

Sandhills Classical Christian School
Parent/Student Handbook
2009 - 2010



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Purpose

The purpose of the Parent/Student Handbook is to provide to all parents, students, members of the faculty and staff, and those inquiring about Sandhills Classical Christian School a concise presentation of the vision, philosophy, policies and practices of SCCS. The Handbook provides students and their parents a set of guidelines for citizenship and behavior in and around SCCS. **The entire contents of the Handbook should be read by or to every parent and student.** We recognize that the handbook is imperfect and silent on some issues that may arise. In cases of disagreement about a particular interpretation, the Headmaster and School Board will render decisions that they deem fair to both the students and the school. *NOTE:* The School Board of SCCS reserves the right to establish new policies and to modify existing policies contained herein upon written notice to all parents and students by the Headmaster.

SCCS Mission Statement

Sandhills Classical Christian School graduates citizens of excellence who observe, think and articulate with humility, reason and clarity for the glory of God.

Vision Statement

The board of Sandhills Classical Christian School, in prayerful and humble submission to the will of God, proposes this vision statement to our respective stakeholders in an effort to clearly define and delineate our goals for SCCS out to the year 2020. Understanding our weakness as finite and sinful human beings, the SCCS board recognizes that we, in partnership with the SCCS staff and parents, are simply stewards of God's property. As God reveals his intent for this school, our goals may change according to his perfect will, however we will not waiver upon the four core principals from which we derive this vision.

Our Core Principles

1. SCCS seeks to be excellent in every respect. We define excellence as giving one's best effort to achieve a focused purpose while learning and growing through contemplative reflection. Excellence does not mean perfection, but rather begins with the humble recognition that we are imperfect and sinful creatures dependent upon the sovereign wisdom and grace of God through our Lord Jesus Christ. Achieving excellence requires our staff, board, and students to be focused, diligent, disciplined, and humble.
2. The ultimate purpose of SCCS – its students, staff, board, and volunteers – is to glorify God through education. SCCS views all subjects through the lens of Biblical truth as expressed by the Holy Scriptures; God *is* truth, and all truth, whether found in mathematics, science, language, history, or the arts, belongs to God. Therefore, all teachers, staff, and board members are required to be professing Christians.
3. The educational philosophy of SCCS is to teach our students *how* to think critically. SCCS uses the Classical methodology, which consists of the three stages of learning known as the *Trivium* (*Grammar* [K-5], *Logic* [6-8], and *Rhetoric* [9-12]) to give students the tools they need to "learn how to learn." True education consists of training minds *and* hearts; SCCS seeks to cultivate character (humility, self-discipline, courage, charity, kindness, and integrity) as much as intellect.

4. The ultimate responsibility for education of children rests with parents. SCCS partners with parents to assist them in meeting this responsibility and expects our parents to stand firm with us in full support of these core principles.

2020 Vision for SCCS

Excellent Students

We desire our school population to be representative of the Sandhills community, with a K-12 student population of 200-250 and a graduating class of 10-15 seniors by 2020.

We expect our students to be excellent, not perfect. Our students have a variety of gifts, talents, *and* shortcomings. It is our goal to assist the development of each student according to his/her individual gifts and talents while at the same time recognizing and overcoming individual challenges for which our staff is trained and equipped.

Our respective stakeholders expect that we set and maintain academic standards of performance for our students to advance in grade and stage of learning. Students will demonstrate the level of academic maturity required to be successful in the next grade or stage. We welcome transfer students from private and public schools that do not use Classical methodology. SCCS staff will work with parents to ensure a smooth transition.

Excellent Teachers and Staff

SCCS expects our teachers and staff to be professional, competent, and sincere, to love students, and to be passionate about teaching and education. All teachers will be trained in Classical philosophy and methodology. Additionally, we expect that our teachers will seek out opportunities to further hone their understanding of Classicism and how to apply it in the classroom.

SCCS recognizes that our teachers are our most important asset. Therefore, we must make every effort to recruit and retain excellent Christian teachers. It is the goal of SCCS to offer competitive compensation packages for our teachers and staff. This includes competitive pay, health benefits, and retirement packages. We will be as flexible as possible with our compensation packages in order to tailor them to teachers' individual needs.

The standing of SCCS within the Sandhills community depends upon our credibility (professionalism, competence, and integrity); therefore, we will strive to uphold the credibility of the school in every business and personal transaction.

Excellent Campus and Facilities

SCCS will have an independent campus accommodating at least 250 students. We desire to build quality facilities to support our rigorous curriculum. Quality facilities include but are not limited to a school library, a networked Information Technology System to support classroom research and administrative needs, a science lab, a language lab, art and music facilities, a school cafeteria, an assembly center or theater, a gymnasium with boys and girls locker and shower facilities, athletic fields, faculty break/work room, conference rooms, and an administrative suite.

