

# 2009-2010 Parent/Student Handbook



**Samuel Fuller School**

*“Supporting Christian parents in educating their children  
to serve God as faithful disciples of Jesus Christ  
by providing a classical education that is rooted in Scripture”*

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August 3, 2009

Dear Parents:

It is a privilege and an honor to welcome you to Samuel Fuller School for the 2009-2010 school year. As we begin our second year of operation, I thank you for putting your trust in us as we seek to support you in educating your child or children to the glory of God. The classical and Christian education offered at Samuel Fuller School is, I believe, second to none; and we are excited to continue the tradition of excellence that was begun in the 2008-2009 school year.

A small classical Christian school is a living, breathing organism that needs to be encouraged in its growth on a daily basis. We were blessed with an excellent faculty last year, and I am thankful that God has graciously provided out of His riches again this year as well. A part of our philosophy of education is to "...work with parents to ensure that they understand the methods and materials of the classical approach and feel confident in their ability to support their child's educational growth." To that end, we will be working very hard to foster continued communication and understanding between faculty and families. I feel confident that our founding families will reach out to our new families in love and encouragement and welcome them into our growing school family.

Last year in my letter to parents, I quoted R.L. Dabney who stated: "The education of children for God is the most important business done on earth. It is the one business for which the earth exists. To it all politics, all war, all literature, all money-making, ought to be subordinated; and every parent especially ought to feel, every hour of the day, that, next to making his own calling and election sure, this is the end for which he is kept alive by God - this is his task on earth." The faculty of the School takes the responsibility of helping to educate your child or children very seriously, and we are ever mindful of the enormity of this task. As we work each day to ensure that our students reach their God-given potential, we will continue to encourage them to seek God's face, hand and will in the world around them and to see the acquisition of knowledge as a quest to learn to know, love, and serve Him better.

St. Augustine stated that "Education is the food of youth, the delight of old age, the ornament of prosperity, the refuge and comfort of adversity, and the provocation to grace in the soul." I pray that your family will experience these benefits of education fully through your relationship with Samuel Fuller School. Please continue to pray for us this year as we strive to fulfill our mission of supporting Christian parents in educating their children to serve God as faithful disciples of Jesus Christ by providing a classical education rooted in Scripture.

In Christ,

Peggy McKenna, Headmaster

## School Leadership Roster

### Board of Directors

Chad D. Powell, Chairman  
David P. Brown, Jr., Vice-Chairman  
Robert J. Ewell, Secretary  
Carol H. Brown, Treasurer  
Peter W. Murdy

### Headmaster

Margaret E. McKenna

### Corporate Members

Erin Ewell  
Calvin Farris  
Rebecca Farris  
Donald Fitton  
Pamela Fitton  
Patricia Hamer  
Richard Hamer  
Kathryn Heimerdinger  
Margaret E. McKenna  
Stephen G. McKenna  
Monica G. Murdy  
Erica Powell  
Robert Powell  
Lola Powell  
William Sukeforth  
Richard Toews

# IDENTIFICATION SECTION

## Vision Statement

Samuel Fuller School aims to graduate students who love and serve God with wisdom and grace, truth and courage. We want them to recognize God as the beginning and end of all true knowledge and to grow into men and women who listen carefully, think critically, communicate eloquently, serve compassionately, and represent Jesus Christ humbly. We aim to raise the standard of godliness in our culture one student at a time and thereby advance Christ's kingdom in this world.

## Mission Statement

Samuel Fuller School exists to support Christian parents in educating their children to serve God as faithful disciples of Jesus Christ by providing a classical education that is rooted in Scripture.

## Statement of Purpose

As stated in the by-laws of the Corporation, our purpose is to operate a school (kindergarten through grade twelve) that will:

- Teach all subjects as parts of an integrated whole with Christ and the Scripture at the center (Colossians 1:17; 2 Timothy 3:16-17).
- Provide a clear model of Biblical Christian living through its staff and board (Matthew 22:37-40).
- Support Christian parents in their duty to raise their children to know and love God (Ephesians 6:4).
- Support local churches in their task of teaching and proclaiming the truth to all generations (1 Timothy 3:15; Psalm 78:1-8).
- Implement a classical model of education.
- Encourage every student to develop a love for God and his world and to achieve his academic potential for the glory of his Creator and Redeemer.
- Provide an orderly atmosphere conducive to the attaining of these goals

## Doctrinal Statement

- We believe the Bible, consisting of the Old and New Testaments, to be the only inspired, inerrant, infallible, authoritative Word of God written. The whole counsel of God concerning all things necessary for his own glory, man's salvation, faith and life, is either expressly set down in Scripture, or by good and necessary consequence may be deduced from Scripture.
- We believe that there is one God, eternally existent in three Persons: Father, Son and Holy Spirit.
- We believe in: the deity of Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal visible return in power and glory.
- We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely essential. This is by grace alone, through faith alone, because of Christ alone.
- We believe in the present ministry of the Holy Spirit, by whose indwelling power and fullness the Christian is enabled to live a godly life in this present fallen world.
- We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
- We believe in the spiritual unity of all believers in Jesus Christ.
- We believe that marriage is ordained by God to be the union of one man and one woman, and that the primary responsibility of raising children in the discipline and instruction of the Lord belongs to their parents.

## **Our Name**

Samuel Fuller was the first pastor of the First Congregational Church of Middleborough and would have had a classical education similar to the one we are providing at Samuel Fuller School. Furthermore, as one who sought to advance the kingdom of God in New England, Samuel Fuller is an example of what we want to do in raising children to serve the Lord with all of their ability in this world. For these reasons, it seems appropriate that the school be called Samuel Fuller School.

## **School History**

On March 8, 2007, the First Congregational Church of Middleborough voted to encourage and host a Christian school affiliated with the Church. Bylaws were finalized, a Board of Directors identified, and Articles of Organization were filed with the Commonwealth of Massachusetts in August 2007. The mission, vision, and philosophy statements were developed along with admissions guidelines, budget, and curriculum. By God's grace, the school opened its doors to grades K-3 on September 3, 2008. Samuel Fuller School will be offering grades K-4 for the 2009-2010 school year.

## **School Sponsorship and Affiliation**

Samuel Fuller School is hosted by the First Congregational Church of Middleborough and is a member of the Association of Classical and Christian Schools (ACCS) and the Association of Christian Schools International (ACSI).

## **Philosophy of Education**

Our Creator God and His Holy Word are the focal points of the Samuel Fuller School curriculum. The Christ-centered goal of the curriculum is to guide students to a full and complete understanding of God and His truth as it is revealed in Scripture, the world around us, and through each subject that is taught. Students learn that all knowledge originates with the one true God, and that only as we recognize His sovereignty over all things can we gain wisdom and understanding.

Because the God of the universe is a God of order and beauty, children, being made in the image of God, learn best in an atmosphere of order and beauty. The classical model of education, by its very nature, supplies this sort of atmosphere. It is a well-established, time-tested method of education that was widely used throughout the western world until the mid 1800s and is experiencing a rebirth across the country today. The scholars and artists of the Renaissance, the theologians of the Reformation, our founding fathers, and many of the great scientists and philosophers of the twentieth century were classically taught. The classical model emphasizes certain skills and concepts at the appropriate age in relation to the student's development. Thus, children will thrive in an atmosphere that is based on the premise that, taught appropriately, all children love to learn. Students are encouraged to develop this love of learning and an ability to think that will bring them satisfaction and serve them well for the rest of their lives. Samuel Fuller School will work with parents to ensure that they understand the methods and materials of the classical approach and feel confident in their ability to support their child's educational growth.

