



Coastline Cornerstone Classical Community

Summary

Coastline Cornerstone Classical Community (C4) is a decentralized, family-driven homeschool community rooted in classical Christian education and designed around two convictions.

1. Because all knowledge originates in God, is revealed by Him, and finds its meaning in Christ, learning is inherently relational.
2. Parents, not institutions or curriculum developers, are God's ordained primary stewards of a child's discipleship and education (Deut. 6:5–9; Eph. 6:4).

Therefore, this homeschool fellowship is intentionally structured as a classical Christian community centered on Christ, where parents and children grow together in wisdom through shared practices, relationships, and the faithful pursuit of truth.

C4 Structure:

- We are structured relationally through a shared vision of Christian classical education, but not necessarily through a standard curriculum.
 - Each family remains fully autonomous in the curriculum, pacing, and approach for their own family.
- Families voluntarily cooperate weekly for student oral presentations, parent fellowship, mutual accountability, and shared Christian formation.
- The community operates under a shared doctrinal statement as a minimum confessional boundary.
- A local Board of Directors stewards finances, ensures enforcement of the doctrinal statement, and supports community direction without intruding upon family-level curricular decisions.

This model preserves the relational aspect of education and the strengths of community life while avoiding the institutional overreach, curricular rigidity, and corporate pressures that have become increasingly concerning to many homeschool families.

1. Philosophical Foundations

1.1 Knowledge is Relational: Why Community Is the Superior Environment for Christian Learning

Knowledge Is Not Autonomous Information but a Personal Reality Grounded in God

Scripture does not present knowledge as a collection of neutral facts existing independently of God. Instead, all knowledge originates in God Himself, flows from His nature, and is sustained by His ongoing power. (Rom. 11:36)

God does not merely possess knowledge as something external to Himself; He is the source of all truth, wisdom, and understanding. His knowledge is inseparable from His being, will, and purposes. (Rom. 11:33; Prov. 3:19)

Knowledge, therefore, is not accidental or autonomous; it is created, ordered, and sustained by God.

All Created Knowledge Is Relational Because It Is Given, Not Discovered

Human beings do not generate truth from within themselves. We receive knowledge because God reveals it. (1 Cor. 4:7)

God reveals Himself through:

- Creation (general revelation)- (Ps. 19:1)
- Scripture (special revelation)- (John 17:17)
- And supremely through Christ (personal revelation) -(Col. 2:3)

Because knowledge is revealed, not self-originated, it is inherently relational. It exists within the relationship between the Creator and the creature.

Knowing Is Covenantally Relational in Scripture

In Scripture, to “know” is often a relational covenantal term, not merely cognitive awareness. (Amos 3:2)

God clearly “knows” all things, yet He speaks of “knowing” Israel in a relational, covenantal sense. This pattern continues throughout Scripture:

- Adam “knew” Eve (Gen. 4:1)
- God “knows” those who are His (2 Tim. 2:19)
- Eternal life is defined as knowing God (John 17:3)

Knowledge, therefore, is not merely informational but participatory. The knowledge we acquire has a “telos,” or purpose, that is relational first to God, then to each other, and then to the Creation mandate in God’s world around us. So knowledge involves relationship, trust, obedience, and purpose.

Christ as the Center and Mediator of All Knowledge

Christian education is not merely education with Christian content or using a Christian curriculum. Since God is the source of all knowledge, Christian education grounds knowledge in its true source and then teaches them how to relate to the knowledge in their context for the purpose of glorifying Christ in the world around them.

It is education re-centered on Christ as the source, meaning, and end of all knowledge, combined with discipleship to use that knowledge to fulfill the creation mandate and the Great Commission to God’s glory.

Christ does not merely teach truth, He is the Truth (John 14:6). All disciplines, science, history, mathematics, language, logic, derive coherence because Christ sustains the order they describe. All knowledge has a purpose in Christ because it leads us to know Him more and glorify Him in our lives and through His creation. Knowledge apart from Christ is divorced from both its source and its purpose.

Thus:

- Knowledge divorced from Christ becomes fragmented.
- Information without a relationship has no purpose.

Why Relational Knowledge Requires Relational Learning

If knowledge is inherently relational, then the structure of the learning environment must be centered relationally and not around curriculum.