Excellent Fiscal Management and Donor Support

Our credibility in the eyes of our respective stakeholders largely depends on our ability to responsibly manage our financial gifts. For this reason, we desire an active, informed, and dedicated financial advisory group who not only will hold the board and the staff accountable to our short and long-term fiduciary responsibilities but also will provide advice on raising and investing capital.

SCCS expects to finance curriculum support requirements (books, teacher supplies, teaching tools, etc.) as well as the daily operating costs of the school (salaries and benefits, mortgage, utilities, and maintenance, etc.) through student tuition. At the same time it is our desire to keep tuition competitive with other private schools in the Sandhills. Therefore, in order to finance the expansion of academic programs, facilities, extra curricular programs, tuition assistance and scholarships, we will require a dedicated and diverse donor base.

SCCS will form and maintain a capital development committee, led by a full-time development specialist, and staffed by talented and dedicated parent volunteers to advertise for the school and seek out potential donors and sponsors.

Excellent Curriculum

Within the boundaries of Classical methodology, there are numerous curricula for each stage of the *Trivium*, each with advantages and disadvantages. Although our Classical methodology will not change, we realize that at times our curriculum will require adjustments, especially as our staff and teachers discover and create a more robust and effective curriculum. In order to maintain an excellent curriculum, we seek to establish an annual curriculum review board consisting of administrators, teachers, and parents who are well-versed in Classical methodology as well as the core subject areas.

Excellent Extra-curricular Programs

At SCCS we realize that education is not limited to the classroom. It is our goal to provide a diverse array of extra-curricular activities for our students including, but not limited to the following: team sports, music, drama, games, academic competitions, clubs, and student government. We will rely heavily upon our teachers and parent volunteers to organize, lead, coach, and mentor our students in extra-curricular activities.

Spiritual Vitality

The SCCS Board seeks the prayerful support of passionate parents, committed staff, dedicated students, beneficent donors, and ardent supporters. We view this school as a gift from God of which we are mere stewards. Knowing that apart from Christ we can accomplish no good thing, we ask for devoted and confident daily prayer, calling upon God's blessing of protection, wisdom, and grace as we seek his will for SCCS from now through the year 2020 and in to the future.

Statement Of Faith

The following is the foundation of beliefs on which Sandhills Classical Christian School is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered *primary doctrine* at SCCS. All board members and staff of SCCS must subscribe to these foundational principles. Secondary or divisive doctrines and issues will not be presented as *primary doctrine*. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority. We recognize that the handbook is imperfect and

silent on some issues that may arise. In cases of disagreement about a particular interpretation, the Headmaster and School Board will render decisions that they deem fair to both the students and the school. *NOTE:* The School Board of SCCS reserves the right to establish new policies and to modify existing policies contained herein upon written notice to all parents and students by the School Board.

- 1) We believe the Bible to be the only inerrant, authoritative Word of God. (II Tim. 3:16)
- 2) We believe that there is one God, creator of all things, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent. (Deut. 6:4; Gen. 1:1, I John 5:7)
- 3) We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory. (John 10:30; Matt. 1:18; Heb. 4:15; John 10:32; Rom. 3:25; Matt. 28:6; Rom. 8:34; Luke 21:27)
- 4) We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (John 3:3-8)
- 5) We believe that salvation is by grace through faith alone. (Eph. 2:8)
- 6) We believe that faith without works is dead. (James 2:17)
- 7) We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. (Gal. 5:16)
- 8) 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 condemnation. (I Thes. 4:16,17; II Thes. 1:9)
- 9) We believe in the spiritual unity of all believers in our Lord Jesus Christ. (John 17:20-23)

Further, we embrace the *Westminster Confession of Faith* as the best comprehensive, systematic description of Biblical Christianity, and we recognize that these beliefs will most certainly and necessarily influence the perspective of the school's instruction. We recognize that there are secondary doctrines over which Christian brothers and sisters disagree. Should those doctrines become subjects for classroom discussion through either historical study or as subjects for the exercise of other tools of learning such as logic, every effort will be made to respect the doctrinal positions of all evangelical Christian families represented at SCCS. Students are encouraged to go to their parents and pastors for clarity and guidance regarding the distinctives of their particular Christian denomination.

History

SCCS was founded in 1999 by a group of individuals from our community with a desire to provide children of the Sandhills with a school of high academic quality based on a Christian worldview. A classical model for educational methodology was selected after much research. They drew heavily from the works of Dorothy Sayers (*The Lost Tools of Learning*) and Doug Wilson (*Recovering the Lost Tools of Learning*). SCCS is greatly indebted to their work and recognize their vision and sacrifice in the founding of this school. Founding Board members: Dr. George James, Jamie Bransford, and Max Stanton.

