



“There are only **940 Saturdays** between a child’s birth and her leaving the home. That may sound like a lot, but how many have you already used up? If your child is 5 years old, 260 Saturdays are gone. Poof!”

Against that backdrop, and exuberance of Ps. 127: 3- 5, being intentional is the best and biblical way forward.

“Don’t you see that children are God’s best gift?
The fruit of the womb his generous legacy?
Like a warrior’s fistful of arrows are the children
of a vigorous youth.
Oh, how blessed are you
parents with your quivers full of children!”



The **Index of Resources, see page 2**, outlines an array of supports to help parents be intentional. The topics address parenting, schooling, and church throughout the life stages of children. When parents, school, and the church work together, a child’s growth and development are most often optimized.

Many if not most of our contemporary culture’s narratives strut around with a God-less aim and self-centered agenda. At RCS, our stance is to support parents while holding to a biblical worldview and the truth claims surrounding the life, death, burial, resurrection, and ascension of the Lord Jesus.

The resources provided here support families who desire to glorify God and bring their children up to honor the Lord. At RCS, there is also a wisdom of practice readily available within and across our PreK-12th grade parent community. I encourage families to reach out with questions and prayer requests. Our warm and helpful parent-teacher community is one of the best assets to navigate the cultural head winds facing families.

Index of Resources, to view content click on the page number

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All navigable links were checked July 2023.

Please notify bruce.kelly@rainierchristian.org if a link is broken.

General Preschool-High School Topics

Resources for Preschool through High School Years and Special Needs Children From Focus on the Family, Common Sense Media, Desiring God, and others.			
Preschool Separation Anxiety for Parents Helping Your Child Adjust to Preschool			
Kindergarten	Elementary School	Middle School	High School
Kindergarten Readiness-Child's Fears	Ideas for a Better Back to School	Prepare for Middle School	Six Tips for High School
Kindergarten Milestones	Help Your Kids Discover What They're Good At	Thrive in Middle School	Prepare for Graduation Day
Kindergarten Readiness-Emotions	10 Ways to Help Your Child Succeed in School	Parents' Guide to TikTok	After Graduation
Special Needs Children Resources →	Encouraging Social and Emotional Needs of Children with Special Needs	Encouraging Children with Special Needs While They're Away From School	What Parents Need to Know About Autism

15 Apps Parents Should Know

<p>MEETME</p>  <p>MEETME IS A DATING SOCIAL MEDIA APP THAT ALLOWS USERS TO CONNECT WITH PEOPLE BASED ON GEOGRAPHIC PROXIMITY. AS THE APP'S NAME SUGGESTS, USERS ARE ENCOURAGED TO MEET EACH OTHER IN PERSON.</p>	<p>GRINDR</p>  <p>GRINDR IS A DATING APP GEARED TOWARDS GAY, BI AND TRANSCENDER PEOPLE. THE APP GIVES USERS OPTIONS TO CHAT, SHARE PHOTOS AND MEET UP BASED ON A SMART PHONE'S GPS LOCATION.</p>	<p>SKOUT</p>  <p>SKOUT IS A LOCATION-BASED DATING APP AND WEBSITE. WHILE USERS UNDER 17-YEARS-OLD ARE UNABLE TO SHARE PRIVATE PHOTOS, KIDS CAN EASILY CREATE AN ACCOUNT USING A DIFFERENT AGE.</p>
<p>WHATSAPP</p>  <p>WHATSAPP IS A POPULAR MESSAGING APP THAT ALLOWS USERS TO SEND TEXTS, PHOTOS, MAKE CALLS AND VIDEO CHATS WORLDWIDE. WHATSAPP USES AN INTERNET CONNECTION ON SMART PHONES AND COMPUTERS.</p>	<p>TIKTOK</p>  <p>TIKTOK IS A NEW MOBILE DEVICE APP POPULAR WITH KIDS USED FOR CREATING AND SHARING SHORT VIDEOS. WITH VERY LIMITED PRIVACY CONTROLS, USERS ARE VULNERABLE TO BULLYING AND EXPLICIT CONTENT.</p>	<p>BADOO</p>  <p>BADOO IS A DATING AND SOCIAL NETWORKING APP WHERE USERS CAN CHAT, SHARE PHOTOS AND VIDEOS AND CONNECT BASED ON LOCATION. WHILE THE APP IS INTENDED FOR ADULTS ONLY, TEENS ARE KNOWN TO CREATE PROFILES.</p>
<p>BUMBLE</p>  <p>BUMBLE IS SIMILAR TO THE POPULAR DATING APP 'TINDER' HOWEVER, IT REQUIRES WOMEN TO MAKE THE FIRST CONTACT. KIDS HAVE BEEN KNOWN TO USE BUMBLE TO CREATE FAKE ACCOUNTS AND FALSIFY THEIR AGE.</p>	<p>SNAPCHAT</p>  <p>SNAPCHAT IS ONE OF THE MOST POPULAR APPS IN RECENT YEARS. WHILE THE APP PROMISES USERS CAN TAKE A PHOTO/VIDEO AND IT WILL DISAPPEAR, NEW FEATURES INCLUDING 'STORIES' ALLOW USERS TO VIEW CONTENT FOR UP TO 24</p>	<p>KIK</p>  <p>KIK ALLOWS ANYONE TO CONTACT AND DIRECT MESSAGE YOUR CHILD. KIDS CAN BYPASS TRADITIONAL TEXT MESSAGING FEATURES. KIK GIVES USERS UNLIMITED ACCESS TO ANYONE, ANYWHERE, ANYTIME.</p>

