

Saint Simons
Christian School

Parent-Student
Handbook

2011-12

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I. GENERAL INFORMATION

School Board

Jim Parker, *Chair*

Wendy Chapman, *Vice Chair*

Rick Van De Velde, *Secretary*

Jeff Martin, *Treasurer*

Mark Fritchman

Dan Redanz

Administration and Staff

Karl Graustein

Headmaster

kgraustein@sschristianschool.com

Megan Flinn

Administrative Assistant

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Lynne Emery

Administrative Assistant

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Accreditation

Saint Simons Christian School is accredited by three organizations:

- Association of Christian Schools International (ACSI)
- Southern Association of Colleges and Schools (SACS) (also known as Advanced Ed)
- Georgia Accrediting Commission

Faculty

Denise Willis - *Pre-K and Kindergarten*

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Marie Counts - *1st Grade*

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Kim Fuller - *2nd Grade*

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Deborah Hawthorne - *3rd Grade*

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Helen Moore - *4th Grade*

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Diana Josey - *5th Grade*

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Mary Catherine Hendrix - *6th Grade*

English & PE

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Shari Darrith - *7th Grade*

Math & Spanish

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Leigh Ferguson - *Art*

lferguson@sschristianschool.com

Michael Jennings - *Music*

mjennings@sschristianschool.com

Kraig Ware - *PE*

kraigware@yahoo.com

General Overview

History: Saint Simons Christian School is an independent Christian school that was established in 1994. This school year marks our 18th year of serving families of the Glynn County. Originally the school was founded by Golden Isles Presbyterian Church and was called The Whitefield School, after the 18th century Christian, George Whitefield, whose passion for children led him to open the Besthesda Home for Boys in Savannah, GA in 1740. In the spring of 2007 the school became an independent school led by an independent school board. In the spring of 2008 the school board hired Karl Graustein to serve as Headmaster of the school. In the summer of 2009 the school changed its name to Saint Simons Christian School and moved to a more central location on St. Simons Island. In May 2011 we were able to purchase the school property and establish a permanent location for the school.

Purpose: To provide a Christ-centered education for students in Pre-Kindergarten through eighth grade in the Golden Isles community.

Curriculum:

- Christ is preeminent in all we do, and we teach all subjects from a biblical perspective.
- Teachers are experienced and gifted educators and serve as Christian role models for our students.
- We seek to offer a rigorous and well-balanced liberal arts education, covering reading, writing, literature, math, science, history, foreign language, art, music, computer, and physical education. We seek to help students reach their potential through engaging and age-appropriate instruction and learning activities.

Website: www.sschristianchool.com

Recent Achievements and Activities:

- Math Olympics – Saint Simons Christian School students in grades 5-8 have excelled in the Association of Christian Schools International Regional Math Olympics, receiving many ribbons and medals.
- Science Fair – Historically, our students receive many awards at the Coastal Georgia Science Fair and are often invited to participate in the State Science Fair at The University of Georgia.
- Daughters of American Revolution “DAR” Essay Contest – 5th-8th grade students participate in the Ft. Frederica Chapter of the DAR Essay Contest. Often SSCS students place or win this contest.
- Iowa Tests of Basic Skills – Annually our students score very well on the ITBS

school. In the spring of 2011, all seven classes (2nd-8th) scored in the 87% or higher of all schools taking the ITBS test.

- Middle School Clubs – Middle school students can participate in the following clubs: Student Council, Art Club, Chess Club, and Yearbook Club.
- Spring Musical Production – Students in grades 5-8 can participate in our annual musical performance in the spring. In 2011 we performed *Alice in Wonderland*, in 2010 we performed *Annie*, and in 2009 we performed *Godspell*.
- Athletics Program – We offer the three sports seasons: fall cross country running, winter basketball, and spring soccer.

Statistics: The student body of 88 students represents 15 churches.

School Board Responsibilities:

- Establish clear policies that help maintain the purity and continuity of our school's foundational values.
- Ensure financial stability.
- Hire a Headmaster who oversees all aspects of the day-to-day administration of the school.

Mission:

We seek to provide an excellent, Christ-centered education to the families of the Golden Isles.

Vision:

Every graduate is academically and spiritually equipped to make a difference for Christ.

Core Values:

- **Love & Grace** – We desire that the faculty, parents, and board form a partnership through Christ to educate and guide our children with love and grace.
- **Biblical Worldview** – We help our students see a connection to Christ and His Word in every academic pursuit and develop a biblical worldview that helps them grow in wisdom and knowledge.
- **Academic Excellence** – We seek to provide a rich academic environment where students can reach their highest potential.
- **Parent Involvement** – We encourage parents to be highly involved in every area of the school, to share their gifts in areas of service and leadership.
- **Church Relations** – We foster close relationships with churches throughout our community and are proud to represent many families from a broad base of local churches throughout Glynn County.
- **The Whole Child** – We aim to work with parents to guide and develop children

mentally, physically, and spiritually, and consider this an important foundation to an excellent education.

- **Unity** – We endeavor to reflect the racial, ethnic, and economic diversity within the body of Christ.

Motto: Guiding Hearts, Growing Minds

Statement of Faith:

We believe in one God - Father, Son, and Holy Spirit. God has created us in His own image and for His own glory, and has called us into relationship with Himself. At the same time, He has called us to manifest and to reflect holiness through obedience to His commandments. Because we have failed in this responsibility, we have become estranged from our Creator. Thankfully, because of His profound love for His creation, God has initiated and accomplished a plan of redemption in the person of Jesus of Nazareth.

We confess Jesus to be the Christ of Old Testament prophecy, being at the same time fully God and fully man. Jesus, through his life, death, and resurrection, has provided the sole basis of our justification, which is by God's grace, and we receive by faith alone.

God has given us His Holy Spirit to dwell in our hearts as believers. The same Holy Spirit brings people together to form a corporate community of believers. We believe that Christ has established a visible Church which is called to live in the power of the Holy Spirit under the regulation of the authority of Holy Scripture, exercising discipline, administering the sacraments, and preaching the Gospel of Christ.