Distinctions

Christ-Centered Approach

SCCS holds that all truth is God's truth. We seek to integrate all subjects with historical Christianity and the teachings of the Scriptures. Our intent is to provide a clear model of the Biblical Christian life and worldview through our staff and Board and to encourage every child to develop a genuine and meaningful relationship with God through the person of Jesus Christ. We are unapologetic in the assertion of doctrines that are central to orthodox Christianity and consistent with the Westminster Confession, but students and faculty alike are welcome to their personal and denominational views on issues about which genuine believers disagree. The result is the cultivation in each student of an appreciation for the views of others, while maintaining a confidence in one's own views and those of one's family and denomination.

Classical Methodology

SCCS employs the classical method of learning based upon the centuries-old *Trivium* as described in *The Lost Tools of Learning* by Dorothy L. Sayers. An early emphasis is placed upon basic learning skills, followed by formal instruction in logic, and finally by development of clear verbal and written mechanisms of expression in each subject studied. The goal is to teach our students how to think as a basis for mastering specific subject areas. Intensive phonics and primary reading sources (including the Bible and classic works) are used for instruction in reading and the language arts. An incremental and cumulative approach to developing and retaining mathematics skills is utilized, and Latin is taught for its direct benefits and as reinforcement for understanding English grammar and vocabulary.

The *Trivium*

The *Trivium*, the approach underlying classical education, is a common sense way of looking at subjects because it breaks subjects down into concrete facts and rules, abstract comprehension and reasoning, and application and expression. Every subject can be broken down into its Grammar, Logic, and Rhetoric.

The **Grammar** of a subject is its basic facts and fundamental rules. The Grammar of Math includes the numbering system and basic Math facts. The Grammar of History is names, dates, and places. The Grammar of English includes phonics, vocabulary, and spelling rules.

The **Logic** of a subject is the comprehension of how its facts fit together logically. For example, the Logic of Math is Algebra and Geometry, and the Logic of History is understanding the how and why of names, dates, and places including understanding reasons for wars, migrations, cultural movements, and political revolutions.

The **Rhetoric** of a subject is its articulation, expression and application. For example, the Rhetoric of Math includes the application of mathematical study to accounting or engineering, and the Rhetoric of English includes writing effective essays, developing debating techniques, and practicing public speaking.

The *Trivium* tailors curriculum content to a child's cognitive development by utilizing methods and subject matter that are appropriate to the age of the student. Children in Grammar school (K- 5th grade) tend to think in concrete terms and have an amazing ability to memorize facts. Children in the Logic phase (Junior High) are naturally developing reasoning and analytical thinking abilities. As they mature to high school age (Rhetoric school), they are able to think in very abstract terms and have greater interests in being creative, expressing themselves, and communicating their ideas. The classical method plays to the age-related tendencies. Memorization and concrete facts are stressed in Grammar school. Analytical thinking, logical reasoning, and comprehension are

emphasized in Logic school. In the Rhetoric stage the focus is on articulation and expression through writing and speaking. We can say that the *Trivium* “goes with the grain” of how children develop cognitively.

As a set of subjects, the *Trivium* has traditionally included Latin as part of the Grammar phase, formal logic instruction as part of the Logic phase, and rhetoric (the art of speaking/writing clearly and cogently) as part of the Rhetoric stage. At SCCS, we begin Latin instruction in 3rd Grade and Logic in the 8th Grade.

Latin

“I will say at once, quite firmly, that the best grounding for education is the Latin grammar. I say this, not because Latin is traditional and medieval, but simply because even a rudimentary knowledge of Latin cuts down the labor and pains of learning any other subject by at least fifty percent.” - Dorothy L. Sayers

At SCCS, formal instruction in Latin begins in third grade. By introducing language at an early age we take educational advantage of their great capacity for learning vocabulary and their love for the rhythmic chanting. Note that Miss Sayer’s quote says that mastery of Latin grammar cuts down by 50% learning “any subject,” not “any other language.” Latin does not only help us learn Spanish. The analytical skills mastered through the study of Latin grammar will make it easier to learn biology, algebra, medieval history, English, poetry, theology, modern foreign languages, and most any other course of study. Learning Latin teaches us how to think.

Personal Attention

Children are created as unique individuals and therefore benefit from personal attention and specific answers to their questions. Children love to be singled out for specific praise and recognition. SCCS accomplishes this kind of personal attention by limiting class sizes generally between 16 and 22 students. Exceptions to class size may be made based on staff hiring needs of the school. Our goal is that Teachers will know and love every student in a way that will encourage each to live up to his or her own God-given potential to work cooperatively with others.