21 Essential Parenting Resources from Christianity Today

2023 Top Christian Bestsellers from Amazon

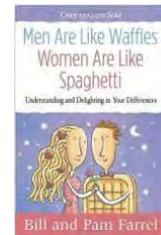
Top 5 Parenting/Marriage Books

Over the years, my wife and I have devoured dozens of marriage and parenting books. My favorites are prioritized here. Our world is different and more challenging than when we raised our daughters through their schooling years. I trust these resources offer timeless truths for your family.

1. The Five Love Languages of Children, Gary Chapman and Ross Campbell



2. Men Are Like Waffles, and Women Are Like Spaghetti Bill and Pam Farrel



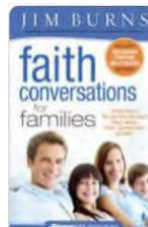
3. Grace Based Parenting Dr. Tim Kimmel



4. Little House on the Freeway Dr. Tim Kimmel



5. Faith Conversations for Families Jim Burns



According to christianbook.com, the following link shares their 125 best-selling parenting books. [Best Selling Parent Books](#)

Parenting Styles

In late 2021, an article examined four different parenting styles and their long-term impacts on children. The Bible dispenses excellent wisdom on how to raise kids. This contemporary finding aligns with biblical principles and tips about raising children across their life stages. The full article is linked here, [Four Parenting Styles](#)



Parent Teacher Conferences

When my daughters reached high school, I entertained the idea of skipping conferences altogether. Their exemplary grades and absence of behavior problems raised little concern. My wife and I however, attended the twice-a-year meetings for all four years. Please know that our kids pay attention to our attendance and participation whether they say anything or not. With my daughters, the parent-teacher conference itself was not a game changer. Eureka, it was our follow-up conversations with them! They hung on every word we relayed back to them from their teachers. Those shared and indelible moments made the conferences worthwhile. That's the secret. Taking the teachers' information back to your child is only something a parent can do. Therefore, prepare for all three phases of Parent Teacher Conferences: Pre-Conference, Conference, and Post-Conference. The following pro-tips support making the most of the opportunity.

Pro Parent Tips for Teacher Conferences	
Pre Conference	<p>1. Ask your child how things are going at school.</p> <ul style="list-style-type: none"> • What would they like you to ask their teacher? • What do they like best about school? • Are there any subjects that they are having trouble with? • If they could change anything about school what would it be? <p>2. Write down what you want to ask their teacher(s).</p>
Conference	<p>This is your chance to get detailed feedback on your child. Since most conferences are brief, stay focused. Asking about basic school policies contained in the handbook isn't a good use of time. If you have a specific question or issue that doesn't come up, be sure to ask.</p> <p>Establish rapport with the teacher. Get started on the right foot and listen to what the teacher has prepared to share. Frame your questions around that information.</p> <p>Try not to get defensive. As parents, we may only expect to hear glowing reports. Remember, a key purpose of the meeting is an assessment of how your child is doing and where your child has room to develop.</p> <p>Take a note pad and pen. Doing so offers a tangible way to show that you're actively participating.</p> <p>Provide the teacher with relevant information. Are there any significant changes at home?</p> <p>Lastly, find out about the teacher's communication preference. Let the teacher know the best way to reach you too.</p>
Post Conference	<p>Tell your child how it went. Linger, OK, really linger with all the praise-yours and the teachers. Then share any area of concern. Following up with your child powerfully models your commitment to their educational success and reinforces the importance of the parent-teacher partnership.</p> <p>Stay in touch with the teacher. Don't wait until the next conference. Reach out in a few weeks if you have an update related to the first conference.</p>

Spiritual Development, Deconversions

James Fowler offers a way to consider faith development, known as [Fowlers Stages of Faith](#). Interestingly, many deconverts reach level 4 on the Fowler Stage, but are unable to reconcile the paradoxes of the Bible against itself and the plausibility structures surrounding us in the 21st century. Those individuals deconvert from Christianity to become atheists

Deconversion is a complex and tough subject. Dr. John Marriott offers a deep and sobering account of the process with implications for families, churches, and faith-based organizations.

This isn't an easy read and chapter five proved very challenging.

For a free download of chapter one, visit

<https://www.johnmarriott.org> Chapter one chronicles the tragic stories of two very prominent Christian leaders who abandon the faith later in life.



Vacations

Why include a section about family vacations? Many of our family's best memories come from the activities, worship, and Bible teaching at Cannon Beach Conference Center, CBCC. We enjoyed the one- week family camp for 15 consecutive summers. Our daughters preferred CBCC over Disneyland. CBCC also hires 16-year-old students for summer employment. Go to <https://www.cbcc.net> to learn more!