We believe that the Bible is inspired by God, infallible, and entirely trustworthy in all that it teaches.

We believe our faith should be visible in models of personal and social behavior. We seek to be faithful Disciples of Christ.

We embrace and adopt the essential truths of historic Christianity, including those articulated in the two most ancient creeds of the Church: the Apostles and Nicene Creeds.

Philosophy of Education:

The classroom is a dynamic and wonderful place. Teachers inspire students to learn new truths and skills. Students gain knowledge and acquire new skills, step by step, day by day, year after year. At Saint Simons Christian School this is all done in an environment where Christ is central and the triune God is proclaimed.

We believe that everyone needs a personal Savior because we have all been affected

by the fall of man. The first step towards living a life that honors and pleases the Lord is to believe in Christ as personal Savior. We teach salvation by faith alone, and we regularly make the message of the gospel of Jesus Christ a part of the school day. We highlight life in Christ after conversion, and we seek to inspire students to live all of life in a way that is faithful to the calling they have received in Christ.

We believe parents are primarily responsible for the raising up and training of their children. We eagerly partner with parents by providing a loving, caring, and supportive educational environment. We encourage parents to be highly involved in the school, and we seek to remain in close communication with all families.

We believe that each child has unique gifts and the potential to learn. Following the leading and guiding of the teacher, students learn new concepts, truths, and skills. Through attention, observation, and practice, students gain knowledge on which they can build and apply to life.

We believe Christian teachers lead their students into learning. Teachers use many words, but they speak loudest as they model a love for the Lord, a love for learning, and a servant's heart. Effective teachers have thorough educational training and a clear gift of teaching. They seek to draw every child into the learning process. They see the potential and strengths of each child, and they demonstrate grace and patience, as they establish appropriate limits for the children.

We believe learning is an incremental process where new material is introduced, reinforced, and reviewed to help students achieve mastery. Teachers start by connecting new concepts to previously learned material, and then, through clear, systematic steps, begin to introduce the new lesson. Through practice and review students can attain higher levels of understanding. After concepts have been thoroughly taught, teachers assess student knowledge and understanding.

We offer a liberal arts education, all taught from a distinctively Christian perspective. We teach Bible as a core subject, and we seek to help students learn to love God as they know the stories and truths contained in God's Word. As we teach foundational skills in math, language arts, Latin, and Spanish and lessons on key events and concepts in science and social studies, we integrate biblical truths in every part of the curriculum. We want students to develop a Christian worldview, seeing all of life from a Christian perspective.

We know that students also learn a great deal outside the classroom and apart from textbooks. In art, music, and computer, students learn creativity as well as practical skills. Through singing, dancing, and performing in drama, students become comfortable in front of others and understand the importance of working together as everyone faithfully does their part. Through clubs and electives, students have the chance to utilize their gifts of leadership and service. In physical education, students develop gross motor and group games skills. In athletics, students develop the physical talents God has given them and learn to honor the Lord in the midst of

competition.

We realize that during the school day and year there will be a need for training and discipline. We seek to provide love and limits. Teachers love students by providing frequent encouragement and taking a personal interest in each student. We establish limits because we love them, and we want them to experience the blessings of living within appropriate boundaries. When students need correction, we seek to do this in grace, patience, and love. And we hope that through the discipline process they will feel our care and become more aware of the forgiving grace of God.

We seek to help each student develop a vibrant faith and a strong walk with the Lord so they are ready to live for Christ when they finish their years here at school. Ultimately, we desire that each student be academically and spiritually equipped for the future calling God has on his or her life.

Expected Student Outcomes:

It is a joy to partner with parents to shape the minds and hearts of our students. We realize that it is impossible for each of our graduates to fully attain all of the outcomes listed below. We view these outcomes as targets at which we aim. Each student is a work in progress, and we count it a privilege to be part of that work.

If we attain our school's vision, each of our graduates will...

1. Have a personal relationship with Jesus Christ
2. Thoroughly know the Bible and desire to live according to the truths God has given in the Bible
3. Be faithfully involved in a local Christian church
4. Possess a biblical worldview and view all of life from a distinctively Christian perspective
5. Have a heart to accomplish the Great Commission – go and make disciples of Christ
6. Love learning
7. Have a thorough education in all subjects: Bible, language arts, history, science, foreign language, math, art, computer, and physical education
8. Appreciate the fine arts: music, drama, art
9. Be fully equipped for the next level of learning
10. Communicate clearly – both oral and written communication
11. Think critically and solve complex problems

12. Possess essential computer skills
13. Faithfully steward the gifts God has given them, in areas such as leadership, athletics, art, music, drama

II. ACADEMIC PROGRAM

A. CURRICULUM

We offer a rigorous academic curriculum focusing on mastery of skills and the development of critical thinking in each student. In addition to core academic subjects, we offer Latin, Spanish, Physical Education, Computer, Music, and Art instruction. All subjects are taught from a biblical worldview, and teachers seek to model the truth found in God's Word as it applies to all areas of learning.

B. FIELD TRIPS

Field trips allow students to experience history, understand culture, and build lasting memories. We encourage our teachers to utilize resources available for field trips, including overnight trips when appropriate. Each year, upper grade students (5th and up) participate in a 2 to 5 day class trip to such cities as St. Augustine, Charleston, and Atlanta, or camps such as Camp Kulaqua in High Springs, FL and Southwind Camp in Ocala, FL. (Please see Appendix IV for Field Trip Guidelines.)

C. GRADE REPORTING

We operate on a quarterly grading system. Mid-quarter reports will be sent home with Pre-K-3rd grade students and emailed to 4th-8th grade students to notify parents of progress and of potential difficulties in need of assistance prior to the end of the quarterly grading period. Report cards are issued at the end of each quarter. They are given directly to parents during conferences following the 1st and 3rd quarters of the school year and are sent home with students for the 2nd and 4th quarters.

