



ALETHEIA CHRISTIAN SCHOOL

Parent-Student Handbook 2026-2027

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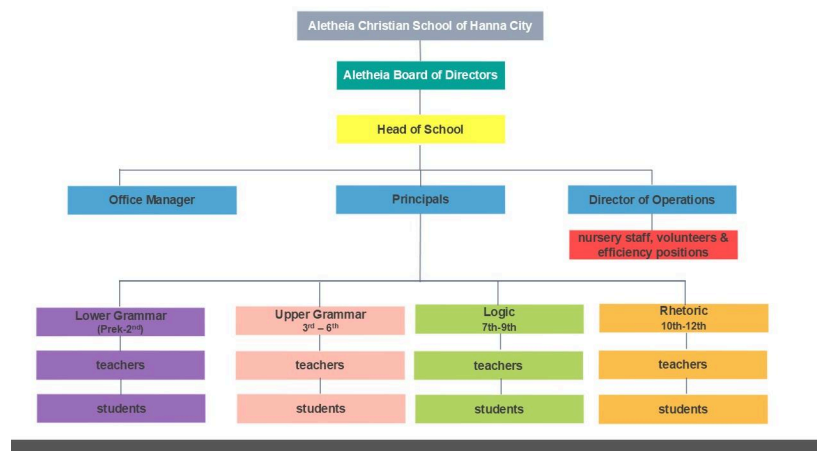
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INTRODUCTION

History

In 2000, several families began discussing the need for a unique type of school in Peoria. They envisioned a place where learning was grounded in Scripture, where Christian virtues were modeled and taught, and where students were academically challenged. A commitment was made to establish such a school.

The founding board, prompted by Dorothy Sayers' article "The Lost Tools of Learning," began to examine school models that adopt a classical, Christ-centered approach to learning. After visiting Logos School in Moscow, Idaho, attending the annual conference of the Association of Classical and Christian Schools (ACCS), and evaluating student performance in such classically oriented schools, the board decided to adopt the classical and Christian approach. However, while we had a vision and a mission, we had neither students nor a teacher. Praying that God would provide a teacher if it was his will for the school to begin, these families saw an amazing answer to prayer in the provision of Aletheia's first full-time teacher for the Kindergarten class.



Statement of Faith

The following is the foundation of beliefs on which Aletheia Christian School is based. They are also key elements of Christianity that will be taught unapologetically in various ways across all grade levels. The substance of these statements is that which will be considered primary doctrine in Aletheia School. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrinal issues arise, they will be

referred to the family and local churches for final authority and will be considered secondary doctrines.

1. We believe in God the Father Almighty, Maker of heaven and earth; and in Jesus Christ His only Son, our Lord. Jesus Christ was conceived by the Holy Spirit and was born of a virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hades, and on the third day, He rose again from the dead. He ascended into Heaven, where He sits at the right hand of God the Father Almighty. From Heaven He shall come to earth again to judge the living and the dead. We believe in the Holy Spirit, one holy catholic church, the communion of all true saints, the forgiveness of sins, the resurrection of the body, and the gift of everlasting life. (Apostle's Creed)
2. We believe that God reveals Himself through the creation, preservation, and government of the universe. We believe that God makes Himself more clearly and fully known through the Scriptures, which are the only inerrant and infallible Word of God, our ultimate and final authoritative rule for faith and practice. These Scriptures are made up of 66 books, from Genesis to Revelation, the authority of which depends not upon the testimony of any man or church, and are all to be received as the Word of God.
3. We believe that there is but one living and true God, eternally existent in three Persons of one power, substance, and eternity—Father, Son, and Holy Spirit. He is perfectly wise, the overflowing fountain of all good. He is omnipotent, omnipresent, and omniscient. In all things, He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, loving, and full of mercy. He is the Creator, Sustainer, and Governor of all that has been made.
4. We believe in the true deity and full humanity of our Lord Jesus Christ, such that two distinct natures, divine and human, were inseparably joined together in one person, without conversion, composition, or confusion. We believe in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
5. We believe that Adam was made from the dust of the ground and formed after God's image and likeness, which was good, righteous, and holy. Because of Adam's sin, all mankind is in a state of rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
6. We believe that salvation is by grace through faith alone, and that faith without works is dead. We believe that God freely justifies His own, not by infusing righteousness into them, but by pardoning their sins, and by accounting and accepting their persons as righteous, for the sake of Jesus Christ alone.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life, as the Spirit of Christ within us enables us to do freely and cheerfully what the will of God revealed in Scripture requires to be done. We believe that good works are only those which arise from true faith, conform to God's Word, and are done for His glory.
8. We believe God has appointed a day when He will judge the world in righteousness through Jesus Christ. We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ. All who are united to Christ as Head of the Church are united to one another in love and have communion in each other's gifts and graces.

10. We believe that God defined (created) marriage as the life-long covenant between one man and one woman, and that all forms of sexual activity outside of marriage are sin.
11. We believe that God immutably creates each person to reflect His image as male or female.

Vision Statement

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate their thoughts precisely; who are capable of evaluating their entire range of experiences in the light of Scripture; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical influences and to be unswayed by evil through them. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire them to be socially graceful and spiritually gracious; equipped with an understanding of the tools of learning; desiring to grow in knowledge, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire that they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We also aim to cultivate these same qualities in our staff and ensure they are well paid, enabling them to build careers at Aletheia. We desire them to be professional and diligent in their work, gifted in teaching, loving their students, and their subjects. We desire that they clearly understand classical education, how it works in their classroom, and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have the opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school and ensure they are well-informed about the goals of our classical, Christ-centered approach. We desire them to grow with the school, to be involved and excited about the journey. We aim to help them follow biblical principles in addressing concerns, to be inclined to hear both sides of a story before rendering a verdict, and to embrace Scripture's injunctions to encourage and stir one another to love and good works.

Ultimately, in our relationship with the community, we strive to maintain the highest standards in our business dealings and support the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

Goals

1. Teach all subjects as an integrated whole with Scripture at the center.
(2 Timothy 3:16, 17)
2. Uphold the family as primarily responsible for education; therefore, the school exists as an extension of, and not a substitute for, the family.
3. Provide a clear model of biblical Christian life through the school staff and board of directors, encouraging every student to become an obedient disciple of the Lord Jesus Christ (Matthew 28:18-20)
4. Maintain a classical approach to education by building on the cultural heritage of the ancient Hebrews, Greeks, and Romans (i.e., Western Civilization, broadly speaking); by emphasizing Grammar, Logic, and Rhetoric in all subject areas; and by teaching Latin as a core subject.
5. Establish a godly environment for education by challenging every student to develop a love for learning by striving for an orderly atmosphere, behavior, and appearance, to the glory of God (1 Corinthians 10:31; 14:40)
6. Pursue a balanced education that trains primarily the mind but also the body.
7. Promote competition and the use of high standards in grading as good evaluative tools.
8. Seek to develop the mind of Christ in all students (1 Corinthians 2:16), so that they may shine like stars amid this crooked and perverse generation (Philippians 2:15)
9. Exist as Abraham, as pilgrims and strangers in the City of Man, hoping for and promoting its welfare, but ultimately looking for the City whose architect and builder is God (Heb. 11:9-10)
10. Require all teachers, administrators, and directors to adhere to the school's doctrinal statement.