Gender Identity, Expression, and Sexual Orientation-Presentation Slides

Rainier Christian School's response to gender, gender expression, gender identity, and sexual orientation is based upon the Bible's teaching. RCS does not endorse the Self Identity strand found within the WA State Health and Fitness standards nor does it rely upon the State's content for instructional purposes.


The Self-Identify strand of the WA State Health and Fitness standards are embedded into the state's public-school curriculum and begin in Kindergarten. Rainier Christian does not endorse nor subscribe to the Self-Identity strand found within the WA State Health Standards.

The copies of the following slides show the WA State Self Identity strand found within the Health and Fitness Standards. Again, RCS does not rely upon, the content from the Self Identify strand and it offers a contrast between what the Bible teaches about gender, gender identity, and God's purposes. The slides were originally intended to support Christian families who send their kids to public schools, but may be helpful for all families.

The references from Gen 1: 27 and Matt. 19: 4-6 frame a biblical view on gender: male, female and eunuchs.

Gender is then examined from three lenses: biologically, thinking, and actions.

Supporting Christian families in view of the WA State Health Standards



Bruce Kelly
President of Rainier Christian Schools

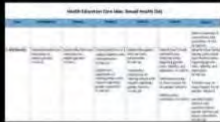

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Presentation Structure

Part 1
Health Standards
Response and Tips
Questions and Answers

Part 2
Science Standards
The Story of Dave and Katy
Response and Tips
Questions and Answers

2

2017 WA State Health Standards

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3. Self-identity	Understand there are many ways to express gender . H1.Se5.K	Explain that there are many ways to express gender . H1.Se5.1	Understand there is a range of gender roles and expressions . H1.Se5.2a	Explain that gender roles vary considerably. H1.Se5.3a	Identify how friends and family can influence views regarding gender roles, identity and expression . H2.Se5.4	Identify methods of transmission and prevention of HIV. H3.Se5.5b Describe how media, society, and culture can influence views regarding gender roles, identity and expression . H2.Se5.5a Promote ways to show respect for all people. H4.Se5.5 Identify trusted adults to ask questions about gender identity and expression . H2.Se5.5c
		Understand importance of treating others with respect regarding gender expression . H1.Se5.2b	Understand importance of treating others with respect regarding gender identity . H1.Se5.3b	Demonstrate ways to show respect for all people. H4.Se5.5		

3


Tip #1—Understand Terms

Gender
Gender Expression
Transgender
Sexual Orientation
Gender Identity
Cisgender
Intersex

Kindergarten

Understand there are many ways to express gender.
H1.Se5.K

4




Gender

...refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex

Grade 1

Understand there is a range of gender roles and expression. H1.Se5.2a

5




Gender Expression

...a way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests

Grade 2

Understand there is a range of gender roles and expression. H1.Se5.2a

6



Transgender


...an umbrella term for persons whose gender identity, gender expression or behavior does not conform to that typically associated with the sex to which they were assigned at birth

Grade 3

Explain that gender roles can vary considerably. H1.Se5.3a

Understand importance of treating others with respect regarding gender identity. H1.Se5.3b

7



Sexual Orientation

...refers to the sex of those to whom one is sexually and romantically attracted


Grade 4

Identify how friends and family can influence ideas regarding gender roles, identity, and expression. H2.Se5.4

Demonstrate ways to show respect for all people. H4.Se5.4

Define sexual orientation. H1.Se5.4

8



Gender Identity

... one's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves


Grade 5

Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression. H2.Se5.5a

Promote ways to show respect for all people. H8.Se5.5

Identify trusted adults to ask questions about gender identity and sexual orientation. H2.Se5.5b

9



Cisgender

...denoting or relating to someone whose sense of personal identity and gender corresponds with their birth sex

Grade 7

Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7

10



Intersex

... an intersex person may have the biological attributes of both sexes or lack some of the biological attributes considered necessary to be defined as one or the other sex

High School
sexual expression change throughout the life span. H1.5e2.H5b
Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.5e3.H5

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Gender Identity Options 2018, n= 71

- Agender
- Androgynous
- Androgynous
- Bigender
- Cis
- Cis Female
- Cis Male
- Cis Man
- Cis Woman
- Cisgender
- Cisgender Female
- Cisgender Woman
- Female to Male
- FTM
- Gender Fluid
- Gender Nonconforming
- Gender Questioning
- Gender Variant
- Genderqueer
- Intersex
- Male to Female
- MTF
- Neither
- Pangender
- Trans
- Trans Female
- Trans Male
- Trans Man
- Trans Person
- Trans Woman
- Trans*
- Trans*Female
- Trans*Male
- Trans*Man
- Trans*Person
- Transgender
- Transgender Female
- Transgender Male
- Transgender Man
- Transgender Person
- Transgender Woman
- Transmasculine
- Transexual
- Transexual Female
- Transexual Male
- Transexual Man
- Transexual Person

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What does the Bible reveal about gender?