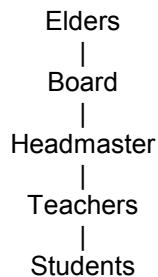
Parental Responsibility

It is our belief that responsibility for educating children rests with parents (Deut. 4:9 and 6:6-9). For this reason SCCS endeavors to provide a medium of service to parents for the education of their children. Parents are encouraged to participate at all organizational levels, from volunteering in and out of the classroom, to membership on the governing Board. Parents are welcome to visit their child’s classroom or to join their child for lunch. Parent volunteers are needed for classroom and administrative assistance, special services and program support, and fundraising events.

Governance

SCCS is a school operating in compliance with the North Carolina Department of Non-Public Instruction. A Board of Directors is responsible for establishing and overseeing the policies and procedures of the school. The Headmaster is responsible for implementing the policies and managing the day-to-day operations of the school.

Sandhills Classical Christian School is a ministry of Sandhills Presbyterian Church of America and is located in their facility on 650 Pee Dee Road, Southern Pines, North Carolina. As a ministry of Sandhills PCA, the session of elders provide spiritual oversight and guidance to the SCCS Board, holding them accountable to the school’s by-laws and foundational beliefs.



Curriculum

The Grammar stage, grades K-5, of the Trivium focuses on teaching the fundamentals and rules of the subjects with the goal of developing automaticity in the basic learning skills. The Logic stage of the Trivium (also commonly referred to as the dialectic stage) begins at grade 6 and focuses on logic with the goal of teaching students how to analyze, reason, question, evaluate, and persuade. Following the Logic stage is the Rhetoric stage (grades 9th-12th) which emphasizes effective and winsome communication of ideas, thoughts, and facts. In support of our classical curriculum structure, we have carefully selected what we believe to be the finest materials available for each skill and subject area. Nonetheless, our curriculum and support materials will be periodically reviewed and subject to modification as necessary to meet the educational needs of our students. The School Board has final authority over SCCS's curriculum and over any changes made in the school's curriculum.

2009-10 Tuition and Fees

Kindergarten AM	\$3,675.00
- Material Fee	\$150.00
Kindergarten PM	\$5,370.00
- Material Fee	\$150.00
Grades 1-5	\$5,370.00
- Material Fee	\$150.00
Grades 6-7	\$5,620.00
- Material Fee	\$250.00

Field trips, school pictures, uniforms and personal supplies are not included. There is a \$150 enrollment fee per student due upon registration for new students and a \$100 re-enrollment fee per student for existing students.

Tuition can be paid annually or monthly. Monthly payments can be made over ten months (August to May) due on the 1st of each month. A \$25 late fee is assessed for all payments received more than 10 days after due date.

Withdrawing a Student

Once a student is enrolled (contracts signed) in SCCS, written notice is required to withdraw the student. Parents should indicate the effective date of withdrawal, clearly outline the reason(s) for withdrawal, and send the letter to the attention of the Headmaster. All outstanding tuition, fees and other charges will be due. All school property must be returned.

2009-10 Daily Schedule

7:30 a.m.	Staff devotions and prayer
7:45 a.m.	Doors open to students
8:00 a.m.	Classes begin
12:15 p.m.	Kindergarten AM dismissed
2:45 p.m.	Grades K PM-4 th dismissed
3:00 p.m.	Grades 5 th -7 th dismissed
3:00-5:30 p.m.	After School Care

Uniforms

SCCS students are required to wear a uniform to school each day. The School Board determines the uniform. The wearing of uniforms accomplishes a number of valuable objectives. Uniforms instill in students a sense of belonging and loyalty to the school community. Student behavior and productivity are generally improved when students wear uniforms. Wearing a prescribed uniform helps de-emphasize fashion consciousness and diminishes tendencies to form socioeconomic cliques. Most families find that purchasing uniforms cost less than buying the typical student wardrobe and uniforms help reduce family conflicts over what to buy and what to wear. Uniforms serve a practical purpose of safety since students are easily identifiable on field trips, and persons not in uniform are easily spotted on our campus. Finally, uniforms look nice and help create a positive impression of our students and our school within our community. Parents are requested to purchase uniforms directly from the designated supplier and ensure that their child wears the uniform daily. SCCS students are allowed to wear non-uniform outerwear (i.e. coats and jackets) to school, but they may only wear it while they are outdoors and not in the classroom. (See Appendix B for uniform details.)

Uniform Enforcement: In order to ensure compliance with SCCS's uniform policy, the following actions will be implemented by the student's teacher. The purpose of the policy is to remedy persistent disregard of the uniform policy. The following schedule of reprimand is based on a nine-week grading period.

1 st violation	Verbal reminder by teacher
2 nd violation	Note home identifying the violation and returned with a parent signature
3 rd violation	Note home identifying the violation and warning that the student cannot participate in class without the uniform, and returned with a parent signature.
4 th violation	The student is not allowed into class without proper uniform. The student may call parents to come pick him/her up or to bring the correct uniform.