1st -8th grade teachers use an online grading program (www.teacherease.com) to track student grades. Families with students in grades 4-8 can access these grades online. We encourage students to also track their grades.

D. PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are scheduled through the office following the first and third quarters of school. These 15 minute conferences are held during regular school hours. Middle school students are expected to attend with parents. Teachers begin with prayer, encourage parents regarding the student's progress, discuss any possible concerns, and give report cards.

Teachers are available and accessible to parents throughout the school year. Appointments can be made through the school office or by e-mailing the teacher.

E. GRADING GUIDELINES

For students in grades PreK-1:

E	=	Consistently exceeding current level expectations
S	=	Consistently meeting current level expectations
I	=	Improvement has been shown. Continued time and effort needed.
N	=	Needs significant continued time and effort for improvement.

Numerical grades will be recorded and maintained for all students in Grades 2-8. Percents and Grade Equivalents for Grades 2-8:

90% - 100%	=	A - Excellent
80% - 89%	=	B - Above Average
75% - 79%	=	C - Average
70% - 74%	=	D - Below Average
Below 70%	=	F - Failing

Incomplete: Course work which is incomplete at the end of a quarter will receive a grade of “I” for Incomplete. Incompletes must be converted to a regular grade during the first 2 weeks of the new reporting period (or within 2 weeks of the closing of school if awarded during the last quarter.) Grades not converted will be recorded as “F”.

F. HOMEWORK PHILOSOPHY

Teachers will assign homework to grades 1-8 on a consistent basis. Homework Assignment Notebooks, which will be provided by the school, will be used by students in 3rd grade and above. For grades 3-5, parents are to initial the listed assignments and record the amount of time it took to complete the homework assignment. The student will return the assignment book to school the next day. Teachers will check to see the assignment book has been signed.

Below are the primary reasons for assigning homework:

1. Students often need extra practice in specific new concepts, skills, or facts. The teacher may assign homework to allow for the necessary practice.
2. Repeated short periods of practice or study of new information is often a better way to learn than one long period of study.
3. Parental involvement is critical to a child’s education, and homework can be used as an opportunity for parents to actively assist their child’s studies. This will keep the parents informed as to the current topics of study in the class.

4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework in this situation serves a punitive as well as practical purpose.
5. The necessity for doing homework will vary from grade to grade and from student to student. The guide below should be regarded as average times in which homework should be completed. The teacher will need to check frequently regarding the amount of time spent on homework to gauge the amount of work given and adjustments will be made accordingly.

Approximate amount of homework: (Teachers must coordinate their homework.)

GRADE	AVERAGE TIME PER WEEK NIGHT
PreK & K	0-10 Minutes
1 st & 2 nd	20 - 30 Minutes
3 rd	30 - 40 Minutes
4 th & 5 th	40 - 50 Minutes
6 th - 8 th	50 - 60 Minutes

6. Homework in grades PreK-5 is not to be assigned over the weekend or over holidays and vacation periods without the Headmaster's approval. Occasionally middle school students will have homework over the weekend.
7. Since homework takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school. Homework will be used only for the best of purposes.
8. In most situations, homework will be a review of class work. Homework will not be given on "new material" that has not been introduced to the class. For reports and larger projects, teachers will clearly give expectations well in advance of the due date.

F. EXAMS

For all middle school students, mid-year and final exams will be administered in the following subject areas:

- 6th grade – Math, English, Science
- 7th grade – Math, English, Science, Spanish
- 8th grade – Math, English, Science, Spanish, History

G. COMPETITIONS

Competitions, such as the DAR History Essay, the SAR Poster Competition, the ACSI Math Olympics, Regional Science Fair, etc., are encouraged. Competitions should be of a high quality in nature. Teachers are to assist the administration by making suggestions as to which competitions students may avail themselves. Student participation in these competitions will be voluntary.

H. HONORS/AWARDS

Below is a list of the purpose of honors and awards as well as the specific awards we give to students.

1. We want to recognize publicly those students accomplishing the necessary goals to receive the applicable honor/award.
2. We want to motivate students toward excellence, commending excellent work.
3. We wish to direct public attention to the high quality of work being done by students, to the glory of God.
4. We give the Luke 2:52 Award to a student who has shown personal and spiritual growth during the school year. The student must have grown in favor with his teacher(s) and fellow classmates by demonstrating the Fruit of the Spirit. The heart attitude as well as academic effort of the student is noted by those who teach him. A consensus from all of the student's teachers must be agreed upon in order for a student to be awarded. (Note: Each teacher will recognize one award winner each semester, for a total of two awards per grade.)
5. Honor Roll Names & Recognition
 - a. Names
 - i. Highest Honor Roll – All A's for a quarter
 - ii. Honor Roll – All A's and no more than two B's
 - b. Recognition
 - i. Quarterly in the school newsletter
 - ii. Annual at the Year-End Awards Ceremony
6. Attendance Awards
 - a. Students with good attendance will be recognized the Year-End Awards Ceremony
 - i. Good attendance means a student was present at school at least 177 days during the year and had no more than four tardies.
 - b. Note: On recommendation from the Center for Disease Control, we do not recognize perfect attendance.
7. At the Year-End Awards Ceremony we will also recognize academic excellence and

outstanding character displayed throughout the year.

III. Conduct Guidelines

A. DISCIPLINE POLICY – Parental Agreement

I, the undersigned, as the parent/guardian of a child attending Saint Simons Christian School, (SSCS) recognize and agree that my child is expected to be obedient and respectful to teachers, staff and other students. I understand and agree that the standards of Expected Conduct, Discipline Policy, and use of the Parent Notification Slip (explained below) are designed to help all students attending SSCS to excel in academia and glorify the Lord in every area of their lives.

Furthermore, I understand that the training and education of my child is primarily my responsibility, and that I have chosen Saint Simons Christian School as an extension of the home in the education of my child. In that regard, SSCS has a great responsibility to train its students to be obedient and respectful and to administer reasonable discipline when transgressions are made.

