

# Samuel Fuller School 2018-2019 Parent/Student Handbook



*Sapientia et Scientia*

*“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 the Word of God*

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# IDENTIFICATION

## **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 the Word of God.

## **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 written Word of God. 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.

## **Statement on Marriage, Gender, and Sexuality**

- We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen. 1:26-27.) Rejection of one's biological sex is a rejection of the image of God within that person.
- We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Gen. 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor. 6:18; 7:2-5; Heb. 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
- We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt. 15:18-20; 1 Cor. 6:9-10.)
- We believe that in order to preserve the function and integrity of Samuel Fuller School, and to provide a biblical role model to the students and the school community, it is imperative that all persons employed by Samuel Fuller School in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality. (Matt. 5:16; Phil. 2:14-16; 1 Thess. 5:22.)
- We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31.) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with scripture nor the doctrines of Samuel Fuller School.

## **Statement on the Sanctity of Human Life**

- We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps 139.)

## **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 program.

## **Final Authority for Matters of Belief and Conduct**

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Samuel Fuller School's faith, doctrine, practice, policy, and discipline, our SFS Board of Directors is Samuel Fuller School's final interpretive authority on the Bible's meaning and application.

## **Our Name**

Samuel Fuller was the first pastor of the First Congregational Church of Middleborough who 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 to the best 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. We have added a grade each year since that time and continue to offer grades K-8 for the 2018-2019 school year.

## School Leadership

### Board of Directors

Stephen Branch  
Robert Ewell, Chairman  
Robert Herman  
Stacy Herman, Treasurer  
Michael Letendre, Secretary  
Lisa Maury

### Headmaster

Alia Rivers

### Faculty Members

Pastor Brian Cook  
Matthew Davenport  
Erin Ewell  
Catherine Lothrop  
Julie Mattscheck  
Zachary Maxcey  
Margaret McKenna  
Tammie Moreno  
Lydia Murdy  
Monica Murdy  
Yvonne Murphy  
Aida Robbins

### Affiliate Members

David Brown, Sr.  
Mary Brown  
Calvin Farris  
Rebecca Farris  
Patricia Hamer  
Kathryn Heimerdinger  
Stephen McKenna  
Erica Powell  
Robert Powell  
Lola Powell  
William Sukeforth

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## 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).

## Philosophy of Education

Our creator God and his holy Word are at the center 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 1800's and is experiencing a rebirth across the country today. The scholars and artists of the Renaissance, the theologians of the Reformation, our founding

fathers in America, 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 when 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.

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. 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 (dialectic) and rhetoric. The particular characteristics of each of these three stages are explained further in the following chart. 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 following chart adapted from "The Lost Tools of Learning" by Dorothy Sayers, summarizes the classical methodology of the Trivium.

"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."

<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

## 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 logic 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 algebra, geometry, trigonometry, and calculus in the logic and rhetoric schools.

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 study 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, covering the periods of ancient Mesopotamian and Hebrew cultures, Egyptian, Greek, and Roman civilizations, the Middle Ages, Renaissance and Reformation, and 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 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. Much of modern medical, legal, and theological terminology comes from Latin.

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 and logic 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.

## **Expected Student Outcomes**

Our hope is that 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)/guardian(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)

# **POLICIES AND PROCEDURES**

## **Academics**

### **Cursive Handwriting**

Students in third through eighth grade must complete all written work using cursive handwriting unless specifically directed by a teacher for a particular assignment or class.

### **Entrance Exams and Readiness Testing**

Students entering grades three through eight are required to take the Independent School Entrance Exam (ISEE). The ISEE is an assessment offered by the Educational Records Bureau (ERB) that provides a standard assessment of skills for each applicant, ranking his or her reasoning and achievement skills among students in the same grade. The ISEE is an online test to be administered by the headmaster on the

Samuel Fuller School campus and is a requirement for admission. The fee for taking the ISEE is \$35. Students in Kindergarten through second grade will be given a paper and pencil readiness test published by Scholastic Testing Service, Inc. There is no fee for this test.

**Extra Help**

Teachers are available to offer extra help to students as needed.

