooms beside the office space. We started out with a K-12th grade program. We had the elementary class in one room. We had the middle school classroom in one. The high school class was in a third. We used the sanctuary for a schoolroom during the week. We had chairs in the sanctuary instead of pews. We would add tables during the week. Then we'd pack up the school equipment Friday afternoon and ready the building for church. The congregation would help put the school back together on Sunday night after church. Use what you have. We have had many churches that wanted to start Christian schools to tell us that they couldn't do so because they didn't have just the perfect facility with all the room they needed. If you start where you are then God will bless. We have since built a new facility for our church and school. If, however, at the beginning, God directs you to build or to choose a larger building, have the faith you need to do this, and since He has directed you, you can trust that He will pay the bills. However, be sure it is His direction.

Chapter 5. Choosing the Members of the Staff

The day-to-day school staff will be the ones that carry out the vision of the school. They will represent to the children, to the parents, and to the community, the heart of the school. They must have a strong relationship with God. Also, they will be the hardest hit in the battle, because they will have to deal with the front line. Make sure you pray before accepting any applications. It is good for the board, or at least the inner circle of leaders, to interview all applicants for all positions. It is better to include anyone in the church that you know well. Or if you are establishing the school as a group of churches, it will unite the churches in their efforts if staff members are chosen from all churches. However, choose them carefully. The wrong choice could cause division between churches. You will need paid staff and also many volunteers to help in areas such as helping to keep the facilities clean, day to day maintenance, tutors for children with special needs, teacher aides and substitutes, grading papers, bulletin boards, office help and more. The more volunteers you have, the more exciting your school will become and the more involved your church will be. (We will have a section on volunteers later.)

These are the key staff positions you will need: the Administrator (usually the Pastor), the Director (on-site overseer, similar to the principal), the school secretary (at first this person can handle the office coordination and also the tuition payments and these records, as well as the financial books), teachers (the number of teachers you will need will depend on your choice of curriculum, the number of students, and number of grades), and volunteers. I have included a chapter on the roles of each.

In order to decide how many teachers you will need, you will need to decide the type of curriculum you will use, how many grades you will have at the school, and a projected enrollment of how many students you are expecting. Your projected enrollment will help you set a projected budget, which will also help determine how many teachers. Don't let what you see in the natural discourage you, however. If you have only 5 children that are interested, but you know that God is leading you to start something, then trust Him for the increase. Pray through on how many grades and teachers you will need and trust His guidance. It is best for teachers to help you decide which curriculum, so gather around any teachers you have in the group, or anyone with teaching experience when you decide on the curriculum. Especially include any that may be interested in teaching at the school. Following this is a discussion of types of curriculum.

As a footnote, in some states a background check is required for all personnel, day care and school, who work professionally with children. This is a safe guard against hiring someone who has been involved in child molesting, etc. This is not a bad idea even if it is not required. Sad but true, those people who are prone to this type of behavior are drawn to professions that work with children. Check with your local police for information about how to do this.

Chapter 6.

Choosing the Curriculum

You will need to get an idea of what type of curriculum you will be using before you know the number of teachers, because different types of curriculums will require a different number of teachers to be effective. There are three major types of curriculum. The traditional teacher-oriented, classroom curriculum requires, for the elementary and middle school, at least one teacher for three grades. You can stretch it to 4 but it is difficult unless you have volunteers. We use high school students who are interested in a career of teaching, or day care, as teacher aids in the lower grades and tutors in the higher grades. This works wonderfully well to give them experience and job references. This provides needed extra helpers when you have to combine several grades. Another type of curriculum is the self-paced curriculum. These are workbooks that the children do on their own. These require fewer teachers. This type of curriculum allows children to work at their own pace. If they need help, they then work one on one with the teacher. If used correctly the pace system is effective. You can have many students on many grade levels and levels of achievement working all at the same time with one teacher. Each one gets the individual attention they need. The third type of curriculum is the media type curriculum, which uses either the video programs or the computer programs. The video programs are videos of actual classrooms, which you play for the students. They have textbooks that match these. The computer programs have the courses on computer. They also have added material such as video clips, Internet research, instant grading, and more.

In the elementary we use the traditional curriculum. We use ABeka Curriculum in the Kindergarten through grade three. This is one of the most frequently recommended and the most used. I say this out of my years of Christian school experience, dealing with many Christian schools in those years. ABeka is wonderful in the reading program that stresses phonics. Kindergartners are reading with ease by Christmas. It is also strong in Math. All manuals, all seatwork, all books are coordinated together. This makes teaching easier. They have teachers' manuals that make teaching easy for those who have had little experience. They have too much material available, which is better than not enough. They have extra supplementary materials. They have a curriculum available for grades K-12. I have enclosed at the end of the chapter addresses for contacting some of the book companies and how to find others that are available.

We use ABeka through grade three (sometimes grade four) and then switch to a self-paced type curriculum. This self-paced type curriculum is designed for students to be able to work on their own. The books are similar to workbooks. It is hard for students to handle that type of curriculum earlier than grade 3 because their reading and comprehension skills are not strong enough, and their self-discipline is weaker. They are not mature enough to be able to work on their own as well. We use the Alpha Omega self-paced curriculum for grades four through twelve. We divide the classrooms into four groups. We have K-3 in one classroom with a teacher, and volunteers or aides to help. We have grades 4-6 in another. We sometimes put seventh graders here depending on their maturity, but sometimes they don't fit well with the younger ones in the class. Often we let the seventh graders choose their classroom. We have grades 8-12 together because we have found that these maturity levels fit well together. We would not be able to handle all

these grades in this number of classrooms if we did not use the self-paced studies. If you use the traditional type curriculum, like ABeka, in the higher grades, you would need a teacher to teach several grades and several subjects. This is much harder to do. For example: you may have only three students taking Spanish, but you will need to hire a Spanish teacher. You will either have to hire many teachers to teach a few children, or make one responsible for several subjects. It will be hard with a limited number of teachers to teach all the subjects every day. The students will be limited then in their learning. Especially as beginning schools, I recommend using the self-paced curriculum. I have seen well-established schools using the other type of curriculum fail, because a lean year with fewer students caused them not to be able to pay all their teachers.

Self-paced Curriculums Review

Most people are not familiar with the self-paced curriculums, so we have included a section explaining how they work. The books are workbooks. The children read and answer questions. They typically have reviews at the end of each chapter and tests on the whole book. They work well if used correctly, but as in everything, if not used right they won't work. Some of the curriculums are designed for students to do the book, and then check out the answer key to check their own work. They do this because one of the weaknesses with this type of curriculum is that students will often put down any answers just to get their work done. We let students use answer keys for a few years to check their own daily work, and found out we couldn't keep up with all the ingenious ways students found to cheat using the answer keys. We now check their daily work when they complete a book. If they have made too many mistakes, they have to correct it before they are given a test. Our secretary and teachers oversee all grading. It works best to have the teachers grade their students' tests so that they know how they are doing. Volunteers help with the grading of the daily work. If we don't have enough volunteers, we sometimes check the self-tests instead of the whole book. If they don't do well on these, we know they haven't done well on the rest of the work. We don't ever use students to grade. This puts pressure on them from other students. We also keep the answer keys off limit to students. One of the misconceptions you can easily fall into is that students from Christian homes will be Christians. They won't be tempted to cheat. Children are tempted, and they are as real as you and I. Don't assume that the best of them are perfect. This will cause you to put temptation in front of them that may cause them to fall. We use the tests for their grades. The Alpha Omega curriculum has ten books in each subject. Our report cards show each book and the grade they made for each. Then we average these at the end of the year for their final grade. More about this is included in the section on record keeping. If a student makes less than a C on the test they must retake the test. If they haven't learned the material in one book they won't be able to do the next.

We have found the self-paced curriculum to work well for several reasons. One I mentioned before concerns the number of teachers needed. Another, we have several students in a class working on their own level at their own pace. When they need help, they go to their teacher. She helps them one-on-one until they understand the material. This individualizes instruction. This works well especially since two of the main groups of students who come to our school are those that come because they excel and are bored with the public schools, or those that are failing and can't find the help there that they

need. We also have the middle section of students, but the other two groups outnumber them. Self-paced studies allow all three groups to work on their own pace with individual help from the teacher. We also have reading diagnostic tests that we use to be able to place each student on their reading level. The curriculum is designed to build reading and comprehension skills so that even children that are weak in these, with added help from tutors, will soon be on grade level with their work and able to keep up. Another strength, this type of curriculum builds study skills. After graduation, these students will not have teachers there that will “spoon feed” material to them. They will have to know how to study things out for themselves. They will have to have self-discipline to be able to succeed not only in college but also in life. These paces build that self-discipline.

One of the weaknesses of this type of curriculums is, if not monitored carefully, students can speed through and put down anything. We make sure we check the daily work after they have completed their book. They have to redo anything they have numerous mistakes in. Another weakness, students sometimes wind up finishing before the end of the year. Students who complete their work early must remain in school, and we let them start on the next grades work, because they have to be in attendance in school for 180 days. If high school students do this several years in a row, they can graduate early. This is not the best thing for them to do. They are through school before they are mature enough to handle it. They can't find good jobs and they find it difficult to go on to college because of their age. We carefully monitor students who are doing their work too fast. We grade the entire book and make them do any work over again that they need to. We use them to help other students. We slow them down if at all possible to prevent this from happening. We have found even the most mature students and the smartest aren't ready for the world by age sixteen. You may have students who by the end of the year will not have completed all their books. We require these students to go to summer school to complete that grade. Our summer school does not require them to come in and stay at school, but they do their books at home with the understanding that if they need help someone is available. As the director, I work during the summer, so I am available to help students that come in. Another weakness of this curriculum comes when teachers crutch on the curriculum and allow the books to do all the work. Teachers must continuously monitor the students and be active in the teaching process. Also, we add classes in which the teacher is the center. For example we have math review classes, or other classes that the teacher teaches in areas of class weakness. The teacher has to remain active in working with the class for the pace system to work effectively.

Curriculums on CD Rom, Online Curriculum, and Video Courses

One of the rising types of curriculums that is available is the CD Rom and online type of curriculum. These have the books available on computer. The students read the material and answer questions. They also have available resources that are a part of the program and resources that are available via the Internet. Some have interaction with teachers at the company school site. Some of these also have video clips that you can access from your computer that have teachers teaching lessons, short educational clips, and more. Most of these are set up so that the computer program does the grading and recording of grades. The curriculums that I am familiar with that have these available are: Alpha Omega (their CD curriculum is called Switched on Schoolhouse), and Saxon. ABeka has

an excellent video program. The videos are actual live lessons that have been filmed at their Christian Academy.

***Following Is A List Of Curriculumms That We Are Familiar With
And Addresses and Web Sites For Each***

Alpha Omega 1-800-682-7391 Web Site-www.aop.com (self-paced)

Alpha Omega also has the Horizons curriculum

Christian Light Education (very similar to Alpha Omega) Web Site-www.clpcle.com

ACE 540-496-7777 (self-paced)

ABeka 1-800-874-2352 Web Site-www.ABeka.com

Saxon 800-284-7019 Web Site-www.saxonpublishers.com

Bob Jones University Press, Greenville, SC 29614 1-800-845-5731

Chapter 7.

The Administrator

The Administrator typically needs to be the Pastor, especially if this is a school located in and supported by the church. As we stated before, the church is the main part of this type of ministry, and it must be given priority for this to be scriptural. Only the Pastor can coordinate between the two in an effective way. He can coordinate the activities of the two, and make sure that the church is supportive of the school ministry. If there is a breach between the church and the school, this will greatly hinder both ministries. This is something to guard against, as Satan will definitely try to create this. The Pastor can guard against this. When we are on the look out for a problem and are taking measures to prevent it, the devil won't be able to cause the situation to happen.

The duties of the Administrator concerning the school will be as follows:

1. Coordinating the church and the school
2. Overseeing the staff-not only the hiring and firing but knowing about staff problems and helping the Director deal with these.
3. Backing up the Director and being supportive
4. Being the wise sounding board for the staff, not a trashcan to dump in but someone to go to for the last resort. He is not someone that all can go to against one another. That only causes strife, and this is to be discouraged. He must be someone that hears and makes sound judgment based on the leading of God's Spirit. It should also be discouraged that parents can go to the Administrator against a teacher or any staff member. If this happens, the Administrator needs to send the parent back to the Director. When the situation is handled through proper channels, then it may be brought before the Administrator. The Administrator needs to be sure he or she is never played between parties.
5. Being the ultimate authority for students. When a student has gone by the teacher's authority, then the Director's, they go to the Administrator as a last result. This usually comes with a parent conference and together they discuss if it is wise for the student to remain as a part of the school. If the student expresses a desire to remain in school and correct his behavior, the Administrator can let it be known if the student comes before him again he will no longer be a part. This works.
6. Supervising budgeting and finance. Our Pastor/School Administrator also has a terrific gift for finances. He doesn't handle day to day accounts, tuition receipts, billing, etc., but several times a month he sits down with the school accountant, who also handles the church accounts, and decides which bills to pay when. He handles the budgeting. This system works well if your Pastor has this gift. If not, then whoever handles the budget of the church could do this. Choose this person very carefully.

7. Coordinating the board. If he is an effective pastor he will have the best interest of the church and the school at heart. Being the head of boards will probably be an office he has experience with and he will be knowledgeable in the process of boards. Also, he will be the one the others will respect and look up to.

I pray that you have a strong pastor if this is the type of organization you will have for the school. If not, you may want to have another type of organization where the school functions in the church, using its facility, but not directly a part of the church. I am not as familiar with this type of organization, but I know that it is done successfully. Also, your school may not function under the church at all, but separately, or you may have a home school extension. The duties of the Administrator would not be exactly the same, but very similar. In this case, the Director might be able to take over the duties of the Administrator as well. The next chapter will cover the duties of the Director and qualifications they will need.

Chapter 8. The Director

The first qualification for the director of the school will be dependent on the state regulations for that position. In Virginia, the only person in a Christian school that is required to have a teacher's certificate is the Director. If you are not located in Virginia, the qualifications may be different. Call the state board of education in your state to make sure of these qualifications. If you are not able to find a person who is certified and willing to be a director, you could set up your school as a home school extension. It can be run and coordinated just like a school, but its name will be different. You won't call it a school but a home school extension program. We will explain this type program in a later chapter.

It would be very difficult for a Director to function who has no teaching experience. Ideally the Director needs to have many years of teaching, in all the grades. It would be good for him or her to not only have experience in the Christian school setting, but also in the public school, as a large part of their job will be dealing with the public schools. Ideally the Director needs to have leadership experience. However, you must be listening to God in His qualifications for this position, as your situation will require a certain person with qualifications to meet your school's individual needs. You can hire a Director that overly meets the qualifications needed for their position, and they might be a person that causes strife not only in the school with the staff, or parents, but also in the church. The Director is a key person. They will largely determine the success or failure of your school. Make sure the decision is made with God's guidance. He may lead you to hire a less qualified person because He sees their heart will be sound, they will be dependable, and they have the burden for the school foremost in their spirit. He will give all workers the gifts and abilities they need, and these gifts can be better than those that are acquired by natural education and experience. When I say this, I don't mean to settle for someone who isn't the best. Be on the lookout for God to send you someone with all the qualifications, but don't think you can't have the school because you don't have what you may think is the perfect Director. Let Him send you the best person for the job.

Ideally the Director should be a member of the church congregation. This is for several reasons. They must have a strong working relationship with the Pastor, if the school is structured under the church. They must have the good of the church at heart, or a struggle can develop between the school and the church, the Director wanting only what is best for the school and failing to consider the church. The Director can strengthen the church by drawing children and families into the church. This is not the main purpose of the school, however. The main purpose for the entire staff is to bring souls to God's family as well as to teach, but it is important that when souls are added to God's family, they can be introduced to the church family if they have none. This has to be done with wisdom. Never should a parent be made to feel that the church that they attend is not as good as yours. They must never be made to feel that they need to leave their church home to come to yours. This is not right in the eyes of God. Present your church to them and invite them to come. Let them choose on their own if your church has something better to offer them. Neither should children be made to feel that what they believe is wrong, if they come from a different doctrinal background. This only tears them away from being able to believe anything. Your job is to present to them what

you believe and let them choose if it is better. You will have nothing to present to them if your life doesn't present the love of God.