13



Consider Three Lenses

Biology

- XX
- XY

Thinking



Action



14



Biology and Biblical Text

Genesis 1:27

God spoke: "Let us make human beings in our image, make them reflecting our nature...He created them male and female."

Matthew 19:4-6

"Haven't you read," Jesus replied, "that at the beginning the Creator made them male and female, and said, 'For this reason a man will leave his father and mother and be united to his wife and the two will become one flesh'?"

15



Gender, Biologically

Female

XX Chromosomes
Functional ovaries
Typical internal and external female reproductive organs
Clitoris at birth measuring 0.2 - 0.85cm



Male

XY Chromosomes
Testes in scrotal sac
Production and delivery of spermatozoa
Urethra enclosed in penis
Masculine response to puberty



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Biology and Biblical Text

Matthew 19:12

“For there are eunuchs who were born that way, and there are eunuchs who have been made eunuchs by others—and there are those who choose to live like eunuchs for the sake of the kingdom of heaven.”

17



Description from the Talmud

Classical Signs of a Congenital Eunuch:

He has no beard, his hair is soft, his voice is hard to distinguish from a woman, his skin is smooth, his urine is not excreted in an arc, the urine does not bubble because the power of the stream is lacking, his semen thin like water.

18



Gender, Biologically

Eunuch is an Intersex condition

5 Alpha-reductase deficiency

17 Beta-HSD

Congenital Adrenal Hyperplasia, CAH



XY males fail to produce an enzyme that converts testosterone to dihydrotestosterone.
• Most look female at birth but a penis develops during adolescence and puberty.
• Most then accept a male gender identity.
• Brain is exposed to testosterone during early development.



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Biblical View of Eunuchs

Isaiah 56:3-7 Promise to Eunuchs



Acts 8:27-39

Philip and the Ethiopian Eunuch

20



Framing a Response

Biology	Thinking	Action
<ul style="list-style-type: none"> Female, 49% Male, 51% Intersex, 0.005% 	<ul style="list-style-type: none"> Gender Identity Sexual Orientation 	<ul style="list-style-type: none"> Gender Expression Sexual Expression

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Tip #2—Respond in Love

1 Peter 2:17

Treat everyone you meet with dignity...

1 John 3:23

And this is his command: to believe in the name of his Son, Jesus Christ, and to love one another as he commanded us.

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Tip #3—Inquire

Understand the Health standards are new for the 2017-18 academic year.

District's Central Office

Search for the Health Coordinator. Ask about the district's stance and instructional materials for the Self Identity strand.

Classroom Teacher or Health Teacher

Ask about the instructional materials used prior to the sexual health unit. Materials can be reviewed.

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References

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- <https://ghr.nlm.nih.gov/condition/klinefelter-syndrome#sourcesforpage>
- <http://sitn.hms.harvard.edu/flash/2016/gender-lines-science-transgender-identity/>
- https://www.scientificamerican.com/article/is-there-something-unique-about-the-transgender-brain/?WT.mc_id=send-to-friend
- <https://www.memorangapp.com/flashcards/127733/10-21+Disorders+of+Sexual+Differentiation/>
- <http://www.apa.org/topics/lgbt/transgender.aspx>
- <https://ghr.nlm.nih.gov/condition/5-alpha-reductase-deficiency>
- <https://emedicine.medscape.com/article/945649-overview>
- <https://stanfordes.seattleschools.org/cms/one.aspx?portalId=627&pageId=28545999>
- <http://www.k12.wa.us/HealthFitness/Standards/HealthEducationK-12LearningStandards.pdf>
- <http://www.nadf.us/adrenal-diseases/congenital-adrenal-hyperplasia-cah/>

Trans Youth, Statistics, and Resources

Nearly 20 percent of those who identify as transgender in the United States are between the ages of 13 and 17, which means that most teens today go to school alongside students who identify as trans. [Link to UCLA data/source.](#)

STATE	13-17		18-24		25-64		65+		ALL ADULTS 18+	
	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
United States	1.43%	300,100	1.31%	398,900	0.45%	766,500	0.32%	171,700	0.52%	1,337,100
WEST	1.62%	81,700	1.14%	82,600	0.51%	209,400	0.30%	36,400	0.54%	328,500
Alaska	1.23%	500	1.51%	1,000	0.65%	2,500	0.34%	300	0.70%	3,900
Arizona	1.54%	7,300	1.92%	13,000	0.71%	25,200	0.23%	3,000	0.73%	41,200
California	1.93%	49,100	0.70%	25,500	0.50%	105,100	0.34%	19,500	0.49%	150,100
Colorado	1.14%	4,200	2.09%	10,800	0.51%	15,800	0.06%	500	0.60%	27,000
Hawaii	2.15%	1,700	1.50%	1,800	0.66%	4,800	0.44%	1,200	0.70%	7,800
Idaho	0.76%	1,000	0.92%	1,500	0.51%	4,500	0.36%	1,000	0.52%	7,000
Montana	0.78%	500	0.70%	700	0.47%	2,500	0.13%	300	0.41%	3,400
Nevada	1.67%	3,300	0.87%	2,200	0.35%	5,700	0.04%	200	0.34%	8,100
New Mexico	2.62%	3,700	0.81%	1,600	0.62%	6,500	0.73%	2,800	0.67%	10,900
Oregon	1.18%	2,900	1.57%	5,700	0.52%	11,500	0.35%	2,700	0.59%	19,900
Utah	0.83%	2,100	1.34%	4,800	0.47%	7,300	0.43%	1,600	0.60%	13,700
Washington	1.09%	5,000	2.01%	13,300	0.41%	16,900	0.26%	3,200	0.56%	33,300
Wyoming	0.56%	200	1.21%	700	0.41%	1,200	0.29%	300	0.48%	2,100