**Grading Scale**

Samuel Fuller School shall measure the academic progress of its K-2<sup>nd</sup> grade students using the following criteria:

- O: Outstanding - exceeding expectations
- S: Satisfactory - meeting expectations
- I: Continued time and effort needed
- U: Unsatisfactory - needs to improve

Samuel Fuller School shall measure the academic progress of its 3<sup>rd</sup>-8<sup>th</sup> grade students using the following criteria:

A+	(97-100)	Excellent	90% avg. or better on all completed work
A	(94-96)	Excellent	90% avg. or better on all completed work
A-	(90-93)	Excellent	90% avg. or better on all completed work
B+	(87-89)	Good	80% avg. or better on all completed work
B	(84-86)	Good	80% avg. or better on all completed work
B-	(80-83)	Good	80% avg. or better on all completed work
C+	(77-79)	Satisfactory	70% avg. or better on all completed work
C	(74-76)	Satisfactory	70% avg. or better on all completed work
C-	(70-73)	Satisfactory	70% avg. or better on all completed work
F	(69 and below)	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, CTP-5 (Comprehensive Testing Program, Edition 5) tests for grades 3-8, will be used to judge student performance.

**Homework Policy**

Homework may be assigned for a variety of reasons at a teacher’s discretion. Homework is 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. In some individual cases, additional time at night may be needed for practice and reinforcement of principles taught in class.

Kindergarten -	Reading, drilling, and Bible memory as needed
First Grade -	Reading, drilling, and Bible memory as needed
Second Grade -	30 minutes
Third Grade -	30-45 minutes
Fourth Grade -	45-60 minutes
Fifth Grade -	60-90 minutes
Sixth Grade -	60-90 minutes
Seventh Grade -	90-120 minutes
Eighth Grade -	90-120 minutes
Ninth Grade -	90-120 minutes

## Honor Roll

Students in third through eighth grade who achieve an average of 90% or better in all academic courses will have achieved the status of Honors. Students in third through eighth grade who achieve an average of 97% (A+) or better in all courses will have achieved the status of High Honors. Honors and High Honors students will receive recognition at our Olympic Day Awards Ceremony.

## Latin Study for New Students (4<sup>th</sup> Grade and Above)

At Samuel Fuller School, students begin Latin instruction in 3<sup>rd</sup> grade. Students who enter SFS in 4<sup>th</sup> grade and above who have not had previous Latin instruction will be given every opportunity to bring their Latin knowledge and ability up to grade level proficiency. It is our goal to work with each individual student to bring him/her up to speed. The amount of time this will take will depend on the individual student and the amount of work done outside of Latin class. SFS hopes to achieve this goal using three methods:

1. Integrated classroom instruction – Students will attend Latin class with other students in their grade level. The Latin teacher will work with them to integrate them into the class and bring them along with the other students as they move through the curriculum.
2. After school tutoring – The Latin teacher will work with students to bring them up to speed with other SFS students at their grade level.
  - a. In **4<sup>th</sup> and 5<sup>th</sup> grades** since there is less material to catch up on, the class Latin teacher will work with any new students and their parents to work out an individualized study plan during the school year to help that student catch up to the class. This will likely involve some one-on-one instruction after school.
  - b. Students entering **6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>** have more knowledge to master, and will be asked to attend a one-hour Latin class after school once a week during the school year. If a student is not able to make it on the designated day, other arrangements could be determined.
3. Private tutoring/DVD Latin instruction – Upper grade students (6<sup>th</sup> and above) are strongly encouraged to work during the summer and during the school year to bring themselves up to speed in the Latin curriculum. Private tutoring may be arranged on an individual basis with the Latin teacher (contact Mrs. Monica Murdy at [mgmurdy@gmail.com](mailto:mgmurdy@gmail.com) or 508-317-2837), or students may take advantage of DVD instruction provided by Classical Academic Press. DVDs may be purchased from the Classical Academic Press website.

## 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 ability to read silently and orally with adequate speed, correct use of phonetic skills, fundamental comprehension, ability to write neat, complete sentences. Proficiency in meeting grade level math objectives. Students should be able to perform the above tasks adequately at least 70% of the time.
- Second Grade to Third Grade - Cumulative mastery of above requirements plus ability to read fluently and independently books on a second grade level, ability to write neatly and to correctly identify the basic parts of a sentence, spell correctly, and demonstrate proficiency in meeting grade level objectives in math and other subjects. Students should be able to perform the above tasks adequately at least 70% of the time.