A Director needs to have a genuine gift of love and ability through that love to work with all kinds of people and all kinds of situations. They need to be able to instantly be led by God in how to handle these situations. They will need to work well with students of all the ages that you will have. They will need to work well with parents, grandparents, and various relatives of the students. They will need to be able to coordinate and oversee the teachers. They will need to have office skills to be able to coordinate the office, even though the school secretary will run it. They will need an understanding of accounts to be able to work with the Administrator in budgeting even though the Administrator will oversee them. Because they will have the job of overseeing many but also being under others, they will need to be able to do both. This means that they must have a strong but a humble spirit. They will need to be professional in dealing with the community and be a public relations person. They will need to be professional in dealing with public schools, and proficient in knowledge about them. This means dealing with them in situations that may not always be favorable and still be able to overcome the situation with victory for the school. They will need to be able to handle rough situations with children roughly, if needed, so that these types of problems will not occur. They will need an ironclad faith and a refusal to be negative. They will need a God-given vision for the school. Most importantly they will need to be able to seek God's guidance and be able to lay all the burdens that they will carry at Jesus' feet so that the load of the burden of their job will not be too heavy.

You can see in the qualifications several of the duties the Director will have. I will list some of them again in the list of duties.

1. Work with the Administrator in budgeting.
2. Work with the school bookkeeper in helping to handle those student's accounts that are not paid. (More in how to do this later.)
3. Coordinate all departments including the Administrator and the staff, the different teachers with one another and with the office staff, coordinating the office though the office management is left to the secretary, and coordinating parents with the teachers and volunteers.
4. Taking care of disciplining students. This must be done with wisdom. This also must be done with the parents. Discipline that is done with the parents is the most effective kind. The Director needs to be firm in discipline in order to avoid having a lot of discipline problems. They also need to be fair and understanding. They need always to support the teachers and never correct or advise a teacher with a student or parent present. This undermines the teachers' authority, which ultimately will make the director's job harder. Also, the teachers need to realize that the main burden of discipline falls on their own shoulders. If they go to the director with every small problem, they will overload the director, taking away the director's effectiveness. They will also undermine their own authority by making it seem to the students that they are not in control of their own

class. If the teacher has tried and exhausted all they know to do, then they are to refer the problem to the director.

5. They will need to work with parents. In all the categories of the job, they will need to be good communicators, but especially in this one. There will always be a parent full of strife and ill wind. If handled effectively by the Director, the ill wind can be turned to respect. A Director needs first to be a good listener. That means they not only hear well with their ears, but also at the same time they must listen to God's interpretation of what the person is saying. Several times I have had parents come in the office with an attitude. I had to stand up to them and calm them down. Then I let them know that I would listen. Often just letting them know I would listen would defuse the situation. When they had said their piece, while I was praying for peace, they talked themselves into understanding the situation and knew that it was OK after all. The Director needs to be careful not to allow parents to come with complaints about teachers, especially if they have a spirit that causes strife. When a parent comes, tell them that you will look into the situation. Ask the teachers about the situation, get an understanding from all sides, but be supportive of the teacher. Then deal with it. Often you can bring understanding to the parent and they will go to the teacher for forgiveness. God can do wonders in rough situations.

6. They will need to work well with the children and be able to love them, all sizes, and all grades. They will need to be able to love them, not letting the children push them over because of that love, but having a love that is tough, fair, and impartial to all and a wisdom to discern situations fairly with God's help. As part of this they will need to have eyes in the back of their head seeing all, even though they are not in the classroom. Because of this it is vital to have a good communicating relationship with the students. Hear them out. Even the smallest knows what is going on in their classroom and what they think of it. In our school the Director also serves as guidance counselor. They must also be a good listener for this. Discipline problems are almost always caused by problems at home. A child comes to school upset or uptight because of a problem they have at home, react out of this frustration, and get into trouble. Their misbehavior has to be dealt with and punished, not excused. After that is done, counseling comes in. Letting them talk it out helps them and it also keeps the discipline problems from occurring as frequently. The Director needs to establish open lines of communication with all students so that they feel free to talk about their problems.

7. A Director will also need to be impartial and fair in dealing with teachers, staff and volunteers and able to handle situations in this area with God's wisdom.

8. A Director will need to be the community relation person as well as being able to find and use community resource people.

9. They also must be able to work effectively with public schools in transferring students to and from them and coordinating between the two. For many years, our school had a major battle with the public schools. Some of the public school administrative people even swore they would shut our school down because we took too much money out of

their budget. We had to have God's love and understanding to be able to overcome this problem. Now we are not only accepted, but also used as a resource. Communication was a key to unlock this door. Often bad attitudes come because we don't understand, and in a way, fear something. When we began to bring their administration understanding about our program and began to communicate, this situation improved greatly. Also, in spite of what was done, all our staff responded to them rightly, especially our school secretary who makes the calls about transfers on a day-to-day basis with guidance people and their staff people. She helped establish a right relationship with them. This barrier is being broken down.

10. The Director will need to have a vision for the school. A vision of the best it can be right now, and a vision of what it will be for the future. They will need to be strong in this vision so that they give strength for others to see it. They will be the ones to hold on to the vision regardless of the battle.

11. I have put this last, but it definitely is not least. The Director needs to oversee and coordinate the academics of the school. They will have to make sure that the teachers are following the curriculum effectively. They will need to keep up with the achievement of most of the students and make sure that the school as a whole meets its academic standards.

12. Most importantly of all the Director needs to have an understanding of how to place circumstances in God's hands and release them to Him. He needs to realize that it is God's school, not His, and that He is the one in control, and know how to function with that understanding.

You may read the qualifications above, the duties required, and think to yourselves there is no way we can find someone who can do all this. If you have been asked to be a Director, or maybe already are one, you might read the above and think how could I ever do all this effectively? (If you already are a director, you may be effective where you are, don't let the above list discourage you. See where you can improve, but don't sell yourself short. We are often our own worst critics.) The answer to the above question is simple. Can you be a Christian on your own? How are we able to be a Christian and live up to the standards set by Christ? We are able to because He lives inside of us. Because of this He is able to live in and through us, giving us His strength, His love, His abilities, His wisdom. We can't be a good Director, teacher, secretary, nor do anything in God's Work until we learn that we can't, but that He can through us.

As a note, New Life Bible College and Seminary offers degrees in Administration.

Chapter 9. The Teachers

Our teachers are the backbone and heart of the school, which day to day carry out its vision. They are the ones that deal with the children every day in academics as well as teaching them morals, and God's Word. They are the ones that are on the firing line every day. They have to sit in the classroom, teaching, disciplining, dealing with student's problems, every day, whether they feel like it or not. Often students will have spirits or attitudes that will come against the teacher because she or he is the key person reaching out to them. The devil will fight our reaching out to children, especially if that child has a call on their life to serve God in the future. We never know what these children will become and what will become of the seed we sow in their lives. We have had students behave the worst when they need the most. It is the teacher that deals with this day-to-day, and it is also the teacher that will see the greatest results of their labor. It is the teachers, I believe, that will reap the greatest blessings. Teachers must have the burden to teach. They must have the love to do it. They need to be filled up to overflowing with the love of God. Their patience won't be enough, but one of the fruits of the Spirit is long suffering. Notice this says the fruits of the Spirit. This means the attitudes of the Spirit of God that is inside of us. We can't have enough of the love, peace, long-suffering, meekness, gentleness, faith, and the other fruits on our own. When we are saved and get filled up with God's Spirit, we allow Him to work inside of us, instead of our trying to do it on our own in our flesh. This is not only how to be an effective teacher, but also an effective Christian. The Baptism of the Holy Ghost is an important tool for teachers as well as for the entire staff. Without this it is very hard to deny the flesh and perform in the Spirit.

Another qualification that others stress is **state** teacher certification. This may or may not be required in your state for private schools. Check to be sure. Usually this is not the case. This means that a teacher has completed a teacher's degree at a college, usually secular, and is certified through the state to teach. We don't stress this as a qualification. I have been in school all but six years of my life from age one to age six. Most of this education has been in school or colleges earning my teaching certificate or taking masters level classes to keep it. Most of my education has been in secular colleges, with several years in Christian colleges. I have taught in public and Christian education in all grades. I have been state certified to teach in K-3 grades, but most of the years have been spent in teaching high school. If I were to apply for a job teaching high school in a school that only hires state certified teachers in the field they are certified in, I would be turned down for the position that I have the most and the latest experience in. Someone with no experience might be hired. You cannot base your choice of teachers on state certification. I will use another teacher that worked in our school as an example. She spent over ten years in the classroom. She has taught the curriculum that we used in those grades the entire time of her experience. She has helped to hold together three schools that were in danger of collapsing. She volunteered for several years in our school as a teacher's aide and substitute teacher before we hired her full time. She has proven out to have the school's best interest in heart. It would have been a great mistake, and the school would have missed one of its greatest assets, if we had not hired her because she was not state certified. Also, here is a thought. Whether or not she has a degree does not take away

from her experience and ability to teach. Many teachers with a degree have neither. Again, this is dependent on what your state requires. Most states education departments have web sites and on these you can find many of the restrictions for private schools as well as home schooling regulations, etc.

When my Pastor first talked to me about becoming Director of the school, he told me that I would have to forget most of what I had learned in the public school and college system to be able to effectively work in a Christian school. He was a very wise man, though I definitely didn't see it at the time. I was angry that all of my hard-earned education wouldn't be good enough as he saw it. I have learned after all my years of experience in Christian schools as director and teacher, that he was very right. The secular view of education and how to teach does not work. If it did we would not have an education system as a whole that fails their students. God's viewpoint of education and how to teach does not match the world's views. Indeed, His viewpoint doesn't match the world's views in anything. Christian education is a whole different world than the public school and needs to be. If the public school method works, then why do we need Christian schools at all? The answer is obvious. We need them because it isn't working. As teachers, if you have had education or experience in the public schools, you must be willing to forget a lot of what you have learned there. Let God instruct you in what works. Be willing to do this, or you will not be a very good teacher at all in the Christian school setting. You may even become a hindrance.

Another thing that you must realize in dealing with teachers that have been educated in the public system, is that a lot of the philosophy in public education is very damaging. You can become filled up with a way of thinking as a whole that is anti-God, against the scriptural viewpoint of things, and not realize it. A lot of good Christian people who attended public colleges are filled with these ideas. The devil is subtle in how he has worked in education. He has put key people there to push certain truths into every part of education. In obtaining degrees in education through the public school, you have to take all kinds of philosophy and counseling type courses that teach very anti-God ways of thought. Plus, the general information that teachers teach will not be sound coming from public education. One such example is evolution. There are many other areas in public education that are not Biblically sound. Guard against this. Also, another thought about certified teachers, they may have many of these ideas, and not realize that they are wrong. They will come out of college thinking that they know it all, because they are educated. They might even become angry and defensive when you suggest that some of what they have learned might not fit into a Christian school setting. If they take an attitude that they know more than you, and they don't identify what you are saying concerning these areas, then you have a problem.

It is a good idea to pursue certified teachers, but there are ways that teachers can be certified without going through the state. Encourage your teachers to be certified through private organizations. New Life Christian Schools International has a teacher certification program. There are many reputable organizations that certify teachers. Many of them, including ours, require a certain number of credits to be completed in the area that the teacher becomes certified in. There are requirements such as having a valid background check, having a written and spoken reference from the teacher's employing school, having three professional references. This is a valid way to become certified

which doesn't require state credentials. However, if you are certified through a private organization, you do not have the type certification that is required in public schools.

Teachers must love God, love children, and love teaching in that order. They need to be well trained in the area they teach. It is better to let them work under a seasoned teacher before putting them in the classroom. Sometimes this can't be done.

A teacher needs to be a strong disciplinarian and able to keep order in the classroom. Even though they are strong in this area, they also in the lower grades need to have a loving and gentle spirit that the little ones will cling to. In the upper grades they need to have a fairness and understanding that the older ones will respect and open up to. They must be consistent in their methods of discipline. This is important. (More will be included later about discipline and order in the classroom.) The teachers must also be versatile and able to change. We change often in letting teachers work with different areas for a short time so that if needed they are able to do this. When a school first starts out this might be needed. Teachers may need to go up or down a grade level or several grade levels as enrollment dictates. Teachers will also need to understand that their day and their duties may not end at the time set for school to end. There will always be grading papers, planning assignments, etc. They need to be willing to do this, although this should be kept to a minimum if possible.

The teaching staff needs to keep together in unity and have a real love for each other to be able to function well. The devil will come against this. If there is strife between members of the staff, then the children will be in strife with one another, and this can even spread to parents. Attitudes catch. If there is a spirit of love in the midst of the staff, there will be love between the children and the parents. This is the beginning step to revival. To keep unity there needs to be an open channel of communication. Not the kind of communication that leads to back biting and dissension, but the kind that builds honest relationships. There also needs to be open channels of communication between teachers and Director

We do not require all of our staff members or our teachers to be a part of our church. We have found that it spreads out our effectiveness into other churches if they are not. (However, it does work out best if the Director is a part of the church). The staff members that are not a part of our church do understand and respect our church and its ministries even though they may not be a part. They not only respect it to our faces, but also behind our back, to the children and to the parents and to all concerned. This is vital. We have had workers who failed in this area and soon stopped working for the school. They would favor their own church over ours, causing strife among many connected with the school. They would try to pull children away from being interested in attending our church. This would confuse the children and cause them to turn away from God entirely. We do not require or even stress that our children attend our church, but no one is going to act like there is a problem with our church when they are working for us. This is not even good in secular businesses. Many times when we needed to dismiss a staff member, we have prayed that they be able to fix their shortcomings if God meant for them to stay, and that He move them out of our midst if they were sent from the devil to tear up or if they were being used by the devil to hinder. (We have also prayed this prayer for students that might not be working out.) We have watched God move them out of the way. They would suddenly decide that they had other priorities in their life or for some reason

they would hurry themselves out of the way. This works so much better. There is a lot involved if you don't keep an employee. You have to be very careful with firing someone. There are a lot of regulations governing this such as discrimination, etc. If you do have to dismiss someone, keep records of why and document all the proceedings.

Teachers need to be good prayer partners. We start every morning with prayer, praying for students' and parents' needs. It is important that these prayer requests are confidential. Because we pray together often we have built a true unity in prayer and God answers our prayers. So much so those parents have recognized this and come in often with prayer requests. They often come in the morning when they need a touch from God and join in our prayer group. This prayer keeps us in unity and in touch with God for one another.

When teachers come in new, or at the beginning of each year, we have for them an orientation packet. It includes the following:

1. A suggested class schedule. They can change it with the supervision of the Director who coordinates all class schedules so that they function together.
2. General school rules
3. Handbook
4. School calendar of events
5. Contract for that year. We seldom have teachers sign a contract, if they aren't happy or they don't work out, we don't want them to stay, and we trust God to send another in their place that does. Understand that some of the best people that God may send may not be able to overcome what they need to do to be able to stay. Don't be discouraged when this happens. Love, understand them, and move on to someone new.
6. Time sheet for the in-school workers that they are responsible for. More about this is included later.
7. Attendance policy for them and for the students
8. Sample report card and how it should be marked
9. Sample roll book page and how to mark it
10. A list of discipline helps and forms to fill out for problem students to go to the administrator
11. Substitute teacher information. We require each teacher to fill out a form detailing their schedule, information they will need about the students. In the elementary grades they put which groups are in which readers. How the page numbers run-in ABeka the page numbers in all books are coordinated with the number of days. Add any informa-

tion substitutes might need.

12. A list of duties they are expected to perform

13. A teacher evaluation guide. It includes how you will evaluate them.

14. Plan book sheets

Having this packet available helps answer questions and plan. This helps you get organized for the first day.

You will need to have several workdays before school starts for the year to allow teachers to ready their room, go through orientation, meet together with each other and the Director, and pray together for the year coming. Workdays at the end of the year enable teachers to complete grading, do report cards, clean out drawers and cabinets, and finalize anything that is needed.

As a note, New Life Bible College and Seminary offers teaching degrees, Associate through Doctorate. We also have teacher certification program. For information regarding both of these call 276-730-0706. Office hours are from 10:00 to 6:00 EST.

Chapter 10. The Secretary And Bookkeeper

We will cover two positions in this section, the secretary and the bookkeeper. In our school two separate people fill these positions. It was too much for our school secretary to be able to handle the tuition, the billing, and contacting people who are behind on payments as well as her duties directly involved with the school. Our church and ministry accountant handles all accounts. She records all payments, does the billing and works with the Pastor on paying bills and budgeting. She fulfills an important role. This is a very time consuming job. She also has to do well in interacting with people, as bill collecting is one of the most unpopular jobs in the school with the most possible conflict. If the school accountant is not able to contact those that owe, the Director should do the job. Also, if a student is to be dismissed for nonpayment it is the Director's job to do that with the support of the board. We will have a future section on how to set up accounts and collection and the procedure involved with tuition. The school secretary takes the tuition and writes the receipts. She then passes it to the accountant who records and ledgers the payments and takes care of the rest.