Helping Children with Gender Identity Confusion

Transgenderism is an increasing focus of pop culture, social media, politics, and the academic world. As a result, Focus on the Family has seen an upsurge in questions about this issue. Some of the most heart wrenching are from parents whose son announces, “I’m really a girl,” or whose daughter says, “I identify as a boy.”

We want to acknowledge from the start that this is a sensitive, complicated subject. The research on this issue is very limited, and even the “experts” don’t understand everything that creates confusion and distress over gender identity. In addition to being complex, the conversation about transgenderism has become loud and angry, so you as a parent might feel caught in the middle of a raucous public debate – stuck between your faith and the many voices demanding that you affirm and help your children live as the gender of their choice.

[Click Here for Link to Focus on the Family Resource](#)

[Click Here for Link to Christianity Today Article on Ministry and Trans Youth](#)

Origins of Universe, Creation, Origin of Species, Man—Presentation Slides

Supporting Christian families in view of the WA State Science Standards




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Part 2

Science Standards
Young versus Old Earth
Response and Tips
Questions and Answers



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WA State Adopted NGSS in 2013



HS-LS4-1 Biological Evolution: Unity and Diversity

Viewing Options

- Print only
- Share via PDF
- Print and Save Image
- Print and Download Images

Related Evidence Statements

How to Read the Standards

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NGSS

The origin of species




LS4.A Evidence of common ancestry and diversity	N/A	Some living organisms resemble organisms that once lived on Earth. Fossils provide evidence about the types of organisms and environments that existed long ago.	The fossil record documents the existence, diversity, extinction, and change of many life forms and their environments through Earth's history. The fossil record and comparisons of ancestral similarities between organisms enable the inference of lines of evolutionary descent.	The ongoing branching that produces multiple lines of descent can be inferred by comparing DNA sequences, amino acid sequences, and anatomical and embryological evidence of different organisms.
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The age of the universe

INCREASING SOPHISTICATION OF STUDENT THINKING			
ESS1.A The universe and its origin	ESS1.B Patterns of excursions of the sun, moons, and stars as seen from Earth can be observed, described, and	ESS1.C Stars begin as clouds of gas and dust that collapse under their own gravity to form stars and planets. The sun and other stars release high-energy radiation.	ESS1.D Light spectra from stars are used to determine their characteristics, processes, and lifecycles. Solar activity causes the climate through nuclear fusion. The development of technology has provided the astronomical data that provide the empirical evidence for the Big Bang theory.

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Middle and High School Science

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Origins: Creation and Scientific Evidence

Gen 1:1
In the beginning God created the heavens and the earth.

Current Scientific Evidence
Universe—Astronomy ~ 13.5B years ago
Earth—Geology ~ 4.5B years ago

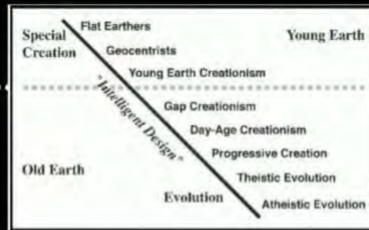
32



Divergent Views

Young Earth

Old Earth



33



Tip #4—Study God’s Word



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Tip #5—Know the Limitations of Science

Science concerns itself with what is observable and testable.

Science assumes that current natural processes operated similarly in the past.

Science cannot explain what caused the Big Bang, why there is something instead of nothing, and does not concern itself with the supernatural.

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Tip #6—Affirm and Celebrate

Affirm the Creation account, young or old earth.

Celebrate human beings as fearfully and wonderfully created in the image of a personal God, not from an unguided evolutionary process.

Understand the Bible only uses “very good” to describe the pinnacle of God’s creation, humans.

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Tip #7—Engage

Home Library

Dinner Conversations

Family Devotions

Science Fairs

Romans 1:19,20 and the family microscope and telescope



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Tip #8—Inquire

District’s Central Office

Search for the Science Coordinator. Email them to learn what instructional materials are used for science classes. Materials can be reviewed at the district office.

Classroom Teacher or Science Teacher

Ask about the instructional materials and resources utilized for science. Instructional materials should be on the district’s approved materials list.