Academic Policies

Text and Classroom Books

All text and classroom books belong to SCCS and are loaned to our students for a portion of, or for the entirety of, the school year. The Teacher will record the condition of each book when checked out to the student who must respect the books as borrowed property. Students will be charged the **replacement value** of any book which is lost or which is determined to be damaged (e.g. pages torn or writing in book) or excessively worn.

Testing

Students in all grades may expect to take regular and periodic tests in all subjects and skills area. Students will be informed ahead of time of approaching test dates and will be given adequate

time to prepare. Tests that are missed due to absence must be made up within three (3) class days of returning to school. It is the responsibility of the student and parents to arrange for making up missed tests within the prescribed time period.

Homework Policy

Homework is assigned to strengthen lessons students learn in the classroom, to prepare students for the next lesson, or to evaluate students' understanding. Repeated instances of incomplete homework or non-attempted homework indicate a problem with poor habit formation, a lack of accountability, and a disregard of school rules and policies. Parents will be notified and will be involved in the problem-solving process when students fail to complete homework on a regular basis.

The necessity for doing homework will vary from grade-to-grade and even from student-to-student. The guide below should be regarded as average times.

<u>Grade</u>	<u>Approximate Time per Week Night</u>
K	10 – 15 minutes
1 st – 2 nd	20 – 40 minutes
3 rd – 6 th	40 – 50 minutes
7 th	60 – 75 minutes

Missed School Work Due to Absences

Students must complete all assignments missed during an absence from school. However, in the event of an illness lasting three days or more, coordinators and teachers may, at their discretion, excuse the student from a portion of the assignments missed. Teachers may give an extension to the due date for missed assignments. The extension will not exceed the total number of school days missed during the absence. Students will receive full credit (no grade deduction) for completing assignments within the allotted time.

Note: It is the student's responsibility to find out what work was assigned. In the case of extended illness, it is recommended that the parents contact the school office in order to arrange collection of detailed assignments from the teachers.

Promotion/Retention

Grammar School students must meet all the following basic criteria for promotion to the next successive grade:

1. Pass Reading, Math, and English with at least a 70% average.
2. Have no more than one "F" (69% or lower) per quarter in any other academic subject (e.g. Science, History, etc.) and no more than two "F's" in the same subject within an academic year. It is a requirement that there be at least 8 objective grades per subject area by which the quarterly grade is computed.
3. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the following skills/subjects in the grades noted:

Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.

First Grade to Second Grade: The student will be able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. The student will be able to write complete sentences with neat lettering and be able to add and subtract single digit numbers with at least 70% accuracy.

Second Grade to Third Grade: In addition to the cumulative mastery of above requirements, the student will be able to read fluently and independently using books of a second grade level. The student will be able to write legibly and correctly identify the basic parts of a sentence. The student will be able to spell correctly with at least 70% proficiency. The student will be able to add and subtract two-digit numbers with at least 70% accuracy.

Third Grade to Fourth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Fourth Grade to Fifth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Fifth Grade to Sixth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Sixth Grade to Seventh Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Seventh Grade to Eighth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Field Trips

Teachers are encouraged to include field trips as an extension of their specific class curriculum or to contribute to the broader mission of the school (such as service opportunities, competitions, class presentations). Field trip ideas may originate from anyone but must be “owned” by a teacher. Teachers will identify objectives for field trips and specific ways to assess student achievement of the objectives.

Parents will periodically be asked to volunteer to drive students on field trips. Field trip expenses are not included in tuition and will be kept to a minimum:

In order to fulfill SCCS's responsibility in assisting parents, and because of the diverse perspectives of our parents regarding music and media, SCCS will not make judgments that may contradict parental authority. Therefore, radios, televisions, magazines, gameboys, CDs, videos, and the like will be excluded on field trips. Exception may be made if the music or video is part of SCCS's adopted curriculum.

Student Behavior Policy

"Children, obey your parents in the Lord: for this is right.... and, Fathers do not exasperate your children, but bring them up in the nurture and admonition of the LORD" Ephesians 6:1,4.

The intent at SCCS is to instruct every child to obey his or her parents and to show respect to all persons of authority. Requiring obedience to those in authority provides training for good citizenship and, most importantly, for a lifestyle of obedience to God and His Word. We endeavor to have as few rules as possible and to enforce them through a combination of rewards balanced with the just and consistent application of appropriate consequences. In fairness to all students and their families, no student is allowed to be disruptive to the process of instruction or to ill-treat another student. The ultimate responsibility of the behavior of the child belongs to the parent.