- 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.
- Fifth to Sixth Grade - Cumulative mastery of above requirements, plus satisfactory completion of all fifth grade curriculum objectives. Students should be able to demonstrate proficiency in all fifth grade objectives at least 70% of the time.
- Sixth to Seventh Grade - Cumulative mastery of above requirements, plus satisfactory completion of all sixth grade curriculum objectives. Students should be able to demonstrate proficiency in all sixth grade objectives at least 70% of the time.
- Seventh to Eighth Grade - Cumulative mastery of above requirements, plus satisfactory completion of all seventh grade curriculum objectives. Students should be able to demonstrate proficiency in all seventh grade objectives at least 70% of the time.
- Eighth to Ninth Grade - Cumulative mastery of above requirements, plus satisfactory completion of all eighth grade curriculum objectives. Students should be able to demonstrate proficiency in all eighth grade objectives at least 70% of the time.

### **Report Cards**

Report cards will be issued at the end of each term. They will be sent home with the students, along with a copy for the family records and are to be returned with a parent's signature within a week. 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.

### **Attendance**

#### **Attendance Policy**

Regular attendance is a critical component for success in school, and excessive absence can significantly hinder a student's progress. Because we are concerned about your child's safety and well-being, we ask that you notify the school by phone the morning the student is absent by 10:00 AM. Failure to do this will result in the student receiving an unexcused absence. The following are types of absences and make-up work policies:

**Excused:** An absence due to illness, doctor's appointment, or serious illness or death of a family member. Students (or parents of younger students) must go to the teachers and request make-up work immediately upon their return. The number of days absent plus one will be allowed for every consecutive day missed. The first five absences will only require a phone call to be excused. After five absences, a doctor's note will be required.

**Explained:** An explained absence is when a parent/guardian takes the student out of school with the headmaster's prior knowledge and approval (vacation, family activity, etc.). Parents should

inform the student's teacher and the headmaster in writing ahead of time when an absence is anticipated. Students (or parents of younger students) will be required to obtain assignments for classes to be missed. Any assignments given will be due on the day the student returns to school. At the discretion of the teacher, some make-up work may be required to be completed after the student has returned. Failure to follow this policy will result in the absence being recorded as an unexcused absence.

**Unexcused:** An absence in which the student is out of school that does not qualify as excused or explained. When a parent does not call to report an absence by 10:00 AM the morning of an absence, the school will attempt to reach the parents at home or work. The headmaster can determine or change an absence from excused to unexcused, or from unexcused to excused.

**Truancy:** Students who are absent from school on a regular basis without school authorization or who have a high rate of absenteeism shall be reported to the County District Attorney.

Parents/Guardians are compelled to send their child to school and could incur legal liability for failure to do so.

**Excessive Absences:**

1. A letter will be sent informing any parent when their child has 5 total absences or 2 total unexcused absences in a trimester. This letter is meant to serve as a warning that attendance may be becoming an issue.
2. Once absences exceed 5 total or 2 total unexcused in a trimester, the headmaster will request a meeting with the parent.
3. Any student having more than 8 unexcused absences or 15 total absences for the entirety of the school year may be considered for retention in the current grade regardless of academic performance.
4. The headmaster may make exceptions for extenuating circumstances at his or her discretion. Extenuating circumstances may include hospitalization, long-term illness, the death of an immediate family member, etc.

**Late Arrival and Early Dismissal**

Students who arrive at school after 8:15 AM 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 term) will result in a conversation between the headmaster and the parent. Five tardies in a term will be the equivalent of one daily absence and will be recorded as such on the student's record. Students who arrive at school after 8:15 AM but before 8:30 AM should report immediately and quietly to chapel. Students who arrive after 8:30 AM should stop by the headmaster's office so that their time of arrival can be recorded. If a student needs to be dismissed early, a dismissal note should be given to the teacher, who will then submit it to the office. The headmaster should be informed when the student has left the building.

Parents picking up their child should stop by the office before proceeding to their child's classroom to collect 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.

**Health and Safety**

**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:

- Mandatory CORI screening is required for all adults working with children at Samuel Fuller School.

- The school will participate in CPR and First Aid training opportunities and will discuss Child Protection Policy issues at the beginning of each school year.
- 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. There must always be two adults on the SFS campus when students are present (morning and afternoon EDP, after school clubs, etc.).
- Physical contact with children should be made with care and discretion.
- It is recommended that doors without glass be kept open during classes and activities.
- Children should have as much privacy as possible when using the restroom.
- The headmaster shall periodically inspect classrooms, offices, work areas, and other areas where children and adults are together.
- No member of the staff shall transport students without a signed permission slip by the parent(s) of the student(s) to be transported.
- Teachers and parent volunteers using their vehicles to transport students to and from field trips and/or other student body activities requiring transportation must have a safe driving record and must commit to having students properly buckled and in appropriate car seats or boosters (when needed) at all times.
- All members of the staff will strive to keep their conduct above suspicion at all times.
- Any 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.
- The headmaster must be notified of any volunteers on the premises during classes and activities.