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John Lennox responds to the days of creation question. John Lennox is a British mathematician specializing in group theory, a philosopher of science and a Christian apologist. He is Emeritus Professor of Mathematics at the University of Oxford and an Emeritus Fellow in Mathematics and Philosophy of Science at Green Templeton College, Oxford University. The video is featured through the following link: [John Lennox's Response to Days of Creation.](#)



References

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- Newman, C., Herman, J., and Eckelmann, J. (1981). Genesis One and the Origin of the Earth. Grand Rapids, MI: Baker Book House.
- Colson, C. (1999). How Now Shall We Live? Carol Stream, IL: Tyndale House
- http://www.realclearreligion.org/articles/2014/01/29/in_defense_of_creationism.html
- <https://www.nextgenscience.org>
- <https://answersingenesis.org>
- <http://www.icr.org>
- <http://theweek.com/articles/451321/defense-creationists>
- <http://creation.com/defense-of-six-day-creation>
- <https://answersingenesis.org/creationism/young-earth/young-earth-creationist-view-summarized-and-defended/>
- <http://christian-apologetics.org>
- <http://ncse.com/files/images/continuum.preview.gif>
- http://www.bbc.co.uk/religion/religions/christianity/beliefs/creationism_1.shtml
- <https://www.ecclesia.org/truth/1-2.html>

Money Matters, Allowances, Tithing, and Savings Accounts

Lessons to our kids are more often caught than taught. Modeling the biblical principles we want to see in our kids outdistances the available training packages for purchase and lecturing combined. Some key actionable topics about money, allowances, tithing, and savings usually coincided with our girls' birthdays. We discussed a plan for future money before they were born. That meant setting aside any money they received for their birthdays and Christmas



to make a significant deposit into their first savings account. Before they reached kindergarten, we set up their individual savings accounts, provided them with real piggy banks, (one was a ceramic pink pig), and began discussing the concept of the tithe—using pennies, dimes, and dollar bills.

The tithe, along with the idea of responsibility and work ethic drove our decision to begin giving allowances. The allowance was developmentally appropriate for a short list of chores. They were paid on a weekly basis, so having the cash on hand was something we had to prepare for. Before going to church we discussed how to calculate the tithe. The girls would put their tithe into the Sunday School offering. As they got older, the allowance and the chore list grew proportionally. By then end of elementary school, we encouraged them to save 50% or more for future education plans, tithe 10%, and make prudent decisions for the remainder. For us, the prudent decision came down to a mantra, "Why don't you think about it for a few days?" They witnessed how waiting would often bring an unexpected blessing like a bigger discount, or change in desire. During this time, they watched mom and dad discuss how to pay down the mortgage early by making an additional principal payment each month. The borrower is a slave to the lender, Prov. 22:7.

By middle school, the girls began getting a small clothing allowance and had to learn how to budget for back-to-school shopping and search for discounts, bargains, and other promotions.

In the latter half of middle school, the appetite for bigger ticket items, i.e., cell phones, grew. That required them to save up because our family practice, when possible, was to never borrow money for depreciating assets. As their savings accounts grew, we began to discuss the amazing idea of earning interest. We asked them to compare and study the investment vehicle of a Certificate of Deposit. One bank provided an interest rate of 7.5% for the first \$500. They determined that was worth opening an account to earn a significantly higher rate. Graphically, they could understand the concept of compounding interest. Before high school began, we began discussing the concept of O.P.M. (Other People's Money) Think scholarships. Our hope was that they would distinguish themselves in high school in order to secure scholarships for college. O.P.M. helped get our girls through college.

By high school, they had part time jobs. We continued the same financial planning model where they tithed 10%, saved 50%, and spent or saved the other 40% as desired. The majority of the 40% remained as savings. My wife and I had to sort out what we require from them for their



college tuition expenses. After lots of discussion, one-third of their tuition was their responsibility. After watching examples where parents footed the entire bill, we knew having some skin in the game would help them take their studies more seriously. Lastly, at some point in high school, the entire clothing budget was shifted to their responsibility.

While they were away at college, we had many opportunities to watch them make financial decisions. The lessons and modeling worked as well as we could have hoped for, and they carry the wisdom of early learning into purchasing decisions and giving.

Digital Distractions and Modeling for Parents, Kids, and Families

American photographer Eric Pickersgill photoshopped away the smartphones and digital devices from his portraits of everyday life. The project “Removed” aims to show our addiction to modern technology, social media, and hyper-connectivity. The implications for parenting, kids, and families are potentially paralyzing to think about. Is there any difference between the amount of time Christian families immerse themselves digitally compared to those living outside of a faith-based perspective? In the photograph at right, I focused on the young boy who is balancing a splitting maul on the log. Directly below, observe the family member’s face-to-screen interaction. In the lower right, consider this caption: Alone-together.



Interestingly, it turns out, families are spending *more* time together than before. But not together-together. Alone-together. Killian Mullan from Oxford University and Stella Chatzitheochari from the University of Warwick looked at [time-use data](#) from a nationally representative UK sample of around 5,000 children and their parents. The full results of the study, which draws on a nationally representative sample of close to 5,000 daily diaries from around 2,500 children and their parents, are published today in the *Journal of Marriage and Family*.