Educational Philosophy

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

1. We believe that the Bible clearly instructs parents, not the Church or State, to “bring children up in the discipline and instruction of the Lord.” The Church’s commission is essentially to spread the Gospel and train believers (Matt. 28:18-20). The State has been directed to enforce God’s laws and protect the innocent (Romans 13). The Church trains parents, and the State protects families. The Family raises and educates children (Eph 6:1-4). Therefore, under the family's delegation, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God’s character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all

levels and teach them how to learn by using the centuries-old, proven classical method (see following explanation), incorporating instruction in Latin.

4. We want to help parents teach their children that all they do should be done “heartily, as unto the Lord.” Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical discipline principles.
5. We have a complete Pre-K-8 program because we believe that as long as a child is under the parents’ authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6). And it is only by offering education up to grade 8 that we can teach and be faithful to the Trivium fully.
6. Above all, parents can be confident that their student, at every stage of his/her development in school, will be loved with Christ’s love in Aletheia Christian School.

What do we mean by Classical?

In the 1940s, the British author Dorothy Sayers wrote an essay entitled “The Lost Tools of Learning.” In it, she calls for a return to the application of the seven liberal arts of ancient education, the first three being the “Trivium”- grammar, logic, and rhetoric. Miss Sayers also combines the three stages of children’s development with the Trivium. Specifically, she associates the “Pollparrot” stage with grammar, “Pert” with logic, and “Poetic” with rhetoric (see the chart below). At Aletheia, the founding board members were intrigued with this idea of applying a classical education in a Christian context. Doug Wilson, a key influence in the Classical Education movement, explained the classical method further in his book, “Recovering the Lost Tools of Learning.” Aletheia Christian School has been committed to implementing this form of education since the school’s inception.

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

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

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

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

Chart for application of the Lost Tools of Learning

The following material is drawn from Dorothy Sayers's essay "The Lost Tools of Learning." It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) we use.

Beginning Grammar (Pre-Polly)	Grammar (Poll-Parrot)	Logic (Pert)	Rhetoric (Poetic)
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
Student Characteristics:	Student Characteristics:	Student Characteristics:	Student Characteristics:
1. <i>Excited about learning.</i> 2. <i>Enjoys games, stories, songs, projects</i> 3. <i>Short attention span</i> 4. <i>Wants to touch, taste, feel, smell, and see</i> 5. <i>Imaginative, creative</i>	1. <i>Excited about new, interesting facts</i> 2. <i>Likes to explain, figure out, and walk</i> 3. <i>Wants to relate their own experiences to the topic, or just tell a story</i> 4. <i>Likes collections, organizing items</i> 5. <i>Likes chants, clever, repetitious word sounds (e.g., Dr. Seuss)</i> 6. <i>Easily memorizes</i> 7. <i>Can</i>	1. <i>Still excitable, but needs challenges.</i> 2. <i>Judges, critiques, debates, critical</i> 3. <i>Likes to organize items, others</i> 4. <i>Shows off knowledge</i> 5. <i>Wants to know "behind the scenes" facts</i> 6. <i>Curious about Why? For most things</i> 7. <i>Thinks, acts as though more knowledgeable</i>	1. <i>Concerned with present events, especially in one's own life</i> 2. <i>Interested in justice, fairness</i> 3. <i>Moving toward special interests, topics</i> 4. <i>Can take on responsibility, independent work</i> 5. <i>Can do synthesis</i> 6. <i>Desires to express feelings, own ideas</i> 7. <i>Generally idealistic</i>

	<i>assimilate another language well</i>	<i>than adults</i>	
Teaching Methods:	Teaching Methods:	Teaching Methods:	Teaching Methods:
1. Guide discovering 2. Explore, find things. 3. Use lots of tactile items to illustrate the point 4. Sing, play games, chant, recite, color, draw, paint, and build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field Trips	1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, and models 4. Integrate subjects through the above means 5. Categorize, classify 6. Recitations, memorizations, catechisms 7. Drills, games 8. Oral/written presentations	1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips	<i>Drama, oral presentations</i> 1. Guide research in major areas to synthesize ideas 2. Many papers, speeches, debates 3. Give responsibilities, (e.g., working with younger students, organizing activities) 4. In-depth field trips, even overnight 5. Worldview discussion/written papers

Parent Involvement

“Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.” Eph. 6:4 As a support and extension of the family unit, Aletheia Christian School considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Aletheia, we continually seek ways to actively involve students' parents, siblings, and grandparents in our school's programs.

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

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)

2. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
3. Act as a chaperone on field trips.
4. Serve as a story-reader, song-leader (in K-3), guest artist, or offer your special talents.
5. With the teacher's permission and arrangements, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, and vacations as they may relate to an area of study in a class.
7. Volunteer your help with the preparations for various tasks related to the school's activities and events.
8. Help host class parties in the classroom.
9. Attend all Parent-Teacher Conferences formally conducted. Informal conferences may be held at any time upon the parents' request.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
11. Offer specific assistance to serve on board-appointed committees or the board itself.
12. Invite the teacher (or head of school) to dinner at home. ☺

The Aletheia Covenant

Staff, Teachers, and Volunteers -

1. Do you commit this year to go about your duties prayerfully and lovingly, striving with all the grace God gives to discharge your duties well and to represent Him well to the students in your charge?
2. Do you commit yourself to growing towards spiritual maturity, so that you are better able to show others the way?
3. Do you commit to Matthew 18 conflict resolution, where we face the problem head-on, avoiding all gossip, bitterness, and resentment, and instead being quick to confront and to forgive?

Parents -

1. Do you commit to supporting Aletheia's vision and policies through prayer and action, even when you may not fully agree?
2. Do you acknowledge your primary responsibility in your student's life, and do we, as a school, serve only as a supplement?
3. Do you commit to being engaged with your children's school work, discipline, and general well-being?
4. Do you commit to Matthew 18 conflict resolution, where we face the problem head-on, avoiding all gossip, bitterness, and resentment, and instead being quick to confront and to forgive?

Students -

1. Do you commit to trying to do your best in all of your classes and relationships this coming school year?

2. Do you understand that our primary goal for you is that you would learn to do justice, to love kindness, and to walk humbly with your God?
3. Do you commit to following through on homework, and when you don't, to face the consequences with courage and dignity?
4. Do you commit to facing conflicts head-on to fix them, as Jesus recommended, being quick to confront and quicker to forgive?