The school secretary is a vital part of the school. A secretary will handle calls, enrollment, appointments, typing and correspondence, taking fees, minor purchasing of supplies, and being the secretary to the Director. She must be able to file, type well, and deal with parents, students, and staff with wisdom. For the students that are on the pace program, she handles the coordination of the grading of the paces' tests and is the one who records these grades in the grade book. The teachers do the main grading but we also use volunteers to help. Our secretary coordinates this, but she is the only one who is to record grades in the grade book. This works well because only one person's handwriting is in the grade book, making it easier to see if a student has added his or her own grades. This would not be necessary if the teacher grades all the work. Then she could do the recording. We, however, had several volunteer graders. These were not students, or parents of the students whose work they graded. We did this because we also have a correspondence program that involves a lot of grading. The secretary did the entire recording in this case because she also oversaw and coordinated the grading. Also, the fewer people you have doing one task the easier it is to coordinate and keep away confusion. She is also the only one that gives out the paces and is the one who orders new books when needed. All purchases of anything, however, are always coordinated with the Director, who coordinates this with the budget keeper, whether that person is the accountant or the Administrator. She is the one who takes care of the correspondence program, ordering and mailing paces to students in our correspondence school. She coordinates enrollment, interviewing students, unless there is some question about their enrollment, these cases she refers to the Director. She keeps a record of addresses of those who have called asking for information about the school but did not enroll. We use these later to periodically send them information. She handles all applications and contacts the schools that students transfer to or from. It might work best for you if the Director did this. She gives out medicine and takes care of medical and transportation forms and other forms that are needed. She is the school nurse. We try to have her to be certified in first

aide. At least one school employee needs to be certified, by law. She should never become the sounding board for teachers, students, and parents. Because she is the one behind the desk, in the center of everything, she is easily accessible. She needs to guard against becoming someone that takes on a “busy body” nature encouraging everyone to come and talk. This can cause strife or creates a situation where staff or parents are encouraged to talk about one another in a wrong way. She should be a prayer warrior, praying for situations that might arise. She may be called on to substitute if a teacher is absent and the Director can't take the class. She coordinates teachers' absences for appointments, etc. She also can coordinate students who are helping with duties in the school and other volunteers. She needs to be professional, but also caring as she deals with the people she comes into contact with either on the phone or in person. She needs to be someone who can hold things in confidence. She is a vital part of the school.

11. Volunteers

It is important to the life of the school to get as many people involved as you can. We use volunteers to be teacher's aides, especially in the elementary levels. They tutor children that need extra one-on-one help. They also help with the extra grading of the paces, other than the tests the teachers grade. They help fix computer equipment, help with cleaning and maintenance, help with extra academic projects, and go with us on field trips. We even use them to come into the classrooms to be speakers, especially business speakers to talk to the middle school and high school about their careers. We keep everybody as busy and being as involved as they can. This has to be done very carefully, however. We have had parents volunteer who only wanted their child favored and caused conflict because they weren't. We have had volunteers that hear things that should have been private, and repeat it, changing it. We have had volunteers that created strife with not only other parents but with the children against teachers. We have had volunteers that wanted to do everything their way to prove what they could do (often this is insecurity) and refused to follow directions or fit into the daily routine. Volunteers are wonderful and needed for the life of the school, but they must be chosen carefully and daily monitored by the teachers, secretary, and the Director to be effective.

The Director should be the authority over the volunteers, enforcing the policies of the school. It is a good idea to set policies for volunteers in the handbook. Include rules concerning governing the things that were mentioned above. Also, outline their expected duties, and state dress code, if needed. Also state that they will need to abide by the same conduct and dress codes that are specified for the staff and students. In the keeping of these policies and all other ones as well make sure that you have established communication with the volunteers so that they know up front what is expected of them, their policies, their duties, their conduct, etc. If things are spelled out and everyone is clear on what is expected everyone functions much better. You will have less chance of strife that comes from confusion. Even the best volunteers with the biggest heart can cause a problem if they don't understand what it is that they are supposed to do. Volunteers have to be worked with. That is why it is good to have someone to oversee them.

Chapter 12. Keep Your Heart

Psalm 110:69 says "...I will keep thy precepts with a whole heart." Jeremiah 17:10 says, "I, the Lord, try the heart." The heart of the school will be what is in the heart of all its employees and workers. These verses all tell the importance of our heart being whole, set on one thing, obeying God and keeping His commandments. We must let God be the center of our whole life to be an effective worker for Him. We must not let sin take over our hearts. We must consistently ask forgiveness when we sin, ask God to take it away from our heart, and change us by His Word and His power. Just as our physical heart is the center of our body, our spiritual heart is the center of who we are and how we act. If something is wrong with our spiritual heart and we fail to fix it, we will die. The best workers are those who have come to a realization of this and who let God deal with their hearts. If there is a problem with them, God will show them. They will hear His voice. They will repent and make it right. God is the center of their lives, not their flesh, so they are able to make a genuine commitment and overcome problems without their flesh being in the way. It is so wonderful, as a Director, to work with spirit-led people. I hear about a conflict or problem someone is having, and often by the time I have asked about the situation, it has been fixed. However, I could write books about the problems that come from dealing with employees who are self-centered and walk in the flesh, not the spirit.

Just as our hearts determine what we do in our individual lives, the hearts of the group, as a whole will determine what God is able to accomplish in the school. If one person is a problem, it will cause you to lose God's blessing. I remember an occasion when the finances dried up. We sought God about the problem. He showed us a teacher that had constantly been causing strife in an underhanded manner. We united and prayed that He would help us to fix the situation. He worked and removed her from the staff, the problem was corrected, and God's blessing returned. Sometimes we have had to dismiss people from the staff that needed to be removed, but more often than not, God moved them by causing them to decide they needed to do something else. You can only survive if you have God's blessings and He performs miracles. Constantly check to see if you have His blessing, and if you don't have it, change the circumstances so that you do. Don't try to get God to bless your effort by begging Him to. Have a school that pleases Him and He will bless it. The greatest recommendations we have as a school comes when someone enrolls their child and tells us that God led them to the school telling them to enroll their child there because we could help them. That is wonderful. If the hearts of the staff are not complete in their relationships with God, then the heart of the school won't be, and you won't have God's recommendation or His blessings.

The workers' priority must be to serve God, not themselves, or their own interests. This is the only way to work in a ministry such as a school, or any other ministry. If the workers are not doing their job to serve God in a ministry, then they won't work out in the long run. Make sure the heart of the school stays strong by making sure that your own heart and your relationship with God stays strong.

Chapter 13. Classroom Academics

What you expect is often what you will get. If you expect children to have a certain attitude, then often they will feel this and live up to your expectations. If you expect children to learn and accomplish much in their academics, then they will. Each child is an individual with their own way of learning. Finding ways of unlocking problem areas and causing them to grow in areas that they do well in is what teaching is all about. Be sure that you don't teach a class, but that you teach students. Know each ones' weak areas and strong points. Know them as individuals. Tests and grades can be used as guides to find out what each individual knows and doesn't know. They are not to be used simply as a tool to fail those who don't know. If a student does poorly on a test, reteach them the material they missed, and make them do the test over. If a whole class or a majority does poorly it might be the fault of the teacher or the test. When teaching extra subject material beside the paces, make sure that the tests are not too hard to pass, and not so easy that everyone passes without effort. Learning how to do this takes practice. You can tell by the scores and their comments if something is too easy or too hard. In the elementary grades the manuals give tests in just about all the subjects you teach. The paces program, the individualized studies curriculum that uses work self-paced workbooks, comes with tests that are already prepared. This is true in many curriculums.

We make sure that parents are constantly kept in touch with the children's progress. In the elementary room, the teacher is in constant contact personally with each parent with their children's progress. In the grades using paces, we send grade sheets home with them every week, or at least every month with the monthly bills. This could also be done in the elementary. The grade sheet that we send home lists the books completed that week and what grade was made on each test. It also tells how many books the child should have completed by that date. In using the Alpha Omega curriculum, we figure this by multiplying 1.5 times the number of weeks of school that have been completed. We do this because we know that a student needs to complete one and a half books each week to have all 50 books completed by the end of the year. This is the standard number of books that they will have to complete for the year. One and a half books a week times 36 weeks of school gives them time to complete 54 books for the year. There are only 50 books usually to a grade. The students need to be encouraged to stay on schedule. In the paces system, the individualized studies that we use, we assign the pages every day in grades 4-7. They are required to do 15 pages a day. The teacher signs their pages and dates where they are to start and where they are to finish. She then checks to be sure that they have completed that number of pages at the end of the day. If not, then they must take the work they lacked home for homework. In the elementary room the teacher checks over their work to make sure all assignments are completed before the end of the day. PE is scheduled at the end of the day. Those students not completing their assignments are not allowed to go out. They have to report to the high school room where an older student supervises them under the watchful ear of the secretary, and they finish their work for the day.

We don't count the pages of the older students or check their daily work. Children need to learn self-discipline in order to accomplish anything in life. The paces teach this. In the higher grades, we make sure they have a quiet learning environment in the class-

room. We make sure they sit quietly with a book open and a pencil in hand. If they fail to complete their pages, they know that they won't be finished by the end of the year and will have to go to summer school. The rest basically is up to them. We continually inform them of their progress. We help them to figure out whether or not they are behind, how many pages they need to complete each day, but the rest is up to them. (Figure the number of pages needed a day by multiplying the number of books to complete by 45, which is the average number of pages in a pace. Then divide by the number of months left, then by 4 to get the number of pages per week, then by 5 to get the number of pages needed per day.) We try to have contests to encourage the students especially in the winter months when their progress often drags. We also post the ones who have completed the most passed paces up on the bulletin board and in our school paper.

If a student consistently does poorly with the paces, or in any classes involving a lot of reading, check his past school records to see if his achievement was also poor there. If he consistently does poorly in everything but math, and loves and excels in math, he may have a reading problem. Test his reading level. I have a reading diagnostic test that can be given in 15 minutes to test a child's reading level. (Ekwall Reading Inventory, by Eldon E. Ekwall, Allyn and Bacon, Inc., 7 Wells Avenue, Newton, Mass. 02159). You can match that to the pace number and give most of his work on that level. Or let him read out loud a section of one of his textbooks and ask questions. You will be able to tell if he can read on that level or if his comprehension skills are so weak that he doesn't comprehend what he has read. The paces are designed to build comprehension skills. You will need to start him on the right level, however, for them to be effective, and then he can build to where he needs to be. If a child has a learning disability we use stronger students to tutor them one-on-one. They read the information to them, making sure they are watching the words on the page with them as they read. They ask questions from each paragraph orally. The student that they are helping must find the answer on the page and read the sentence with the answer. They don't have to write the section question answers out, but they must do every self-test and their tests on their own without help. Volunteers can help in teaching phonics to those weak in reading. The public schools have not concentrated on teaching phonics and often a reading problem results because of this. Also, I have found that many students have not learned the skills of breaking down multi-syllable words. Once they learn these, they increase their reading level by several grades. If you give a student a reading test and they come out with a grade three or four reading level, though they are older, then this is usually the problem. They haven't learned how to read multi-syllable words.

Refuse to accept a child's level and never take the attitude that they cannot do better. We have taught deaf and mute children to read by using sign language. We have taught severely mentally retarded adults to read. Understand a child's handicap, but teach them that with God's help they can excel. And they will. Be sensitive to their weaknesses, but understand that they must try harder because they have a weakness, not less.

Periodically have the children's hearing and vision tested or make sure that the parents do. The local health department does our testing for us free of charge. Make sure that visually handicapped children sit close to the board, and those hard of hearing, close to the teacher. Hearing, vision, and other learning problems can look like behavior problems. If a child can't learn, or thinks they can't, then they will start becoming a behavior

problem. They will do something to get attention. Emotional problems can also stop a child from learning. We had a student who in kindergarten had been laughed at by other students and called stupid by her teacher. She came to our school in the first grade. When something new was put before her to learn, she would cry and say, "I can't". Because she thought she couldn't, she actually couldn't. We prayed with her, gave her understanding, and she began to progress. This especially happens to children who have been put in public school special education classes. Other students often make fun of them. Fear of this and fear of failure can become a learning disability as real as dyslexia.

Family problems, worry, lack of sleep, improper diet can also affect learning. These show up when a child does well, doesn't do well, and then does well again. Be involved with the students and know what kind of home life they have. Communicate with them so that they come to you with their problems. Try to correct these students' situations, but do it with love and wisdom, not with a holier-than-thou or a nosy attitude. Also be sure that you don't reach out in the flesh. This can only make the situation worse. Let God lead you in how to handle home situations. Another problem that can affect students' achievement is drugs or alcohol. Be on the look out for these. Become familiar with the symptoms. Punish this severely, immediately before it can spread to other students. We expel these students, but also reach out to them. They desperately need help. We have expelled students for that problem and later, even though they were no longer a part of the school, they would come to us for help, because we had helped them realize they had a problem. A word of advice, make sure that you prove that they are using drugs before you expel them. Don't go by hearsay. If you suspect drug use, ask the parents to have them tested. This can be done through local sites that do that. Ask for information about where at the juvenile court counselors' office. Tell the parents that you suspect a problem, and for the student to remain in school they must be tested. If they are upfront and care about their child, they will want this done. Be aware that there are ways to cheat drug tests and habitual offenders probably know these. Let the parents know that they should take the child to the test without the child having prior knowledge of the test time.

Another learning problem may be the most common--lack of motivation or pure laziness. Students may just not want to try to do their best. Be on the lookout for this. It can be dealt with by punishment. If that doesn't work, try awards for their achievement. Sometimes they just need to be talked to straight and given an understanding that if they don't change, they can mess up their future. How can you know if a child has a learning problem or just is not trying? Watch for inconsistencies in what they do, maybe they don't do poorly all the time, this usually means that they can but don't. Also, you can usually tell when a child is trying, but gets frustrated because they can't. Most importantly, talk to the child. They may not be able to tell you exactly what is wrong, but they can give you clues. Talk to parents also. They know the child and their background much better than you do.

Chapter 14. Classroom Management and Discipline

This is an important section. The students are the reason for your existence. How well you handle and teach them will determine the success of your school. Make sure your standards in the classroom match those required by God's Word. We make sure students know from the first day of school that they are in a church and that they are supposed to talk, act, think with respect to that. We know that sometimes we have some that do not, but if they don't, we find out about that and deal with it. We teach them how to act. Many students have not been taught how to act and how to respect God. We have to teach them. Sadly, this is true for children from unchristian homes as well as Christian homes. Don't presuppose that someone has taught them what is right and wrong, what attitudes they should or shouldn't have, what it means to have and show respect, and that when they are told no, it means just that.

Children are taught first by example. If the teacher does not show respect for them or respect for other members of the staff, they will never be able to teach children to respect. If a teacher has a very undisciplined life and they are not obedient to God, they will never be able to teach respect and obedience to the children. If a teacher is not able to discipline his or her own children and keep order in their own household, then they will never be able to discipline other children. However, we have through the years found that the children of the staff will be fought by the devil. One of his tactics is causing them to be discipline problems so that the teachers feel discouraged. They begin to feel that if they can't control their own children, why are they trying to teach others. Be on the lookout for this. But, if parents have no order in their own house at all, their children are constantly and consistently out of control, it will never work for that person to teach, especially if their children are part of the school. We have tried this several times and it never works. Children need discipline. Bottom line they don't respect those who do not discipline them or those who are inconsistent in discipline. Being inconsistent in discipline, either by a teacher or the director, is worse than having no discipline at all. A key to being able to tell if the children see your discipline as confusing will be to listen to them. If you hear them say, "just what do they want", then they don't understand what is expected of them. Discipline must be consistent. It has to be balanced. An unruly class with little discipline is not a place where children can learn. A too strict atmosphere is one in which God's love and Spirit cannot flow. By experience you can learn to find the balance that is needed.