SCCS establishes rules and behavioral expectations from a Biblical perspective. Training children in the way they should go requires encouraging students to seek to do right. It is our goal that

students take responsibility for and help in the process of maintaining discipline, order, and integrity within the school. Students will be taught how to recognize and confront wrongdoing, resolve conflicts, and forgive one another. We realize that learning and applying Biblical principles is a long-term process, but we are confident that the reward will be worth the effort for students, parents, and the school.

The goal of disciplinary action at SCCS is to foster and maintain an environment where children can experience the joy of learning. Teachers are responsible for handling the vast majority of discipline problems in the classroom, using principles such as restitution, apologies (private and/or public where warranted), and attitude adjustment through coaching. Admission of sin, restoration of fellowship, love, and forgiveness are an integral part of the discipline of a student. **Each teacher will inform parents of the class rules and discipline procedures.**

Basic School Rules

All students should be aware of and are expected to adhere to the following list of school rules.

- Students are expected to cooperate with basic Christian standards of behavior and conversation.
- Students must always treat one another with dignity and respect. A student may never single out or mistreat another student for any reason, including differences in race, socioeconomic status, physical attributes, athletic abilities, and/or academic abilities.
- There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
- Students will be held responsible for damage done to school property, including textbooks. Actual replacement or repair costs will be assessed.
- Guns, knives, and fire-starting materials are not allowed on school grounds.
- Students are not allowed to chew gum on campus during the school day.

While the majority of discipline will occur in the classroom administered by the teacher, there are six basic behaviors that will automatically necessitate discipline from the Headmaster. Those behaviors are the following:

- **Disrespect** shown to *any* staff member. The staff member will be the judge of whether or not disrespect has been shown.
- **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- **Rebellion**, i.e. outright disobedience in response to instructions.
- **Continued disruption** in the classroom.
- **Obscene language**, including taking the name of the Lord in vain.
- **Fighting**, i.e. striking in anger with the intention of harming another student, any adult on campus, or school property itself.

The Headmaster will determine the nature of the discipline. The Headmaster may require suspension, restitution, school service work, parent's attendance during the school day with their child, or other measures consistent with Biblical guidelines that may be appropriate.

If for any of the above or other reasons, a student receives discipline from the Headmaster, the following accounting will be observed within one academic year:

- The first two times a student is sent to the Headmaster for discipline, the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- The *third* visit will be followed by a meeting with the student's parents and the Headmaster.
- The *fourth* visit will result in a one (1) day suspension.

- The *fifth* visit will result in a two (2) day suspension and a re-entry conference with the student's parents and the Headmaster.
- The *sixth* visit will result in a three (3) day suspension and possible expulsion. If the student is allowed to remain at SCCS following the 3-day suspension, a re-entry conference with the student's parents, the Headmaster, and a Board member will be held.

Suspension/Expulsion Policy

The Headmaster of SCCS has the authority to suspend any student at any time if the behavior/attitude of the student so warrants. Most suspensions will be subsequent to various interventions including parent-staff conferences, etc. However, if deemed necessary the Headmaster can immediately suspend a student and require parents to make arrangements to have the student transported away from school until further notice. Each suspension will be followed up by letter from the school to the parents stating effective date and reason for the suspension.

The Headmaster has the authority to recommend expulsion of a student to the School Board. This recommendation may be made at any time the Headmaster considers the action warranted. Expulsion is a serious matter and one that will usually include parent-staff conferences and Board-level scrutiny of the problem situation. Prior to any expulsion, the School Board and the Headmaster will convene to thoroughly discuss and review the situation at hand and the Headmaster's recommendation of expulsion will be considered. The Board will conduct a vote to expel and simple majority will determine if expulsion takes place.

Use of Electronic Devices

Students may not display or use cell phones or portable electronic devices (except calculators & medical devices) between the hours of 7:30 a.m. and 3:00 p.m.

Attendance, Punctuality, and Dismissal

Mandatory Attendance Policy

It is the law of the State of North Carolina that school-aged children are in school. Students at private schools are not exempt from this law. It is a necessary part of the education process that students be present for instruction offered by the school. Pursuant to these laws and principles, students who miss more than the equivalent (see tardy policy below) of fourteen (14) days of school without making specific prior arrangements with the Headmaster may not receive passing credit for the year in question.

Student Punctuality Policy

The school day begins promptly at 8:00 a.m. A student is considered tardy when he or she arrives for class after 8:00 a.m. A variety of circumstances may cause occasional tardiness. However, continual lateness indicates a problem with poor habit formation, a lack of accountability, and a disregard of school rules and policies. The following schedule of reprimand for unexcused tardies is based on a nine-week grading period:

1 st	grace period
2 nd tardy	note home*
3 rd tardy	note home*
4 th tardy	conference with Headmaster
5 th tardy	warning of suspension
6 th tardy	one (1) day suspension
7 th tardy	two (2) day suspension ***
8 th tardy	three (3) day suspension ***
9 th tardy	recommendation to Board for dismissal****

*The note home requires the parents and the student evaluate the tardiness problem and to write a solution which will be returned to school by the third school day following the offending date.