Aletheia School Song

NON NOBIS

(To be sung in Latin, at Exordium and other occasions.)

NON NOBIS DOMINE, DOMINE

NON NOBIS DOMINE

SED NOMINE, SED NOMINE

TUO DA GLORIAM

English translation, from Psalm 115:1

Not to us, Not to us,
But to Thy Name, O Lord,
Give glory.

Curriculum Goals

In line with our understanding and application of the Grammar stage methodology (see School Goals) and its approximate correlation with the elementary years, we have divided each area below into suggested Goals and Memory sections. The Goals are those fundamental principles we seek to achieve throughout the seven years of elementary school, K-6. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory through repetition within that subject area.

I. BIBLE:

A. GOALS: We seek to:

1. Have the students read the actual text for themselves, rather than just prescribed verses.
2. Have the students read the major chapters of the Scriptures, beginning with Genesis and ending with Revelation.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.
4. Let the scriptures speak for themselves with clarifications and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.

6. Teach the biblical pattern of salvation: Law before Grace.
7. Encourage students to come to the Father, through the Son, and grow in their knowledge and love of Him as they walk in the Spirit.

B. MEMORY: The students will recall:

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

II. ENGLISH:

A. GOALS: We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proofreading, and self-correcting
2. Place primary emphasis on good writing by requiring students to write frequently and correctly in each subject area.
3. Encourage students' clear thinking by requiring clear, focused writing.
4. Introduce students to various writing styles through the Bible and other high-quality literature.
5. Monitor students' spelling progress through orthography tests from K-5th grade.

B. MEMORY: The students will recall:

1. All phonograms and their application phrases
2. The names and functions of all parts of speech
3. Basic grammar and spelling rules

III. READING:

A. GOALS: We seek to:

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

above-grade-level. These titles are to be logically sequenced in difficulty from first through the eighth grade.

B. MEMORY: The students will recall:

1. The vowels and their sounds.
2. The consonants and their sounds.
3. The definitions of plot, character, literary devices, and various genres of literature
4. Oral reading skills.
5. Their favorite authors.
6. Portions of literary works via class catechism.

IV. LATIN

A. GOALS: We seek to:

1. Instruct students in the fundamental vocabulary and grammar of Latin to improve their understanding of English, the history and writings of Western Civilization, and the Romance languages.
2. Reinforce students' understanding of English grammar and its structure.
3. Cultivate attentive study and logical thinking, which are inherent in the study of Latin.

B. MEMORY: The students will recall:

1. 70% of the vocabulary was introduced and used.
2. All five declensions of nouns.
3. All four conjugations for active verbs.
4. Other chants, including Latin sayings, proverbs, Scripture, and prayers
5. All grammar rules are tools to translate from Latin to English and from English to Latin
6. Correct Ecclesiastical Latin pronunciation

Third Grade (1st Year): Vocabulary acquisition, declensions, chants of endings.

Fourth Grade (2nd Year): More vocabulary, beginning grammar work, basic verbs, simple sentences

Fifth Grade (3rd Year): More sentences, vocabulary, basic translation work, phrases, grammar

Sixth - Eighth Grade (4th - 6th Year): Additional vocabulary, grammar rules, translation work, and added Latin phrases, prayers, and creeds

V. MATHEMATICS:

A. GOALS: We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and operations.
2. Emphasize conceptual, as well as practical, understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of Reason.
4. Learn to see, work with, and observe patterns.

B. MEMORY: The students will recall:

1. The four basic mathematical operations, i.e., addition, subtraction, multiplication, and division, and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts.
4. Basic mathematical properties and laws.
5. All aspects of telling time, reading thermometers, identifying dates, and knowing and converting units of measurement.
6. All cardinal directions and basic geometric shapes.

VI. HISTORY/GEOGRAPHY:

A. GOALS: We seek to:

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

B. MEMORY: The students will recall:

1. History timeline
2. Key figures in history, e.g., Homer, Martin Luther, George Washington, etc.
3. Preambles to the Declaration of Independence and the U.S. Constitution

VII. SCIENCE:

A. GOALS: We seek to:

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

B. MEMORY: The students will recall:

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

VIII. ART (Afternoon Elective):

A. GOALS: We seek to:

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

B. MEMORY: The students will recall:

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

IX. MUSIC (Afternoon Elective):

A. GOALS: We seek to:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord regularly.
2. Systematically instruct the students in the fundamentals of vocal and instrumental music.
3. Enrich the teaching of Scripture through the learning of many classic, meaningful hymns.
4. Encourage (through a variety of options) the students to select an area of music, vocal or instrumental, to pursue on their own.

B. MEMORY: The students will recall:

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

X. PHYSICAL EDUCATION (Afternoon Elective):

A. GOALS: We seek to:

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

B. MEMORY: The students will recall:

1. The benefit specific exercises provide for various body parts.
2. The function of different muscles and how to strengthen them.

Suggested Grade Guidelines

KINDERGARTEN: Phonics training (early reading), math properties (patterns, adding, subtracting, graphing, value of coins, telling time), math facts, science units, Bible, integrated art projects, integrated music

FIRST GRADE: Phonics training/literature reading, basic English grammar, math problem solving/properties, math facts, integrated and elective science, spelling rules/memorizations, parts of speech, literature, Bible, integrated art, and thematic music

SECOND GRADE: Math properties/problem solving, math facts, spelling rules/patterns/memorization, cursive handwriting, basic English grammar, history units with integrated Bible readings/memorizations, literature, integrated art projects, thematic music

THIRD GRADE: Math skills/problem solving, math facts, spelling rules/patterns/lists, cursive/essay practice, English grammar, literature, Latin I (vocabulary/chants), history units with integrated Bible readings/memorizations, integrated art projects

FOURTH GRADE: Math skills/problem solving and facts, integrated spelling lists/patterns/rules, writing assignments, English grammar, Latin II (vocab/early grammar), history units with integrated Bible readings/ memorizations and church history, literature, integrated art projects

FIFTH GRADE: Math skills/problem solving and facts, integrated, spelling lists/patterns/rules, writing assignments, English grammar, Latin III (grammar/translation), history units with integrated Bible readings/presentations and church history, literature, integrated art projects

SIXTH GRADE: Math skills/problem solving, science, integrated spelling lists, writing assignments, English grammar, Latin IV (grammar/translations), history, literature, Bible readings/oral presentations, integrated art history and appreciation, worldview class, geography

SEVENTH GRADE: Math skills/problem solving, science, writing assignments, integrated English grammar, Latin V (grammar/translations), history, literature, Bible readings/oral presentations, integrated art history and appreciation, informal logic

EIGHTH GRADE: Math skills/problem solving, science, writing assignments, English grammar, Latin VI (grammar/translations), history, literature, Bible readings/oral presentations, art history and appreciation, formal logic, debate.