The general discipline policies of the school need to be coordinated by the Director in all classes. If one class has a lenient policy, and then the children find in the next grade a very strict policy, they will become confused and this can itself lead to discipline problems. If you have general policies that are established by the Director and given to teachers to follow, this consistency will help or develop policies in which all the staff comes together to make. For example, in our school, in all classes, children aren't allowed to talk back, to constantly get out of their seats, to show disrespect to one another, to have bad language, to do other things during work time besides work, to wear hats, chew gum, to disrupt class, etc. These rules are school wide rules for every classroom. Teachers will be different in their methods of enforcing the rules, but the rules are the same. We have set up a policy of how teachers handle those that break the rules. If they

have dealt with a situation in the classroom 3 times, (dependent on the severity of the problem), they send the student to the Director. If the student is sent several times to the Director, they then are taken to the Administrator, the Administrator discusses with them and their parents whether or not they wish to remain in school. If the student decides to remain, they are given the understanding that if they return to the Administrator they may not be able to continue in school. If everyone is consistent in this chain of command, it will work. However, we have had teachers who would continuously deal with a problem in the classroom not wanting to see the student get in trouble, and fail to send them to the Director. Because there was an inconsistency in the chain of discipline, it gave the signal to all students that there was no chain of discipline, and they could get by. This would in itself create more discipline problems. If there is consistency, the threat of what they know is coming will be enough to cause them to pull back from bad behavior. The purpose of discipline (and this understanding needs to be taught to the children from the smallest to the oldest) is to make them do what they are not making themselves to do. Their behavior is not acceptable, so it must be changed. They need to learn to make themselves change that behavior, but we will discipline them until they do. Stress that discipline is only to make them change until they do so themselves. Hopefully, through teaching and discipline, they eventually will learn to change what they are doing wrong and become self-disciplined. The purpose of discipline is not to punish wrongdoing. It's more than that. It is to help them to learn not to do those things and then to cause them to change in what they are doing on their own. Discipline policies need to teach that. For example, we have a 1-2-3 policy in the younger level classroom. One gives you a warning, 2 gives you time to think about it and drop what you are doing wrong, and 3 times you are out. For example, we give them 3 warnings for talking in class. Usually by the second call they know that if they don't want the punishment of being moved into isolation at a table by themselves, they have to be quiet. They usually eventually learn to be quiet after the first call so that they don't have to be moved. If this isn't consistent, it won't teach anything except that the children can't trust what the teacher is saying or that she is unfair and partial to certain children, and this appearance needs to be avoided at all costs. Discipline won't be taught, but confusion will. A Director also needs to be consistent in their policies. Each student is an individual. Each teacher is too. What works for one teacher and one class may not work for the same teacher with another class or another teacher with the same class, but your major policies need to be standard.

To be effective in discipline you must know the children, each one of them. God's Spirit must lead you in how to deal with each. You must be effective in communicating with them, so that you can gain understanding of the situations that come up. You must be in touch with what is going on in your room, those things that are obvious and those things that are not. That is hard to do if you are teaching up front, or are helping other students. You have to literally have eyes in the back of your head. This can come by practicing spiritual discernment. If you learn to be a good listener to the feeling of what is going on and quick to hear God's voice, you can know things that will amaze the children. You can feel an atmosphere of conflict, or an attitude that comes from one of the students. Don't just feel it and wonder what it is. Pray, find out, and deal with it. If you deal with these things as they come up you can stop a discipline problem from happening. We have had children get an attitude, which caused them later to cause a disruption. We

have learned when we feel an attitude starting to get them to the side and find out what the problem is. They may have a problem at home they need to vent. They may have a situation with another student. If you can talk to them when you feel the attitude starting, then they may talk it through and you won't have to deal with a discipline problem. Often discipline problems start with problems at home or problems in their life. We have (after disciplining them) asked a student, "What is wrong, this isn't like you." They would begin to cry and tell the situation that was making them so uptight that led to their misbehavior. If you can keep open lines of communication and be sensitive to problems, you can help them without ever having to have the situation. You cannot excuse their behavior away, even if it is caused by conflict outside the circumstance in the classroom. You must punish it the same. You cannot give the signal to a student that because they were having a bad day they can act however they want to. Life is not this way; this is not a reality. You have to deal with the misbehavior, and then deal with the problem causing it separately.

Be on the look out for natural leaders. Often you will have a student who will lead others into doing something wrong. This type will usually be very good at starting something, then stepping back letting the others get caught. You can also have someone with an attitude come into the class. Attitudes are one of the most contagious things you'll deal with. Until you find the one with the attitude (or the bad spirit) and deal with them, you won't fix the class. This attitude can inflict an entire class in minutes. Satan can also bring a spirit against your whole school. We have seen an attitude of confusion, or strife sweep through the entire school in minutes. We know who is causing it and join together in spiritual warfare to bind it. This is definitely scriptural. If you don't understand spiritual warfare, don't disbelieve it, I am speaking from experience. If you don't understand it, it is crucial to learn about it.

One of the important things to consider in classroom management and discipline is that you are not always dealing with the "seen", but often the "unseen" has a major part to play. You will be battling a spiritual warfare. Young people are often susceptible to spirits. The devil can play havoc with your school by coming against them. They may not even realize what is happening. This can also happen to your parents. You must learn to take spiritual authority before you take authority in the natural. God has given us spiritual authority. Ephesians 6:12 tells us, "For we wrestle not against flesh and blood, but against principalities and powers, against the rulers of the darkness of this world, against spiritual wickedness in high places." If you aren't careful you will come against the students in the flesh for something that is happening in the spirit. I have almost lost children, because the enemy was causing them to have a reaction to something and I reacted to them in the flesh. The whole thing was a plan to destroy them. This often happens to children who are called for some purpose. We have to put on our own spiritual armor, and we have to walk in the Spirit to guard against these things. We have to understand our position in God and the authority that we have in that position. This is important for everyone who is in position of leadership from teachers, to the board. Study out in God's Word the authority that you have as a child of God and how to use that authority. I have also written a book about Spiritual authority that would be a great help. Contact us to find information about it through the ministry. Contact information is given at the end of the book.

Trust is the beginning of effective discipline. Have a trusted relationship with all students so that they respect you and your decisions. You have to earn a child's trust. Remember that a too severe or an uptight teacher may have mistreated a child. This may happen in the public schools or regretfully in Christian schools. This may seem unreal to you but unfortunately I am being very realistic in what I have experienced through the years. If you have a circumstance where a teacher has mistreated a child, they will expect you to be like that other teacher and will clam up. You will have to earn that trust. A child's trust is fragile. Once it is earned, be very careful to keep it. Understanding is valuable. Let God take over your flesh, the days you don't feel well, the times your nerves are on edge, the children you have a hard time coping with. Let God's Spirit be able to give you the extra strength, love, patience, long-suffering, faith, that you need on a day-to-day basis. Also, remember what you expect is what you get. If you take an attitude with a child, I know this is what you are like and I will expect no better, you will get no better. If you always treat them as if you know they can do better, they will begin to. Sometimes in your past and now, God has had to encourage you into striving to do greater things in your life. Give these children no less.

Let the children help you to come up with rules and punishments, not changing the general school rules, but adding to them. Let them be a part of the discipline system in this way. When they break a rule, remind them that they helped set these rules and that they understand why we need to have them, so why did they break it? Help them gain an understanding that rules are for their good as a whole. Ask them, what would it be like if we didn't have this rule (make them be real in their response).

As we have said before, take care of situations as they start. Don't let them build. Isolate the problem. It may be one or 2 creating a situation. Let children come to you to tell about situations in the class that bother them, this is valuable, but don't let them develop a tattletale attitude that will even eventually get on your nerves.

As a closing on this section, remember children are like clay. Any member of the staff has the power to shape them. We can help shape them into vessels of honor or dishonor. Handle them with care.

Chapter 15. Parents

For your school to be effective in reaching out to the children, and in its outreach as a whole, it is important to establish good relationships with the parents. The parents should be made to feel a part, not only of their child's classroom, but also of the school as a whole. This helps them to be supportive, and to become workers. People in education often have the misconception that they are more trained about how to help children and therefore know more about the children than the parent. I have only known many of these children for a few months or even a few years. The parents are the ones who know their children. It is true that there may be parents who are less than perfect, but I also know many school personnel that are less than perfect. Never present a judgmental attitude to a parent any more than you would to a child with a problem. Reach out to them when they are struggling. Then you will be able to help them become better parents. They might also be able to help you to become a better worker for Christ. Parents have their authority given to them by God's Word. A teacher and all school personnel are to work with the parent in their fulfilling what God has commissioned them to do. Be careful not to do anything that could take away from that role. Never do anything or say anything to a child that would cause them to not respect their parent. If parents are having a problem fulfilling their role, you can reach out to the child and parent and help them both, if you handle it right. Be much in prayer for the parents. Their job is not easy. Remember that satan wants to tear down families. He hates the family, because if he can destroy the love of God in a family, he may be able to keep the children from ever finding the love of God. Don't let him use you to accomplish his goal. Let your life and how you deal with situations and treat their children be the main witness you have to parents. When you openly witness, let God lead you, and do it wisely. We have had parents fall under conviction and weep just from entering into the building. Have this kind of love and Holy Ghost filled atmosphere.

If you have a relationship with parents, you can avoid messes that come because of misunderstanding. There will be misunderstandings. Sometimes parents see or hear a part of something that is going on, and draw their own conclusions. Sometimes a child will tell a parent something that is not true. Sometimes you may do something wrong and need to apologize and make it right. All these things can happen, but if you have a good working relationship with parents, you will avoid a greater problem that comes from this type of situation. There may be some parents that no one can work with. We have had to overlook this kind to be able to help their children. We have, however, a few times, had situations that were too bad to overlook. We have actually expelled children because their parents were such a problem to the school as a whole. They were expelled on the grounds of their children's misbehavior and the fact that that the parent refused to cooperate with the school in these problems.

Keep the parents informed of their child's progress. The parents are the best partners you can have in dealing with their child's misbehavior problems and academic problems. We have found if they back you up with punishments at home, this is most effective. They can make them do homework when they fail to complete assignments at school. They can ground them from certain activities the child enjoys at home if they misbehave in school. Let teaching be a team effort with parents. Make sure parents un-

derstand what their children are learning and encourage them to reinforce this with exercises at home, especially in the elementary grades. Also, get them involved in the classrooms. They may have many talents to add to the school.

It is important to remember that you encourage parents to be a part, but never let parents have control of the school. God has given the Director and school staff the control of the school. You are in charge. We have had over zealous parents come in, try to change things, criticize how we do things (we aren't perfect but we will work on our imperfections, not the parents). Don't let parents, or anyone who comes in to help in the school take control. Wisely but firmly deal with this kind of situation. If their criticism is in the right attitude and is just, use it to become a better school. If it is a form of control, deal with it as it is.

In dealing with families and children it is inevitable in today's world that you will have to face a case of child abuse. Be very wise in dealing with suspected child abuse. Children can say all kinds of things. If a child says something to make you worry, the Director needs to step in and take care of the situation. Don't jump to conclusions until you have talked to the parents. Be upfront, but wise in dealing with them. If you still suspect a problem pray about it and let God lead you in what to do. We have had suspected cases get proven to be wrong without our doing anything. If you seek an answer and find that there is abuse, after asking all you can ask (discreetly) and investigating all you can investigate, it is important to go to social services. If you do, leave your name. It is mandated in Virginia that school officials must report abuse. Social Services will generally only step in when there are proven physical proven signs of abuse or neglect, for example bruises characteristic of abuse, but it is a good idea, if you strongly suspect it, to report it. In dealing with this it is especially important to be led by the Holy Ghost. Find out from Social Services the policies for what is expected from educators in your state in regards to suspected abuse. Also, it is important for you to document everything regarding the case. Document all conversations and dates they were held. Keep details like a journal. All calls, those you initiate and those you don't, need to be documented. Keep records. You may not be asked to give details, but be prepared in case you are. This is a good policy to follow in all kinds of controversial circumstances that you might find yourself in as Director, or teacher.

Chapter 16. *Financial Structure*

The financial structure of the school can determine its success. However, undue importance or stress on the finances can also cause your school to fail. If you concentrate on obeying God and pleasing Him, He will bless your finances and you will even see miracles. You may never have a large surplus, but day-to-day He will meet your expenses.

The main goal of your school must not be to make money to strengthen the finances of your ministry or church. More often than not, you won't find this to be the case. The area of finances is often one of the greatest problems with Christian schools. You need to charge tuition, unless you have no expenses. Expenses will include building (rent and maintenance), utilities, teachers and staff salaries, insurance, employment taxes, supplies, etc. If everyone in your school faithfully on time pays their tuition, you will find finances to be abundant. The major problem with Christian schools is that this doesn't very often happen. It may not happen at all unless you have the right billing procedures and tuition policies, more on this later. You will need to trust God and make sure that you are pleasing Him with all you do so that you can make it financially. You may have to trust Him from day to day, bill to bill, payment to payment, but it will work.

When you begin a school, you might not at first have all the extras you think you need. Teachers will need to be inventive and work on projects to make materials they need. They will need to be creative in using what they have. As you grow you can add extra things. When God led us to start our school, we found out several months after our plans began that another Christian school in our area had closed. We heard they were selling the supplies they had left over. We went to see, but we knew we only had \$200 in our account. The Pastor there showed us the supplies they had, hundreds of text books and supplemental books, teachers' manuals, their library full of resource books, typewriters, desks, globes, PE equipment, overhead projectors, even desks and chairs, everything you would need. We knew that our \$200 wouldn't buy much. The Pastor there asked how much we could give him for everything there. We didn't even answer. He told us that he would let us have everything there for \$200. We knew then that God would help us as we started the school. The faith that grew from that experience has held us through many battles with finances. Remember that God will supply your needs. Don't take the battle of finances on your own shoulders. If you have given the school to Him, it is His responsibility to make the bills and see that the teachers are paid. If the school finds His favor, then He will.

You may find that you will have some lean times. Paid school workers must be totally dedicated to the cause. At first, before you grow, paychecks may come late, but we found that God would meet the needs of those teachers who were serving Him. He used super sales, finding exactly what they needed, a decrease in personal bills, even on one occasion, a worker had an amount of money needed to pay several bills mysteriously put in their bank account by no physical hand. God will supply all our needs according to His riches in glory. Be on the lookout that the devil doesn't cause you to develop "holes in your bucket". He will cause situations that will drain finances, attitudes of extravagance with staff, harried personnel that make careless mistakes, bad bookkeeping proce-

dures, and all kinds of things that gradually leak out finances. The holes may not be big ones, but when your bucket is full of them, a lot of money can be leaked out and you won't realize it. Ask God to show you if there are any areas that this is happening in, and patch these up before you lose your bucket.

We believe that God will one day enable us to provide free education to children so that all that want to come will be able to. This is our vision that we have had for several years. Until God brings this to pass, we will need to charge tuition. Tuition should be based on totaling the expenses (allowing a larger amount than necessary to account for expenses you have not considered) and dividing it by the number of students expected. You can also contact different schools in your area to see what their tuition is. We settled on a lower tuition, because we are located in a low-income area. You might also need to take such factors into consideration. However, as a caution, don't cheapen yourself, or see yourself in a cheap light. Make yourself to be a servant, but realize that there is no free lunch, and those who take advantage of you are making you cheap. You are not. You are reaching out, but you are also meeting a valuable service and you should see this as something that is worth their paying a price for. If you consider yourself to be cheap, even if it is in a servant heart attitude, then don't be surprised when others take advantage of your generosity. Don't let anyone cheapen what you offer. It comes from the throne of God.

Besides our monthly tuition rate, we also charge a registration fee. Students are not considered to be registered unless they pay this fee. Make it a high enough fee so that people will not come in, say that they are registered, transfer from the public school system, and never show up again. Usually when they pay our \$50.00 registration fee, they come back. This registration fee also includes the fee for our school annual yearbook. We have found this to be easier. This way, you know all students get an annual, which is especially important if you make your own, and all are pre-paid. Also, we charge a book fee. Make sure it is enough to pay for the books and allow some for shipping and handling and a little extra.

Ideally the Pastor needs to handle the budgeting and bill paying, setting salaries, etc. Hopefully you will have one with this gift and experience. Set a realistic budget but understand what looks terrible on paper may still, with God's blessing, work in reality. Don't buy unnecessary extravagant things. Stick to what is needed. We once started a school on another school's waste. No wonder they had to close. Don't waste. We even reuse scrap paper. Be wise but full of faith and let God direct you. You will succeed.

17. Enrollment Procedures And Orientation

You must decide which children you will enroll before you set your enrollment procedures. If they do not meet the requirements, you must turn them down, unless God leads you to do otherwise. Don't set an enrollment policy and time after time fail to keep it. When you turn someone down, they can then consider you to be unfair and discriminatory. It is important for you to have a handbook (more on the handbook in a following chapter) that details your enrollment policies so that you won't be liable for discrimination. If you show the parent in the handbook that their child won't fit into your program because the school is open only for the categories listed, you won't be treating them unfairly. The right forms can also help with this. Parents may not be upfront with you about behavior problems their children may have had in their past schools. If there is a place on the admission form, or another separate form for them to write down the information concerning discipline problems in past schools, they will be less likely to lie to you. State on the form that lying about problems will immediately cause the child to be dismissed and that all fees are nonrefundable. When we first started working with the school, we operated under the assumption that everything that the parents told us was true. Never assume this. I have even had parents lie about their student's age when they enrolled. They told me their child was 17, almost 18, which is the legal age to quit school in Virginia. If I hadn't double-checked and caught it, I would have allowed the student to quit school a year before they legally could. Be sure that the information that is given to you is correct by checking it with the school records that you receive from their past school.