- In 2000, on average, children and parents spent 347 minutes per day in the same location. Of this, 95 minutes were alone-together time and 84 minutes were spent in shared activities such as eating or watching TV.
- By 2015, on average, children and parents spent 379 minutes per day in the same location, an increase of 32 minutes. Of this, 136 minutes were alone-together time and 87 minutes were spent in shared activities such as eating or watching TV.
- In 2015, children and parents used mobile devices used for 38% of total family time, 47% of alone-together time, and 27% of shared activity time.
- Older children (14-16) spent less time in shared activities with their parents and more time using devices, which was concentrated during alone-together time.

The full article from the *Journal of Marriage and Family* is available [here](#).

Managing our kid's digital habits crisscrosses several dimensions. However, it must be managed, and a story from the past gets at the heart of the matter. The anecdote springs from the time before my daughters entered kindergarten through their high school years.



As you may know, my employment history includes 21 years of classroom teaching. I loved it. Nevertheless, one of the indirect consequences of being a teacher is the non-stop paper correcting and lesson planning. Usually, the behind-the-scenes work occurred at home after dinner. When our girls were in elementary school, my wife returned to classroom teaching. Almost each evening, she also brought stacks of student papers home to grade. We were unaware how carefully our daughter's paid attention to mom and dad's nightly routine—paper grading and lesson planning after dinner at the dining table.

As a teacher, and later on as a high-school principal, I held numerous conferences with frustrated parents because their kid's homework did not get done. Not once did the significance of modeling cross my mind. Instead, the conferences focused on tips and strategies to fix their kid's homework or lack-of-homework problem. Sometimes a strategy worked, but usually, the conferences produced little change. Parents were never questioned about their behavior or modeling. If those conferences were held today, I would connect the dots and discreetly ask a couple of questions, "Does your son or daughter ever see you study or do homework?" After dinner what do they typically see you doing?

My daughters, now studying in college, never needed a reminder to get their homework done. They simply followed mom and dad's admittedly boring example. Modeling shows rather than tells. Modeling outdistances nagging, consequences, and bribes combined. Grasping the breadth and depth of modeling begins with Dt. 6: 6-9.

Let's return to managing our kid's digital worlds. What do they see mom and dad do? Are mom and dad checking their devices during meal times? Do kids feel like they need to compete for attention against a device? I believe modeling and management are the heart of the matter. A parent's example strengthens any thought about implementing a Family Media Agreement that is shown on page 21.

Before getting to the Agreement, as a family practice, we did not allow smart phones in the bedrooms beginning at bedtime. All of our phones were sequestered each evening.

The dire consequence of devices interrupting sleep patterns is real.

Also, our family's exaggerated but flexibly applied motto, "Nothing good happens after midnight," supported the bedtime restriction. For

kids ages 1-15, consider the following three questions to address challenges posed by digital devices.



1. How much screen time is OK for my kid(s)?

The AAP's guidelines, released in October 2016, allow for some screen time for children younger than 2 and emphasize parental involvement for all kids. In a nutshell:

- Avoid use of screen media other than video-chatting for children younger than 18 months.
- If you choose to introduce media to children 18-24 months, find high-quality programming and co-view and co-play.
- Limit screen use to 1 hour per day of high-quality programs for children age 2 to 5 years.
- Create a family media plan with consistent rules and enforce them for older kids.

2. How much screen time is too much for my kids?

[CBS News](#)—a medical perspective from the American Heart Association.



3. Should we explore/discuss a Family Media Agreement?

COMMON SENSE MEDIA

Family Media Agreement



I, _____, will:

... take care.

- I will take care of the device I'm using and tell my family if it's broken, stolen, or lost. As a family, we have agreed on the consequences if I lose or break a device, and I understand those consequences.
- Unless I have paid for a device with my own money or it was a gift, I understand that the device belongs to the family member(s) who bought it.
- _____

... stay safe.

- I will not create accounts or give out any private information — such as my full name, date of birth, address, phone number, or photos of myself — without my family's permission.
- I will not share my passwords with anyone other than my family. I will ask my family to help me with privacy settings if I want to set up devices, accounts, or profiles.
- If anyone makes me feel pressured or uncomfortable or acts inappropriately toward me online, I'll stop talking to that person and will tell a family member or other trusted adult about it.
- _____

... think first.

- I will not bully, humiliate, or upset anyone online — whether through sharing photos, videos, or screenshots, spreading rumors or gossip, or setting up fake profiles — and I will stand up to those who do.
- I know that whatever I share online can spread fast and far. I will not post anything online that could harm my reputation.
- Whenever I use, reference, or share someone else's creative work online, I will give proper credit to the author or artist.
- I know that not everything I read, hear, or see online is true. I will consider whether a source or author is credible.
- _____

... stay balanced.

- I will help my family set media time limits that make sense, and then I will follow them.
- I will be mindful of how much time I spend in front of screens, and I will continue to enjoy the other activities — and people — in my life.
- If using media or being online is making me unhappy or it's hard to stop, I will take a break and talk to a family member.
- _____

... communicate openly.