Grade Promotion Guidelines

Current Aletheia students must meet the following criteria to be promoted to the next grade.

1. Kindergarten to First Grade
 - a. Behavioral maturity for first grade
 - b. Writing readiness for first grade
 - c. Math readiness for first grade
 - d. Reading readiness for first grade
2. First and Second Grade
 - a. Pass (minimum C percentage) in at least three quarters each of reading, math, language arts, and grammar/composition.
3. Third through Eighth Grade
 - a. Have at least a 70% average for the entire year.
 - b. Pass at least three quarters each for core subjects (Bible, language arts including writing, math, history, omnibus, science, where applicable).
 - c. Failure to pass at least two quarters in non-core subjects (Latin, logic, geography, aesthetics, typing, debate) will result in a meeting with parents to determine next steps.

Additionally:

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

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

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

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

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

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

Appeals

All appeals to deviate from or waive the requirements of this policy will be submitted to the appropriate principal. The principal may seek whatever counsel he deems necessary to render a proper judgment.

Latin

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

Aletheia Christian School teaches Latin for two significant reasons:

1. Latin is not a "dead language," but rather a language that lives on in almost all major Western languages, including English. Training in Latin not only provides students with a deeper understanding of the roots of English vocabulary, but it also lays the foundation for learning other Latin-based languages.
2. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the particulars of English grammar, e.g., plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

Homework

I. PHILOSOPHY:

School continues at home. Therefore, Aletheia Christian School may assign homework to its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need additional practice with specific new concepts, skills, or facts. In particular subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is devoted to the material, the teacher may assign homework to provide essential practice.
2. Repeated, short periods of practice or study of new information are often more effective than a single long period.
3. Since Aletheia Christian School recognizes that parental involvement is crucial to a child's education, homework can serve as an opportunity for parents to actively support their child's studies. This will also keep parents informed about the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. In this situation, the homework serves both a punitive and a practical purpose.

II. GUIDELINES FOR ASSIGNING HOMEWORK:

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as a guideline, not as required or maximum times (as students

vary in ability and willingness to complete homework within a set amount of time). In any event of homework being assigned, a Weekly Homework Assignment Sheet should be used in second through fifth grades, and a student-owned assignment book should be used in the logic stage. If homework completion consistently exceeds the guidelines below, please notify your teacher.

K-1st	60 minutes
2nd-3rd	90 minutes
4th-6th	2 hours
6th-8th	3 hours

Awards

Aletheia Elementary School may maintain a system of formal honors and awards for several reasons:

1. The recognition of good work and character development is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, 1 Timothy, etc.). Therefore, we seek to publicly recognize students who have met the prerequisites for the applicable award/honor.
2. We encourage motivation for good work and character development among all students by demonstrating that such work is neither overlooked nor taken for granted, but rather noticed and commended. Awards are presented at the end of each school year.
3. We want to draw public attention to the high-quality work our students are doing, to the glory of God and their parents.

ADMISSION/ENROLLMENT GUIDELINES

Admission Process

All incoming kindergarten students (including those from Aletheia's preschool) must complete a kindergarten assessment. Beyond kindergarten, all new students must meet the following criteria to be accepted into the next grade level:

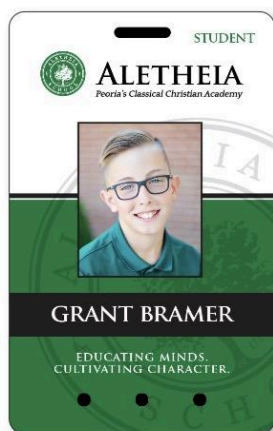
1. Submit the Aletheia Request for Records
 - a. 70% or higher in reading, math, and English.
 - b. 60% or higher completed science and "social studies" (history and/or geography)
2. Submit the Aletheia Teacher Reference Form
3. Students will be required to take an Aletheia Placement Test to ensure a successful transition into the desired grade.
 - a. Results of any Aletheia placement test will be combined with the Request for Records and Teacher Reference.
 - b. If the combined results are not satisfactory, parents will be informed during the admission process, and the recommended grade level will be communicated accordingly. It should be noted that Aletheia's academic program presents varying degrees of difficulty for students entering it.
 - c. Should a student have had academic difficulties in his previous program, the likelihood of compounding those difficulties would be high if he were promoted to the next grade at Aletheia.

4. Upon return of all required forms and completion of academic testing, an interview with the family will be scheduled with the Principal and Head of School.
5. After the interview and review of all other required materials (as stated on the application form), the appropriate principal and head of school will decide whether to admit the student(s).
6. The office manager will then notify the parents in writing (via email is acceptable) of the decision regarding acceptance. If accepted, the parents will receive an Acceptance Letter.
7. All financial arrangements between the family and the school must be understood before an admission is considered final.
8. The new family is strongly encouraged to attend the orientation and convocation.

ADMISSION REQUIREMENTS NEW STUDENTS

1. A child must have reached the age of five years by September 1 of the fall in which the student would be entering kindergarten.
Suppose a family wishes to enroll a student in kindergarten who does not meet the age requirements. In that case, Aletheia's kindergarten teacher will conduct a formal assessment to determine if the student is eligible for the class; however, students who are already five years old will be given priority. The Kindergarten teacher, the Lower Grammar Principal, and the Head of School will make the final decision for entrance into Kindergarten.
2. A child entering first grade must have reached the age of six years by September 1 of the fall in which the student would enter Aletheia (except a kindergarten student admitted before turning five).
3. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers, principal, and head of school in their prescribed roles at Aletheia Christian School.
4. In general practice, if the student and parents comply with the requirements outlined here, Aletheia Christian School will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Aletheia Christian School does not engage in any form of discrimination based on race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic programs, and other school-directed activities.
5. Name Badges: All new students will receive a name badge and provide a photo to the school. Instructions for taking a photo include:
 - a. Take a photo with a camera or phone at the child's eye level
 - b. Take a photo from 3-5 feet away, leaving plenty of space around your child in the frame for proper cropping.
 - c. Make sure there is enough light, and the photo is in focus
 - d. Provide two (2) photos of your child. One is 3-5 feet away, and one is a bit farther away.
 - e. Missing/Lost Nametags: If a student loses their nametag, a generic nametag can be purchased from the office for \$10. If you would like a replacement nametag that includes their name and picture, the replacement cost is \$25 and they will be ordered late fall.

ALETHEIA SCHOOL ID PHOTO DIRECTION INSTRUCTIONS



1. Take photo with camera or phone at child's eye level.
2. Take photo from 3-5 feet away and allow plenty of space in the frame around your child to allow for proper cropping.
3. Make sure there is enough light and that photo is in focus.
4. Provide 2 photos of your child. One 3-5 feet away and one a bit father back.