We require a student that is enrolling to be accompanied by their legal guardian. If that is someone other than a parent, we require them to give us a copy of the legal document that names them as legal guardian and we keep this in their permanent record. This is important documentation for any decisions you make as well as for billing purposes, especially if action needs to be taken later for unpaid accounts. The legal guardian must sign all forms in your presence. Don't let students take the forms home to get their parents' signatures, even for the best of excuses. This can cause many problems later. We have even had students try to enroll themselves by forging their parent's name.

When you register a student, be thorough and totally honest when you explain your program. Give details to parents who come to enroll. It is good to have an outline to go by of things to explain so that you don't omit details. We have found that being thorough and honest helps to avoid strife that comes from any confusion that they might have. Also, be thorough in the forms that you require them to fill out. We require a lot of forms, but they all have a particular purpose.

Here is a list of the forms we require for enrollment and why we require them. It is important to have parents fill out at least the registration form every year for several reasons, the most important being that some contact information may change from year to year. Copies of these forms are available on request.

1. Admission forms- this is a form that we keep in their permanent record. Include on your admission form a statement about your accreditation status. (Form number one in appendix.)

2. Registration Form- this is filed in a place that is easy accessed in a folder. It is a quick place to get information about the students without having to go through their individual folders. Our registration form contains a statement that we will not refund any tuition, or any amount paid. The parent signs this. This is important. Sometimes parents want to pay a large amount of tuition up front. We make sure that they are staying before we allow them to do this. This can cause a lot problems later. (Form Number 2 in Appendix.)

3. Student record release forms- (Form number 3 in appendix.) These are to be sent to the students' previous schools so their records will be sent. In the state of VA a parent's signature is no longer required on these, but we require it anyway just to make sure no questions come up later. We keep a copy of this in the student's permanent (cumulative) record folder with the date written on it when it was sent to the school. This is important. Our working relationship with the public schools in our area has been rough. If they loose track of students because they misplace a record release form that we have sent, then they automatically place the blame our way. If we have the copy of the record release, we simply copy that for them. This also has the date that it was faxed or mailed originally to them. We also call the school when we enroll a student to explain that they are transferring and ask for any information about the student that might be helpful. This also helps in building relationships between schools. We are careful, however, that our school gives a student a chance to start over. We don't judge them on past mistakes, but we give them an opportunity to begin new. We don't let reports from past schools influence our attitude or love for the student. We have found too often that a new and Christian environment changes them. Some mistakes from the past, however, are grounds not to enroll them. This will be according to your policies that you set up for enrollment. However, be led by God's Spirit. We have had a strong feeling in our spirits that we didn't need to enroll a student. There was no evidence as to why this was so, and there was no reason not to enroll them based on our enrollment policy. We would pray, and something would come up and they would not enroll after all. Then we would find out later what type of problem that they had that might have been a problem for all.

4. Kindergarten immunization forms- check with your local health department for a list of immunizations required by your state and local regulations. Find these by contacting the local health department. They also offer shots. Also, be aware that there are other shots required in later grades. For example, another MMR booster is required in the state of Virginia in the sixth grade. Find out about these as well.

5. Medicine permission form- this is included in the registration form. It has a place where parents can notify you of any regular medication the student needs. It also states which medications the children are allergic to.

6. Liability release form- this states that you are not liable for accidents that occur. You might want your insurance company or lawyer help you write this.

7. Credit information- we turn our delinquent accounts into a credit collection agency (more about this later). At one time, we turned them into our local credit bureau, until their office closed. These institutions require us to have a form for information they need. We also state on the form the purpose for this, so those parents are notified ahead of time, with proof, that this is our procedure.

8. Student's conduct and dress code- (Form number 4 in Appendix.) This presents up front the ideals of your school and the policies enforcing those ideals. The student signs this and it is kept in their folder to remind them later if they say, "I wasn't informed about this". More about rules are included in the handbook section. If they state before they enroll that they are agreeing to abide by your standards, then you are in your rights if you have to dismiss them because they fail to do so.

9. Make sure you have a copy of their birth certificate and social security card. If they are transferring from another school, this should be in their cumulative folder sent from their old school, but sometimes it won't be. As a note--don't just file records that are sent from another school without looking at them to be sure they are complete. Sometimes they won't be, and you will need to call the school and request missing information. Quite often we find that the guidance office there failed to give a student credit for a subject taken, especially classes taken during summer school to make up courses that were failed. If there are things to be added, it is safer for you to have their school to make the changes and send you a corrected copy, rather than you changing it on the records based on what they tell you. This avoids later confusion. Also, be sure that you have records from all schools if they have transferred to several.

10. We require a form to be filled out for parents to put what kind of problems the students have had in their previous school. We state on this form that if a person lies on the form this is grounds for dismissal since they will be enrolling under false pretenses. We also have a drug statement on this form. This states that we have a right to give blood tests if we suspect a child of using drugs. This is so that we can get them help. (Form number 5 in appendix.)

11. Get a list of the subjects the student has been taking if they are transferring in the middle of the year. As closely as possible match these classes. If they have enough for a grade in a subject you don't offer, for example vocational classes, you can give them one half a credit and complete it with one half credit of something you offer. If they do not have at least a half of a credit, they will just have to drop that subject unless you offer something comparable.

We complete a profile sheet for all high school students. It details all subjects they have taken for high school credit. Mostly these will be subjects in grades 9-12, but sometimes public schools count certain 8th grade classes for credits, so you will need to check this. As for our school, we don't allow any Eighth grade courses to count as high school. A

profile sheet will also list what classes they will take in grades 9-12 to be able to graduate. This is just a plan that can be changed later. When you help them plan their classes you should have in mind whether or not they plan to attend college. Graduation requirements must be based on the state's requirements for education. These requirements can be found by calling the state board of education. Keep in touch with them regularly if you have questions. Communication with them can be vital. Be careful though not to give a lot of information that you don't need to give them. Just communicate enough for them to know that you are trying to follow set procedures.

Recently the public schools in our area have changed to the block-scheduling program. The students complete entire courses in one semester. The next semester they complete other courses. This made transfer between theirs and ours very difficult. Take these things into account when transferring students.

Explain the special programs you offer when you enroll a student. Sign them up for the work programs, if you offer them, more about these later. Explain grading procedures and tell parents you will be sending weekly reports home (if you choose to do so). Explain the pay policy and billing procedure. Introduce them to their teacher and show them their classrooms. Give them a list of supplies they will need. If you are using the pace workbook system, you can explain the procedure for using the paces now, or the teacher can do so on the first day of school.

Be thorough in explaining all your procedures, what is expected of students, your policies, how you work with parents, even some of your things that you as a school are working on. Be honest and upfront when parents enroll their children. If you have a thorough orientation process, then there will be no grounds for complaints later, especially if it is about something that they were told in advance before they enrolled. I spend a lengthy amount of time in enrolling students. I am able to establish an understanding, and a communication with them on the first day. This is important and can lead to understanding when problems arise. This can stop problems from growing. I also take time to listen to their reasons for transferring to our school. Often I can find out information that I can use to help them. I can find clues as to whether or not this student has a problem that I can later help them with. For example, I have had students whose parents tell me they are transferring because of the problems that they are having with other students. I find out that they attended another school before that, and had the same problems. This is a clue that I need to watch out that they do not carry a "chip on their shoulder" that causes strife between students. Don't just listen to what they say and accept it face value. They will tell you their side. This is human nature. You'll need to discern the whole truth.

In a lot of this discussion I may seem to appear negative toward people. You just have to be on guard. I don't mean the way of being on guard, which causes you to have a chip on your shoulder toward people. I just mean that if you realize that you are not working with perfect people, and "none are perfect, no not one", then you will be aware. When you are aware, then you will have fewer unexpected and unavoidable situations that will arise.

As an important note: The public school often dismisses students for discipline or truancy problems, even for carrying weapons to school. Sometimes these students may be expelled for a year. They will want to try to continue their education, so they often

will come to your school. When a student enrolls, find out about their background. Don't completely trust the parents or the students to be upfront with you. Contact their old school for any problems they might have had. We also require them to fill out a form that states that they have not had any problems in their past school. We require the parents to sign this and state at the top that lying on the form will be grounds for immediate dismissal. Most of the time they will be honest with this. Let God help you discern problems with the new applicants to keep you from enrolling students that might be a problem or even harmful, but also to keep you from turning down someone that you may help. We have had students that were a problem in their old school because of circumstances with other students or teachers, and when they transferred to us they were never a problem and even excelled. Be on guard though. If you let the violence from the public schools enter your school, what have you gained?

Find out if the student has had a past problem with truancy. The truant officers in our area are good to work with truant problems in our school, especially if it is with a student that transferred to get away from them in the first place. When you find this is the case with someone, tell them your policy is to continue to work with the truant officer and continue with whatever procedure was being made against them. Then contact the truant officer that was over them. We have had good success in working with students with truant problems because children, in general, love to come to our school. If there is no violence, a good attitude between students and between staff, if the school is run well, children will like to come that may have hated school before. If a student is a truant problem you can work with the court counselors in your area if there is not a truant officer that you can work with.

If your school is a nonprofit, it must meet several IRS nondiscrimination requirements to keep your tax exemption. This policy needs to be stated in information that is given about your school: in handbooks, websites, etc. You also must prove that you are nondiscrimination in your enrollment process. There are also forms and information available at www.mimdms.com/jrc.html. You need to include the statement that is given concerning nondiscrimination in your handbook that each child receives or on some other type of form.

We keep an ongoing enrollment register in the main office with the following information for each student: date enrollment, school from, school transferred to, grade received in, date graduated, transferred, etc. When a student enrolls, a card is filled out and transferred to the main office with the needed information.

Chapter 18.

Tuition Policy, Billing Procedure, And Bookkeeping

We have found through experience and through talking with Christian school leaders all over the United States that the most common problem is tuition collection. We live in a flesh-fulfilled, self-indulging age when people are not disciplined to pay their bills, put their budgets in line, or set priorities in their life. At first we overly understood, but through the years we have heard the same excuses over and over, especially ones like the mother who told us, "I can't pay now. My Mother has been hospitalized. My car is in the shop. When I get back from the beach I will see what I can pay." We have even been told, "I don't have to pay. You are a Christian organization, and you won't do anything to me." We have adopted this policy, if a student is two months behind, they cannot return until they make a payment. This sometimes causes a conflict if a student can't pay their bill, but wants to return to school later, after paying. In our area there is sometimes conflict with the public schools if a student transfers back and forth. We give a student an understanding that if they leave, they will be transferred back to the public school they were enrolled in. We call the public school they transfer to and make sure that they have enrolled. Sometimes it is good to have the policy that if a person pays half of their bill they can return, if their bill is no longer allowed to get that far behind. Most of the time in this case they will come up with the money to stay. The back balance is figured in with the new year's tuition and divided into monthly payments.

It is sad, but often church members will use their membership to try to be exempt from paying tuition on time. Or they use their tuition as an excuse to keep from paying their tithes. These two are not to be confused with one another. Make this understood from the beginning with each church member that enrolls their children in the school-tithes are tithes. God requires them. Tuition is tuition-payable to the school, not to the church. It is a bill for services received.

Parents not paying their tuition on time present you with a greater problem. If they don't pay their bills, you can't pay yours. This has forced many good schools to close. Make a good workable policy and keep it, and you will have less trouble. You will find out that if you keep your policy, and parents know that you will, they will be able to come up with the money easier than they thought they would. It causes them to put a priority on paying their account. It is God's Word to be good stewards of what you have. Accounts receivable are a part of the assets of the school. For God to bless the school you must handle this wisely. You cannot allow these assets to be mishandled by not requiring debts that are owed to you to be paid. You also have to keep your witness with the parents sound. At one time we thought that to be strict about overdue tuition was harmful to our witness to parents. We have found through experience, that when you allow people to take advantage of you and you fail to stand up for what is right, that is the greater damage to your witness. They themselves won't respect that.

There will always be exceptions to the rule, but handle these confidentially and very carefully. Choose these exceptions wisely after getting all the facts, checking out credit reports, and listening to the children. They can tell you a lot about their family's situation without knowing that they are doing so. Pray about exceptions and ask God to put out into the open any details that you need to know before you make your decision.

We have worked with parents who we knew would never pay to be able to reach their children. Don't make a habit of this without prayer. You can be easily taken advantage of. In most cases, if something is free it is not respected. We have found a free tuition can create a freeloader attitude in a child. If word of this gets out to other parents it can either cause conflicts, or an attitude among the parents as a whole. We adopted a scholarship fund. Sometimes other people donate funds to go into the scholarship fund so that a deserving student's tuition can be paid. We have also had businesses in the area pay a child's tuition. You must be careful when you do this not to show favoritism, and to do this after much investigation and soul searching of all concerned. We have forms that must be filled out for our scholarship fund, and a list of criteria that must be met before the student will be considered. You will need to decide on requirements and list these. Go by them. We don't advertise publicly about our scholarship fund, but use it for those who need it on a one to one basis.

The director needs to keep informed about overdue accounts. The bookkeeper does the monthly billing. By the 10th of the month, when the past due fine is added (\$10.00 or a certain percentage of the balance due), she sends out a reminder. We have adopted a late fee. This does a lot to keep parents up to date in paying their tuition. The secretary then gives a list of all the amounts owed to the Director. If a student is over a month behind, we have someone call, ask information about why the account is behind, and remind them about the tuition policy. They keep notes and pass this along to the Director. We have someone do this who the parents are not familiar with. They do not give their name. It is an anonymous third party, introducing themselves as the school's collection department, which works well. If the student is 2 months behind, the Director calls them. You can at this time set up a meeting with the school board, if possible, or the Director, the bookkeeper, and the Administrator if it isn't possible to get the entire board together. A pay plan can be worked out here. Or it may be decided that it is not financially reasonable for the student to remain in school. If a pay plan is adopted, if the parent doesn't keep the pay plan, the child may not remain in school.

If a student is dismissed for non-payment (or for any other reason), we send a certified letter to the parents. We notify them that their child is being returned to the public school they transferred from or the one in their district. We keep a dated copy of the letter in the student's permanent records. We send a letter to the public school they came from, and to the truant officer for that county stating that the student is no longer enrolled. In the parent's letter, we state that we have notified them both.

If a parent transfers their child and leaves an unpaid balance, there are several options you can take. We have in times past used the local credit bureau to collect overdue accounts. This works well if the credit bureau is efficient in constantly contacting the parents. If not, it doesn't work. Most will be too busy to do this part of their job well. We have also found that if there is a long list of judgments or people who have filed against them, you may have to wait in line. We have since started using a collection agency. We have found this to be very successful. We have used these two collection companies: Transworld Systems, Inc. 2302 W. Meadowview Road, Suite 202, Greensboro N.C. 27407. (336-294-0705) and Credit Bureau Collections Center, First Point Resources Company, 800-678-4580. This has worked well. There are probably other organizations that are available that offer this service. Be careful about any that require an

up front fee with no guarantee of any kind. This one requires an upfront fee, but also guarantees a certain percentage of accounts will be collected. We require the parents to fill out a form when a student enrolls with the credit information that is needed for these reports. You will need social security numbers of the legal guardians and the students (make sure only the legal guardians sign the enrollment and registration papers, they are the only ones who can legally be made responsible for the bill. If the student turns 18 later during the collection process, whoever signed them in is still legally liable). We require the parents to fill in what they earn, and if the student is working, how much they make, and all their work places and contact information for these.

In our school, our church secretary handles the books for all the divisions of the ministry, including the school. This works well to coordinate these together, though the accounts need to be kept completely separate. It is important that the school stand on it's own financially. Let its accounts take care of its bills. Never get in the habit of letting the church take care of bills the school can't pay. This can be a financial drain on the church. The devil would love to set up a circumstance to close a church this way.

If you don't have a separate person to handle accounts, the church secretary, with the help of the director or the administrator, can do this. Copies of these forms are available on request. These are forms that we use to keep students' payment records, ledger sheets to write down all accounts received, ledger sheets to write down expenditures, a sample running account we use to easily and quickly keep up with the amount of money we have at any given time. Maybe these will help with ideas of how to keep up with these. Adopt them to suit your needs. Establish a thorough system of bookkeeping, keeping records of payments. If not it can cause problems later. Our system has several checks and balances through which it is designed to double-check itself.