The classical model employed by Samuel Fuller School includes basics such as Reading, Writing and Math. with the following emphases in the curriculum:

- History - Knowing where we are in the full scope of human history enables us to serve more effectively in our generation.
- Language - Not only do we use it to speak, but we think with language. Thus, we teach Latin as a tool in learning the fundamentals of language and as a foundation for English vocabulary.
- Logic - Those who cannot think clearly are left to the whims of emotion and charismatic persuasion. We teach formal and informal logic both as a defense against error and as a tool in the pursuit of truth.

- Excellence - We encourage every student to do his or her very best. More capable students may achieve more, but all students will be challenged to maximize their God-given abilities and be honored for doing so.
- Character - Education is about training the whole person for life in God's world, and that includes character. Integrity, industry, courage, fortitude, as well as honesty, loyalty, respect, compassion, goodness, and humility are among the virtues we attempt to cultivate.

Samuel Fuller School will carry out its classical model of education by utilizing what is known as the Trivium. The Trivium consists of three stages: grammar, logic, or dialectic, and rhetoric. The particular characteristics of each of these three stages are explained further in the chart below. Children that are taught with these developmental stages in mind are receiving an education using classical methodology. The other aspect of what makes an education classical is the content taught. The focus in a classical education is on our Western heritage which students gain through reading the great works of the West. A classical education is literature-based, with emphasis on the primary sources that capture the essence of our past in order to understand more fully God's world and our place in it. Thus, in both methodology and content the education provided by Samuel Fuller School is distinctively classical. The chart on the next page summarizes the classical methodology of the Trivium.

Chart Adapted from Dorothy Sayers' "The Lost Tools of Learning" - Oxford University, 1947

| <u>The Trivium</u> | <u>Definition</u>   | <u>Child Development Stage</u> | <u>Approximate Age</u> | <u>Characteristics of Student</u>  | <u>Sample Teaching Methods</u>  |
|--------------------|---|--------------------------------|------------------------|--|---|
| <b>Grammar</b>     | The fundamental rules of each subject   | Pre-Polly and Poll-parrot      | 5-11 years of age      | Learn easily by heart; love to sing, chant, mimic  | Sing, play games, chant, recite, color, draw, paint, build, use of tactile items, body movements, Show and Tell, drama, hear/read/tell stories, short creative projects, hands on, drills, field trips                      |
| <b>Logic</b>       | The ordered relationship of the particulars of each subject                           | Pert                           | 11-15 years of age     | Love to debate, question, challenge, critique, and organize information                      | Debates, persuasive reports, drama, reenactments, role playing, evaluate and critique, time lines, charts, maps and other visuals, formal logic, research projects, oral/written presentations, guest speakers, field trips |
| <b>Rhetoric</b>    | How the grammar and logic of each subject can best be expressed orally and in writing | Poetic                         | 15-18 years of age     | Desire to express opinions and feelings; concerned with fairness, justice, and understanding | Drama, oral presentations, lecture, guided research w/goal of synthesis of ideas, papers, speeches, debates, in-depth field trips, world view discussion, written papers  |

“The tools of learning are the same, in any and every subject; and the person who knows how to use them will, at any age, get the mastery of a new subject in half the time and with a quarter of the effort expended by the person who has not the tools at his command. To learn six subjects without remembering how they were learnt does nothing to ease the approach to a seventh; to have learnt and remembered the art of learning makes the approach to every subject an open door.”

~ “From The Lost Tools of Learning” by Dorothy Sayers

## Expected Student Outcomes

Graduates of Samuel Fuller School:

- love and serve God with wisdom and grace, truth and courage;
- recognize God as the beginning and end of all true knowledge;
- listen carefully, think critically, communicate eloquently, serve compassionately, and represent Jesus Christ faithfully;
- develop the virtues of integrity, industry, courage, fortitude, honesty, loyalty, respect, compassion, goodness, and humility;
- appreciate literature and the arts and understand how they express and shape beliefs and values;
- are committed to lifelong learning;
- are well prepared in all academic disciplines, and are skilled in reading, writing, speaking, listening, and thinking;
- have the skills needed to solve problems and make wise decisions;
- understand the worth of every human being as created in the image of God;
- can articulate and defend their Christian worldview while having a basic understanding of opposing worldviews;
- understand and commit to a personal relationship with Jesus Christ;
- know, understand, and apply God's Word in daily life;
- treat his/her body as the temple of the Holy Spirit;
- respect and relate appropriately with integrity to the people with whom they work, play, and live;
- understand that work has dignity as an expression of the nature of God.

## Student Honor Code

Samuel Fuller School seeks to uphold Biblical standards among its students. To that end, the following honor code will be posted in classrooms, explained to students, and used to measure and encourage godly conduct among our students.

To my parent(s)/guardians(s):

- I will honor and obey my parents(s)/guardian(s) in everything I think, say, and do. (Ex. 20:12)
- I will learn all that I can from them. (Eph. 6:1-3)
- I recognize that the way I act reflects on my parent(s)/guardian(s) as much as on me. (1 Cor. 10:31)

To my teachers and school staff:

- I will demonstrate respect, attentiveness, gratitude, and obedience (Heb. 13:1)
- I will do all the work I have been assigned honestly and thoroughly. (Eph. 5:8-17)
- I will learn as much and achieve as much as I possibly can. (Phil. 4:8-9)

To my classmates:

- I will honor and respect the time, work, and feelings of my fellow students. (Rom. 12:9-18)
- I will model honesty, integrity, kindness, and modesty in my relationships. (Phil. 2:3-7)
- I realize that disturbances affect everyone at school and thus will strive for peace. (Eph. 4:1-6)

# Procedures Section

## Admission Philosophy, Policies, and Procedures

As stated in the By-laws, Article II, two of the purposes of Samuel Fuller School are to (1) support Christian parents in their duty to raise their children to know and love God, and (2) support local churches in their task of teaching and proclaiming the truth to all generations. Consequently, the school aims to enroll children of Christian families who are actively involved in their local church and to build a supportive community of those families.

Criteria to be considered in the admissions process

1. The parent(s) personal testimony of Christian faith.
2. The parent(s) agreement with the school's Purpose and Statement of Faith.
3. The parent(s) connection with a local church which is in agreement with the school's Statement of Faith.
4. The child's preparedness for the grade for which application is made.
5. The records from any previous academic experience.
6. Any references or recommendations provided or requested.
7. Other children of the same family enrolled in the school.

Admissions Process

1. Visit and tour the school with your child.
2. Submit an application.
3. Meet with the Admissions Committee.

An Admissions Committee of three shall be appointed by the Board of Directors and shall normally consist of the Headmaster, one member of the Board, and one faculty member. It is the responsibility of the Admissions Committee to act on all applications. The decision of the Admissions Committee shall be final.

## Non-discrimination Policy

Samuel Fuller School admits students of any race, sex, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, sex, color, national and ethnic origin in administration of its educational policies, scholarship programs, or any other school-administered programs.