### **Health and Immunization Forms**

All students attending Samuel Fuller School must have on record with the school office a current **immunization record** as well as a **health history form**. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office. We also require a health history form, obtainable from your doctor or the school office, describing the basic health history of your child. This form must be completed at the beginning of each school year.

### **Student Illness or Injury During School**

The school must receive written parental permission before issuing prescription medication to a student. Students must participate fully in all classes and activities including Physical Education. If a student has a condition or injury that hinders participation in any class or activity, the headmaster must receive a phone call from the parent detailing the limitation. If participation is inhibited for an extended period of time, the school must receive a doctor’s note detailing the nature of the condition/injury and specific limitations. Food allergies should be reported to the headmaster at the beginning of the school year and will be communicated to all faculty, staff, and volunteers. Students needing inhalers or epi-pens may keep them on their person during the school day with parental permission. Parents should notify the headmaster if their child needs to carry an inhaler or epi-pen.

Throughout the year, students may express or demonstrate symptoms of illness or develop injuries during class or recess. If this occurs, teachers will evaluate the symptoms/injury and notify the headmaster immediately. The teacher and headmaster will determine a course of action, and the parents will be notified. If the child appears to have an illness that is contagious, the parents will be asked to come pick up the child as soon as possible. Samuel Fuller School will not administer over-the-counter drugs to any student without written permission from the parent or guardian. Please do not send your child to school with a contagious disease.

Becky Farris, a registered nurse, and an affiliate member of Samuel Fuller School is on call during regular school hours.

## Dress Code and Materials

### 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. 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 in choosing proper attire for your child. Please check with the headmaster before sending your child to school wearing items that are not listed on the Uniform Guide. **Uniform Infraction Forms** will be sent home for each dress code violation. The purpose of the Uniform Infraction Form is to notify parents of dress code violations and to keep a record of habitual dress code violations.

## Samuel Fuller School Uniform Guide Official Uniform Provider: Lands' End – 900133075 White Plaid – Lands' End

MEN			
	K-4	5-8	9-12
<b>Pants or Shorts</b>	Black	Black	Black
<b>Shirts</b>	Evergreen (required) or white polo w/ logo, white Oxford w/ logo (required)	Evergreen (required) or white polo w/ logo, white Oxford w/ logo (required)	Evergreen (required) or white polo w/ logo, white Oxford w/ logo (required)
<b>Outerwear</b>	Evergreen or black w/ logo: sweater, jacket, vest, fleece, sweatshirt, etc.	Evergreen or black w/ logo: sweater, jacket, vest, fleece, sweatshirt, etc.	Evergreen blazer w/ logo (required) --- Evergreen or black w/ logo: sweater, jacket, vest, fleece, sweatshirt, etc.
<b>Shoes</b>	Conservative athletic or dress	Conservative athletic or dress	Conservative shoes - all black
<b>Socks</b>	Visible socks must be dark colored (black, dark grey, etc.) and plain.		
<b>Ties</b>	School plaid tie (required)	School plaid tie (required)	School plaid tie (required)
<b>Dress Uniforms (Must be worn on Wednesdays and for special events and field trips):</b>			
<ul style="list-style-type: none"> <li>• Young men wear black pants, white Oxford shirt with logo, and SFS tie. Black belt is required.</li> <li>• In addition, young men in the 9<sup>th</sup>-12<sup>th</sup> grades must wear the evergreen blazer with logo. No shorts allowed.</li> </ul>			