B. EXPECTED CONDUCT

1. The responsibility for training a child in godly behavior belongs to the parents. To provide and maintain an orderly, disciplined, and wholesome environment for learning, the following code of conduct is established. The school standards seek to reinforce, maintain, and supplement godly training initiated in the home.
2. A student is expected to behave in a manner that exhibits the following characteristics:
 - a. Respectful obedience to authority (parents, teachers, staff, etc.) and adherence to school regulations, whether a person in authority is present or not
 - b. Responsibility in doing assigned or expected tasks, such as classwork, homework, and cleanup tasks at school.
 - c. Cooperation with others in playing and working at school
 - d. Courtesy and respect for others: (students, parents, teachers, staff, etc.)
 - e. Cleanliness in person and property
 - f. Truthfulness in word and life
 - g. Respect for property of the school and other individuals
 - h. Promptness in attendance and assignments
 - i. Morally upright conduct in all areas of school life, including language, social relationships, and recreation
 - j. Abstention from the use of alcohol, tobacco, and drugs
 - k. Service to one another and community

C. DISCIPLINE POLICY

The majority of discipline issues that may surface at school will be dealt with at the classroom level. Teachers may use a variety of progressive discipline within the classroom (i.e. loss of privilege, seating change, sit out break, silent lunch, etc...). They may also send the student to the Headmaster.

We are not content with merely stopping the inappropriate behavior; therefore, teachers look for the earliest opportunity to explore with the student the overflow of the heart issues that have produced the wrong behavior. We seek to bring together “shepherding the child’s heart” with the biblical “sowing and reaping” principle. As in all other areas of education at SSCS, love and forgiveness are an integral part of the discipline process of a student.

If for any reason a student receives discipline from the Headmaster, the following sequence will generally be observed.

1. The first two times within either semester of the school year that a student’s behavior requires that the student be sent to the Headmaster for discipline, the student's parents will be contacted and given details of the visit; the contact will be via the Parent Notification Slip and/or by telephone. The parents’ assistance and support in averting further problems will be requested.
2. The third office visit will be followed by a meeting with the student’s parents.
3. Should the student require a fourth visit, the student will be suspended for not more than three school days. All make-up work will be required to be completed within three days (see Suspension as Corrective Discipline).
4. If a fifth visit is required, the student will be expelled from school.

Saint Simons Christian School realizes that expelling a student from school is a serious matter and should always be dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to the 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.

D. PARENT NOTIFICATION SLIP

In an effort to keep parents fully informed of problems regarding their child’s behavior or lack of response to instructions or school directives, a Parent Notification Slip (a.k.a. White Slip) will be sent home after two “warnings or reminders” are given to the student. “White Slips” become a part of the student’s permanent school record. (*Example: A student demonstrates a pattern on not bringing his homework assignment to class. In this instance, a Parent Notification will be sent home.*)

E. SUSPENSION AS CORRECTIVE DISCIPLINE PARENT AGREEMENT

By my signature below, I understand and hereby give my full permission for Saint Simons Christian School to apply this Suspension Corrective Discipline Policy, in the event such reasonable discipline becomes necessary, as follows:

Suspension discipline shall not be used as a first line of punishment for misbehavior unless the pupil was informed beforehand that specific misbehavior could occasion its use. Suspension may be employed as a first line of punishment for those acts of misconduct which are so anti-social or disruptive in nature as to shock the conscience. Specific offenses include continued disobedience to an adult employee’s warnings, assault on another student without provocation, striking another child with a dangerous object, and other extreme acts.

The suspension corrective discipline shall consist of suspension of the student for the remainder of the day and the following day. The student will be responsible for completing missed class work, including tests during the absence. All work will be due on the first day the student returns. The student will receive half credit for all assignments completed during the absence. No credit will be given for work turned in after the first day back at school. Upon a decision to suspend a student for the remainder of a school day, the Headmaster will notify the student's parents and require them to make transportation arrangements to remove their child from the school immediately.

The teacher making the discipline referral shall submit a written report of the incident to the Headmaster, and such report shall become a part of the student's academic file. Upon request by the parent, the parent may receive a copy of the written report.

Repeated need for discipline will result in a required conference between the parents and the Headmaster to discuss disciplinary action up to, and including, expulsion from the school.

Date: _____
Signature of father or guardian

Signature of mother or guardian

IV. PARENT INFORMATION

A. ADMISSION PROCESS AND REQUIREMENTS FOR THE STUDENT

1. A child must have reached the age of five years by September 1 of the fall in which he would be entering kindergarten.
2. A child entering first grade must have reached the age of six years by September 1 of the fall in which he would enter SSCS.
3. After an initial parent meeting with the Headmaster, a child must take basic entrance tests to determine readiness for the grade in which he would be entering. Remedial work may be required before entering the school. However, if there is evidence to show that the child may not be adequately prepared for the next sequential grade level, with the parents' compliance, he may repeat the previous grade.
4. In addition to entrance testing, if the student is transferring from another school, all student records must be received by SSCS before a decision for admittance can be made.
5. The child must have successfully completed the previous school year, and his school work and behavior must compare favorably to the comparable grade at SSCS.
6. Parental notification of admittance will be made after all requirements have been met.

7. Saint Simons Christian School is not equipped to accommodate students with special needs. Students with documented needs will be considered on a case-by-case basis.
8. Students transferring into SSCS after the start of the 2nd semester follow the same admissions process and standards.
9. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and Headmaster in their prescribed roles at school.

B. ADMISSION REQUIREMENTS FOR THE PARENTS

1. Parents of students in Saint Simons Christian School must have a clear understanding of the biblical philosophy and purpose of the school and must be willing to have their child taught according to the school's Statement of Faith, Core Values, and Philosophy of Education.
2. Parents must acknowledge and cooperate with all the written policies of SSCS, including the areas of school work standards, active communication with teachers, and discipline guidelines.