## Learning Disabilities

Samuel Fuller School is not equipped to educate students with severe learning disabilities. However, children who have been diagnosed with mild learning disabilities often thrive in the structure and ordered environment of a classical Christian school. Thus the admission of learning disabled students will be considered on a case-by-case basis. Such students once admitted, will be encouraged to work to the best of their ability within the curriculum established for all students.

## Child Protection Policy

The Child Protection Policy is included as Appendix A.

## **Tuition Information**

Tuition and fees are set on an annual basis by the Board of Directors. See each year's Tuition Rates Bulletin for a current tuition schedule. Aside from a nonrefundable registration fee, no fees will be charged by Samuel Fuller School.

Samuel Fuller School recognizes that many sacrifices must be made by families choosing to educate their children in a private Christian school; we also believe that God will bless families who make such sacrifices. A limited amount of needs-based tuition assistance is available for those families who desire this type of education for their children but whose financial resources may make enrollment prohibitive. Samuel Fuller School utilizes FFNA (Family Financial Needs Assessment) in determining and allotting needs-based assistance.

Monthly tuition is due within the first five working days of each month. If tuition is not received by that date, a fee reminder card will be sent to all applicable families no later than the tenth of the month and will indicate any assessment of late payment fees. If payment is still not made within 30 days of the due date, the headmaster will contact the student's parents or responsible party in an attempt to solve the problem. Nonpayment of tuition cannot be tolerated as it impacts the education of all the children enrolled at Samuel Fuller School and is grounds for removing a student from the school. Families may also choose to pay on a quarterly or yearly basis.

The Tuition Rates Bulletin for the 2009-10 school year is as follows:

### **TUITION RATES BULLETIN 2009-2010**

|   |               |
|---|---------------|
| <b>Kindergarten Tuition (8:15 a.m.-12:00 p.m.)</b>                          | <b>\$3200</b> |
| <b>Kindergarten Tuition with Afternoon Enrichment (8:15 a.m.-2:45 p.m.)</b> | <b>\$5150</b> |
| <b>Grades 1-4 (8:15 a.m.-2:45 p.m.)</b>                                     | <b>\$5150</b> |

## **Academics**

As stated in our Philosophy of Education, our Creator God and His Holy Word are at the center of the Samuel Fuller School curriculum. Our Christ-centered goal is to guide students to a personal knowledge of God and His truth as it is revealed in Scripture, manifested in the world around us, and in each subject that is taught. Students will learn that all knowledge originates with the one true God, and only as we recognize His sovereignty over all things can we gain wisdom and understanding. The *K-6 Curriculum Overview* is a synopsis of the course of study offered by Samuel Fuller School, and the *Scope and Sequence Chart* (Appendix B) explains the curriculum for each grade. For a detailed explanation of the curriculum, see the *Samuel Fuller School Curriculum Guide*.

## **K-6 Curriculum Overview by Subject Area**

### **Bible**

The Bible is studied daily to give students not only a thorough knowledge of its content and historicity, but also to impart a clear understanding of the implications of God's creative and redemptive work in Jesus Christ for their lives. Students will study the Bible from Genesis through Revelation and know the significant characters and events of the Old and New Testaments, including historical dates and geography. Regular Scripture memory, as well as memorization of a sampling of selections from a variety of Protestant Catechisms and Confessions, will systematically build an understanding and love of Biblical truth. Students will be able to articulate the Gospel of Jesus Christ and be nurtured in the application of its truth to their lives.

### **Language Arts and Literature**

The ability to read and write is the foundational tool of learning and the main gateway to acquiring knowledge and expressing it. Beginning in kindergarten and continuing throughout the grammar years, students are taught the joy of learning and expressing ideas through stories, excellent literature, and poetry. The goal is for students to develop increasing ability in reading comprehension, a recognition and pursuit of excellent literature, the development of critical thinking skills, and a clear, orderly expression of ideas through writing. Ultimately, students are guided toward a true love of reading, and the ability to discern what is true, beautiful, and good.

Reading is taught in kindergarten and first grade using the time-tested phonics approach. An understanding of the mechanics and structure of English is taught through a thorough study of grammar, spelling, and vocabulary. Writing is taught systematically each year, moving students toward greater complexity and clarity of expression. Literature and writing are integrated throughout the curriculum.

## **Mathematics**

Mathematics is a reflection of God's orderly structure of the universe. Its study helps students to comprehend God's unchanging and logical character, and how the world functions--from knowing the difference in value between a penny and a quarter to understanding how to calculate the revolution of the earth around the sun. A sound mathematical foundation prepares students for a rigorous study of biology, chemistry, physics and astronomy in later years.

The study of mathematics in the grammar years focuses on all aspects of arithmetic with increasing inclusion of geometric and algebraic concepts culminating with the study of pre-algebra in sixth grade.

Students study mathematics incrementally, each year building upon the knowledge base acquired the previous year. A strong emphasis is placed on memorization of essential mathematical facts, tables, and formulas, regular review of previously learned material, and the application of math to real life through frequent use of word problems.

## **History**

History is one of the cornerstones of a classical Christian education because history displays God's sovereign and redemptive purposes in the world over the course of time. Understanding history, the story of where we came from, helps us to understand and live fruitfully in the complex world in which we live today.

The origin and development of Western Civilization is the particular focus of our study of history because Christ was born into the Greco-Roman world and the flowering of the Gospel within that context shaped the development of Western culture of which America is a part.

Students study history from creation through present day American history, covering the periods of ancient Mesopotamian and Hebrew cultures, Egyptian, Greek, and Roman civilizations, the Middle Ages, Renaissance and Reformation, and finally the American experience. For each period, students learn a chronology of important events, dates and people, and understand their significance. Related geography, literature, music and art are integrated in the study of each historical time period. Historical study during the grammar years provides a solid framework and foundation from which to begin reading the great books of Western Civilization in subsequent years.

## **Latin**

Latin is the foundational language of Western Civilization, the source of the five Romance languages, and the root of over fifty percent of English words. Medical, legal, and theological terminology come from Latin. The benefits of learning Latin are numerous.

The early study of Latin helps students develop logical thinking skills, increase English vocabulary, reinforce grammatical principles and understanding, prepare for future study of modern languages, and read primary source classical and medieval literature in later years.

Students begin studying Latin in third grade and continue through their grammar school years, moving from simple to more complex proficiency and understanding. Students begin by learning Latin vocabulary, helpful English derivatives and Latin mottoes, and memorizing verb and noun endings which prepare them for further study.

## **Science**

Because God made the universe, it has order which makes scientific investigation possible. The study of science gives students an appreciation for the magnificence, complexity, and immensity of the creation, and enables them to begin to comprehend the operational principles God has designed into it.

The science curriculum in the grammar school years progressively gives students a basic introduction to various sectors within science--biology, chemistry, physics, and astronomy--and teaches them some of the basic principles of the scientific method through simple classroom projects and hand-on experiments.

## **Fine Arts**

Through the observation and experience of God's created order, we discover and define what is beautiful. The fine arts curriculum helps students to develop their observational and listening skills to recognize and appreciate the beauty inherent in God's creation, to reproduce that beauty visually and musically, and finally to become well acquainted with the rich artistic and musical heritage of Western culture.

In art, students progressively learn and practice the fundamentals of drawing, painting, and visual composition. Art is integrated throughout the curriculum; students learn to appreciate and understand important works of art which are part of the historical period they are studying.