LADIES			
	K-4	5-8	9-12
<b>Pants or shorts</b>	Black	Black	Black

<b>Skirts/Dresses</b>	Plaid jumper (required), black skirt, evergreen polo dress w/ logo	Plaid skirt (required), black skirt/skort	Plaid skirt (required), black skirt
<b>Shirts</b>	Evergreen (required) or white polo w/ logo, white Peter Pan collar w/ logo	Evergreen (required) or white polo w/ logo, white Peter Pan collar w/ logo, white tailored Oxford w/ logo	Evergreen (required) or white polo w/ logo, white tailored Oxford w/ logo (required)
<b>Outerwear</b>	Evergreen or black w/ logo: sweater, jacket, vest, fleece, sweatshirt, etc.	Evergreen or black w/ logo: sweater, jacket, vest, fleece, sweatshirt, etc.	Evergreen blazer w/ logo (required) --- Evergreen or black w/ logo: sweater, jacket, vest, fleece, sweatshirt, etc.
<b>Shoes</b>	Conservative athletic or dress	Conservative athletic or dress	Conservative shoes – all black
<b>Socks/Tights</b>	Conservative colors – must be coordinated with clothing (Please note color specifications for Wednesday dress uniforms.) Leggings or footless tights may be worn but must be ankle length, fit close to the body (like tights), and be worn with matching socks.		

**Dress Uniforms (Must be worn on Wednesdays and for special events and field trips):**

- K-4<sup>th</sup> ladies must wear white Peter Pan collared shirt with the plaid jumper and coordinating tights, socks, or leggings with matching socks.
- 5<sup>th</sup>-8<sup>th</sup> grade ladies must wear white Peter Pan or Lands’ End collared shirt with the plaid skirt and coordinating tights, socks, or leggings with matching socks. If the tailored Lands’ End shirt is worn, it may be worn untucked (see clarification below).
- 9<sup>th</sup>-12<sup>th</sup> grade ladies must wear Lands’ End white collared shirt with plaid skirt and evergreen, black, or white tights, nylons, or “hidden” socks. In addition, they must wear the evergreen blazer with logo and black dress shoes. Students must have at least one pair of black socks.
- Accessories must be coordinated with clothing.

### **PE Fridays – K-8<sup>th</sup> Grade Students:**

- Students must come to school in PE t-shirt w/ logo and may choose their own black athletic pants/shorts as long as they meet school guidelines for length and fit.
- Ladies may wear yoga pants and athletic leggings as long as they are paired with longer, loose-fitting PE t-shirts.

### **City State Days – All Students:**

- City State t-shirt or City State color must be worn.
- Jeans or athletic pants/shorts may be worn.

### **Clarifications for Men and Ladies:**

- All shirts, sweaters, jackets, sweatshirts, etc. worn during school hours must have the SFS logo. (This includes PE Fridays.) Coats and jackets of any kind are acceptable for recess, outdoor PE class, and traveling to and from school.
- Polo shirts w/ logo may be worn untucked without a belt.
- T-shirts, tank tops, camisoles, and undershirts/compression shirts worn under the uniform shirts must not be visible.
- 5<sup>th</sup>-12<sup>th</sup> grade ladies may wear the **fitted or tailored** Lands' End white tailored shirt untucked. Oxford shirts with tails must be worn tucked in.
- Pants and shorts may be flat front or pleated uniform pants (both straight and slim fit allowed) and may be purchased from store of choice **as long as they meet color/style guidelines**.
- 9<sup>th</sup>-12<sup>th</sup> grade ladies may also wear pencil pants.
- Shorts may be worn during warm weather months at the discretion of the headmaster.
- Skirts and jumpers must be no shorter than 2 inches above the knee. Shorts and Skorts must come down at least to the fingertips when arms are held straight down against the body (approximately mid-thigh).
- For K-8<sup>th</sup> grade ladies, black bike shorts should be worn under skirts and jumpers in warm weather months when tights or leggings are not worn.
- For K-8<sup>th</sup> students, sneakers should be predominantly black, grey, or navy and be conservative.
- Students in grades 9-12 must wear all black conservative shoes (athletic, hybrid, or dress). 9<sup>th</sup>-12<sup>th</sup> grade ladies may wear dress boots (winter months) approved by the headmaster. Heel height should be no greater than 2 inches
- Exclusions: non-uniform jackets, sweaters, and sweatshirts, embroidery (except SFS logo), sandals, clogs, corduroy, denim, capris, yoga or athletic fabric pants (except for PE), cargo pants/shorts, hats, scarves, bandanas, oversized or tight clothing, distracting styles (dyed or unkempt hair, earrings, jewelry, torn or soiled clothes, etc.)
- Hair must not be dyed excessively. Only natural color allowed for students in grades K-8<sup>th</sup>. Students in 9<sup>th</sup> grade and above may be allowed other non-distracting hair color at the headmaster's discretion.
- Tasteful, light make-up is allowed for ladies in 7<sup>th</sup> grade and above.
- Jewelry and hair accessories may be worn in moderation and must be non-distracting to others in the school community.

