

Samuel Fuller School 2016-2017 Part-time 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”*

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.

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 continued to add a grade each year until the fall of 2014 when we graduated our first 8th grade class. We currently offer full and part time education to students in grades Kindergarten through 8th for the 2016-2017 school year.

School Leadership

Board of Directors

Robert Ewell, Chairman
Ray Severance, Vice-Chairman, Secretary
Julie Henry, Treasurer
Mike Letendre
Lisa Maury

Headmaster

Alia Rivers

Faculty Members

Pastor Brian Cook
Matthew Davenport
Erin Ewell
Julie Mattscheck
Leah McKenna
Margaret McKenna
Lydia Murdy
Monica Murdy
Yvonne Murphy
Elizabeth Soule

Corporate Members

David Brown, Sr.
David Brown, Jr.
Mary Brown
Erin Ewell
Calvin Farris
Rebecca Farris
Patricia Hamer
Kathryn Heimerdinger
Margaret McKenna
Stephen McKenna
Monica Murdy
Peter Murdy
Erica Powell
Robert Powell
Lola Powell
William Sukeforth

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>
Grammar	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
Logic	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
Rhetoric	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 in eighth grade. Students study mathematics incrementally, each year building upon the knowledge base acquired the previous year. A strong emphasis is placed on memorization of essential mathematical facts, tables, and formulas, regular review of previously learned material, and the application of math to real life through frequent 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)/guardians(s):

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

To my teachers and school staff:

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

To my classmates:

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

POLICIES AND PROCEDURES

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 training opportunities when offered through the First Congregational Church 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.
- 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.
- All members of the staff will strive to keep their conduct above suspicion at all times.
- All suspicions of child or sexual abuse must be reported to the Headmaster who shall take it to the appropriate authorities; namely, DSS or the police.

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.

Dress Code

Samuel Fuller School’s dress code is designed to encourage an atmosphere that is conducive to learning. Because of performances and photo opportunities that may occur during part time student classes, part time students are asked to adhere to a dress code of a plain white, black, or hunter green polo shirt with black or grey shorts or pants. Please contact the headmaster to inquire about gently used SFS uniform items.

Course Description

Music & Drama

During the first term music and drama students will participate a systematic study of a musical concept, composer, or musical composition while developing their own musical abilities with the voice as primary instrument. Further, they will work together with the Samuel Fuller School student body to perform a sacred Christmas concert. Performance elements in the Christmas concert may involve scripture recitation, dramatic readings, solo singing, and ensemble and choral music. During the second and third terms students will continue to develop their vocal abilities and musical knowledge while rehearsing for the spring musical production.

Art

Art students study the works of famous artists from the past and present while working to develop their own artistic skills. Art mediums studied throughout the year may include pencil, pen and ink, and charcoal sketching as well as watercolor and acrylic painting. Students will learn to imitate great works of art while developing their own creative artistic abilities.

Grading Scale

Samuel Fuller School shall measure the academic progress of its fine arts students using the following criteria:

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

Participation

Participation in plays, musicals, and programs will be mandatory for those enrolled in music class. Please notify the school office if a student will be absent from class due to illness, vacation, etc. Extra practice times will be scheduled leading up to the Christmas program and any other music or drama production. We realize that extra practice times may interfere with other family and homeschooling activities, but part time students should make every effort to attend.

Schedule

The Music & Drama and Art schedule for the 2016-2017 school year is listed below.

- Tuesday 12:45-1:45: 3rd-5th grade Art
- Tuesday 1:45-2:45: 6th-8th grade Art
- Thursday 12:45-1:45: 3rd-5th grade Music & Drama
- Thursday 1:45-2:45: 6th-8th grade Music & Drama

Student Materials

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.

Tuition Information

The part time student fee is \$190 per child per class for the 2016-2017 school year. Payment can be up front or in monthly (\$19/month from September-June) or trimester (\$63.33/trimester) installments. Families may be asked to provide their own supplies if needed. (Christmas program robes, textbooks, instruments, drawing materials, costumes, etc.)