Scripture consistently places learning in communal contexts:

- Parents instruct children in daily life (Deut. 6:6–7)
- Wisdom is cultivated in community (Prov. 13:20)
- Teaching and exhortation occur in the gathered body (Col. 3:16)

Learning is not merely the transfer of data from teacher to student, but the shared pursuit of truth within rightly ordered relationships.

Community as the God-Ordained Context for Knowing

Because knowledge comes from God and is received through Him, learning is best formed in a community ordered toward God.

A classical Christian community:

- Prioritizes truth
- Orients learning toward worship
- Frames knowledge as stewardship
- Forms virtue alongside intellect

1.2 Biblical Paideia As The Parental Responsibility

C4 grounds its educational philosophy in the biblical vision of parental responsibility and constant discipleship:

- Paideia is the Greek idea of education as the training of a child to act as a freeman and citizen of Greek society.
 - We as parents are not simply to educate our children at home, but rather we are to educate under the larger umbrella of discipleship.
- Parents are commanded to instruct their children “when you sit... walk... lie down... rise up” (Deut. 6:7).
- Education is inseparable from worldview formation; therefore, neutral education does not exist.
 - Homeschooling is not simply educating our children at home; it is part of the paideia of our children in training them how to act, think and see the world as a citizen of God’s kingdom.
- Because knowledge is held in Christ (Col. 2:2–4), education must remain intentionally Christian.

The purpose of homeschooling is the discipleship of children, the shaping of mind, body, and spirit within the home. C4 is then a support in this discipleship or paideia process.

1.3 Parental Ownership and Authority

Homeschooling allows the parent to train the children in the values of the family and establishes a more Biblical hierarchy with the parent at the top and the academia in a more subservient role to the parent.

Believing that outsourcing education to institutional “experts” subtly erodes parental authority and communicates that parents are not the true educators.

C4 reverses this trend by establishing:

- Parents as primary, authoritative educators.
- The community as a supportive fellowship and not a governing structure.

1.4 Knowledge, Relationship, and the Formation of Parents

Because all knowledge originates in God, is revealed through Him, and finds its coherence in Christ, learning is not merely the acquisition of information but participation in a rightly ordered relationship with truth. Knowledge, therefore, is not only something children must receive, but something parents must model, steward, and transmit faithfully. (Prov. 1:7)

Scripture consistently presents learning as something that occurs within lived relationships, particularly the relationship between parent and child. (Deut. 6:7; Prov 22:6; Eph 6:4)

This emphasis on relational learning does not replace the need for disciplined instruction or academic diligence within the home, but assumes and strengthens it by equipping parents to teach competently, faithfully, and with intentionality.

For this reason, the formation of children cannot be separated from the formation of parents. If knowledge is relational, then those who teach or reveal knowledge must themselves be shaped by truth, wisdom, and community.

Parents are not merely curriculum managers; they are the primary interpreters of reality for their children. How a parent understands truth, authority, discipline, order, and love will inevitably shape how knowledge is received and applied. (Phil. 4:9)

Accordingly, C4 understands parental support and training not as optional enrichment, but as a necessary component of faithful Christian education. The fellowship exists to strengthen parents through shared wisdom, encouragement, accountability, and instruction in classical Christian pedagogy so that they may carry out their God-given role with confidence and faithfulness. (Prov. 20:18)

This commitment to parental formation ensures that decentralization does not lead to fragmentation, but to maturity, unity, and resilience.

1.5 Rejection of State-Defined Credentialism

We do not seek certified teachers or the accreditation of a governmental agency. Teachers are certified ultimately by the government (certifying agencies must meet the standards of the Department of Education), and schools are ultimately accredited by the government (accrediting agencies are validated by the Department of Education).

The government has proven to provide inadequate education to children, especially since the creation of the Department of Education in the late 1970s.

- Though we have increased spending on education by 200% since this time, our results have worsened.
- For all the studies, organizations, PhDs, and curriculum development over the last 50 years, we have worsened in the basic areas of reading, writing, and math.
- Average grades have gone from the expected bell curve dissemination clustered around a C average in the 80s to somehow skewed to an A average today.
 - Standardized test scores on the ACT and SAT have also decreased even though the average GPA of a high schooler has increased.
- Instead of education continuing to focus on the classical liberal arts education that was common among our founding fathers and leads to the critical thinking necessary for a free person, we have abandoned this proven educational system for an education that leads to echo chambers and indoctrination.
- These certifying agencies have also been shown to be highly political and ideological and are willing to conform regulations of accreditation to fit their political agenda.