ADMISSION REQUIREMENTS FOR THE PARENTS

1. Though not required to be Christians, the parents of students in Aletheia should have a clear understanding of the biblical philosophy and purpose of Aletheia Christian School. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program.
2. The parents should be willing to comply with all Aletheia Christian School policies. This is particularly important in the areas of discipline (see Discipline Guidelines and School Rules) and schoolwork standards, as well as maintaining active communication with the respective teacher(s) and administration.

Returning Students/Re-Enrollment

Re-enrollment takes place in January, and the fee is \$50/student. Families will receive an email invitation with instructions to complete re-enrollment. After the two-week re-enrollment period, the fee is \$100/student. Online registration is through FACTS and is accessible on our website.

Scholarships/Financial Aid

Need-based scholarships are available, and applications are available upon request from the school office.

Required Health Records

1. All students must have a certified birth certificate on record with the school office.

2. All new students, including Kindergarten and 6th grade students attending Aletheia Christian School, must have a current immunization record or an exemption statement on file with the school office, as required by the Illinois Code, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor, and a copy given to the school office.
3. All new students, including Kindergarten and 6th-grade students attending Aletheia Christian School, must have a current physical exam on record with the school office.
4. All new Kindergarten through 8th grade students, as well as 2nd and 6th grade students attending Aletheia Christian School, must have a dental exam on record with the school office before entering school in the fall.
5. All new Kindergarten through 8th-grade students attending Aletheia Christian School must have an eye exam performed by a licensed optometrist on record with the school office before entering school in the fall.
6. Other forms necessary for student health records can be obtained from the school office.
7. Health History: Describes the basic health/illness history of each student
8. Before the school will issue any medication to a student, we must receive written parental permission. To facilitate the general dispensing of non-prescription medicine (e.g., Tylenol & Tums), we have included a form in our admission packet on the website. This form allows parents to grant the school permission to administer non-prescription medicines to their student(s) for a one-year period. This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.
9. Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency: Includes a signed waiver to facilitate necessary surgical action.

Tuition

Tuition fees for the coming school year are announced in January and are collected through an online FACTS Family portal. Tuition can be paid monthly, semi-annually, or yearly.

ACADEMIC PROGRAM

Grade Reporting

Grades are reported quarterly through the FACTS Family portal. Grades will be available a week after the quarter has ended.

Learning Accommodations

Philosophy Aletheia values all students, including those with disabilities, as blessings to their classmates and teachers. Education at Aletheia is not only about academics but also about shaping character and heart. Teachers will serve all students fairly within the classroom.

Definitions

Complex Learning Disability: A condition requiring special accommodations such as a separate classroom, program, or staff (e.g., Down syndrome, deaf/mute, blindness).

Learning Disability: A condition that does not require a separate classroom, program, or staff (e.g., ADHD, hyperactivity, dyslexia). For this policy, a formal diagnosis is not required.

Guidelines

Admission: Students with complex learning disabilities will be considered for admission on a case-by-case basis.

Parent-Student Improvement Plan

1. If a student with a learning disability is failing or at risk of failing, a Parent-Student Improvement Plan (PSIP) may be created.
2. Meetings may include parents, the teacher, principal, and tutor (if applicable).
3. The PSIP is reviewed at least once per semester and is intended to remain in place until sufficient improvement is made.
4. Parents are expected to support their child's progress in line with school recommendations.

Parent-Student Success Plan (PSSP)

Some students may need ongoing support beyond a temporary PSIP. A PSSP is a permanent plan, reviewed and adapted each semester, to provide necessary accommodations while ensuring the student continues to meet academic standards. Accommodations will support mastery of material, not lower educational expectations.

Tardy Policy

Excessive tardiness may result in a meeting with parents and the principal/head of school.

1. The teacher sends a form home if a student is tardy three times in one week.
2. Week two repeat - admin sends a note (email) home if another tardy occurs;
3. Week three repeat - parents are asked to meet with the Head of School if another tardy occurs.

Attendance Policy

A student enrolled in Aletheia Christian School is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all course requirements. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter. Students are expected to be dropped off by 7:55 and will be marked tardy if they are not ready for Exordium at 8:00. Late work due to tardiness or forgetfulness will affect the overall grade, and the specific consequences are communicated by the teachers. The appropriate principal and head of school will address persistent tardiness issues.

Make-Up Work

Whenever a student is absent, the parents should contact the school office and the student's teacher by note at least 24 hours in advance, if possible. Day 1 is the day the student returns to school. Students must complete make-up work within the same number of school days they were absent. It will be within the teacher's prerogative to amend the homework load in consultation with and with the approval of the appropriate principal. Any amendment(s) will depend on the student's mastery of the materials. Make-up work is to be completed within the same number of school days as the student was absent. Day 1 is considered the first day the student returns to school after an illness.

Extended Absences

We will gladly cooperate with families who take their children out of school for vacations or other reasons. However, when extended absences are voluntary (as opposed to emergency or illness), we expect all schoolwork to be completed. Teachers are not required to submit make-up work in advance, but will do so when possible. Students must complete make-up work within the same number of school days they were absent. Day 1 is the day the student returns to school.

Maximum Absences

We understand that students may need to miss school for various reasons, and we want to work together to support your child's success.

1. After 15 absences, we will send a letter home to notify you of your child's attendance record.
2. If a student misses 20 or more days of school in a year, they may be required to repeat their current grade.
3. For extended absences due to health reasons, a doctor's note may be required.
4. If your child's absences are affecting their academic progress, we will schedule a meeting with you, your child, their teacher, and the principal to create a support plan. This plan may include steps to improve attendance, provide additional academic support, or offer other resources to help keep your child on track.

DISCIPLINE POLICY

Discipline is an essential part of education, and it should be approached with a sense of joyful hopefulness, looking toward what the student and school can become. Ideally, discipline should stem from the intentional enforcement of established expectations. We are at our worst in this when we are in a place of exasperated reactivity because we have lost control of the class.

At Aletheia, our policy dictates that parents are ultimately responsible for discipline. In large part, our role in class and at school is to provide correction and inform parents when discipline is needed.

Basic School Rules

The following list of principles outlines the essential policies we require all our students to be aware of

and adhere to.

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. No guns or knives are allowed on the school grounds.
4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to treat all school materials and facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)

Those principles are enforced throughout the school via six classroom rules:

1. Obey quickly. (This rule is two-fold. Students are expected to obey, and they are expected to do so quickly. If they are not obeying quickly, then they are not obeying at all.)
2. Keep your bottom in your seat.
3. Participate in class.
4. Work quietly.
5. Respect others and their property.
6. Work while you work.