## Uniform FAQ

- I recently purchased new polo/Peter Pan/Oxford collar shirts without the school logo, do I need to buy all new shirts for next school year? **We will be making this transition to 100% logos over the course of the next year and will allow time for it to be implemented. By the fall of 2019, the policy will be fully in place. If you have new or relatively new shirts without the logo, your child may wear them for the 2018-2019 school year. Also, we have contracted with a local business, Monster Kolor, who will embroider the school logo on approved school shirts. (Embroidery done by Monster Kolor must be coordinated through the SFS uniform committee.)**
- May my student still wear the grey/green plaid from Donnelly's Clothing Store? **No. We are changing plaids to the White Plaid sold by Lands' End.**
- Is grey still an acceptable color for pants and shorts? What about yellow for shirts and sweaters? **No. Grey and yellow are no longer our uniform colors. Uniform colors are black, evergreen, and white.**
- Do I need to purchase the black pants and shorts from the Land's End website? **No. As long as the pants or shorts meet the dress code requirements as stated in our uniform policy, you may purchase pants and shorts for both the regular uniform and Friday PE uniform from a vendor of your choice.**
- Does my K-4<sup>th</sup> daughter need to have the SFS logo on her Peter Pan collared shirt worn under her plaid jumper? **No. Only shirts that are visible must have the SFS logo.**
- Does the plaid jumper need to be embroidered with the school logo? **The SFS logo is optional for the plaid jumper.**
- May my K-4<sup>th</sup> grade daughter wear an evergreen or white polo underneath her uniform jumper? **No. White shirts with Peter Pan collars are required for the K-4<sup>th</sup> dress uniform.**
- May my 5<sup>th</sup>-8<sup>th</sup> grade daughter wear a white polo with the plaid uniform skirt? **Ladies may wear the white polo shirt any day except for Wednesdays. They must wear the white button-down tailored shirt with logo for their Wednesday dress uniform.**
- May my student wear a sweater or sweatshirt without a school polo or collared shirt underneath it? **No. All sweaters, sweatshirts, fleeces, etc. must be layered over an official school uniform shirt.**
- My daughter is going into 4<sup>th</sup> grade next year. Do I need to buy her a new plaid jumper for her 4<sup>th</sup> grade year and then buy her a plaid skirt the following year? **No. For the 2018-2019 school year ONLY, 4<sup>th</sup> grade girls will be allowed to wear the plaid skirt instead of the jumper. This exception is for one year only.**
- May my K-8<sup>th</sup> grade daughter wear skinny pants or "pencil" pants? **Only girls in 9<sup>th</sup>-12<sup>th</sup> grades may wear skinny "pencil" pants. Ladies in K-8<sup>th</sup> must wear straight leg, full-length styles.**
- Does my child have to wear outerwear with a logo to play outside at recess or for PE in the winter months? **No. Students may wear any coat or jacket to and from school and during recess and cold-weather PE classes. The logo rule is for all items worn in the school building during the school day.**
- Is there a possibility of a discounted bulk uniform order to help alleviate the cost? **Yes. We are coordinating with Land's End to provide a one-time bulk uniform order at a discounted price. We are also looking into other ways to minimize the cost to our families.**

## Storage of School Materials

The First Congregational Church board of trustees has asked that school-related materials (fundraising, art/science projects, etc.) be stored only in approved locations in the building. Please see the headmaster or speak to an FCC trustee for approval before storing school-related materials in the building.

## **Student Materials and Textbooks**

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

Upper grammar, dialectic, and rhetoric students will be assigned textbooks and other school materials and be given the responsibility for the care of those items for the year. All textbooks must be covered by the second week of school. Textbooks and other school materials will be collected at the end of the school, and students will be held responsible for damage beyond normal wear and tear.

## **Technology**

Students in Kindergarten through sixth grade may not use electronic devices during the school day or on field trips, this includes during school dismissal time. Students in seventh grade and above may be allowed to bring technological devices for the purpose of research and assignment completion. Permission will be given on a course-by-course basis at the discretion of the course teacher and the headmaster. During the school day, students may not use technological devices to make phone calls or texts, for entertainment, or to access social media. Any necessary communication with parents or anyone outside the school building should be coordinated through the headmaster and/or the school office. Students are responsible to print their own work at home and submit it to their teacher by the due date. Students needing to use the school printers must have permission and may be permitted to do so for a fee of \$0.10/page for black and white and \$0.20/page for color.