C4 therefore:

- Does not require state-certified teachers.
- Does not seek accreditation from secular agencies.
- Measures educational effectiveness by Christian maturity, mastery, discipline, and classical skills, not bureaucratic benchmarks.

However, C4 also recognizes the authority of the government as described in Romans 13 and thus will seek to comply with state and federal mandates that do not conflict with biblical mandates or principles.

1.6 A Classical Christian Vision

C4 intentionally embraces:

- The Trivium (grammar, logic, rhetoric),
- Christian worldview formation,
- Christ-centered academic pursuit,
- Intellectual virtue (wisdom, discipline, focus, humility, courage).

C4 does not seek to impose the particular curriculum in which a family decides to implement the classical Christian model into their child's education. We instead separate the method (classical) from the institution (corporate structure). Families integrate the classical model in ways that best fit their home.

2. Structural Model: A Decentralized Cooperative

2.1 The SBC Analogy: Autonomy in Cooperation

C4 operates under these principles:

- **Each family is a fully autonomous educational entity.**
 - Curriculum is determined entirely by the parents and if the parent chooses the Curriculum day option, they choose to align with the chosen curriculum for each subject they participate in.
 - Pace, subjects, philosophy, and daily schedule are under full family control.
 - Parents may use any materials they find appropriate for their children.
- **The fellowship exists for accountability, presentations, fellowship, formation, and encouragement; not for control.**
 - Accountability
 - Accountability is not the fellowship holding the parent to an artificial institutional standard, but rather a natural way for a parent to help their child relate to and interact with the information they have been given during the week.
 - It shows the child that just as we are responsible to interact with, learn, and apply the Biblical principles given to us in the Bible, so too are we responsible to interact with, learn, and apply the information we learn in school to God's work around us.
 - The Accountability of weekly meetings will also help parents seeking accountability to keep their children on track with their desired pace.
 - Weekly oral presentations from students
 - Shared memory work
 - Shared projects (science fairs, debates, music performances)
 - Parental encouragement and equipping
- **The community maintains shared doctrinal identity, not regulatory authority.**
 - Families verbalize a personal statement of faith in the Gospel.
 - Families "affirm and assent" to the C4 Statement of Faith.
 - The local church is the spiritual guide and authority for a family; therefore, the community does not govern how a family implements that faith in the home.
 - C4 would require that its families provide the name of the local church where they are members or regular attenders.
 - This preserves unity without enforcing uniformity.

2.2 Organizational Structure

Board of Directors

- Elected For Two Year Term with option to renew
- Responsibilities:
 - Financial oversight (facility rental, events, supplies)
 - Doctrinal accountability (guardrails, not control)
 - Community communication
 - Risk management & policy creation
 - Supporting families with wisdom

The Board Never:

- Determines curriculum for families

- Gives formal evaluations of academic performance
 - They may assess or give feedback, but the final determination is made by the parent.
- Controls theological distinctives beyond the Statement of Faith

Leadership Roles

Community Coordinators

- Facilitates weekly sessions
- Oversees communication
- Supports parent volunteers
- Ensures the environment reflects Christian love, order, and joy

Parent Volunteer

- Lead Houses and classes
- Provide structure during presentations

2.3 Membership Requirements

Affirmation of Faith

Families must affirm a simple, conservative Christian statement of faith approved by the board. This ensures:

- Unity of worldview
- Clarity of mission

Affirmation is annual.

Local Church Participation

Families will provide a Church Participation Form of the local church where they are currently members or regular attenders to show that they are in good standing.

Church Participation Form is annual

Family Covenant

Families agree to:

- Uphold Christian conduct
- Support the mission of parental discipleship
- Maintain accountability in attendance and communication
- Contribute through volunteering, serving, or leading

The signed covenant Agreement is annual

Financial Commitments

Modest dues reflecting:

- Facility rental
- Supplies
- Events
- Insurance
- Other necessary expenses as determined by the board

No tuition, no franchise fees, no corporate overhead.