**The conference with the parents, the student, Teacher, and Headmaster is to be scheduled as soon as possible from the date of the violation. The goal of the conference is to develop a plan for punctuality.

***Suspension is considered to be a very solemn step but one that emphasizes the seriousness of repeated school policy violations. It is important that families comply with school rules and policies.

****Dismissing a student from SCCS is a drastic measure taken only after a series of school and family interactions has not facilitated an acceptable solution.

An *excused tardy* includes doctor and dentist visits, and sickness documented by the parent or guardian who accompanies the student into the school. Any deviation from this policy will be handled on a case-by-case basis with the Headmaster and the School Board.

Drop-off/Pick-up

The school day begins at 8:00 a.m. and concludes at 12:15 p.m. for kindergarten, at 2:45 p.m. for grades 1-4, and 3:00 p.m. for grades 5-7. Teachers attend a prayer meeting from 7:30 a.m. to 7:45 a.m. Students may begin to arrive in the classroom at 7:45 a.m. No supervision is available for students prior to 7:45 a.m. and therefore **parents may not drop off students prior to 7:45 a.m.**

It is necessary that parents make all arrangements for after school pick-up, rides home with friends etc. before school. Parents should be on hand to pick up kindergarten students at 12:15, grades 1-4 at 2:45 p.m., and grades 5-7 at 3:00. Teachers will supervise students during pickup. At the end of the carpool the Teacher will escort remaining students to the After School care program area and assessed the daily fee. After 3 occurrences, the Headmaster will contact parents to discuss alternative pick-up options.

If you need to see a Teacher or someone in the school office, please pick your children up outside and bring them with you for the visit. If confidentiality is a concern, the children may remain seated in the hallway while you conduct your visit. Children are permitted to play on the grounds after school only when the person picking them up is physically present and watching them. This policy includes preschool children of SCCS parents.

Morning Drop-Off: Two options are available for morning drop-off: Drive-Through Drop-off and Walk-in.

12:15 p.m. Pick-Up for KINDERGARTEN and Afternoon Pick-Up for GRAMMAR SCHOOL: Two options are available: Drive-Through Pick-up and Walk-in.

Parking/Driving Regulations on Campus

All drivers are required to use the school and church parking lots during the school day as opposed to parking in the circular drive in front of the church building. All drivers must also use extreme caution and care while driving on campus to ensure the safety of SCCS's students.

Student Release

Students will be released to a parent/authorized person only. Please send written confirmation when your child is to be released to someone else.

Early Dismissals

When a parent needs to pick up their student before school dismissal time, the parent or authorized adult picking up their student must come into the office to sign the early dismissal book. For the safety of our students and so the school can fulfill its responsibility to parents, students are required to report to the office where they will meet their parent or the parent's designated representative. **Parents should not go directly to the classroom to pick up a student.**

Communication with Parents

Progress Reports

Every student will have a progress report posted on RenWeb indicating his/her performance midway through each quarter. Parents must view the progress report on RenWeb. Teachers are encouraged to telephone parents, send notes, or arrange conferences to discuss the progress of any student who is experiencing unusual difficulties.

Report Cards

The report card is posted on RenWeb one week after the end of each. The fourth quarter report card will be posted on Renweb after all financial obligations to SCCS are fulfilled.

Parent/Teacher Conferences

Parent/Teacher conferences are mandatory and are scheduled before the first quarter grading period. At least one parent/guardian must attend the conference, and both parents are encouraged to attend. Parents are expected to sign up for a conference time with each child's teacher. Either the parent or teacher may schedule additional conferences as the need arises.

Modes of Communication

Email, telephone calls, personal notes and appointments are all acceptable modes of communication between parents and teachers. Each classroom teacher will inform parents of his/her preferred method and will provide information as necessary to facilitate communication (i.e., contact numbers, email addresses, etc.)

Comprehensive Grievance Policy

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of Sandhills Classical Christian School.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Sandhills Classical Christian School's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and board.

Definitions:

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Sandhills Classical Christian School's objectives and goals.

Grievance: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

Guidelines:

General:

1. It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed. It is expected that student-to-student disputes will be handled in this same way.

Matthew 18: 15-17 - If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen to them, tell it to the church; and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector.

James 3:9-12 - With the tongue we praise our Lord and Father, and with it we curse men, who have been made in God's likeness. Out of the same mouth come praise and cursing. My brothers, this should not be. Can both fresh water and salt water flow from the same spring? My brothers, can a fig tree bear olives, or a grapevine bear figs? Neither can a salt spring produce fresh water.