Make sure that details of your payment policy are outlined in your handbook, and document that each student has one. More will be in the next section about the importance of a thorough handbook.

We allow a reduction of tuition for our teachers. This has to be handled correctly, or it can cause a great deal of problems with the IRS. I am quoting here an article printed in the Association of Christian Schools International's Legal Legislative Update, which details the IRS regulations regarding staff benefits (26 USC 117). "The school has adopted by board action a Qualified Tuition Reduction Plan according to IRS regulations for those on its staff receiving tuition discounts (26 USC 117 (d). The plan must offer the same discount to all within a board determined "class" to be tax-free benefit. Board action determining the different classed of workers and their discounts are reflected in the official board minutes. Staff members are not paying their children's tuition with pre-tax dollars." Whatever policy you adopt needs to be written and set down.

One of the greatest places that the devil can come in is in the area of finances. If he can cripple your finances he can kill your school, and this has happened to many schools who weren't Spirit led and sold out to God. Therefore, your bookkeeping system needs to be set up carefully. It needs to be a system that is set up full proof so that no matter who comes in, or how hectic their day is, if they keep to that system, the financial structure runs smoothly. This is true with every system that you develop. Our Administrator/Pastor/Ministry Director is a gifted system developer. He is a detail person who is led by the Holy Ghost. You will find that people in key positions of leadership in the

ministry who are meticulously led by the Lord are detail people. He has developed our bookkeeping system. You will need to adapt it to your use. If you will remember that I mentioned before that the devil will create holes in our financial bucket. A thorough bookkeeping system and good communication will help those leaks. The numbers in each segment refer to the numbered forms that are given in the index. This is a summary of our process.

1.The director or school secretary only can take payments. They always write a receipt and note whether it is paid by check, cash, or credit card, and they mark it on the receipt. For easier reference we make out all receipts in the student's name.

2.A payment sheet is completed and attached with the payment and taken to the bookkeepers office. Tuition is never kept in the school office that has easy access to students. It is transferred to the main office discreetly. The sheet tells the name of student, person who paid, receipt number, date, what for, total amount, initials of who received payment and any particular notes.

3.The bookkeeper records each day's deposit on a bookkeeping sheet. The heading of that sheet has the school account named (in case you have several accounts open. It is good to keep the school account separate), the deposit number (we use a running count of deposits numbering deposit tickets to correspond with the number on this sheet. All references to this deposit have this number.), and date of deposit. We list each payment by date paid, student's name, amount paid, and what the payment is for. We total it, give the total and list it broken down by checks, cash, and coins there on the sheet. We keep these sheets and file them monthly with the monthly summary that we do for the account and the deposit slips, expenses and receipts.

4.Each individual student has a payment sheet (Form Number 6). Here we mark what is paid and what is owed individually.

5.The expenses are handled differently. We keep a list of all expenses in a monthly bookkeeping sheet with this information: date, paid to whom, for what amount, and check number. The expenses are numbered. We put corresponding numbers on the receipts for the expenses. Be sure to keep all receipts for anything paid. If it is a monthly bill, keep a copy with the number and check number.

6.We also keep a running total which lists all income and expenses so that we can instantly see what we have on hand.

7.We have a ledger in which we record all the accounts of the ministry. This is monitored by someone who does the ledger work in coordination with the bookkeeper. This gives you another checkpoint.

Chapter 19. Handbooks

We have walked in the Spirit through the years, have walked carefully and upright without fear, and we have had no legal action brought against us. His Spirit has led us in how to handle situations. We have not allowed the devil to back us in a corner or allowed him to put a spirit of fear concerning this, and he has tried to do that. It has also been a great help to have a thorough handbook that spelled out our policies and procedures that we require every parent to have and sign that they have received theirs. This signature page we keep from year to year. This has also been somewhat of a protection against legal action being taking. We simply say to whoever is dissatisfied, "This is what we are, what we do, and how we do it. It is spelled out in our handbook. You knew this when you enrolled your child. We know you did because here is where you signed that you received the handbook."

The handbook should clearly state that this is a Christian school and you will be teaching Bible daily as well as requiring students to take Bible courses. Don't assume parents will know this, especially if it isn't spelled out in your name-our name states Christian Academy. Don't assume parents won't quickly forget this detail if they are unsatisfied with something that is taught. Our handbook spells out our doctrinal stand so that someone from a different doctrine can't argue. It also states that we do not discriminate against a child who comes from a different doctrine. Our handbook also states student and parent rules. We also have a separate operations and procedure manual for all staff and volunteers. This helps to keep uniformity among classrooms, teachers, and staff, as well as letting the students and parents know up front what is expected of them. We also state our tuition schedule and pay policies in full so that there are no unwritten loopholes that people can slide through.

It is important that you have a thorough but workable handbook and that you go by the policies in it. A thorough handbook is only good if its policies are workable for you. It may take some adjustments to make it workable, but when you find policies that work, write them down, include them in the handbook, and stick to them. This is a suggestion of things that you need to include. This is only given as a place to start. You will need to find out policies that are required in your state and incorporate them into your own handbook.

On request, you can receive a copy of our handbook. Some things may have to be changed to fit your school needs, but it will give you a guideline of suggestions. If you have a change in policy be sure to notify all staff and change the handbook. It is best for the administrator and the director to make all policy changes with suggestions from the rest of the staff. They can keep a copy of the handbook on their desks and mark suggested changes as the year progresses, then meet with the staff, decide on definite changes and change the handbook. As a note, at the time our handbook was written, we did not know about the IRS requirements that were mentioned in the last section concerning discrimination. We have this on a separate form, but it would be best to include it in your handbook.

Also include a copy of the calendar of special events, end of the nine weeks, holidays, etc. Also include anything parents or students need to sign that is not included in their enrollment package, for example, student conduct form, etc. We attach these to the

handbook so that we are sure we get these signed. We get our handbook out from time to time during the year to review its policies with the staff. We catch ourselves getting involved in what is going on and pulling away from the policies we've outlined. It's a good idea to review these so that this doesn't happen. Our handbook states our purpose and our philosophy. It is good to review these to make sure you keep them as well.

Also, make sure that the dress policy and your conduct code is detailed in your handbook, and what steps of discipline that you will take to correct this. That way you cannot be accused of being discriminatory in your policies. Be sure that you cover any area such as this that might be a problem area in this way. I cannot say it enough, a thorough handbook will stop some problems of this nature before they can start.

Chapter 20. *Records and Files*

You will need to keep records of several things besides tuition records. Many records will need to be kept permanently for as many years as you are a school and beyond. One of these types of records is the record for each individual student called their cumulative or permanent record. We will give details about these later. Other records are records that are just kept for information. Other records are records such as grade sheets that are just given to the students and parents. For example, we give students grade sheets weekly or at least once a month. These let parents know how many paces the student has completed, and their test grades for each, if they are on the pace system. If they aren't on the pace system we don't do this as often, but it is important to keep parents informed of their child's progress. They are paying for their tuition and deserve to know. Do this whether their progress is good or bad. We are on the nine weeks grading system. It is good to use the same system the local schools around you use to make transfer easier. We send report cards home at the end of each nine weeks. For the paces, we have a report card that lists the paces completed, the date they were tested, and the test grade. We use another type for the grades not using paces. We do not give the original report card to the student, but we make copies, keep the original on file, and give out the copies. We do require parents to sign and return them.

Other records that we keep for the students are found in their cumulative or permanent record folder. This includes all information we have gotten from their previous school. It includes the admission form they filled out when they enrolled with the signature of the person who enrolled them. It includes any diagnostic tests or achievement tests we have given them. It includes a copy of their birth certificate, social security card, and shot record. It includes attendance records. We keep all copies of report cards and grade sheets through the years in a separate file marked with the year. It helps to keep these together in a separate file instead of putting them in each student's permanent record. If a student is not being raised by their birth parent, we keep a copy of the legal document that declares their legal guardian. We keep this in their permanent record folder. We also keep any letters that have been written in reference to that child. For example, if a student has had an attendance problem and you have had to contact a truant officer, keep a copy of any correspondence in reference to that. If tuition payment is a problem, keep copies of any correspondence in reference to that. (As a note here: we keep a copy of all correspondence that is written in the ministry as a whole. There have been countless of times when this has been invaluable.) All records kept in the permanent records need to be accurate and considered very important. It is even illegal to tamper with a student's permanent records. We have a standing rule at the school. Nothing goes out unless a copy is made and it is filed. That means every statement, every letter, etc. that goes out is copied and filed somewhere. You'll find this to be very valuable as a rule.

When a student transfers to you from another school, make sure that all of his previous records are sent for from all of the previous grades. The student may have transferred to several different schools, and you may need to contact all of them to get all their records. If a student is a special education student, these records are usually kept separate

from the school, usually at the city or county school board office. You may have to request that these be sent. It is a good idea to keep a sheet in front of their folder detailing dates they transferred into your school, or out. Also include their graduation date. If a student has graduated and a college requests records to be sent, record on this sheet the date copies of the records were sent. We also keep copies of all record release requests in their folders with the dates of when records were sent in answer to that request. We also keep a roster notebook (see form number 3) with information about transfers and graduation dates so that it is easily accessible, especially if you need information about a student after their folder has been removed from your active files and stored. You will need to keep these permanent records for each student that has enrolled for as long as the school is in existence and after that. It is best for the Director to do the cumulative records. At one time, someone who has a teachers' certificate was required to do these in the state of Virginia. Also, if one person is responsible, then it will be easier to keep things uniform.

Keep students' records away from students. Lock them up. You will wind up having a lot of confidential information in them that you won't want other students to see. It is not even a good practice to show students or parents their own folder; they can easily misinterpret what they see. At one time it was a law in the state of Virginia that anyone under 18 could not see their cumulative record. Check on this.

We also keep a general school file with any information that we get about anything. We are file junkies. We save everything. We have found this to be important. Keep your filing system in an organized manner with a concrete way to label the files so that all using them can find what you put in them. Something you have today that is not needed may be a vital piece of information tomorrow.

Also, a policy that we have adopted through the years is to keep either the work that each student has done, or at least a copy of all their tests. This has turned out to be important at times when we needed to verify that a student did accomplish what we said they accomplished. One example of this would be the time that we had to prove to a military officer who was reviewing the school the amount of work that the student in question was required to do, and had done. We have a program that works with the military. Students over 18 who quit school can re-enroll so that they can earn their high school diploma, which is often required by the military for them to enlist. Some of this might not be applicable for you, but might come in handy later. Remember in all your policies and procedures that you set up, too late won't work. But don't over policy yourself to death.

Chapter 21.

Guidance and Counseling

Guidance and counseling is important at all ages. The smaller children's problems may not seem as devastating as the problems the older children face, but they are very important to them. It is harder for the younger ones to talk about their problems. A teacher is the best person to counsel with them. Their teacher often gets to be a mother image to them. Any counseling needs to be done carefully even at this age. Never try to turn a child against their parents even by inferring. You may not agree about a parent's method, but don't discuss this with a child. If you put a breach between a parent and a child, the rebellion this can unleash in a child may never be fixed. Encourage the children to talk by being a good listener. Sometimes we want to tell them about all their problems and how to fix them without listening enough to find out if our intuition is right. Sometimes just listening to them talk things out helps them to work something out.

Guidance in the later grades requires you to be led by God. You might even have a student that is suicidal and you don't know it. Or you might have one who is hanging desperately onto their relationship with God and needs your guidance to help him. The wrong advice could hasten the wrong choices in their lives. Be careful how you direct them. Don't speak hastily and always think how your words might be received. To do this effectively you must have a workable relationship with all the students. The Director has more time for guidance. Some can be done in the class by a teacher, either as a whole class or some one on one, but they won't have much time for this. Some students establish a relationship with different personnel. We find that our secretary, who is a person not as threatening as a Director or Teacher is often someone that they seek out to talk to. Whoever has the closest relationship with a student needs to reach to them if they have a problem. Severe problems or potentially severe problems need to be discussed with all staff members, especially the Director who has the ultimate responsibility for all the students. This helps all the staff to unite in a team to help this student. This is not to be done in a competitive way or in a gossip fashion, but in love and in prayer.

From time to time we have had students that did not respond to any of our counseling. This is a hard thing. We have recommended them to professional, worldly counselors that made the situation worse. If you do recommend them to a counselor make sure of their reputation and that it is someone you trust. Remember, you won't be able to help all the students, but with God's help you can help most of them.

As a note: New Life Bible College and Seminary, which is also a program of our ministry, has a counseling degree. It is an excellent Bible based program, which is accredited through the National Christian Counselors Association. The school is a Certified Academic Institution of the National Christian Counselors Association-the world's largest Christian Counselors training and licensing association.

Chapter 22.
High School Career
And College Guidance

High school guidance also involves career and college planning. This should start as early as the ninth grade because students will choose the study plan that will ready them for their goal. We have three diploma tracts in the state of Virginia, general, college preparatory, and a modified diploma for students with proven disabilities. The number of subjects required for each, and the courses that are required are set by the state of Virginia. Find out from your state education department the requirements for your state. If a student thinks that they will be going to college even vaguely, we get them ready for it. It is easier for them to later drop the extras than to pick them up, if they change their mind for the harder tract. On the other hand, if they are going to a community college, or a technical school, we don't push the college tract. If we do, we will be forcing courses them to take courses that they may not do well in, ones that they may not need. This will be more detrimental in the long run.

As a part of helping them choose their careers we teach a business class daily. This concentrates on real life skills. We start with planning a career, letting them know all the options. As a part of this, we invite business speakers to come from different occupations. This works well for two reasons. It exposes the students to different careers and it exposes the business people to the school and the students. Also, we choose people who are Christian business leaders that give their testimony as part of their presentation. The class also includes teacher lectures on life skills such as how to budget, how to keep a checkbook, basic business math skills. It also includes how to do taxes, how to pick out your first vehicle, how to do minor vehicle repairs, how to write resumes and fill out applications, how to look for a job and keep it, etc. They also do projects in these areas. They are graded on all these and given a credit for this class. We have a course curriculum that we have put together for career planning, work preparation skills, job seeking and job keeping skills. We have written part of this, and the rest was written in conjunction with our job-training program and with someone who has worked with the Department of Labor in career placement. It is available through our school. It has two parts including a book, "Who Am I And Where Am I Going-A Teenagers Guide to Finding Direction, and a book that is a great Bible based guide for career guidance and job training skills for students. For information about this curriculum contact our school.

We also believe in giving the students as much work experience as we can. We have three types of work programs. We consider them important, but we don't allow them to interfere with their class work. To be able to stay on any work program a student must have a good grade average and stay caught up in their books. One such program is our work release program. The older students (usually 17 or 18 years old) may leave at 1:30 to be able to go to work. Our regular school day ends at 3:00 so this is only 1 ½ hours early. We monitor this by calling the work site at least once a month to find out if they are doing well on the job and what areas they need help in. We also have a job-training program. This works similar to an apprentice program. The student is not paid for the work they do, but they receive course credits for the work experience that they gain. They voluntarily work in a business for an average of an hour a day. Sometimes

this doesn't give them enough time to learn so we double up the hours and let them work two and one half-hours on two days. Some of the success stories of this program include: a student who worked at the local newspaper for two years who was hired as soon as he graduated, another student is now receiving training as a computer technician, another worked in an insurance office, another worked with the local social service, another completed training in a day care. All of these students were eventually hired by these work places, or similar businesses. There are many opportunities in most areas for this type of program. Be very careful which students you place on the program. One student that doesn't work out can cause you to loose that work site for all the students. Also, choose the work sites carefully and make sure you are familiar with the people who own the business and work there. Let them start with a probationary period, if the site isn't happy with the student or the student isn't happy with the site at that time the program can stop then. The right paper work is needed for this program to work. Have forms detailing the program that are signed by the work site, the student, their parents, and the school.

We also have an in-school job-training program for students who work at the school for an hour a day, not for pay, but for credit. We have jobs available in the office, tutoring other children, teacher's aides, even janitorial and maintenance work. These students are chosen carefully and monitored. The skills they learn are thought out. They aren't just given the dirty work to do. The students are chosen because they have shown an interest in that area. We have had several students that worked as teachers-aides go into teaching. Several students who worked in the office became office managers. All of the students who worked in any of our job programs had an edge in the job market because of the experience they had gained, knowledge of that career area, and our references.

Stressing career planning and goal setting is valuable for two reasons. We have a very high success rate of students finding a career or going on to college after high school. They are not only ready for it, but they have a plan that is well thought through. Also, we have found that it is easy for students, especially around the tenth grade to get burned out with school. They stop seeing a point in it and only do it because they have to. Their grades begin to fall and they don't do as well. The Bible says that when people lack a vision they perish. If a student sees no reason to try, they don't. Stressing career planning and work programs keeps a vision and a reason for what they are trying to accomplish fresh in their mind. This is very important. You may think that it isn't good to take so much of the school day with this type of program. We have found that to get students prepared for the real world, ready for what they will have to face, and wanting to achieve now so that they can do well later, this type of program is as important a part of education as Algebra, that they may never use.