## **Relationships and Discipline**

### **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 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.
- If the problem has to do with the general operation of the school, the concerns should be brought first to the headmaster.

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.

### **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, electronic 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 are required to dress and must use restrooms and changing areas in conformance with their biological sex.
- Students must abstain from all intimate sexual conduct.

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.
- A third office visit will be followed by a meeting with the student's parents, the headmaster, and the teacher when appropriate.
- 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 of 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 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 4:13) 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)

#### **Tuition**

Tuition and fees are set on an annual basis by the Board of Directors. Samuel Fuller School recognizes that 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 need-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 FAST/ISM in determining and allotting needs-based assistance. A link to the FAST/ISM application may be found on the admissions page of the SFS website.

Monthly tuition is due within the first five business days of each month. A tuition statement will be sent out to all families by the end of the month indicating any past due tuition. If payment is still not made within 60 days of the due date, a representative of the Samuel Fuller School Board of Directors will contact the family to set up a meeting. 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 choose to pay on a quarterly or yearly basis or on a monthly basis using a 10-month or 12-month payment plan. The 12-month payment plan runs from July 1, 2018 through June 30, 2019. Please let the headmaster or SFS Treasurer know your preferred payment method when you register your child.

**The tuition rate for the 2018-2019 school year is \$6425.**

#### **Teacher Ease Account**

Families may now use their TeacherEase online account to track payment of tuition and other school fees (milk, pizza, field trip, etc.). Account payments may be made through our TeacherEase online payment system (convenience fees apply to all debit/credit card payments), or parents may choose to send in check or cash payments to the school. Payments by cash or check will be applied toward designated accounts. More information will be available at our Parent Orientation Meeting on September 13, 2018.

### **Drop Box**

Please place tuition, EDP, milk, and other payments and forms in the grey Sentry Safe drop box that is located just inside the door at the side entrance by the school office. Please be sure to memo/label all payments before putting them in the drop box. Payments may also be mailed to the school's address at 6 Plympton Street, Middleborough, MA 02346.

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## **GENERAL AND MISCELLANEOUS INFORMATION**

### **Campus Hours**

The school office will be open from 7:30 AM until 3:30 PM Monday through Friday.

### **Campus Visitors**

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

### **Change of Contact Information**

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.

### **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 Pick-up of Students**

Students should be dropped off at the main door of the Christian Education Building and will be picked up at the same site. Please ensure that your child safely enters the building before you leave. Please be prompt in dropping off and picking up your child, and follow the circle behind the First Congregational Church meetinghouse. The student body will be meeting in Fellowship Hall from 2:35-2:45 PM for closing chapel every Monday, Tuesday, Thursday, and Friday and will be dismissed promptly beginning at 2:45 PM. On Wednesday afternoons, students will be dismissed from the side entrance, so cars in the pick up line should drive forward to pick up students from that location. Students are not to leave the building without a teacher supervising/escorting them to their parent's cars or without parents meeting them at the door of the building. Please keep in mind that parking and entering the building to pick up students does hinder the efficiency of the dismissal process and should be done only as strictly needed. Students not picked up by 3:00 PM will be sent to EDP.

### **Extended Day Program (EDP)**

For those parents needing after-school care for their children, we offer an Extended Day Program (EDP) Monday through Thursday from 3:00-5:30 PM and Monday through Friday from 7:30-8:00 AM.

Qualified staff and volunteers will oversee the care of children during this program. For the protection of our students and EDP teachers, a second staff member or volunteer will always be present on the SFS campus during EDP. The Extended Day Program will be offered only if there is adequate interest and need.

The rates for the Extended Day Program are:

- **\$2.50 per quarter hour** – This rate will be applied to each quarter hour of care needed per day.

- The second, third, and subsequent child in a family will be charged half price for Extended Day care.
- A late fee of \$1 for each minute after 5:30 PM will be charged for each child picked up after that time.

Parents are asked to let the headmaster and the EDP teacher know if they need extended care. Daily 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 were incurred.

The EDP schedule for the 2018-2019 school year is as follows:

On Monday-Friday mornings from 7:30-8:00 AM, Julie Mattscheck will supervise early arrivals **at the request of the parents**. Please contact Julie in advance to let her know you will be bringing your child to morning EDP.