C. NON-DISCRIMINATION POLICY

Saint Simons Christian School of St. Simons Island, Georgia, admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities general accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

D. STUDENT ARRIVAL, DISMISSAL AND PARKING GUIDELINES:

1. Daily Arrival

All students may arrive between 8:15 and 8:30 a.m. Students may not arrive before 8:15 a.m. unless prior approval has been given. If a student arrives after 8:30 a.m., the student must check in at the office to receive a tardy slip before going to the classroom.

Parents are asked to enter the school drive and drop off students at the main doors. All students should enter through the main doors. Middle school students can then walk through the building and out to their homeroom.

2. Daily Dismissal

Students are dismissed at 3:00 p.m. (Pre-Kindergarten students have the option to go home at 12:15 p.m. or stay until 3:00 p.m.) Students will be brought out of the building at the main entrance as a class and will wait together with their teacher until picked up by an authorized person. Parents are asked to pick up their children promptly. All students must be picked up within 10 minutes of dismissal. Please do not allow pre-school children or other siblings to enter the building without adult supervision.

Under normal circumstances, no child will be released to anyone not listed on the form entitled "Authorization for Child Pick-up." However, if a situation arises where someone other than those listed on the authorization needs to pick up your child, please notify the school in writing. If unable to send a note, please call the school office and leave a message naming the designated driver, the date of pick up and that he/she has your permission to pick up your child.

3. Parking

Throughout the day, please use the parking spaces in front of the building and to the left of the building. At dismissal, please only park to the left of the building.

E. TARDIES

Attendance and tardy records for all students are kept by the classroom teacher and are reported on the student's report card each quarter (9 weeks).

1. Being on time is an act of accepting responsibility and of showing respect to classmates and teachers. Students who are tardy disrupt the entire class.
2. A tardy will be counted if a student is not in his assigned seat when the school day begins at 8:30a.m.
3. A student who is tardy to class is to report to the office to request a classroom pass before being admitted to class.
4. After three tardies in one quarter, the student will serve a Tardy Detention by sitting out during his entire morning break on the Monday following the third tardy.
5. A student will be considered absent if he arrives to school after 11:45 a.m.
6. We do not distinguish between excused and unexcused tardies.

F. LEAVING SCHOOL EARLY

If a student needs to leave school early due to illness, appointment, lunch with parent, etc., the parent is to come to the office to pick up the child. (Please do not go directly to the classroom.) Parents will be asked to note the time of pick-up on a sign-out sheet. In the case of an appointment, the child should bring a note from a parent in advance in order to notify the teacher. If a student checks out before 11:45 a.m. and does not return to school, the student will be considered absent for the day.

G. ATTENDANCE REQUIREMENTS

1. A student must attend 87% of the scheduled days for each semester. An academic penalty will result if a student is absent for more than 12 days in either semester (does not include school sponsored trips). If the 12 days are exceeded, the parents of the student will need to meet with the Headmaster. Should absences reach 10 days in a semester, a written warning will be given by the office.

2. Short-term absences

If a student needs to be absent from school for one to two days, the parents should contact the school office by note or by phone. It is the responsibility of the student to find out what work was missed during the absence and to arrange for make-up work. The student will be given the number of days absent plus two in order to complete the missed work. We do not distinguish between excused and unexcused absences.

The homeroom teacher is responsible for completing and/or circulating a Class Assignments form for all subjects and either sends it home with a sibling or other student designee.

3. Long-term absences

If a student needs to be absent for three or more consecutive days, the parents notify the school in writing explaining the circumstances. This will permit the appropriate teacher(s) time to compile the necessary schoolwork which the student would miss.

4. Extended absences

SSCS will cooperate with families taking their children from school for vacations, etc. However, when extended absences are voluntary (not emergency or illness), all assigned schoolwork will be due the day the student returns to school. Prior to this type of absence, it is recommended that the student work ahead. This eliminates the need to work on vacation or complete a significant amount of make-up work. We recommend that vacations be scheduled during school holidays.

H. DAILY SCHEDULE

8:00-8:10	Staff Prayer/Devotions
8:15	Students begin arriving and go to their class; teachers will be in their classrooms
8:30	School day begins
10:00-10:20	Recess for grades PreK-2
10:05-10:25	Recess for grades 3-5
10:25-35	Morning break for grades 6 - 7
12:15	Pre-K optional dismissal
11:55 -12:35	Lunch/Recess for grades PreK - 4
12:15 -12:45	Lunch/Recess for grades 5 - 7
3:00	Dismiss
3:30	Teachers dismissed

I. DRESS CODE

We believe that a child's environment is important to effective learning and that distractions must be kept to a minimum. As part of this philosophy, we have chosen a uniform dress code for all grades, so that the focus remains on the education. A printed copy of purchasing information will be given to parents and posted on the school website. A school "used uniform closet" is also maintained in an effort to recycle uniforms at less expense. Please see Appendix IV: Uniform Policy and Guidelines for the specific uniform dress code requirements and changes to the uniform for the 2011-12 school year.

Students can earn non-uniform coupons that can be used on Fridays. If a student has a non-uniform coupon, he can wear appropriate and modest non-uniform items. The student should give the non-uniform coupon to his homeroom teacher at the start of the day.

On non-uniform days, the following guidelines apply:

- Shoes: No open toe or open heel shoes
- Boys tops: No tank tops
- Girls tops: If no sleeves, straps should be wider than three fingers. Should not be too tight or too short at waist
- Shorts, Skorts, and Skirts: Must be longer than finger tips when arms are against side
- Wording and symbols on clothing: Should be appropriate and not offensive

J. LUNCHES & SNACKS

Each student will provide his/her own lunch and drink each day.* Please be aware that there is no refrigerator available to students. Microwaves may be used by students under the supervision of the teacher. The following guidelines must be followed for continued microwave use:

1. Students in grades PreK-3 may microwave food twice a week. They must be able to open the microwave containers and be able to carry it to the tables with ease.
2. Microwave food items should take approximately one minute to microwave. We only have a limited time for lunch, and if several students are microwaving items that take more than a minute, it can take up too much of the lunch period.
3. All students in grades PreK-8 must bring their own eating utensils, i.e., spoons, paper plates, etc.
4. All students in grades PreK-8 must bring a paper plate, wax paper or paper towel to place under the microwave food item before microwaving. This is an effort to keep the microwaves clean.
5. In the event of an overflow or spill in the microwave, the student must take responsibility and clean the microwave, not leaving the mess for someone else.