Procedures

Pin System

All students have three pins attached to their name tags. Pulling a pin is our way of signaling to the parent that there is an issue (a behavior) that needs to be addressed at home with their student. Minor issues will be handled in class with simple corrections. Major issues and persistent minor issues warrant a pin being pulled and a note being sent home. All pins are returned to the name badge on the following school day. Losing a pin can be hard, and learning to accept the consequences with dignity and discipline at home is part of character training.

Office Visits

If a student loses three pins in a day, they receive an office visit. A student may receive an automatic office visit, bypassing the pin count entirely, when one of the following occurs:

- F - Fighting: Striking in anger with the intent to harm
- O - Obscene: obscene, vulgar, or profane language, taking the Lord's name in vain
- R - Rebellion: outright disobedience to instructions
- D - Disrespect shown to any staff member or volunteer— who is the judge of whether disrespect was shown
- D - Dishonesty in any situation at school, including lying, cheating, and stealing

When an office visit is scheduled, it is essential to inform parents of the context, in addition to the office visit form that will be sent home with the student. Every effort will be made to contact parents via phone call or email, in addition to sending the office visit form. The principal should also be

notified. The appropriate principal or the head of school will schedule the office visit for after-school hours by contacting the parent via email.

Persistent Office Visits

At three visits, the parents are required to meet with the head of school to discuss needed improvements. At four, they are required to meet with the Board and have an automatic one-day suspension. Five office visits in a year are considered grounds for expulsion.

Expulsion:

The Aletheia Christian School Board acknowledges that expelling a student from the school is a serious matter and should always be handled with care on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, if a student and their parents are unable to address consistent behavioral problems, the student will be expelled.

Serious Misconduct

Should a student commit an act with such serious consequences that the principal. If necessary, the office visit process may be bypassed, and **suspension** or **expulsion** may be imposed immediately. Examples of such grave misconduct could include acts that endanger the lives of other students or staff members, gross violence/vandalism to school facilities, violations of civil law, or any act that appears to be in contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs outside of school hours.

Parent Concerns/Grievances

If a parent has a concern about classroom discipline, protocols, etc, it is recommended that they follow these guidelines for communication with teachers and staff.

1. Communicate with your teacher via email, phone, or in person about your concern.
2. If the parent feels the concern was not adequately addressed and they have already met with the teacher, they may request a meeting with the teacher and the principal.
3. After the meeting with the teacher and principal, if the issue remains unresolved, a third meeting may be scheduled with the teacher, the principal, and the head of school.

Readmission

Should the expelled student desire to be readmitted to Aletheia Christian School at a later date, the school board or its designated committee will make a decision based on the student's attitude and circumstances at the time of reapplication.

HEALTH AND SAFETY INFORMATION

Illness Policy

Students with noticeable signs of illness should stay home for their own health and the health of other students. With the cold/flu season upon us, it's best to err on the side of caution and keep children home if they're not feeling well. This includes keeping a child home 24 hours after the last time they had a fever, diarrhea, and/or vomited. ***A child must be fever-free for 24 hours without medication before returning to school.*** If your child's energy level is not the same as before their illness, please do not send them to school. At times, makeup work can be daunting, so please communicate with your child's teacher about how it is going, as they will gladly work with you.

Students with the following conditions should not be in school:

1. fever (100° or higher) in the past 24 hours
2. vomiting in the past 24 hours
3. diarrhea that has not ceased within 24 hours and is more than two stools above a student's normal per 24-hour period, not related to diet and medication
4. persistent/disruptive cough or other signs of an acute respiratory infection
5. any undiagnosed skin rash
6. new loss of taste or smell
7. any contagious illness, such as strep throat, that requires antibiotic treatment (Students who are Fever-free and have completed 24 hours of antibiotic therapy may return to school.)

Fatigue or lethargy that interferes with participation in learning activities

It is the responsibility of the parents/guardians to inform the school if their child has a health concern or

chronic health condition, including, but not limited to, food allergies, asthma, diabetes, heart conditions,

or seizures. The parent/guardian is responsible for ensuring that all medication forms and action plans are

(if needed) are completed, signed by the physician and parent, and submitted to the school nurse for implementation.

Head Lice

Students will be sent home from school if any signs of head lice are found. Parents are responsible for providing treatment.

Return to School Requirements:

- Students may return to school after completing at least two lice treatments and when no live lice or nits are visible. If a student continues to experience persistent itching or scalp irritation, it is recommended that the student remain at home until symptoms have subsided.

Siblings and Household Members:

- Siblings or other students living in the same household should be checked for lice as soon as a case is identified.
- Siblings do not need to be excluded from school unless live lice or nits are found.
- Parents are encouraged to treat or monitor all household members according to product instructions to prevent reinfestation.

Illness or accidents at school

If your child becomes ill while at school:

Parents will be notified immediately to pick up their child. Please accept the school's recommendation and refrain from requesting that the child be allowed to remain at school. Please plan to pick up within one hour of being contacted.

Student Medication

Parents need to provide a written consent for students to receive over-the-counter medicine and prescription medicine in the school office.

Safe Conduct Procedures

Aletheia Christian School could not exist without the hard work of its volunteers. The following procedures have been established to ensure that our children, volunteers, and staff are fully protected.

1. The safety of students is the top priority at Aletheia Christian School.
2. All volunteers will be required to submit to a background check.
3. Volunteers must follow all school policies as outlined in the school handbook and adhere to all values outlined in the Covenant for Aletheia Families. Volunteers should consistently exhibit professionalism and high moral standards in all their duties. A volunteer is a role model for the students.
4. Volunteers should share any concerns with the Head of School.
5. Volunteers must sign in at the office upon entering the building. Volunteers must sign out before exiting the building. Upon entry, proceed immediately to the office to sign in and receive a visitor badge. Sign out and return your badge as the final step before leaving the building.
6. Never leave a child or group of children unattended. Provide appropriate supervision at all times.
7. Always have at least one other adult help with supervising children. An adult should not be alone with a child. Meetings with a student should take place in open spaces.
8. Ask a child's permission before touching him/her anywhere, even when responding to an injury or problem. This is especially true for any area that a T-shirt and/or shorts would typically cover. If an injury occurs in this area, an adult should ensure another adult is present during care.
9. Affirm children with appropriate touching by keeping hugs brief and "shoulder-to-shoulder" or "side-to-side." Always keep your hands at, not below, the shoulder level. A caregiver's kiss

should be to the forehead or cheek only. Take care with small children who like to sit on laps, perhaps encouraging the child to sit next to you.

10. Provide extra care when taking small children to the restroom. Consider taking another adult along or leaving the door open to ensure safety.
11. Leave doors to rooms open during breaks and other times when children may be moving in and out. Refrain from conducting activities in rooms that lack an interior viewing area.
12. Help older children understand appropriate behavior around younger children.
13. Be aware of the signs and symptoms of child abuse. Report suspected cases to the Head of School immediately.