Students learn to read music and comprehend the fundamentals of music theory. They use their musical knowledge by singing a repertoire of familiar songs, participating in musical productions, and singing joyfully and knowledgeably to the Lord on a regular basis. Music is also integrated throughout the curriculum as appropriate; students learn to appreciate and identify significant musical compositions and their composers.

## **Physical Education**

Our bodies are temples of the Holy Spirit, requiring respectful stewardship and care as good gifts from God, to be enjoyed and used to glorify Christ.

The physical education program encourages students to be good stewards of their bodies by helping them to grow in their physical capabilities, and teaching them to establish and maintain a healthy lifestyle. Through a variety of physical activities and sports, students develop large motor skills, muscular strength, endurance, flexibility, and coordination. Biblical patterns of behavior are also reinforced by teaching cooperation, teamwork, and good sportsmanship.

## Grading Scale

Samuel Fuller School shall measure the academic progress of its K-2 students using the following criteria:

- O = Outstanding - exceeding expectations
- S = Satisfactory - meeting expectations
- I = Progress noted. Continued time and effort needed
- U = Unsatisfactory - needs to improve

Samuel Fuller School shall measure the academic progress of its *Grades 3 and 4 students* using the following criteria:

|   |              |                                     |
|---|--------------|-------------------------------------|
| A | Excellent    | 90% or better on all completed work |
| B | Good         | 80% or better on all completed work |
| C | Satisfactory | 70% or better on all completed work |
| F | Failing      | Below 70% on all completed work     |

Objective standards measuring progress within each subject and against each stated objective, along with standardized testing through the Educational Records Bureau CPAA (Children's Progress Adaptive Assessments) for grades K-2 and CTP4 (Comprehensive Testing Program, Edition 4) tests for grades 3-4, will be used to judge student performance.

## Promotion Requirements

Students enrolled in Samuel Fuller School will be promoted to the next grade based on the following criteria:

- Kindergarten to First Grade - Behavioral maturity and reading readiness for First Grade.
- First Grade to Second Grade - Mastery of above requirements plus: able to read silently and orally with adequate speed, correct use of phonetic skills, fundamental comprehension, able to write neat, complete sentences. Able to demonstrate proficiency in meeting grade level math objectives. In general, students should be able to perform the above tasks adequately 70% of the time or better.
- Second Grade to Third Grade - Cumulative mastery of above requirements, plus: able to read fluently and independently using books of a second grade level. Able to write neatly and to correctly identify the basic parts of a sentence. Able to spell correctly. Able to demonstrate proficiency in meeting grade level objectives in math and other subjects. In general, students should be able to perform the above tasks adequately 70% of the time or better.
- Third Grade to Fourth Grade - Cumulative mastery of above requirements, plus satisfactory completion of all third grade curriculum objectives. Students should be able to demonstrate proficiency in all third grade objectives at least 70% of the time.
- Fourth to Fifth Grade - Cumulative mastery of above requirements, plus satisfactory completion of all fourth grade curriculum objectives. Students should be able to demonstrate proficiency in all fourth grade objectives at least 70% of the time.

## Report Cards

Report cards will be issued quarterly. They will be sent home with the students and are to be returned with a parent's signature within three days. Should a student be having significant difficulty during a particular term, the teacher will inform the parent of the area of difficulty when it becomes apparent.

## Transcripts

All students transferring into Samuel Fuller School must provide a transcript from their previous school at the time of acceptance. Confidential transcripts of each student's academic progress will be kept in a

locked file in the headmaster's office at the school. The written transcript will be made available to parents of a student upon request for no charge.

## Homework Policy

Homework may be assigned for a variety of reasons at a teacher's discretion. Homework is usually given to provide students an opportunity for additional needed practice or in preparation for the next day's lessons. Since parental involvement is critical in a child's education, homework can be an opportunity for parents to assist their child and also keeps parents informed of the student's current topics of study. The table below provides a general guideline as to how much homework a parent may expect for their child on any given night.

|                          |                                |
|--------------------------|--------------------------------|
| Kindergarten -           | None                           |
| First and Second Grade - | 30 minutes (infrequently)      |
| Third Grade -            | 30-45 minutes (when necessary) |
| Fourth Grade             | 45-60 minutes (when necessary) |

## Attendance

Regular attendance is a critical component for success in school, and excessive absence can significantly hinder a student's progress. Therefore, absences are strongly discouraged unless absolutely necessary. When students are absent from school, it is important that proper arrangements are made for the absence and that responsibility is taken by the family for makeup work. Parents should inform the student's teacher in writing ahead of time when an absence is anticipated and should call the school office in the morning if a student is unable to attend school on any given day.

## Student Activities

Samuel Fuller School seeks to develop excellence and character in its students by providing opportunities throughout the year in the areas of service, music, drama, and sport. The School Calendar (Appendix C) details planned events for the current year.

## Late Arrival/Early Dismissal

Students who arrive at school after 8:15 a.m. will be considered tardy. While occasionally circumstances arise and tardiness cannot be avoided, students arriving late to school create a disruption to their classmates, teacher, and the school-at-large. Excessive tardiness (more than five in a quarter) will result in a meeting between the Headmaster and the parent. Students who arrive at school after 8:15 a.m. but before 8:30 a.m. should report immediately to Fellowship Hall. Students who arrive after 8:30 a.m. should stop by the headmaster's office and fill out a tardy slip, at which time they will be escorted to class. If a student needs to be dismissed early, a dismissal note should be shown to the teacher and then put in the appropriate box in the headmaster's office at the beginning of the school day. Parents dismissing their child should stop by the office before proceeding to their child's classroom to dismiss them. No student will be dismissed to any individual who is not on the Registration Form as someone to whom the student may be dismissed. No exceptions will be made without written permission from the parent/guardian.

## Dress Code

Samuel Fuller School's dress code is designed to encourage an atmosphere that is conducive to learning. Uniforms foster positive student behavior and productivity, encourage a student's sense of belonging at the school, and promote a positive impression of our school within the community. As with everything that is done at Samuel Fuller School, we seek to bring glory to God through our outward appearance. Along with compliance with the established school uniform policy, students must be neat and clean each day when they come to school. Hairstyles and jewelry (girls only) must be reasonable and non-distracting to others in the school community. *Any clothing item worn that is not part of the uniform must be gray, green, yellow, black or white.* Violation of the spirit of this policy will be left to the discretion of the teacher and/or

headmaster. There may be special days or events scheduled at which different attire is acceptable. Parents will be notified of these events in advance.

Please refer to the School Uniform Guide (Appendix D) in choosing proper attire for your child.

## **Discipline Code**

The following attitudes and behaviors are expected of all our students:

- Students are expected to demonstrate basic Christian standards of behavior and conversation. This includes speaking the truth and not exaggerating.
- Students should always show respect to teachers, staff, volunteers, fellow students, and visitors to the school. There must be no talking back or arguing with teachers, staff, or volunteers. Requests from those in authority should not have to be repeated. Prompt and cheerful obedience is expected.
- Students are expected to treat all of the school's materials and facilities with respect and care. This includes all textbooks distributed to the students. Students will be charged for lost or damaged textbooks.
- No chewing gum, electrical devices, or other distracting items are allowed at school.
- Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
- Students are expected to do their own work on tests, assignments, and homework. Cheating or copying another student's work will not be tolerated.