*Optional “Friday Lunches” are available on Fridays (i.e. pizza, chicken sandwiches, hamburgers, etc.)

Students should bring a snack for the morning break. Because high starch, sugar and caffeinated foods can interfere with a child’s concentration, parents are encouraged to choose healthy foods and snacks.

If students forget their lunch, we ask that parents bring the lunch to the office prior to morning break.

K. BIRTHDAY PARTIES, HOLIDAYS & SPECIAL CELEBRATIONS

1. Birthday Celebrations

Students are welcome to celebrate their birthday with their classmates. Students may bring a “birthday” snack to school to share with classmates. If a student’s birthday falls during the summer months or on a vacation day, another day may be chosen to allow the child to bring a snack. Parents are to check with his child’s teacher regarding the time of day the snack is preferred. Snacks may include muffins, granola bars, juice, cupcakes, cookies, popsicles, etc.

2. Special Celebrations and Holidays

School parties and special events are educational celebrations in which the full flora (time in history, dress, customs, and foods) of the events are brought to life in context. Special celebrations include Thanksgiving, Christmas, Valentine’s Day, Easter, Grandparents’ Day, and end-of-year parties. Teachers may ask a parent to help plan these celebrations. These celebrations may also be school-wide events, and teachers may need assistance from our Parent Action Committee (PAC) members.

We recognize and celebrate seasons which are compatible with biblical principles. Classroom decorations honor Christ during Christmas and Easter seasons. Halloween is not recognized, with the exception of harvest or autumn themes.

L. PARENT ACTION COMMITTEE

We encourage parents to volunteer by participating in the “Parent Action Committee” (PAC). PAC is designed to serve as a channel for organizing parents’ ideas, talents, and energies to assist SSCS in providing a Christian education. PAC nominates and elects its officers and designates classroom lead representatives on a yearly basis. PAC is a vital partner in the successful operation of our school.

M. AFTER SCHOOL PROGRAM

We offer an after school care program called “The Lion’s Club.” It will be for SSCS students in grades PreK-8, and runs from 3:00-5:15pm Monday through Friday. The program will cost \$35 for the week or \$10 per day (\$25 per week for additional children). Payments will be made to SSCS.

Mrs. Leigh Ferguson and Mrs. Lynne Emery will oversee the program. Students will report to the after school care room for The Lion’s Club at 3:00 p.m.

Parents will complete a registration form and an estimation of attendance for the week with payment. Parents will also complete a contact information sheet.

No child care will be provided on holidays nor on half-days.

Typical Daily Schedule:

- 3:00 Snack
- 3:15 Bathroom Break
- 3:20 Homework Corner
- 4:00 Indoor/Outdoor Recreation
- 5:00 Clean-up
- 5:15 End

N. PHOTO RELEASE POLICY

From time to time SSCS will use photos of students for publications, on the school website, and for marketing purposes. We will not identify a student’s picture by name. If you would like for your child’s picture to not be used, please notify the school office.

O. WEATHER POLICY

We follow the Glynn County Board of Education for school closings, delays, and early dismissals due to inclement weather.

P. CELL PHONE POLICY

As technology has evolved, cell phone use has become more of a concern. SSCS permits students to have cell phones for communication before and after school hours. We desire to minimize misuse of this privilege by clarifying the following guidelines:

- Cell phone usage is not permitted between student arrival (8:15 a.m.) and dismissal (3:00 p.m.)
- Cell phones are to be powered off and kept in the student's locker (Middle School Grades) or backpack (Grades 5 & down) during the school day.
- A student's cell phone will be confiscated if it rings or vibrates inside a locker or bag or is used without permission at any point during the school day.
- 1st Offense -
 - Headmaster talks with student and sends a parent a note.
 - Student may retrieve phone at the end of school day.
- 2nd Offense -
 - Headmaster calls parent.
 - Parent may retrieve phone at end school day.
- 3rd Offense –
 - Parent may retrieve phone end of one full week.
or
 - Parent may pick up the phone at the day if the student pays a \$25 fine.
- Additional offenses –
 - Same procedure as the third offense, but the fines will double.
- If parents need to contact their child during the school day, they should call the school office.
- If a student needs to contact their parents during the school day, they should use the school's phone in the office.

V. OTHER INFORMATION

A. SCHOOL MEMBERSHIPS

Saint Simons Christian School is a member of The Association of Christian Schools International (ACSI) and the Southern Association of Colleges and Schools (SACS).

B. SCHOOL ACCREDITATION

SSCS is accredited by the Association of Christian Schools International (ACSI), the Southern Association of Colleges and Schools (SACS) (also known as Advanced Ed), and the Georgia Accrediting Commission (GAC).

C. FREQUENTLY ASKED QUESTIONS

1. *What is the school's policy regarding the teacher/ student ratio?*

SSCS prefers to have a maximum of 15 students in each classroom. PreK and Kindergarten have a maximum of 12 students each.

2. *How are the students graded? Are there report cards?*

Quarterly report cards are used beginning in Pre-Kindergarten in order to provide objective measurements of each student's progress. PreK through 1st grade students' progress is shown by issuing E, S, I, and N. 2nd through 8th graders' progress is shown by percents that are equivalent to A, B, C, D or F. Mid-quarter progress reports are sent to parents to notify parents of their child's progress before report cards are issued at the end of the nine-week quarter. (See Grading Reporting and Guidelines on page 10.)