GENERAL SCHOOL INFORMATION

Drop-Off/Pick-Up Procedures

Students are expected to be dropped off by 7:55 and will be marked tardy if they are not ready for Exordium at 8:00. When picking up your student, please display your name sign clearly on your dashboard. These signs help our volunteers quickly and efficiently notify classroom staff for dismissal. Name signs and the door list indicating your student's designated pick-up location will be included in your information packet, which you will receive at Convocation. If you plan to carpool or have someone other than yourself pick up your student, please contact the office in advance to communicate these arrangements.

Visitors & Guests

All visitors will enter the school through the West doors, ringing the doorbell to enter. Upon entering the school, visitors will proceed up the stairs to sign in at the school office.

Parking

Families are asked to park on the West side of the building and enter through the West door.

School & Office Hours

K-8th 8:00 AM-12:15 PM

Pre-K 3yrs & 4yrs 9:00 AM-12:00 PM, T-W-Th

Pre-K 4yrs & 5yrs 8:00 am-12:00 PM (with a 3-day option)

School Calendar

Dates for the coming school year will be available in May and posted on the school website.

Recess

Students enjoy a 15-minute recess outdoors, weather permitting. Please send appropriate coats and layering for cooler days. Typically, if the temperature is 25 degrees or above, students will be outside. Students will be indoors if it is snowing, raining, or the pavement is icy.

Lunch

Students are given a 15-minute snack break each day. Students staying for the afternoon elective class will have a supervised lunch period from 12:15-1:00 pm.

School Supplies

Aletheia provides core curriculum and classroom supplies. Some teachers have additional items that parents must purchase.

Aletheia T-shirts

The school provides each enrolled student with an official Aletheia t-shirt. Additional school logo items, such as sweatshirts, are available for purchase. Contact the school office.

Afternoon Electives

Aletheia offers a number of afternoon elective classes Monday-Thursday from 1:00-2:30 for an extra fee. Students can choose from a variety of classes, including P.E., theater, and art.

Weather-Related Cancellation

Aletheia has a Parent Alert system to enhance communication with our families. This platform sends important messages via text, email, and voice for weather-related school cancellations and emergencies, as well as for all types of events and updates.

The following factors are considered in determining whether or not the school will close due to inclement weather and its effect on the roads. One of these conditions must be forecasted to happen during our travel time to and from school:

- * Temps and/or wind chill -15/-20 or colder.
- * Snow or iced roads that make it a potential hazard to travel on, taking into consideration the City of Peoria, Illinois State Police, and IDOT's precautions on roads.
- * Strong winds that create a whiteout condition while traveling.

Please know we will do our best to notify everyone of school closings via parent alert text message, email, and news channels WEEK and WMBD.

Care of Property

We are blessed to use the space at Living Waters Church, and being good stewards of their property is of utmost importance. Students are asked to clean up after themselves and help with trash removal on Fridays.

Field Trips

Field trips provide students with an immersive and hands-on learning experience. Permission slips must be signed and returned before each trip; students without a signed form may not attend. Students are expected to participate, and alternative assignments may be given if they do not attend. Some trips may have a fee to participate.

While on a field trip, students represent Christ and Aletheia and are expected to demonstrate exemplary behavior and dress in accordance with school guidelines.

Parents who attend or drive may be responsible for related costs and will serve as chaperones, assisting teachers with student supervision. Siblings may not attend unless the trip is designated as a family event. Chaperones are selected by teachers, and participation may be limited.

All drivers must have current insurance and a driver's license on file in the school office, and vehicles must have a seatbelt for each passenger. Children under age eight must use a car seat or booster seat, provided by the parent.

Lost and Found

We have a lost-and-found box in the school office and a water bottle box near the gym entrance.

Parent Communication

- Aletheia Weekly Email: Sent weekly and contains important dates, announcements, and reminders. Parents are encouraged to read this important information each week.
- *Rooted*: A quarterly school newsletter that provides parents and supporters with updates on Aletheia's growth and impact.
- FACTS Family Portal: Parents are encouraged to log in weekly to check their student's progress and grades.
- Emails: The teacher will send frequent email communication directly to parents.
- Social Media: The school has a Facebook/Instagram account to highlight school events.
- School Directory: A school-wide directory is available to families

Dress Code

Aletheia Christian School is a workplace for both students and teachers. Students should dress in a way that demonstrates their respect for the school. Therefore, students shall:

General Guidelines (All Students)

Students should:

1. Wear a school-issued name tag.
2. Dress neatly: Shirts tucked in, shoes tied, clothes free of holes/tears, and clothing sized appropriately.
3. Be clean: Clothing and bodies freshly washed, hair neat, and older boys clean-shaven.
4. Be modest: Avoid tight, stretchy, or clingy tops, as well as short skirts or shorts.
5. Avoid distractions: Outlandish, extreme, or distracting clothing or hairstyles or hair colors are not permitted.

Enforcement

1. The teacher and school administration will decide if a student's clothing or attitude violates the dress code.
2. If a student is out of compliance, the teacher will send a uniform violation form home. In extreme cases (as determined by the teacher), students must immediately correct their appearance.
3. Respectful and cheerful cooperation is expected. Complaints or defiance may result in disciplinary action.

Special Attire Days/Events

1. Some activities (e.g., P.E., field trips) may require different clothing, as determined by the principals.
2. Special days (e.g., Dress-Up Days, Spirit Week) may allow other clothing options.

School Uniform Specifications**BOYS:**

1. Collared shirts (polo or button-down) - dark green, white, or navy. Shirts are tucked in and collars down.
2. Navy or khaki uniform pants or uniform shorts (no cargo pants or shorts) without holes
3. The minimum length of shorts must come near the top of the knee
4. A dark belt must be worn in loops for fourth grade. Pants without belt loops are not permitted.
5. Plain sweaters, sweater vests, blazers, or sweatshirts must be in school colors (no markings or logos other than the school logo; no hoodies or fleeces).
6. Navy blue, white, or black socks with closed-toe shoes

GIRLS:

1. Collared blouse or polo - Dark green, white, or navy. Shirts are tucked in and collars down.
2. Dresses, jumpers, skirts, slacks, or shorts must be uniform quality and in dark green, navy blue, or khaki. Dresses and jumpers must either have a collar or a collared uniform shirt underneath.
3. Shorts, skirts, and dresses must reach the top of the knee.
4. A dark belt must be worn in loops for fourth grade and up. Pants without belt loops are not permitted.