If a student is planning to go to college, it is a good idea to write the college if you are not an accredited school. It is best to ask by letter so that they reply by letter. File all these letters so that you will know which ones you have contacted and keep them for reference later. Most colleges enroll students based on their SAT scores, their applications, not the school they transferred from. Occasionally this happens, but as a whole it isn't the rule.

Students should apply for financial aid early in the year, usually around December or January. This is more easily done through the school they are interested in. College

Board SAT tests are very important for college bound students. These can be taken through the public schools. ACT tests are also popular but not as standard as SAT. Send for college catalogs for colleges the students are interested in and keep these in a library.

The Internet is a wonderful resource for career courses, and planning materials, many of them free. Directories of colleges and addresses are available. Be careful of the material that it is not from a certain perspective, for example from a certain religious, philosophical, or worldly view.

Following is a list of resources for business class planning, career planning, and college resources:

Job Training Resources

VA View at Virginia Tech offers much material on career planning. Their number is 1-800-542-5870.

The state of Virginia has an excellent apprenticeship program. Contact them at 540-676-5465.

Your local Employment Office can give you many career-planning resources such as videos, information on how to look for jobs, etc. They have available a wide range of brochures you can use.

Testing Information

The address for the SAT testing program is SAT Program, PO. Box 6200, Princeton NJ 08541. Their web site is www.collegeboard.com. They also have practice SAT's there. You can also find many good free SAT materials including free tutorials on the Internet. Some of these can be found at www.download.com.

College and Scholarship Information

A list of colleges and addresses can be found in the Higher Education Directory, 6400 Arlington Boulevard, Suite 648, Falls Church, VA 22042.

Christian Connector-has lots of information about Christian colleges. Web site: www.christianconnector.com.

Another Christian college directory is found at netministries.org/college.htm.

Scholarship information can be found at these sites: thinktuition.com, get-recruited.com, college-scholarships.com, and at guaranteed-scholarships.com.

Chapter 23. Diagnostic and Achievement Tests

Diagnostic tests are used to measure the students' performance level. It is useful especially when they are transferring in from another school. We use a reading diagnostic test that takes only a few minutes to get the reading level. It is essential that you don't place a student in a level of paces that they can't read, if you are using the individualized curriculum like Alpha Omega. It will only cause them to be frustrated and quit trying, which will defeat your purpose. (Information about how to order this is found in Chapter 13.) In the high school grades, if a student has been in special classes, we also match the level of the course with their reading level. Several of the required courses have more than one reading level. English can be lowered; American History has two reading levels, etc. Alpha Omega offers a diagnostic test to be given to new students and a plan to get them up to their level. This test, however, is so lengthy even the best students do poorly. It may not be an effective diagnostic tool.

Achievement tests are given to measure a student's achievement levels, and what they have achieved. These particular tests are given in the public schools, in Virginia: the SOL tests, the Passport Literacy Tests, and the Stanford Tests. We use the CAT (the California Achievement Test, which does not include science with the material in it that we don't teach). We also use the Stanford test that we get through the Association of Christian Schools International. They have taken the standardized Stanford test that the public schools in our area use and adopted it to be used by Christian Schools. We also give a standardized test to seniors before they graduate. We use the California Achievement test for this, which gives their achievement level in terms of grades. They must score the end of the twelfth grade to graduate. If they don't, we give them paces to reteach their problem areas, and then they retake it. Also available are the ACT tests that are given in lower grades as well as a test for high school seniors. It is becoming more accepted by colleges.

Tests must be used carefully. All too often we place too much importance on a test score as being the absolute answer to what a student knows and we may even begin to score the school by and the teachers by what the students score on a test. This might not always be valid. For example, the state of Virginia recently changed their SOL tests. Things they were requiring children to learn in the third grade were suddenly required to be taught in Kindergarten. Understandingly, students passed their SOL tests in very few schools in the state. The state declared how bad its schools were because they couldn't pass and went on a campaign to raise the standards. Were the schools at fault or the test used? Choose the tests you use wisely. Make sure the material expected is taught on that grade level in your curriculum. Also, keep in mind that there are many factors that may contribute to a student's test score, which have nothing to do with their achievement. They may not have gotten enough sleep the night before, they may have a lot of anxiety about taking a test, they may not understand the directions but don't ask, they may get confused in their numbering. All these could cause a child to look like they are not achieving on their grade level, when they are. Tests are important if you use their results wisely. If a child's day-to-day performance does not meet with the test results, the test results might not be right. Keep test results in their permanent records each time you give a test. If you don't think the test results are true put a note with the form. Also, as a note,

make sure that you keep the tests, answer keys and all material for it in a locked file in an isolated place. Allow limited access even to the staff for the tests to be valid.

Following is a list of addresses for companies that have testing catalogs:

1. CAT (California Achievement Test) CTB Mcgraw Hill, 2500 Garden Road, Monterey, California 93940
2. Riverside Test Resource 804-379-8341
3. Alpha Omega 1-800-821-4444
4. ACE 1-540-496-7777
5. Bob Jones has tests available at 1-800-845-5731
6. ACT is a test similar to the SAT but has other levels than just the college boards for juniors and seniors 404-231-1952
7. Harcourt Brace Company has many tests available; one problem, you have to get them in lots of 25 per grade, 1-800-211-8378
8. Association of Christian Schools International, PO Box 35097, Colorado Springs, CO 80935. Phone-719-528-6906. They have an excellent testing service available which includes a scoring service. You do not have to have a certain number of students for them to work with you, which works great for smaller schools. They offer the Stanford Binet, which they have adapted to use for Christian schools. They leave out things that we don't teach and even have Christian oriented questions. One plus-if needed you can order these individually. Most testing services require you to order at least 25 for each grade. There is one drawback. To be able to order the tests from them, you have to be a member school which requires a pretty large fee.

Chapter 24. Daily Schedules and Yearly Calendar

The most important fact about scheduling to remember is that in the state of Virginia requires 180 days in a school year. You will need to find out what your state requires. We start our school year the day after Labor Day and we end it always by the last Friday in May. We include the major holidays: Thanksgiving, Christmas, and a week for spring break at Easter. It is best to coordinate these holidays, if at all possible, with the public school holidays. The year can be divided into 4 nine weeks periods or 6 six weeks periods. It is best to set the same grading period as the public schools in your area use.

There are several ways to set up the daily schedule. It will depend on the type of curriculum as to what schedule you use in that class. It will also depend on the number of grades that are taught in the class in the elementary levels or the levels not using paces. Enclosed at the bottom of this section is a schedule suggested for the elementary school with different grade levels included in one classroom. It is essential that a schedule works for you. Chaos can result in the classroom and important classes won't get taught if a schedule allows a group to have too much unused time or there is not enough time to get everything in. Be on the lookout for such problems and adjust the schedule accordingly.

In the grades that use the paces, it is important that breaks are given and that other activities and classes are held so that the children have a chance to participate actively. We have a business class, Bible class, Social Studies and Science class to study current events, Computer and Typing for Middle School through High School, activities such as our school paper and annual, PE, and other activities. They can usually sit for 2 hours solid and work on their books in the morning. We do these extra classes until lunch and an hour after lunch. They work on their books until 3:00 in the afternoon. We have started setting up class times for the students using paces. The public school in our area, because they could not understand how paces worked, could not understand why we didn't have a set number of hours a week spent on Math, a set number of hours spent on Science, etc. We started requiring students to work on a given subject at a given time. This also works well because this insures that students work in all their subjects and not just in the ones they like, saving the ones they dislike to be done at the end of the year. If you are not using the pace, individualized instruction, the book company that you get your curriculum from will probably have some good sample schedules to go by, even for multiple grades. I know that ABeka makes schedules for multiple grades available.

Our school day runs from 9:00 to 3:00, we begin a little after the public schools in our area start and end a little before they end. This allows parents who may have other children in the public school to drop off and pick up our children before they get the others, which is convenient to them. There are a minimum number of hours that is required for the school day by state mandate. Check on this with your state.

Our yearly calendar is a guide for all our activities. We save last year's and add to it yearly. That way we make sure that important dates are kept, such as when we should start measuring for caps and gowns, when we should start selling ads for the annual, etc. We also put in it days the nine weeks end, when teachers are expected to complete report cards and have them in the office. We include dates special speakers are coming (saving this calendar and adding to it also reminds us what speakers came the year before). It includes special events such as field trips and school programs for the parents. It has

special class events individual teachers may plan. It has certain duties that different teachers need to fulfill and the dates they need to be completed. It is important for this to be located in a central place so that all can discuss scheduling their plans. The Director or the Secretary is in charge of adding dates. If everyone does you will have confusion. Keeping the calendar year to year also reminds you about the activities you did last year and helps you plan new ones.

When you combine classes into one class in the elementary grades, scheduling is a challenge. Following is a sample schedule for elementary that has K-3 in the same classroom with one teacher and an aide or student helper.

Sample Schedule

(Keep all groups under 15 or 20 minutes. I didn't write the time in for each group. It is understood that each section is 15 minutes. Make sure other groups don't bog you down with questions. Allow questions only at question time. The ones with questions continue to work on what they can do on their own while waiting for your help.)

Bible

Explain board work and seatwork to all grades and make sure they understand directions

Kindergarten Phonics in a group and assign phonics page

Question Time for 10 minutes for all groups

Kindergarten Math in a group and assign math page

Question Time for 10 minutes

Helper reads with Kindergartners or reviews their letters and numbers if they aren't yet reading and makes sure they finish their morning pages.

Reading Groups for all the grades-make sure that the others do not interrupt your groups

Question Times for 10 minutes

Phonics Groups-grades 1-3 separately (if you don't have time for them all finish them after lunch)

Lunch

After lunch have them get their finished work out on their desk then put their heads down. Check their work over to make sure they completed it correctly. Have them finish what isn't completed and check over it later. Do this while one of the older students reads a story.

Social Studies, Science, or Art

Finish morning groups you didn't complete

Kindergarten lays down for 30 minutes then does book work, looks at books or puzzles quietly

Assign afternoon work for grades 1-3

Math groups-go over their page orally then have them do it at their seat

10 minute question time

Third grade ***Language*** group- go over assignment and then they do their page at their seat

Writing assignment for K-2 while grade 3 does their language. Put it on the board so that they can copy it exactly.

PE for those that have finished their work. Check to make sure all have finished.

This schedule isn't divided into exact time allotments, these you will have to adjust according to your days length, This schedule seems to work the best for these grade levels. It allows you freedom for the time for each thing but if you go over 20 minutes, it will throw the entire schedule off. Lunch and Playtime are ½ hour long.

Chapter 25. PE, Health, Driver's Education, And Computer Classes

You will need a good PE Program for grades K-12. This helps to break the day up as well as giving healthy outdoor exercise. We go outside as often as we can. This provides time for instruction in team play, sportsmanship, etc. Our exercise time is not strenuous because we have no place to dress out. The elementary and middle schoolers then have game time. We play different types of sports in the high school. All PE needs to be structured and planned by the teacher. Make sure that children are never outside at any time without adult supervision. If an accident was to happen, and no adult supervision was present, then you would be in a position to be held liable. In the state of Virginia we are required to have at least one person present at all times who is certified in First Aide and CPR. (This is also required for church services or activities involving children.) The Red Cross in our area comes and teaches first aide to our children and staff free of charge, except for the cost of the books.

The middle school and high school also need to have health. We do this on the days we can't go outside for PE. Good Christian health books are available through ABeka books and other curriculum companies. Don't use secular books that have the world's point of view about sex education. We also have classes that teach the history and rules for different sports.

Driver's Education

Driver's education is a must, but is very hard to find a driver's education teacher that is not teaching in the public school. Sometimes, if they are not full in their own class loads, public schools will accept students for summer school that are attending private schools, or home schooling. The best situation is to have one of your staff you can depend on to be there forever take the few classes required and become a certified driving teacher. Check with the DMV for information and regulations concerning the classes. If you decide to have classes at the school, shop around for insurance. The rate can be unbearable. If a teacher at your school is not available, check with the Christian schools in your area and discuss sharing teachers and facilities. Also, there may be a drivers' education teacher in the public schools who would like to earn extra money during the summer. Check with the school board and then with the schools to locate one. We have a private driving school in our area. They charge the same we were charging when we offered it ourselves. The workers are Christians and we know that they can be trusted with our students. We refer students to them. The state of Virginia has passed a regulation that allows home school parent's to do the behind the wheel portion of the driver's education program. Be aware however, that this is only allowed for those parents who have signed up with their local school board to home school. Also the state of Virginia offers an online driver's education course that is acceptable for all students whether they are signed up to home school with their county, or whether they are not. Information as to this course and regulations concerning driver's Ed can be found through the DMV. If you have ever dealt with the Virginia DMV, you will find this to be a very confusing and frustrating ex-

perience. Here are two people that are over the driver's education in the state, and you can find sound answers for your questions from them: Harriet Sweet (757-591-4603), and Vanessa Wigand (804-225-3300).

Computer Classes

Computer needs to be taught in all the grades if at all possible. You can find computers through second hand computer stores. Also, we have a wonderful working relationship with the people who own a computer store in our town. Their children have been students at our school through the years. They often donate computers and their services as well. This might be an option that you would need to check on. When you buy computers and equipment, if you choose not to get the more expensive new computers, it is better to get refurbished ones than used ones. There are also several organizations that help non-profit groups get computers. Another option for funding for a technology program would be grants that are available for this. Use caution in applying for grants that there not be any restrictions apply that would restrict your religious freedom.

This is an outline of our present computer course.

1. www.micrologic.8m.net-this is a great general information course about computers
2. We also use tutorials found at www.learnthat.com. These are easy to follow and don't contain a lot of computer jargon.
3. We have the student's go to the Windows tutorial that is found in the windows program that you use by going to help, and tutorial. We have the students to do this and take notes on what everything they do. You can then give them a test that you have made from information that you find there.
4. We then teach a word processing course in the same way as the Windows tutorial. Have them take notes. Make up a test and give it to them.
5. You can then teach a course on the use of the Internet by having them go to the tutorial for whatever Internet program that you are using. Use the same procedure as before.
6. You can then teach an e-mail course by using Outlook Express or whatever e-mail program that you are using. Follow the same procedure as before.
7. Then you might want to teach a publishing course. You can find *Serif-plus* free by going to download.com. This is a great publishing program and it has a good tutorial program as well.
8. Then you might find other special interest programs that are available at download.com or zdnet.com (both have free programs however, avoid downloading those programs that only offer a free trial version for a short time period.). You might want to try a drawing program, introduce a photography program, etc.

Most programs have great tutorials that are made to sell their program. Usually these are not on a really difficult level and they are thorough. Instead of purchasing other programs, use what is already there for you and turn it into a class.

There are many places that you can find free or low cost computers for schools. Here is a list of possible connections for computers and software:

1. Computers for Learning, 888-362-7870
2. East West Education Development,
23 Dry Dock Ave.
Boston MA 02110 617-261-6699
3. Department of Defense Educational Institutions Partnership Program,
701 S. Courthouse Rd. Arlington, VA 22204
4. Free Software is available at City Link Project-Floppies for Kiddies, 4060 Highway
59, Mandeville, VA 70471 504-898-2158
5. National Education Technology Initiative, PO Box 55303, Sherman Oaks CA 91413
818-780-3344

Other places on the Internet to find free educational software, or shareware are:

www.download.com

www.shareware.com

www.freeware.com

www.tucows.com

www.completelyfreesoftware.com

www.zdnet.com

www.thefreesite.com

If you search under free software under yahoo you can find scores of other sites.

There are also many tutorial type programs that are available on the Internet. These can be found at the following sites:

Basic Computer Handbook-www.micrologic.8m.net

Many computer courses are found at www.free-ed.net, and at www.learnthat.com. There are Internet tutorials also at www.northernwebs.com/bc.

You can also find a lot of free good tutorial programs that you can download at the free software sites mentioned above. As a note of caution: if you allow students to use the Internet at school, do so only under strict monitored conditions. You can find safety programs that restrict what students can access. Don't, however, underestimate the computer abilities of your students.