3. *What is the school's policy regarding a dress code or uniform?*

To encourage a wholesome educational environment and to minimize distractions, SSCS has adopted a uniform dress code for students in grades PreK -8th. Parents are given instructions on what uniforms are required and where to purchase them. (See Appendix V Uniform Policy and Guidelines.)

4. *What are the qualifications for teachers at SSCS?*

Proficiency in instructional methodology, classroom management, and the care and nurture of individual students is required of SSCS teachers. A bachelor's degree and a commitment to ongoing professional mentoring and development are minimum requirements for teachers at SSCS. All teachers are also required to have ACSI certification.

5. *Does the school conduct Bible classes?*

Yes, we do offer Bible as a core class in all grades. We also have chapel once a week. In addition, we endeavor to incorporate a biblical perspective into the teaching of each subject. We believe it is crucial for students to begin seeing all creation (including their studies) from a Christian world and life view.

6. *What is the discipline policy at SSCS?*

Most matters of discipline are dealt with at the classroom level. The kind and amount of discipline will be determined by the teachers, and if necessary, the Headmaster. All discipline will be based on biblical principles, e.g. acknowledgment, forgiveness, restitution, restoration, etc. (See **Conduct Guidelines**)

7. *Does the school need funds over and above the tuition receipts?*

Yes. All private schools have the need to raise additional funding. SSCS tuition receipts do not cover the total annual cost of educating a student. Therefore, we conduct annual fund-raising projects as an

ongoing activity of the school. Parents are encouraged to participate in these activities. Parents also are asked to prayerfully consider giving above and beyond their child's stated tuition to assist in offsetting the actual costs. In particular, we encourage all families to participate in and promote the GA Student Scholarship Tax Credit Program. For more information on this wonderful program, please see the school website (www.sschristianschool.com).

8. *When does SSCS begin and end each day?*

All grades start at 8:30 a.m. Grades K-8 end at 3:00 p.m. Pre-Kindergarten has the option to be a ½ day session (ending at 12:15p.m.) or a full-day session (ending at 3:00 p.m.).

9. *Does SSCS provide tuition assistance?*

Yes, we do. Financial assistance applications are available upon request. Families complete an online application with an outside company (www.factstuitionaid.com). They review a family's financial information and give a recommendation to the school's financial assistance committee. Then our financial assistance committee determines the tuition assistance for the family.

10. *How is the school governed?*

The school is governed by a School Board comprised of men and women from the community with various skills and a heart for the School. The School Board determines school policy, and the Headmaster is responsible for implementing approved policies.

Appendix I

THE LEARNING STAGES OF A CHILD

LEARNING STAGE	STUDENT CHARACTERISTICS	TEACHING METHODS
BEGINNING GRAMMAR Grades K-3 Approx. ages 4-8	<ol style="list-style-type: none"> 1. Obviously excited about learning. 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show & Tell, drama, hear/read stories 8. Field trips
GRAMMAR Grades 3-6 Approx. ages 9-11	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama. 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach & assign research projects 6. Recitations, memorization 7. Drills, games 8. Oral and written presentations
LOGIC Grades 7-9 Approx. ages 12-14	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know "behind-the-scenes" facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, re-enactment, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral and written presentations. 8. Guest speakers, trips
RHETORIC Grades 10-12 Approx. ages 15-18	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interest, topics 4. Can take on responsibility, independent work 5. Can do (understand) synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. teach younger students, organize activities 5. In-depth field trips, even overnight 6. World-view discussion - written papers 7. Career research.

Appendix II

LATIN - 5 REASONS TO STUDY LATIN

LATIN reveals a great deal about English and greatly enhances the student's powers of expression in his native language.

- * About 80% of English vocabulary comes from Latin and Greek.
- * English vocabulary tests reveal that students of Latin score higher.
- * Latin greatly refines the student's understanding of grammar -- which carries over into English.

LATIN develops and deepens the student's understanding of and appreciation for literature.

- * A doorway is opened to great classical literature -- Virgil, for example.
- * The student's appreciation for English literature grows because great English literature is filled with classical allusions, and a student who understands those has a great advantage.

LATIN provides an understanding of the classical impact on our modern culture.

- * We see this in wedding rings, dollar signs, political structure, architecture, the names of constellations and planets, and, of course, et cetera.

LATIN trains the student in the essentials of scientific method: observation, comparison, and generalization.

- * Students of Latin are equipped in a methodology of rigorous analysis. This ability is not subsequently limited to Latin.
- * Latin trains minds to encounter unfamiliar material, whether in science or any other discipline.

LATIN provides a wonderful foundation for the study of other modern languages.

- * Direct descendants of Latin include Spanish, French, Romanian, Italian, Portuguese, etc.
- * Students are given a very good grasp on how inflected languages work, which would include German, Russian, and Greek.

Appendix III

Field Trip Guidelines

1. Each trip must have a designated leader who is best suited to the task. This person will be chosen by the classroom teacher and the Headmaster.
2. Overnight Field Trips are limited to the specific students and teachers of the grades involved.
3. Chaperones are to be arranged by the teacher, and there should be one adult chaperone per room.
 - a. There must be at least one adult chaperone for each hotel room needed. Same sex in each room.
 - b. Additional chaperones will be determined by the teacher.
4. Only children in the specific grade level are able to attend. Siblings can tend to be a distraction and will not be allowed on the trip.
5. Music on the trip will be limited to classical, Christian, or at the discretion of the adults in the car. All reading material will be subject to approval of the trip leader. No personal iPods or MP3 players will be allowed on the trip unless played on the car system.
6. Television will be allowed in the rooms on a limited basis. Programs watched must be agreed upon by the chaperones, with the primary leader having veto power.
7. If for health or financial reasons a child is unable to attend the field trip, they will be given a research project in keeping with the theme of the field trip. The child will be expected to be in school during the time the class is on the trip and work on the research project there. The report will be due at the same time reports are due by the class as a whole.
8. If a child does not attend the field trip and does not have a valid reason, the child will receive a zero for the time.
9. If there is an activity in a hotel room that involves both sexes, an adult chaperone must be present at all times.
10. Overnight field trips should be limited to children in the 4th grade and above. If there is a desire to have an overnight trip that involves 3rd grade or below, the trip must become a “Family Trip” and one parent must attend with their child.
11. Extra-curricular side trips (not planned) are allowed only by approval of the trip leader and with prior verbal and/or written approval from each child’s parent(s). There must be an adult chaperone for every 5 children on these trips.
12. Only parents who have been asked to serve as chaperones are able to attend the field trip. The field trip cost should be adjusted to help subsidize the cost of the trip to the chaperone.
13. The school should seek to plan some “Family Field Trips” in which all parents are encouraged to attend.
14. Exceptions may be made upon the Headmaster’s approval.