Students who do not follow the discipline code will be disciplined based on biblical principles. Each situation will be handled individually based on the behavior as well as the attitude of the student. Discipline, administered with grace and mercy, will include punishment (non-corporal), restoration of fellowship, and no lingering attitudes. The vast majority of discipline problems will be dealt with at the classroom level.

**Office Visits:** The following behaviors will result in discipline by the headmaster:

- Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
- Dishonesty in any form, including lying, cheating, and stealing.
- Rebellion in whatever form, such as outright disobedience in response to instructions.
- Fighting or striking or attempting to strike another person in anger with the intention to harm.
- Obscene, vulgar, or profane language in any form, as well as taking the name of the Lord in vain.

During the visit with the Headmaster, the Headmaster will determine the nature of the discipline, which may include restitution, janitorial or other work, parental attendance with the student during the school day, or other measures consistent with biblical guidelines which may be appropriate.

If for any reason a student requires discipline from the Headmaster, the following procedure will be followed:

- The first two times a student is sent to the Headmaster for discipline, the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- The third office visit will be followed by a meeting with the student's parents and the Headmaster.
- Should the student require a fourth office visit, an out-of-school suspension will be imposed on the student.
- If a fifth office visit is required, the student will be expelled from school.

**Expulsion:** Samuel Fuller School realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy; however, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

**Serious Misconduct:** Should a student commit an act with sufficiently serious consequences that the headmaster deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of Scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

**Re-admittance:** Should the expelled student desire to be readmitted to Samuel Fuller School, the Samuel Fuller School Board will decide the matter of readmission in its sole discretion based on the student's attitude and circumstances at the time of reapplication.

## **Relationship of the School and Parents**

Samuel Fuller School exists to support Christian parents in educating their children to serve God as faithful disciples of Jesus Christ. Because God holds parents responsible for the education of their children (Deut. 6:6-9), Samuel Fuller School's teachers and staff will do their best to assist parents in fully understanding the classical and Christian nature of the education at Samuel Fuller School. Parents are an integral part of the Samuel Fuller School community and must work in partnership with the school's teachers and staff. We want our parents to have a sense of responsibility for the school, to grow with the school, and to be as excited about the school as we are. Our prayer and goal is that the students, parents, staff and supporters of Samuel Fuller School will continually grow in truth, beauty, and goodness as we strive to grow up to the "fullness of the stature of Christ." (Eph :15) Biblical principles will be applied in addressing all concerns and resolving any conflicts that may arise as we seek to "encourage one another and build each other up..." (1 Thess. 5:11)

## **Conflict Resolution**

Samuel Fuller School is a community of believers, and biblical guidelines will be followed in all areas of concern or whenever disputes arise. The following protocol will be followed in dealing with any conflicts:

- In problems involving the classroom, the issue must first be discussed privately by the teacher and the parents.
- If the problem is not resolved, the parents may bring the concern to the headmaster.
- If the problem has to do with the general operation of the school, the concerns should be brought first to the headmaster.
- If the problem is still not resolved, the parents may appeal the decision by requesting a hearing with the Board of Directors. The Board will attempt to mediate the issue in a prompt and godly manner.

It is critical that all members of the Samuel Fuller School community guard against discussion of problems, conflicts, or disputes with others who are not involved in the issue, as doing so can seriously hinder the spiritual and educational objectives of the school and harm the Body of Christ.

## **Health and Safety Issues**

All students attending Samuel Fuller School must have on record with the school office a current immunization record. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office. We also ask that you complete a Health History Form describing the basic health history of your child. The Health History Form includes a section entitled "Emergency Contact" which lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. This form must be completed at the beginning of each school year. In addition, we ask that you sign a waiver to facilitate any necessary surgical action.

Before the school issues prescription medication to a student, we must receive written parental permission. This is required each time medication is needed. Samuel Fuller School will not administer over-the-counter drugs to any student. Please do not send your child to school with a contagious disease.

There is a registered nurse on call for Samuel Fuller School at all times.

### **Student Materials**

Because Samuel Fuller School is sharing facilities with other ministries of the First Congregational Church, all students' items should be marked clearly with the child's name. Samuel Fuller School is not responsible for items left in the buildings or on the premises.

### **Kindergarten Enrichment**

Because all kindergarteners registered for the Samuel Fuller School Kindergarten are registered for a full day, the Enrichment Program will not be implemented for the 2009-10 school year. This will afford our kindergarten teacher flexibility in completing the kindergarten curriculum in the most enriching and efficient manner possible. See Appendix E for a description of the Extended Day Program.

### **Extended Day Program**

For those parents needing after-school care for their children, we offer an Extended Day Program from 2:45 p.m. until 5:30 p.m. The cost of this program is \$5.00 per hour and \$3.00 per half-hour. Qualified staff and volunteers will oversee the care of children during this program. The Extended Day Program will be offered only if there is adequate interest and need. See Appendix F for a description of the Extended Day Program.

## **General and Miscellaneous Information**

### **Campus Hours**

The school office will be open from 7:30 a.m. until 3:30 p.m. Monday through Friday.

### **Campus Visitors**

All visitors to the school must report to the school office. No exceptions will be made.

### **Change of Address**

When families move during the course of a school year, it is critical that they notify the school office of this change so the school can maintain necessary and appropriate contact with the family. Please notify the school office as soon as possible of a change of address or telephone.

### **Student Schedule**

Kindergarten: 8:15 AM. - 2:45 PM;  
8:15 AM- 12:00 PM with Kindergarten Enrichment: 12:00 p.m.-2:45 p.m.  
Grades 1-4: 8:15 a.m. - 2:45 p.m.  
Early Release Days: 8:15 a.m. -12:00 p.m.

### **Conference Scheduling**

Parent/Teacher Conferences are scheduled twice a year; however, parents are strongly encouraged to keep in close contact with their child's teacher throughout the course of the year. Please call the school to speak with your child's teacher for the purpose of scheduling any additional conferences.

### **Delivery and Pickup of Students**

Students are to be dropped off at the main door of the Christian Education Building. Please see your child into the building before leaving. Students should be picked up at the same site. Please be prompt in dropping off and picking up your child, and follow the enter and exit signs in the parking lot to aid in traffic flow. The same procedure should be followed on early release days.

### **Lunch Program**

Samuel Fuller School expects students to bring their own lunch each day. Lunches should be nonperishable and nutritious. The School will not be able to cook or heat lunch items for students. Students may purchase milk through the school. Parents will be notified of any special programs during which lunch will be provided. Each class will have a snack during the school day; these snacks should be nutritious and nonperishable (i.e., fruits, vegetables, nuts, crackers, pretzels, water, juice.)

### **School Calendar**

A current school calendar will be available each year in August. See Appendix C for a copy of this year's calendar.

### **School Closure Information**

In the event of inclement weather, a phone chain will be implemented and information posted on the school website by 6:45 AM to inform families of school closings or delay. School closing or delayed opening will also be relayed to the following media outlets: WBZ Radio 1030, TV Channels 4 (WBZ) and 6 (WLNE).

## **Who to Call**

The following list tells who to call for assistance in the areas indicated. If you need assistance in an area that is not listed, call the school office and ask to be directed to the appropriate person.