Monday afternoon – Yvonne Murphy – [781-588-3185]  
 Tuesday afternoon – Julie Mattscheck – [774-280-2202]  
 Wednesday afternoon – Yvonne Murphy – [781-588-3185]  
 Thursday afternoon – Julie Mattscheck – [774-280-2202]

### **Lunch and Milk Program – Snacks and Beverages**

Samuel Fuller School expects students to bring their own lunch each day. The school will not be able to cook or heat lunch items for students. Parents will be notified of any special programs during which lunch will be provided.

Students may purchase chocolate or white milk through the school. **The cost of milk for the 2018-2019 school year will be \$0.40 per day.** Milk for the week is purchased every Monday morning by an SFS volunteer. Please submit a milk order form to the school office to request milk for you child. Please notify the headmaster the week before you would like to begin getting milk for your child. Since milk has already been purchased for the week, refunds will not be issued for student absences.

Students in Kindergarten through Sixth Grade will have a designated snack time during the school day; these snacks should be nutritious and nonperishable (i.e., fruits, vegetables, nuts, crackers, pretzels, water, juice).

Students should bring a water bottle to school and may have a water bottle accessible during class at the teacher's discretion. Beverages other than water are only allowed during lunch and snack, not during class. The kitchen water cooler belongs to First Congregational Church and is therefore off limits to Samuel Fuller School students during school hours and EDP. Students may fill up their water bottles in the water dispenser in the refrigerator or from the tap.

### **Pizza Day**

Students may purchase pizza for our Friday Pizza Day. The cost per slice is \$2.00 for cheese and \$2.50 for pepperoni. Pizza forms will be sent home each week with our school letter and will available to be printed through the parent Basecamp. The pizza order will be placed each Thursday at 1 PM, and student order forms will not be accepted after that time. Since the pizza is ordered in advance and paid for by SFS, refunds will not be issued for student absences on Pizza Day.

### **Publicity Release Form**

Samuel Fuller School often publishes photos and video of students on our website, in promotional materials, and in local newspapers and magazines. All parents who are willing to allow SFS to use photos and videos of their children in this manner must sign the Publicity Release form, which is now included on the yearly Student Registration form.

### **School Activities Calendar**

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 sports. The School Calendar details planned events for the current year. Each student must have a signed **Student Field Trip Form** in order to attend any field trips or off-campus events. A current school calendar will be available each year in August.

### **School Closure Information**

In the event of inclement weather, an announcement regarding school closing or delayed opening will be posted on the school website and a message sent through the Basecamp Parent Project and through our Remind texting app. Any closing or delay will also be posted on WBZ-TV and CBSBoston.com.

### **Student Schedule**

Kindergarten-Grade Eight	8:15 AM - 2:45 PM
Early Release Days:	8:15 AM -12:00 PM

### **Volunteer Organization**

Samuel Fuller School desires to be a school community in which the servanthood of Christ is modeled for our students and where parents take an active role in the school's mission. Therefore, it is expected that each SFS family will contribute its time and effort to help meet the needs of the school. This service provides a way for parents to remain more intimately connected to the school community while also helping to keep the tuition cost down. In order to facilitate this community of service, the SFS Board has appointed a service coordinator to oversee and organize our volunteers. Samuel Fuller School parents are expected to reach out to the service coordinator at the start of each school year so they may find ways they can serve the school community. Parent participation will be taken into consideration as part of the re-registration process each year.

Some of the areas in which volunteers are needed include:

- Milk purchasing (Monday morning)
- Lunch and recess duty (daily)
- Lunch room clean-up (daily)
- Classroom aid
- Physical Education aid
- Office/clerical aid
- Field trip chaperone
- Marketing materials distribution & church outreach
- Recruiting
- Fundraising
- Special event set-up/clean-up
- Maintenance and odd jobs

Please contact the service coordinator or call the office if you are able to help out in any of these areas. If you have other suggestions or ways that you feel your gifts and abilities can be utilized at Samuel Fuller School, please see the headmaster. We would love to hear your ideas!

## **DISCLAIMER**

The Samuel Fuller School Faculty Handbook and Parent-Student Handbooks do not serve to contractually bind the school in any way. All faculty, staff, volunteers, students, parents, and members of the school community should note that the school handbooks are subject to change without notice by the school's governing body – the Samuel Fuller School Board of Directors.