Appendix IV

Chaperone Guidelines

Being a chaperone is very important responsibility. We greatly appreciate the time and energy used by a chaperone to serve the school.

1. Each chaperone will be given the responsibility to oversee his assigned students for the trip. This means that the chaperone will always have his students in his sight at all times. No student should ever be left alone or travel anywhere alone.
2. Each chaperone will work with the responsible teacher. The decisions for the trip are to be made by the responsible teacher.
3. A chaperone may not make any “side trips” with his child or any student during the trip. (i.e. go out to eat at a different restaurant or go shopping, etc.)
4. A chaperone must be present in the hotel room at all times with the students.
5. Students are only allowed to watch television with the permission of **and** in the presence of the chaperone. Channel selection is limited to The Weather Channel, ESPN, Family Channel, and “news”, unless otherwise authorized by the responsible teacher.
6. No alcohol may be consumed by the chaperone while on the trip.

APPENDIX V

UNIFORM POLICY AND GUIDELINES

General Uniform Information

- We believe that a child's environment is important to effective learning and that distractions must be kept to a minimum. We have chosen a uniform dress code for all grades, so that the focus remains on the education. This approved uniform is available by ordering online through Land's End. A printed copy of purchasing information is posted on the school website. A school "used uniform closet" is also maintained in an effort to recycle uniforms at less expense. Below are more details to guide us.

Uniform Change for the 2011-12 School Year

- Addition to the girls dress uniform for grades PreK-5th: the red dress. This means the elementary girls have two options on dress uniform days: 1) red shirt with khaki skirt or skort or 2) red dress

Vendors

- Our vendor will again be Land's End: www.landsend.com/school
 - o Approved Land's End items listed on attached sheets
 - o Our school number is: 900037672
- All uniform items should be purchased through Land's End
 - o The only exception to this is the khaki color, chino style pants (see details below), shoes, socks, tights, and leggings

Logos

- All newly purchased shirts or sweater items will need to have the school logo.
 - o Navy, red, and green items will have a white logo.
 - o White, light blue, pink, and yellow shirts will have the navy logo.
- *Note: There is an additional \$5.50 charge per logo (or "embroidered monogram"), per item.*

Polo Shirts

- o The following color polo shirts are available in short or long sleeve at Land's End
 - o Red, navy, white, light blue, pink, and black

Shirt-tails & Belts

- Shirt-tails are to be tucked in with the belt buckle visible.
 - o Girls wearing feminine cut polo shirts do not have to tuck in their shirts
- All students are required to wear a belt with shorts and pants that have belt loops.
- Belts should be a khaki or navy stretch belt or a brown or black leather belt.
- Pre-Kindergarten and Kindergarten students can wear pull-on, "all elastic waist" pants or shorts with no belt loops, buttons, or snaps. In this instance, a belt would not be required.

T-Shirts or Turtlenecks Under Uniform Polo Shirts

- Students are allowed to wear t-shirts and turtlenecks under uniform polo shirts
 - o Short-sleeve t-shirts – Need to be white or the same color as the uniform shirt

- Long-sleeve t-shirts – Need to be white or the same color as the uniform shirt
- Turtlenecks – Need to be white or the same color as the uniform shirt

Pants

- Khaki color pants can be purchased at any store.
 - We realize this opens the door to many different styles, but we are willing to continue this option in the attempt to find pants the students will wear. Please seek to get pants that resemble the approved Land’s End pants.
- The pants are to be khaki color, chino style, and modest.
- The pants cannot be designer pants with any patterns or extra pockets, low rise, cargo style, or overly tight or form fitting.

Skirts/Skorts

- Girls can wear any of the approved Land’s End skirts or skorts
- Note: We have added a red plaid skirt from Land’s End, and only red and black polo shirts can be worn with the plaid skirt

Polo Dress

- Girls in grades PreK-5th can wear the approved polo dress from Land’s End

Tights or Leggings

- Girls can wear white, navy blue, black or dark green tights, or leggings.
- Leggings should go to the ankle.

Shorts

- Students can wear any of the approved Land’s End shorts.

Sweaters/Jackets

- Sweaters & jackets will now be only available in red and black
- In an effort to keep the students looking “uniform” in the classroom and on field trips, please remember that school uniform sweaters, fleece vests/jackets, or sweatshirts should be worn when extra warmth is needed.
- Heavy outer coats worn on the playground may be any brand/style.

Shoes and Socks

- Acceptable dress-uniform style shoes are running/tennis shoes, loafers, or bucks. Girls can also wear saddle shoes or Mary Jane shoes. Shoes may be purchased from any location.
 - Please note that sandals, flip flops, crocks, or clogs are not allowed
 - Girls can wear boots only in the 2nd and 3rd quarters. If they choose to wear boots, sneakers must be brought in for PE class.
- Socks should be a solid color. They can be any color already found in the uniform: white, navy, hunter green, red, light blue, pint, yellow, or khaki.

Dress Uniform (Picture Day / Field Trip / Special Occasions)

- Girls (All grades)
 - All grades – Red shirt & khaki skirt or skort
 - PreK-5th have a second option – Red polo dress

- Boys (All grades)
 - Red shirt
 - Khaki pants or shorts