### **Question:**

Attendance Issues  
Homework Concerns  
Calendar Questions  
All Other Matters

### **Call:**

Headmaster  
Student's teacher  
Headmaster  
Headmaster

## **Volunteer Opportunities**

There are many opportunities for parents to participate at Samuel Fuller School. Please contact a member of the volunteer committee to find out how you can help. Committee members are listed in Appendix F.

## **APPENDIX A**

### **CHILD PROTECTION POLICY**

Samuel Fuller School desires to provide protective care of all children and adults who participate in school activities by both preventing and reporting abuse and through educating our staff and volunteers. In order to provide this protection, Samuel Fuller School's Child Protection Policy is as follows:

1. Mandatory CORI screening is required for all adults working with children at Samuel Fuller School.
2. The School will participate in annual training for all staff and volunteers.
3. The "three person rule" will be followed whenever possible; that is, there will always be at least three people together at all times during classes and activities.
4. Physical contact with children should be made with care and discretion.
5. It is recommended that doors without glass be kept open during classes and activities.
6. Children should have as much privacy as possible when using the restroom.
7. The headmaster shall periodically inspect classrooms, offices, work areas, and other areas where children and adults are together.
8. No member of the staff shall transport students without a signed permission slip by the parent(s) of the student(s) to be transported.
9. All members of the staff will strive to keep their conduct above suspicion at all times.
10. All suspicions of child or sexual abuse must be reported to the Headmaster who shall take it to the appropriate authorities; namely, DSS or the police.



**WITNESSES TO THE INCIDENT** (name anyone who was present, including yourself, if you are reporting the incident as an eyewitness):

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**FOLLOW-UP ACTIONS**

(Be specific. Describe what actions were taken to respond to this incident, assist the victim, and report it to the proper authorities.)

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Name of person submitting this report: \_\_\_\_\_

Date of report: \_\_\_\_\_

Upon completion of this report, submit it to the Headmaster.

**APPENDIX B  
SCOPE AND SEQUENCE CHART**

| SUBJECT      | KINDERGARTEN   | GRADE ONE   | GRADE TWO   | GRADE THREE  | GRADE FOUR   |
|--------------|--|---|---|--|--|
| <b>BIBLE</b> | The Bible is God's Word; two parts of the Bible: Old and New Testaments. Old Testament books, verses, characters, events | The Bible is God's Word; New Testament books, verses, characters, events; Jesus is God incarnate; salvation, the character of God | The Bible is God's Word; God's sovereignty in events of Scripture; locate Biblical events in Bible and on map; Genesis-Joshua: dates, events, relationship and differences between Hebrews and Egyptians; memorize Ten Commandments | The Bible is God's Word; God's sovereignty in events of Scripture; Judges-Kings: important dates, events, recall basic facts of each event, locate key places; understand key events in Scriptural context | The Bible is God's Word; God's sovereignty in events of Scripture; Chronicles-Malachi & Job; important dates, events, recall basic facts of each event, locate key places; understand key events in Scriptural context |

| SUBJECT              | KINDERGARTEN  | GRADE ONE   | GRADE TWO  | GRADE THREE  | GRADE FOUR   |
|----------------------|---|---|--|--|--|
| <b>LANGUAGE ARTS</b> | Letters and language come from God; identify upper and lower case letters, sounds of letters, blending sounds, decoding skills, recall details in stories and books, form upper- and lower-case letters | Letters and language come from God; form upper and lower case letters; <i>Shurley Method</i> jingles for eight parts of speech; <i>Shurley Method</i> question-answer flow for parts of speech covered; subject/predicate; single/plural words; common/proper nouns; synonyms and antonyms; present, past and future verb tenses; simple sentences and recognize fragments; capitalization and punctuation in written sentences; beginning, middle, and end of story; sounds, digraphs, consonant blends; details and inferences in books | Letters and language come from God; importance of speaking and writing clearly; basic sentence structure and use of sentences and paragraphs; consistent, correct use of parts of speech; <i>Shurley Method</i> question-answer flow for all parts of speech; past, present, future tenses; subject/verb agreement; punctuation; beginning, middle, and end of story; proper use of dictionary and thesaurus; parts of a book; phonics; vocabulary; comprehension context clues; qualities of characters, types of stories; oral and silent reading; accurately spell, alphabetize, and use 2nd grade spelling words; spelling skills and rules; compound words; integration of spelling with other subjects | Letters and language come from God; modern cursive; identify and correctly use adverbs, direct objects, and indirect objects; homonyms; possessive form; simple and compound sentences; oral presentations; capitalization and punctuation; subject/predicate in a sentence; change verb tense in sentence; write short stories, fairy tales, fables, poetry and letters; basic research materials along with thesaurus and dictionary; find books in library; <i>Shurley Grammar</i> chants for direct object and indirect object; phonics; comprehension; context clues; Latin roots; literal and inferential meaning; story types: comedy, fantasy, fiction, etc.; oral presentations of drama etc. for audience; Phonetic Zoo, Level B rules; spelling skills and rules; integration with other subjects | Letters and language come from God; modern cursive; sentence and paragraphs use in verbal communications; predicate nouns, conjunctions, interjections; helping verbs NOT as adverbs, question verbs; oral presentation in complete sentences; proofing and editing his own and others' work; summarize narrative stories and write from pictures; write limerick, cinquain and diamante poetry; <i>Shurley Grammar</i> chants for helping verb, object pronoun, and subject and verb agreement; contextual clues, Latin roots; literal and inferential meaning; predictive skills; character qualities; story types; oral presentations for audience; Phonetic Zoo, Level B rules; spelling skills and rules; integration with other subjects |

| SUBJECT                       | KINDERGARTEN  | GRADE ONE  | GRADE TWO  | GRADE THREE  | GRADE FOUR  |
|-------------------------------|---|--|--|--|---|
| <b>MATH</b>                   | God gave us numbers and systems of math; compare items, shapes, sizes; money value: count, sort, classify; graph; count forward and backward; count by ones, twos, fives and tens to 100; written and oral story problems; fractions: 1/2, 1/3, 1/4; form numbers | God gave us numbers and systems of math; skip count by fives and tens to 100; recognize and count denominations of money; tell time by five minute intervals; markings on ruler or yardstick; decode simple graphs and scales; number line concepts; written and oral story problems; count by 2's, 3's, 4's, 5's, 10's, 25's.; compare sizes of fractions | God gave us numbers and systems of math; correctly use money; tell time to the minute; mentally solve math problems 0-12 with +, -, x; 3-4 step written story problems; beginning level division, algebra, geometry; design, comprehend, decode simple graphs and scales                         | God gave us numbers and systems of math; mentally solve math problems 0-12 with all four functions; 3-4 step story problems; beginning level division, algebra, geometry; add and subtract simple fractions; standard and metric measurements; estimate numbers to solve and check problems; recall all twelve months of the year  | God gave us numbers and systems of math; mentally solve math problems 0-12 with all four functions; 3-4 step story problems; solve three digit problems using all four functions (two digit for division) using whole numbers and decimals; apply math skills to other subjects; add and subtract fractions with identical and different denominations; recall all twelve months o year and cardinal directions; identify basic geometric figures and calculate perimeter/area of rectangles; add and subtract mixed numbers. |
| <b>HISTORY/<br/>GEOGRAPHY</b> | God's sovereignty in history; personal family history; introduction to Middleborough and Plymouth County history; major national holidays; address and telephone number   | God's sovereignty in history; chronological flow of history; Plimouth Plantation, Native Americans, early European settlers, our area's geography and natural resources, basic understanding of map and globe  | God's sovereignty in history; events, dates of Old Testament Ancient Egypt; relationship between Hebrews and Egyptians; locate places studied on a map; life-styles of people during the major periods of Ancient Near Eastern history - dress, technology, vocations, religious practices, etc. | God's sovereignty in history; Old Testament history, Greece and Rome; relationship between Greeks, Romans, Hebrews, and Christians; locate places and peoples studied on map; life-styles of people during the major periods of history - dress, technology, vocations, religious practices, etc.; chronological order (prior years included) of events studied; describe events | God's sovereignty in history; Middle Ages, Renaissance and Reformation; importance of significant dates and events; relationship between the three branches of the church; locate places and peoples studied on map; life-styles of people during the major periods of history - dress, technology, vocations, religious practices, etc.; chronological order of events studied; describe events  |