3. Educational Philosophy in Practice

3.1 Curriculum Freedom

Each family chooses their curriculum:

Whatever curriculum a parent decides is best for their family should be the curriculum they use.

Given the vast universe of curriculum available to parents, we recognize this can be overwhelming. For families seeking suggestions, we highly recommend speaking with other parents in the fellowship for ideas.

Below are a few examples of curricula that are widely recommended in the classical community, but not meant as an exhaustive or restrictive list

Full Christian Classical Curriculums

- Memoria Press
- Veritas Press
- Classical Academic Press

Piece Meal

- Math (Saxon, Apologia, Abeka, etc.)
- Language arts (IEW, Brave Writer, etc.)
- History (Gather Round, Story of the World, Tuttle Twins)
- Science (Apologia, experiments-only approaches)
- Bible Curriculum (Answers in Genesis)
- Reading lists for electives
 - Great books list (Classics in Literature)
 - Christian Living book list

3.2 Classical Elements Retained

C4 maintains the distinctive strengths of classical education: Truth, Beauty, and Goodness

- Memory work and recitation
- Socratic discussion
- Rhetorical training
- Christian worldview integration
- Interdisciplinary connections
- Virtue formation

4. Why This Model Works (Strengths)

- Aligns With Biblical Parental Authority
 - God equips parents, not institutions, to train their children in discipline, wisdom, and righteousness.
 - This model honors that truth.
- Avoids the Pitfalls of Institutional Overreach
 - Corporate structures tend toward control, uniformity, and top-down regulation.
 - This model prevents that drift.
- Preserves the Best of Community Life
 - Fellowship
 - Accountability
 - Shared Christian formation
 - Public speaking
 - Multi-age socialization
 - Encouragement, support, and training for parents
- Supports Academic Excellence Without Bureaucracy
 - Avoids rigid pacing
 - Encourages mastery
 - Promotes curiosity
 - Allows freedom to accelerate or remediate
 - Respects the individuality of each child
- Builds Strong Families and Churches
 - Family cohesion is central to Christian culture and societal health.
 - This model strengthens:
 - Parent-child relationships
 - Sibling bonds
 - Intergenerational community

5. Commitments Necessary To Make It Work

For the fellowship to function as intended, participating families commit to the following behaviors and dispositions:

1. Faithful Participation in Community Life

Parents commit to regular attendance and meaningful engagement in weekly gatherings, recognizing that formation occurs through consistent presence. (Heb. 10:25)

2. Active Ownership of Their Children's Education

Parents affirm that they, not the fellowship, bear responsibility for selecting the curriculum, providing instruction, administering discipline, and assessing their own children. The parents take active ownership of striving for excellence in their children's education, rather than relying on the community or curriculum. (Gal. 6:5)

3. Humble Teachability

Parents commit to learning, receiving counsel, and growing in their understanding of classical Christian education and discipleship. (Prov. 12:1)

4. Willingness to Serve the Community

Parents agree to contribute time, gifts, or leadership as able, recognizing that the fellowship is sustained by mutual service. (1 Pet. 4:10)

5. Charity and Unity

Parents commit to speaking graciously, resolving disagreements biblically, and maintaining unity in non-essential matters. (Eph. 4:1–3)

6. Respect for Parental Authority

Parents agree to respect the authority of other parents over their own children and refrain from undermining family convictions. (1 Thess. 5:11)

7. Submission to Community Leadership

Parents agree to honor the Board of Directors and leadership structures to the extent they align with Scripture and the stated mission of the fellowship.

These commitments do not exist to impose control, but to preserve trust, order, and mutual edification.

Conclusion

Coastline Cornerstone Classical Community represents a renewed approach to Christian homeschooling that is:

- Centered on relationships
- Biblically faithful
- Classically oriented
- Family-centered
- Community-supported
- Intellectually serious
- Structurally simple and sustainable

It embodies the heart of the homeschooler's belief that homeschooling is not the fallback option.

Homeschooling is an ideal environment for Christian paideia, forming children in wisdom, virtue, and devotion to Christ by empowering the parent as the primary educator, centering the education around our relationship with Christ, and using the community, not the curriculum, to support our pursuit of truth and excellence to the glory of God.