- I will talk to my family about what media I use and what I do online and answer any questions they have openly and honestly.
- I will tell my family if I'm struggling with media use, have made a mistake online, or need help.
- _____

In exchange, my family agrees to:

- recognize that media is a big part of my life, even if they don't always understand why.
- talk with me about what worries them and why before saying "no."
- talk to me about my interests and embrace my world, including helping me find media that's appropriate and fun.
- _____

SIGNED BY ME

SIGNED BY MY PARENT OR CAREGIVER

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The resources from Common Sense.org offer rich and relevant information on this topic.

Lastly, a foreword from within Tony Reinke's book, *12 Ways Your Phone is Changing You*, is available by clicking on the word, [free](#). If John Piper's foreword resonates with you, then explore the rest of the book.



A Biblical Response to Critical Race Theory

Critical Race Theory, CRT, offers a god-less critique and solution about race and race relations in America. The evangelical response on CRT is timely as legislation in several states impacts public-school education. In the following video, linked below, Join Brian Dye as he engages Damon Horton and Rasool Berry on approaching this topic from a biblical worldview.

[Click Here for Video](#)

A Particular Disapproval

Article by

John Piper

Founder & Teacher, desiringGod.org

I am not interested in making common cause with non-Christians in my disapproval of the celebration of homosexual desires or acts. The reason is that truly Christian disapproval of sin is rooted in, sustained by, and aimed at spectacular realities for which non-Christians have no taste.

Distinctly Christian disapproval of sin is rooted in the sin-covering blood of Jesus Christ. It is sustained by the supernaturally transforming work of the Holy Spirit. And it aims at the glory of God in the Christ-exalting joy of as many transformed sinners as possible. The ability to experience a distinctly Christian disapproval of sin is a miracle from God.

The non-Christian world can feel disapproval of many things. But it cannot feel blood-bought, Spirit-empowered, God-honoring disapproval. That is a gift of grace through faith in Christ. It is absolutely unique among a thousand worldly ways to disapprove.

When a person becomes a Christian, he undergoes a transformation not just of *what* he disapproves, but of *how* he disapproves. There is nothing peculiarly Christian about the mere disapproval of any human behavior. Therefore, disapproval of sinful behaviors is no evidence of saving grace. Becoming a Christian is far more profound than changing *what* we disapprove of. Becoming a Christian is a miracle — sometimes called new birth. It involves putting our trust in the death of Jesus to cover our sins, and relying on the Holy Spirit to help us walk in Christlike love, and bending all our behavior to the glory of God. Only then will a human being be capable of the natural impossibilities involved in a peculiarly Christian disapproval.

All of this I have discovered in the Bible. It is found nowhere else. I have seen, like millions of others, that these spectacular realities — the cross of Christ, the gift of the Spirit, and the magnificence of God's glory — coalesce in the pages of Scripture with such self-authenticating truth that I am bound joyfully to embrace this book as the revelation of God.

In what follows I will try to explain from Scripture why biblically faithful Christians disapprove of homosexual desires and practices. Then I will try to illuminate the nature of homosexual desires, showing how they relate to my own sinful desires. Finally, I will try to show what a peculiarly Christian disapproval is. This last part includes the question whether revulsion at the act of sodomy is a morally appropriate, or Christian, response. To read the full article, click [here](#).

Rainier Christian Schools Distinctives

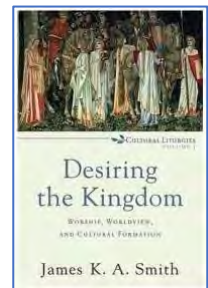
Today offers a timely alibi for revisiting the grand purpose of a Christian education. Our mission statement embraces the adjective phrase, "Whole Person." Our whole-person focus flows from the greatest commandment, Mk.12:30. Here, Jesus directly answers a teacher of the law, "Love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength." The whole-person focus is clear.

Most education models miss one or more dimensions of the whole person. A child is much more than a brain on a stick—a macabre and misguided view that partially explains why pouring the right Christian ideas, facts, and doctrines into kids to encourage proper behavior only goes so far. At RCS, the agency of Christian education runs wider and deeper than cognitive and spiritual development alone. Our staff members attend to a child’s formation, including their character, desires, and affections.

The centerpiece of Mark 12:30 converges on our desires for godly things.

Choosing this higher way stands in sharp contrast to warnings about the saturation and infiltration of worldly desires, 1Jn. 2:15,16. A wonderful treatment on this topic spills out of James K. A. Smith’s book, *Desiring the Kingdom, Worship, Worldview, and Cultural Formation*. Dr. Smith implicates desires to Christian education, church ministry, and discipleship.

“We are desiring creatures, who are, every day being formed by impulses surrounding us. What defines us is what we love. Thinking, arguments, and beliefs are crucial as a means of moving the heart, but ultimately, we are what we adore. Being the kind of person who loves rightly, who loves God and neighbor, and is oriented to the world by the primacy of that love speaks to the formation of our desires.”



Rainier Christian’s distinctive holistic approach and biblical worldview is energized by the staff members’ love and commitment to the Lord Jesus.

Our staff aims to glorify God through the talents and gifts provided to them in service of our signature academic programs, athletic teams, and extra-curricular activities. Stitched together, our whole-person design forges a compelling model for Christian education.

When choosing a school for your child, a good question to ask is, **what is the center of the educational model?**