| SUBJECT        | KINDERGARTEN  | GRADE ONE   | GRADE TWO   | GRADE THREE  | GRADE FOUR  |
|----------------|---|---|---|--|---|
| <b>LATIN</b>   | N/A   | N/A   | N/A   | Letters and language come from God; pronounce Latin letters and words - classical pronunciation; translate 240 words; recognize corresponding derivatives; translate, form and parse 1st, 2nd declension nouns; present, future, imperfect verb tenses; translate simple sentences and stories; recite Bible verses, prayers, sing and memorize songs; | Letters and language come from God; pronounce Latin letters and words - ecclesiastical pronunciation; translate 650 words; recognize corresponding derivatives; translate, form and parse all noun declensions; present, future, imperfect verb tenses; translate form and parse adjectives; translate and create simple sentences and stories; recite Bible verses, prayers; fundamental understanding of Latin grammar; translate sentences and passages from Latin into English and vice versa; sing and memorize numerous songs from Lingua Angelica. |
| <b>SCIENCE</b> | God is Creator of all; nonliving elements and living organisms: animals, plants and insects; sort objects by observable properties; natural and manmade materials | God is Creator of all; weather changes; sun, earth, day and night, seasons; group nonliving elements and living organisms; life cycles; adaptations to environment; solid, liquid, gas; movement, force, balance; simple tools; make predictions; record observations | God is Creator of all; characteristics of air and wind; characteristics of solids and gases; plant and animal characteristics within species; seasonal changes in appearance of each; habitats; force and motion; balance | God is Creator of all; soil formation and properties; precipitation in weather - place and time; our solar system, sun, planets, moons, earth's revolution and rotation; major constellations; seasonal behavior of animals; changes in liquid, solids, gases; accurate observations, accurate recording of simple experiments                         | God is Creator of all; soil formation and properties; precipitation in weather - place and time; our solar system, sun, planets, moons, earth's revolution and rotation; major constellations; seasonal behavior of animals; changes in liquid, solids, gases; accurate observations, accurate recording of simple experiments  |

| SUBJECT    | KINDERGARTEN   | GRADE ONE  | GRADE TWO  | GRADE THREE  | GRADE FOUR   |
|------------|--|--|--|--|--|
| <b>ART</b> | Beauty, colors, textures, sizes in God's creation; use and care for tools and materials; recognize and recreate basic geometric shapes; use space provided; colors and shades, manipulate lights and darks; copy illustrations or photos, illustrate stories | Beauty, colors, textures, sizes in God's creation; use and care for tools and materials; recognize and recreate basic geometric shapes; use space provided; colors and shades, manipulate lights and darks; copy illustrations or photos, illustrating stories | Beauty, colors, textures, sizes in God's creation; use and care for tools and materials; use space provided; use geometric shapes on paper and in sculpture; proportion; overlapping and size for distance/ depth; copy illustrations or photos; study works of art concurrent with other subjects; Ancient Hebrew, Egyptian and Near Eastern Art. | Beauty, colors, textures, sizes in God's creation; use and care for tools and materials; use space; use geometric shapes on paper and in sculpture; overlapping, distance, depth; given a theme, develop illustrations; historical context; fundamental mechanical aspects of works and artists studied; Ancient Grecian and Roman Art | Beauty, colors, textures, sizes in God's creation; use and care for tools and materials; use space; use geometric shapes on paper and in sculpture; proportion; manipulate lights and darks in color & B/W; overlapping, distance, depth; proportion; line drawings; copy from illustration or photograph; identify and correct unbalanced drawing or painting ; given a theme create an illustration/ sculpture; fundamentals of aesthetic philosophy; fundamental mechanical aspects of works and artists studied; appreciate works of art concurrent with historical period studied; early Christian, Byzantine, early Medieval, Gothic and late Gothic, early and high Renaissance art, mannerism; |

| SUBJECT      | KINDERGARTEN  | GRADE ONE  | GRADE TWO   | GRADE THREE   | GRADE FOUR  |
|--------------|---|--|---|---|---|
| <b>MUSIC</b> | <p>Music is given by God and used for His glory; discriminate between high and low; pitch; echoing; beat, rhythm; discriminate between melody with and without accompaniment; recognize and identify sections of music as same or different</p> | <p>Music is given by God and used for His glory; discriminate between high and low; pitch; echoing; beat, rhythm, discriminate between melody with and without accompaniment ; recognize and identify sections of music as same or different; create sound patterns with body, voice, instruments.</p> | <p>Music is given by God and used for His glory; sing in tune increasingly difficult songs - in Latin and Psalms; match pitches; locate low and high sounds on pitched instruments; rhythm patterns; pulse and pitch direction, locomotor and non-locomotor; symbols to notate musical sounds; describe musical selections; listening skills; musical styles of periods studied in history; appreciate timeless music and composers</p> | <p>Music is given by God and used for His glory; sing in tune increasingly difficult songs - in Latin and Psalms; sounds and methods of changing sounds; pitch and melodic patterns from notation; steady beat in musical examples; sing expressively in varied styles - rounds, partner songs, two part song with or without accompaniment; notation symbols for rhythm and melodic contour; identify style of music of period studied through exposure, appreciate timeless music and composers</p> | <p>Music is given by God and used for His glory; sing in tune increasingly difficult songs - in Latin and Psalms; sounds and methods of changing sounds; categorize sounds by method of sound reproduction; perform melodic patterns from notation; steady beat in musical examples; sing expressively in varied styles - rounds, partner songs, two part song with or without accompaniment; notation symbols for rhythm and melodic contour; identify chord changes, counter melodies, monody, homophony; identify introduction, interlude, cadence, and coda; common musical terms related to tempo and dynamics; play an accompaniment; elements of space, energy, and time through expressive movement; identify a basic repertoire of standard instrument and vocal compositions; identify style of music of period studied through exposure, appreciate timeless music and composers</p> |

| SUBJECT                   | KINDERGARTEN   | GRADE ONE  | GRADE TWO  | GRADE THREE  | GRADE FOUR   |
|---------------------------|--|--|--|--|--|
| <b>PHYSICAL EDUCATION</b> | Our bodies are temples of the Holy Spirit; develop healthy lifestyles, exercise and nutrition; large motor skills; habits of good sportsmanship. | Our bodies are temples of the Holy Spirit; develop healthy lifestyles, exercise and nutrition; large motor skills, habits of good sportsmanship; increase muscular strength, endurance, flexibility. | Our bodies are temples of the Holy Spirit; develop healthy lifestyles, exercise and nutrition; large motor skills, habits of good sportsmanship; increase muscular strength, endurance, flexibility. eye-hand coordination | Our bodies are temples of the Holy Spirit; develop healthy lifestyles, exercise and nutrition; large motor skills, habits of good sportsmanship; increase muscular strength, endurance, flexibility, eye-hand coordination, eye-foot coordination; basic game skills | Our bodies are temples of the Holy Spirit; develop healthy lifestyles, exercise and nutrition; large and small motor skills, habits of good sportsmanship; increase muscular strength, endurance, flexibility, eye-hand coordination, eye-foot coordination; basic game skills |