Chapter 26. Bible Class and Curriculum

Everyday, in all grades, we have a Bible class that is taught by the teacher. Sometimes in the upper grades we have special speakers, but only those we know won't be confusing. In the elementary and middle school grades Bible is usually first. We start their day out singing. It changes the atmosphere in the whole school when these little ones start praising God in song. In our Bible classes we try to be led by the Holy Ghost. It is easy to depend on a devotional book, but more effective to depend on God. Be careful not to bring confusion by what you teach. Handle doctrinal questions wisely. Never tear away what a child believes. Just add to it and let them choose the best. If you are living and breathing what you teach, they will see which they want to follow. Be careful not to preach at their faults or you will lose their respect and they won't hear anything you say. Teach to their needs. We often have students that have been in church all their life but have no practical knowledge of the Bible. They know that God helped David kill Goliath but have no idea of what that has to do with them. Make the Bible real for them and show them how it can relate to their life and the problems they face. Also, often a child who has grown up in church all their life tunes things out. Don't assume that children who have lived their life in church know about the Bible.

Know what you believe, and then you will be able to teach it without causing confusion. If you don't understand something completely, don't try to teach it. Also avoid topics that cause confusion. There are some topics that can't help them in their lives, but they will cause debates that go round and round and emotions that go with them. They are of no use to anyone practically. Don't let these things be brought up even by students. You may be reaching out to someone in the Holy Ghost and the devil cause a question to be asked by a student that gets everyone side tracked. What God was trying to accomplish gets derailed.

Encourage the students to share their needs and pray for one another. This may take a while, but don't give up. At first no one may speak out and voice their requests, but keep encouraging them and soon they will. This builds unity in the class. If you have unity you can have revival. Keep unity. Don't let the devil sow dissension among students, students and staff, or among staff. Praying together helps keep this away. Encouraging communication among all helps. If you have unity, it is an atmosphere the Holy Ghost can move in and you can have revival. Not long ago a revival spirit settled on our school. It lasted for several days. Eleven children of all ages rededicated their hearts to the Lord. Parents would come into the school and start crying from conviction, confessing they knew they needed to give their lives to God. Children led other children. To have this kind of move of God you need to keep in the school an atmosphere that the Holy Ghost can move in. Unity is a key. Your main purpose is to lead these children into a relationship with God. You can't do that without God's power. You can't do that if all the staff is not firm in their own foundation. You can't do that if you are side tracked in concentrating on everything else. You can teach a child Algebra and they still fail in life and spend eternity in hell. You can give them a relationship with God and teach them how to stand faithful in it, and what you teach will last in their lives for eternity.

Below you'll find a poem that sums up educators affect on children.

Two Builders
Author Unknown

A builder builded a temple; he wrought with care and skill.
Pillars and groins and arches were fashioned to meet his will;
And men said when they saw its beauty, "It shall never know decay.
Great is thy skill, oh builder, thy fame shall endure for aye."
A teacher builded a temple; she wrought with skill and care.
Forming each pillar with patience, laying each stone with prayer.
None saw the unceasing effort; none knew of the marvelous plan;
For the temple the teacher builded was unseen by the eyes of man.
Gone is the builder's temple; crumbled into the dust,
Pillar and groin and arches, food for consuming rust;
But the temple the teacher builded shall endure while the ages roll;
For that beautiful, unseen temple was a child's immortal soul.

Chapter 27. Graduation

Before a student can graduate they are required to meet the following:

1. Complete all required subjects for the appropriate diploma based on the state's requirements. You can get a list of graduation requirements from the state board of education. You will need to check your requirements to make sure they meet these regulations. They change from time to time so it is good to check these periodically. Double check all grades and records for the students from all previous schools to make sure they have completed and passed all required classes. It is possible for students that have used the paces for several years to graduate early. We have had students graduate at 16. This doesn't work. We discourage it.
2. All books must be returned.
3. All fees must be paid in full before we allow a student to participate in the graduation ceremony or receive their diploma. You need to notify them of this policy continually through the year.
4. If a student finishes their work early in the year they participate in the only graduation ceremony we have. The student can only stop coming to school if he is a senior. (If the student finishes their work before the end of the year and they are underclassmen, they must remain in school for the school year. They start working on their next grades work.) Also, if a student can possibly finish their work during summer school we will allow them to participate in the ceremony but we hold their diplomas until they are finished with their requirements. During the ceremony they receive a diploma cover just like everyone else's' and no mention is made that they aren't receiving a diploma.

We print our own diplomas on parchment paper. We have an official school seal that we place on an embossed gold seal. It is important for you to have a school seal for official records such as diplomas and record transfers to other schools, especially colleges. You can get these through the office supply stores. At one time we made students miniature diplomas and laminated them so that they could carry them in their billfold. We use covers photographers use for pictures as diploma covers. These work well. You can also find document folders at office supply companies and some Christian bookstores that have certificates.

We order caps and gowns through this company: Oak Hall Cap and Gown, 800-456-7623. We highly recommend them. They have quick and efficient service. Another company we have used is Collegiate Cap and Gown (Herff Jones) 1000N. Market St. Champaign IL 61820, 217-351-9500. We order these by the middle of March to be sure they arrive in time to try them on and reorder in case of wrong sizes. If you aren't sure a student will be finished, order them anyway and they can use it next year or they can sell it. Or you can return it. Keep a list of students who are willing to sell their caps and gowns after graduation for one half price so that someone can buy one that might not be able to afford a new one.

We also print our own announcements. Or you can get these done at a local print shop. Make connections in the fall and find out later how early they will need to be ordered. Students should receive them a month before graduation. You may need to restrict the number of invitations according to your number of seniors and the room in your facil-

ity that is available. We don't have a company available that has class rings at a reasonable price. Our students go to the local jewelry stores. Even Wal-Mart has good rings for a reasonable price.

Your graduation ceremony needs to be a personal loving time. It may be the last you may see some of these students and the last time you will be able to influence their lives. A professional, formal type service won't accomplish what you need. Also, let God lead you in who your speaker is. Keep in mind many of the parents may have never been in church and may never again. Make sure you obey God in all you do and say.

Keep in touch with the seniors after they graduate if at all possible. Don't underestimate the power of your influence in their lives. Not long ago I was visiting a student who had graduated ten years ago. I hadn't seen her but a few times since graduation. As I was leaving her home, God directed my attention to her diploma that was framed and hanging in her living room. It was hung in a prominent place where everyone could see it, and I knew from this that this was important to her. God reminded me through this that their memory of what we stand for and the influence we had in their lives will continue long after they leave. Continue also in guidance making sure they are in some career or headed toward one. Just because they leave, your influence in their life doesn't have to stop.

Chapter 28.
Accreditation Information
And Help In Working
With the Public Schools

In the state of Virginia it is not required for a school to be accredited. Check with your state board of education concerning rules for this. Most state boards have a department that deals with private education and they will be helpful. This department will usually have information on the state department of education web site. Many of the restrictions for private schools are listed there. You may find that some colleges may not accept your credits if you are not accredited. Most colleges are interested in a student's performance, which is based on their SAT scores, not in what school they come from. There are associations that will accredit your school. Some are not reasonable in their requirements. Some of the associations even require that you have a full staffed library, that your secretary be certified, that you have a full staffed cafeteria, and other requirements that really don't affect your academic standards. Most of them require that you have a certified teacher for every subject that you teach. New Life Christian Schools and Colleges offers an accreditation program that is designed to be practical, not all about money, and one that will meet your needs. You can find information about the program at their website at www.nlscsi.net.

There are many pros and cons with accreditation in Virginia. One con is most accreditation associations are run under a controlling government association, the VCPE (the Virginia Council for Private Education). The State Board of Education controls this. This places you indirectly under government control. This is turning out to be a very bad thing.

There is much more to accreditation than meets the eye, therefore, if you are not accredited through an association or even if you are, it is a good idea to make a statement on your admission form that states something like this: *Home school and private school regulations vary from state to state. If you plan on reenrolling your child in a public school in the future, you will need to check with them to be sure that our credits will be accepted. Some states and localities only accept credits from state accredited schools. Private Christian Schools do not fall under state credibility. Also, check with each locality concerning home school requirements.* (Add this last statement if you work with home schoolers.) (We also add a statement concerning colleges.) *All the colleges that students have been enrolled with since the beginning of our school program have accepted our credits. We find that students are accepted based on their SAT scores and achievement. However, you might want to check with the colleges that your child is interested in enrolling in.* If you have a similar statement on your admission forms, then it is understood by anyone that the person who enrolled their child was aware of any problems that might come up, and they enrolled at their own risk. This statement has not turned away any students, except those who were not serious about their commitment to Christian Education. This actually deters having to deal with those people who come to escape the public school instead of those who come because of a commitment to Christian education. This is a plus in the long run.

In dealing with the public schools in the issue of accreditation or any issue that comes up, you will find that upfront communication and understanding between both goes a long way. Establish a relationship with the local public schools when you open your school. Visit the school boards in the surrounding areas, and the principals in the local schools. Ask them what things you could do to make sure you are cooperating with them concerning student transfers, etc. Make sure you have a Godly attitude in face of attitudes they may give you. They may just try you to see if your intentions are right. Don't become argumentative, if you start a conflict it could last for years and spread to other school systems. Let God be in charge of the situation and let Him work. But at the same time that you do all this, be aware that they will not have your best interest in heart. Don't volunteer a lot of information about your program that they don't need to know. Guard what you say. Be aware that it might be used against you. You will be dealing with a system that has proven to be as a whole anti-God. Don't expect them to be pro-Christian Schools.

You may need legal advice for dealing with the public schools or for handling other situations. Here are some groups that do legal counseling for Christian schools for free. Gibbs and Craze Co. are a group of lawyers that do legal work for Christian organizations for a donation. Their address is: 100 Erieview Plaza, 34th floor, Cleveland, Ohio 44114.

Chapter 29. Creating a Home School Extension

If you are not able to financially start a school or you may not have the facility or staff needed for a school, but you still have a vision of doing something in Christian education, you might try starting a home school extension. To do this you gather together the homeschoolers in your area that are interested. You let them meet at your home, church, or building. You oversee their work, do their grading, and keep records for them in much the same way that a school operates. You could run this in much the same way as a school. However, you would not be considered a school, but a group of homeschoolers. For more information on how to do this contact the home school legal defense association. Their number is given in the previous chapter. See our website for Helps For Home schoolers, www.nlcm.net. Go to the school section at the top of the page.

Another idea for combining home school and school is found by going to the website for the University Model Schooling at www.naums.net.

Organizational Steps *Your "Things To Do List"*

We have had many schools ask us to give them a list of things to do when they are organizing their program, and when they need to do these. We have developed the following list to help you get started in organizing your school program.

To Get Started

1. Determine your vision. Determine your purpose.
 2. Develop an "inner circle" of those who have a school as a vision, those the Lord leads to you.
 3. Gather information from other schools. Visit any in your area that will help you. Most schools are eager to help.
 4. Determine how your school will operate, whether under the church or not, and organize its structure.
 5. Determine your location. Check with other schools in the area about locality codes: health, building, and fire.
 6. Determine the number of grades that you will offer.
 7. Determine your curriculum.
 8. Set your tuition rates.
 9. Announce the date of the opening of school and what you will offer. Put an article in the local paper about your plans.
 10. Begin to seek out teachers.
 11. Check with other Christian Schools in your area about the state requirements.
 12. Check with your state's web site concerning organization and requirements for Christian Schools.
 13. Set up your requirements for the staff and the duties for each.
 14. Set up your salary schedule and what benefits that you will be offering.
 15. Set up a bookkeeping system. Make sure that you have a system for taking care of the receipt of tuition, checks, deposits, withdrawals, and a system for keeping track of expenses.
 16. Set up your forms for enrollment, and all other forms that you will need, plus your enrollment procedures. Develop your letterhead and logos.
 17. Set up your handbook with rules and policies for the students and parents.
 18. Prepare a list of materials that you will need to get started. When you visit the school that is operating already, note what supplies they have.
 19. Begin enrollment. This would be best to do sometime toward the end of the school year prior to your opening.
- June
20. Plan your schedule of events and school calendar.
 21. Develop a "back up" for personnel who have to be absent and make for them a substitute packet for each personnel to have to leave for their substitute.
 22. Decide on your physical education program.
 23. Decide on your lunch program.

24. Develop your teacher handbook.

July

25. Begin to order curriculum at least by July.

26. Organize your classroom sites and the teachers for each. Let the teachers come in one day in August to further organize their classrooms, if you are opening in September. This should be several weeks before school.

27. Develop classroom schedules.

28. Prepare a plan for keeping maintaining and cleaning the building.

August (if you are opening in September)

29. Have an open house for churches and community.

30. Have a workday the week before to have orientation for the teachers. Have part of that day as an orientation for parents and students as well, and be set up to enroll new students on this day as well. Be sure to put an article in the local paper concerning this.

Disclaimer

Keep in mind that this book is written to give you information to help you. This book is an outline of policies and procedures that have worked for us through the years. It is not meant to be a legal guide. I state many times throughout the book that schools must find out the policies that are required in your area. We are not in any way held responsible for those who use this book to develop their policies and procedures.

TEST

Your test for this course is a 10 page paper writing a paragraph summarizing each chapter in the course. Also include at the end of the paper a summary which states the following:

- ❖ What were the main parts of the course that ministered to you?
- ❖ How will you use the knowledge that you gained in your ministry?
- ❖ How would you rate this course on a scale of 1 to 10?
- ❖ How would you improve this course?

Closing

It is our prayer that this book helps you in your ministry. Get a vision and stand faithful to what God commands you to do. He will be faithful in His part. It is also our prayer that there be a genuine, love-filled, Spirit-led, Christian school in every town, and city. There is such a great need. Every child of God, and the children of every child of God, deserves the chance to be educated in the way God intended as He has directed us in His Word. The sum total of the picture of education in God's Word is that the church be in charge of educating the children of the church, not a system that is against everything we stand for. We worry why our children are the way they are, but we allow a system to educate them that openly teaches them that our values, our truth, our way of life, our moral standards are all wrong. The school helps to shape our children as much as parents do. Our children spend over 7-8 hours in the care of the school system each day, and only 5-6 waking hours with their families. What is shaped into their lives, hearts, and minds now, will last forever. The scars from wrong choices that they may make because of the influences around them will last forever. In a survey completed by a reputable source, only 9% of Christian teenagers believe in moral absolutes. Only one of ten of these live by them. Let's get real about Christian education and unite in our efforts. The need for Christian education is very real. Not just a need for any school, but Spirit-led schools with Spirit filled, Truth producing saints, filled with the love of God, with the heart and hands of Jesus extended to His children.

About Our Ministry

New Life ministry operates Christian Academies. We have an onsite program, an international correspondence program, and extension school program in which we help start schools and function as an umbrella. For more information see our web site at www.nlcm.net or contact us at 276-730-0706, New Life Ministries, PO Box 1268, Hillsville, VA 24343. We also operate an accredited Christian College, New Life Bible College and Seminary, which offers degrees in Biblical Knowledge, Christian Counseling, and plans for a Christian Education degree.

About the Author

Sandy Haga has been in education for many years. She has taught in the public schools as well as Christian Schools. During that time she has taught in every grade level from kindergarten to high school. She has been a teacher, as well as being the Director of a Christian School that she helped to organize. She holds a Doctorate Degree in Education, and also has done extensive study beyond that in areas of special education, reading specialist, and administration. She presently is working on her Doctorate Degree in Counseling. She has served the Lord full time in a ministry dedicating herself to His service, and to the children, through Him, whose lives she has touched.

Appendix 1

Upon request, we can send you copies of forms that we have used. When we first started, this was the most time consuming thing that we had to do, to develop and design these forms. This would be a help to you as you organize your school. We will also include a copy of our handbook. This will help you to have some ideas of what to include in your own. To request these, call at 276-730-0706. Or email us at school@nlcm.net.

A Final Encouragement

A scripture that we use on a lot of brochures and website is Isaiah 54:13, *“And all thy children shall be taught of the Lord: and great shall be the peace of thy children.”* This song talks about this verse. It is a great incentive to starting or staying faithful to the vision of a Christian School.

Thy Children Shall Be Taught Of The Lord

Verse 1

All across America a new day is dawning,
A people is rising across the land,
Standing up to say the world won't teach our children.
We'll sacrifice to find a better way.
We're tired of what's going on in schools.
We know God has a better way too.
So teach on church, teach on families,
And let your children be taught of the Lord

Chorus

For thy children shall be taught of the Lord
And great will be their peace.
The hand of the Father will be upon them.
They will live in His victory.
When your children are taught of the Lord.

Verse 2

I see young people rising so tall and proud.
Their heritage is shining as they stand.
The teaching of God's Word the standards they have learned.
They hold like a banner in their hands
They've no time for compromise or for this world's lies.
They're ready to turn their world around.
So teach on church, teach on families,
And let your children be taught of the Lord.