5. Plain sweaters, sweater vests, blazers, and sweatshirts must be in school colors (no markings or logos other than the school logo; no hoodies or fleeces).
6. Navy blue, white, gray, or black socks, tights, or leggings without holes and closed-toe shoes

PE Classes:

Aletheia t-shirt with athletic shorts and tennis shoes

Electronic Device Policy

1. PreK-4th: No electronic devices may be used except paper-style readers (e.g., Kindle Paperwhite) and then only with the approval of the classroom teacher.
2. 5th-8th: Cell phones, iPods, headphones, and similar devices will be placed in book bags and will not be taken out or used by students at any time during the school day. Smart watches are only allowed if they are set to school mode (which silences all notifications during school hours). If watches are found to receive messages/notifications, students will be asked not to bring them back to school.
3. Exceptions can be made through administration for students who require technology for medical reasons (e.g., blood sugar monitoring).

Search and Seizure

Our school works hard to keep everyone safe and cared for each day. Sometimes, a teacher or school administration may need to look inside a student's backpack, lunchbox, or desk to make sure everyone is safe and following school rules. Desks, cubbies, and other school spaces belong to the school and may be checked when needed. If an item that is not allowed at school is found, it will be taken and returned to a parent or handled safely. Parents will be informed if this happens.

Volunteer Opportunities & Guidelines

Volunteering is a vital part of who we are at Aletheia, and there are many ways for families to get involved throughout the week. Our volunteers support key areas such as snack and recess supervision, lunch duty, and student drop-off and pick-up. For families with limited morning availability, there are also opportunities to help with special events and classroom support, including grading. Every contribution, big or small, helps our school community thrive. Regular volunteers must complete the Safe Student online training.

A. Occasional, Supervised Volunteers

Examples: classroom helpers, party volunteers, field day support

- Must remain under the direct supervision of school staff at all times
- No unsupervised contact with students
- May not accompany students to restrooms or be alone with students

Requirements:

- Sign in at the office
- Agree to the school volunteer expectations
- Background checks are done at the discretion of the school administration

B. Regular or Unsupervised Volunteers

Examples: classroom aides, tutors, field trip drivers, coaches, study hall monitors

- May have repeated or unsupervised access to students
- Approval is required prior to participation
- Requirements must be completed BEFORE volunteering

2. Age Requirements

- Volunteers under 18:
 - Must have parent/guardian consent
 - May be limited to supervised roles
 - May require registry checks depending on role
- Volunteers age 18 and older:
 - Must complete full screening if in a regular or unsupervised role

3. Disqualification Criteria

Volunteer approval may be denied or revoked based on background check results, including but not limited to:

- Findings of child abuse or neglect
- Sexual offenses or listing on a sex offender registry
- Violent criminal offenses
- Other offenses that may pose a risk to student safety

The school reserves the right to review all results and make determinations on a case-by-case basis in accordance with Illinois guidelines.

4. Confidentiality

All background check information will be:

- Kept confidential
- Used solely for volunteer eligibility decisions
- Maintained in secure school records

5. Renewal

- Background checks must be updated frequently
- Volunteers must notify the school of any new criminal charges or investigations

6. Expectations for All Volunteers

All volunteers agree to:

- Follow school policies and staff direction
- Maintain appropriate boundaries with students
- Use respectful and appropriate language
- Report any safety concerns to school leadership immediately

7. Right to Modify

Aletheia Christian School reserves the right to modify this policy at any time to ensure student safety and compliance with Illinois regulations. For the safety of our students, Aletheia Christian School may require background checks for any volunteer role at its discretion.”

Parent/Teacher Conferences

Parent-Teacher Conferences are held on Monday and Tuesday before Thanksgiving. Some smaller classes may only be scheduled on one of these two dates. Please make sure at least one parent signs up to meet with your child’s lead teacher.

Campus Conduct and Access Restriction Policy

Purpose

Aletheia Christian School is committed to maintaining a safe, respectful environment where students can learn and staff can teach. All parents, guardians, visitors, volunteers, and other adults are expected to conduct themselves respectfully on campus and at school activities.

1. Expected Conduct

Adults must:

- Treat students, staff, volunteers, and other families with respect.
- Address concerns privately with the appropriate staff member or Head of School.
- Keep personal, family, and custody disputes away from students and school activities.
- Follow staff directions regarding campus access and student safety.

Disruptive behavior includes, but is not limited to, threats, intimidation, verbal confrontations, physical aggression, inappropriate entry into restricted areas, refusing staff directions, or engaging in personal disputes on campus.

2. Immediate Safety Measures

The Head of School or designee may require an adult to leave campus immediately if their conduct disrupts school operations or raises safety concerns. Temporary access restrictions may be imposed while the matter is reviewed. Police may be contacted when necessary to protect safety or address refusal to leave.

3. Campus Access Restrictions

The Aletheia Board reviews incidents and determines appropriate action. Depending on the severity and circumstances, the Board may issue a warning, restrict campus access for up to 90 calendar days, establish conditions for campus access, or impose an indefinite restriction for serious threats or violence.

The Board will consider the circumstances, the effect on students and school operations, and any previous incidents. The adult involved may submit a written statement before the Board makes its decision. The Board's decision is final.

Adults who violate a campus restriction may be asked to leave, and Aletheia may request that the property owner issue a trespass notice. Serious or repeated conduct may also result in a review of the student's enrollment.

4. Maintaining Educational Communication

A campus access restriction does not, by itself, change a parent's educational rights, access to student records, or the student's enrollment. These matters remain subject to applicable court orders and school policies.

During a restriction, Aletheia will provide reasonable arrangements for school communication, meetings, and student drop-off and pickup. Adults must follow the arrangements established by the school.

5. Court Orders

Aletheia will follow all applicable court orders provided to the school. Parents and guardians must provide complete copies of court orders affecting campus access, student pickup, custody, or educational decision-making, along with documentation of any changes or termination.

The school will rely on the written court documents provided, not verbal descriptions of their terms. A school-imposed access restriction is separate from any court order.

6. Parent and Guardian Partnership

Enrollment at Aletheia depends on a respectful, cooperative partnership between families and the school. Parents and guardians are expected to follow this policy and work with staff in a manner consistent with Aletheia's mission.

When conduct disrupts school operations, threatens safety, violates an access restriction, or makes a productive school-family partnership impossible, the Board may restrict an adult's campus access or require the student's withdrawal. The Board will consider whether restricting the adult's access is sufficient before requiring withdrawal. A written warning will generally be provided, except when serious or repeated conduct warrants immediate action.

If enrollment ends under this provision, tuition and fees will be handled according to Aletheia's existing refund policies.

7. Confidentiality

Aletheia handles individual conduct matters as confidentially as reasonably possible. Staff will not discuss individual family incidents or Board decisions with other families or students, except as necessary to protect safety or fulfill school responsibilities.

By enrolling or re-enrolling a student, each parent or guardian of record agrees to comply with this policy.