APPENDIX C  
\*2009-2010 SCHOOL CALENDAR

|                    |  |
|--------------------|--|
| September 2        | School Cookout                                   |
| September 8th      | Teachers' First Day                              |
| QUARTER ONE        |  |
| September 9th      | Opening Day                                      |
| September 15th     | Parent Handbook Meeting; Q/A forum               |
| October 12th       | Columbus Day - No School                         |
| October 14th       | Early Release Day - Parent-Teacher Conferences   |
| November 6th       | End of Quarter One                               |
| QUARTER TWO        |  |
| November 9th       | Quarter Two Begins                               |
| November 11th      | Veterans' Day - No School                        |
| November 13th      | Report Cards Distributed                         |
| November 25th-29th | Thanksgiving Recess                              |
| December 3rd       | Christmas Program - Seniors at the Green         |
| December 17th      | Christmas Program for Parents                    |
| December 21st      | Christmas Break Begins                           |
| January 4th        | School Resumes                                   |
| January 18th       | Martin Luther King Jr. Day - No School           |
| January 26th       | End of Quarter Two                               |
| QUARTER THREE      |  |
| January 27th       | Quarter Three Begins                             |
| February 3rd       | Report Cards Distributed                         |
| February 15th-19th | Winter Recess                                    |
| March 4th          | Early Release Day - Parent-Teacher Conferences   |
| March 5th          | Teacher Professional Development Day - No School |
| April 1st-April 5  | Easter Recess                                    |
| April 6th          | End of Quarter Three                             |
| QUARTER FOUR       |  |
| April 7th          | Term Four Begins                                 |
| April 14th         | Report Cards Distributed                         |
| April 15th         | Spring Program                                   |
| April 19th-23rd    | Spring Recess                                    |
| May 31st           | Memorial Day - No School                         |
| June 9th           | Olympic Games                                    |
| June 9th           | Last Day of School                               |
|                    | Report Cards Distributed                         |

\*May be subject to change

## APPENDIX D SCHOOL UNIFORM GUIDE

Samuel Fuller School has contracted with Harvey Uniforms and Lands End as suppliers of uniforms for the school. Order forms are available from the office. To ensure uniformity, ALL uniform items must be purchased from these vendors

### BOYS

#### MANDATORY

PANTS - Grey Pleated Twills  
SHIRT - White Oxford - Button down - Short Sleeve  
SHIRT - White Oxford - Button Down - Long Sleeve  
SWEATER - Green Long Sleeve - V-Neck w/Logo  
TIE - Plaid  
BELT - Black  
SOCKS - Grey Crew  
SHOES - Black, Grey

#### OPTIONAL

SHORTS - Grey Pleated Twills (September&October, May&June)  
POLO SHIRT - Short Sleeve - Green or Yellow w/logo  
POLO SHIRT - Long sleeve - Green or Yellow w/logo  
FLEECE JACKET - Full zip Green w/logo  
FLEECE VEST - Green w/logo

### GIRLS

#### MANDATORY

JUMPER - Plaid  
BLOUSE - Short Sleeve Peter Pan Collar w/ or w/out Logo  
BLOUSE - Long Sleeve Peter Pan Collar w/ or w/out Logo  
SWEATER - Green Long Sleeve - Cardigan w/Logo  
KNEE SOCKS - Opaques or Cable - Gray, Black, Green, White  
TIGHTS - Grey, Black, Green, White  
BELT - Black  
SHOES - Black, Grey,

#### OPTIONAL

SKORTS - Gray  
SLACKS - Gray Girls Pants  
SHORTS - Gray Girls Shorts (September&October, May&June)  
FLEECE JACKET - Full zip Green w/logo  
FLEET VEST - Green w/logo

## **APPENDIX E**

### **KINDERGARTEN ENRICHMENT PROGRAM\***

Samuel Fuller School is pleased to offer a Kindergarten Enrichment Program to its families. This program gives parents the option of a full-day setting for their kindergartener if this better meets the needs of the family. The Kindergarten Enrichment Program is different than an Extended Day Program which offers after-school supervision for children. The Kindergarten Enrichment Program builds off of the kindergarten curriculum, allowing reinforcement of principles taught in the half-day Kindergarten without creating a two-tier kindergarten program. In other words, no new material will be introduced in the afternoon sessions.

Kindergarten Enrichment seeks to meet the specific needs and abilities of its enrollees, thereby encouraging development of their particular God-given gifts. Each activity offered will be closely tied to the Kindergarten curriculum, and will engage students through high-interest level activities and exploration of topics introduced in the Kindergarten curriculum. While students spending their afternoons at the school will benefit from the enrichment activities offered, those students not spending their afternoons at the school will not fall behind in meeting the objectives established for the kindergarten students.

There will be approximately one and one-half hours of enrichment each afternoon following lunch, recess and a brief rest time.

\*Not offered in 2009-2010

## **APPENDIX F**

### **EXTENDED DAY PROGRAM**

Samuel Fuller School offers an Extended Day Program for students who need adult supervision after 2:45 p.m. Students may begin homework, engage in crafts, or play on the playground for portions of the afternoon. The Extended Day Program will be staffed by competent, qualified adults who meet the high standards set by Samuel Fuller School. The rates for the Extended Day Program are:

- \$3.00 for up to the first half hour (2:45 p.m.-3:15 p.m.)
- \$5.00 per hour (for example, 2:45 p.m.-3:45 p.m.) This rate will be applied to each quarter hour of care needed.
- The second, third, and subsequent child in a family will be charged half price for Extended Day care.

The Extended Day Program ends at 5:30 p.m. Please be sensitive to the needs of our staff and do not pick up your child later than 5:30 p.m. Time cards will be kept for each family utilizing the Extended Day Program. It is expected that payment for the Extended Day Program will be made the Monday morning after the week for which the charges are incurred.

## **APPENDIX G**

### **VOLUNTEER ORGANIZATION**

Samuel Fuller School operates on the principle of *en loco parentis* or “in the place of the parents.” For this very reason, parental involvement in Samuel Fuller School is crucial to the success of the school. We desire that parents become actively engaged in the academic life of their child or children, which is vital and the most important way in which parents can be involved in the school. However, there are many other facets of the school’s life in which parents can be come actively engaged and thereby help Samuel Fuller School function smoothly and successfully. Some of the areas in which volunteers are needed include:

- classroom aides/teacher’s assistant
- office/clerical aide
- lunch room/recess aide
- field trips
- special events
- Extended Day Program volunteer

Leah McKenna, Chair of the Volunteer Organization, will coordinate volunteer activities. Please contact the school office for more information.