3. It is further understood that for the effectiveness of this policy, the phrase “take one or two others along” is interpreted as bringing Christians who are either disinterested parties or are able to be objective enough to view both sides of the issue. The intent is to bring a Christian witness who will be able to hold either party liable to biblically resolve conflict at the lowest possible level.

Students to teachers:

1. All concerns about the classroom must first be presented to the teacher by the student himself. (Matthew 18:15) A respectful demeanor is required at all times. If the student is not mature enough, the parents will seek to resolve the issue.
2. If the student cannot resolve the problem on his own, he is expected to re-address the teacher with his parents “taking one or two others along.”
3. If the problem is not resolved, the matter must be brought to the Headmaster by the parents, *not the student*. The Headmaster will attempt to resolve the issue with both parties (parents and teacher) present.
4. If there is still no resolution, the parents should request a hearing from the Sandhills Classical Christian School Board, with the teacher and Headmaster.

Parents to teachers:

1. All parental concerns about the classroom must be first presented to the teacher by the parents (Matthew 18:15).
2. If the parents cannot resolve the issue, they are expected to re-address the teacher “taking one or two others along.” This can be a fellow parent or other trusted adult.
3. If the problem is not resolved, the matter must be brought to the Headmaster. The Headmaster will attempt to resolve the issue with both parties (parents and teacher) present.
4. If there is still not resolution, the parents should request a hearing from the Sandhills Classical Christian School Board, with the teacher and Headmaster.

Parents/patrons to administrator:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Headmaster.
2. If there is no resolution, the parents or patrons are expected to re-address the Headmaster “taking on or two others along.”
3. If there is still no resolution, they should request a hearing from the Sandhills Classical Christian School Board with the Headmaster.
4. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the School Board.

Staff to Administration:

1. All concerns about the standards of the school must first be presented to the Headmaster. A respectful demeanor is required at all times.
2. If there is no resolution, the staff member is expected to re-address the Headmaster, taking along one or two other staff members.
3. If the problem is still not resolved, the staff member may appeal to the School Board in writing and request a hearing. The request will be passed to the School Board through the Headmaster. The Headmaster must pass on all such requests in a timely manner.

Volunteers to Staff/Administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, Headmaster, development director, etc.).
2. If there is no resolution, the volunteer is expected to re-address the staff member responsible for his oversight with one or two other volunteers or trusted adults.
3. If the problem is still not resolved, the volunteer may request a hearing from the School Board in writing. The request will be passed through the Headmaster. The Headmaster is required to pass the request on to the School Board.

Individual Board Members to Headmaster:

1. If specific concerns arise during a board meeting, School Board members may not challenge, rebuke, or debate directly with the Headmaster in the board meeting, but their concerns will be channeled through the chairman instead.
2. Any board member may call the board into executive session if a potential grievance or dispute arises during a board meeting.
3. If the board decides that the issue does not warrant executive session, the School Board will return immediately to open session. If the School Board decides further investigation is warranted, the Headmaster will meet with the School Board in executive session to present his perspective and answer questions.
4. If the School Board decides against the Headmaster (2/3 vote required), the written description of their decision will be added to the Headmaster's annual job evaluation.
5. If the School Board does not decide against the Headmaster, any board member(s) who is/are still not satisfied will be instructed by the board to drop the issue.

General Information

Visitors

All parents and visitors are required to sign in at the school office. Parents are welcome to visit their children's classes to observe or to help the teacher. We request that preschool children not be allowed to freely roam through the buildings. Every attempt should be made by visitors not to disrupt the class.

Inclement Weather

Inclement weather may dictate the closing of school either prior to or during the school day. SCCS's decision will be independent of the Moore County School System, and that decision will be aired by 6:00am on **our website, www.sandhillssccs.org, WRAL-TV5 and STAR 102.5 FM radio**. In addition, a message will be placed on the school answering machine by 6:30 a.m. on the day in question. SCCS recognizes that weather and road conditions vary throughout the area and expect parents to use their best judgment when making decisions regarding their child's school attendance on days of inclement weather. In the event of early dismissal due to inclement weather, students are to be picked up from their classrooms and not the usual carpool dismissal procedure.

Inclement Weather Make-Ups Days

The Board of SCCS may opt to not make up all days missed due to inclement weather. However, if the decision to make up days is made, additional instructional days may be added to the end of the school year or holidays may be shortened.

Medication

No medication of any kind is administered in the office without the parent's consent. Students who take prescription medication at school must leave the medication and written instructions with the office administrator. The medication must be prescribed to the student taking it. Students will be permitted to go to the office at the times the medication must be given. Students may not carry any medication with them while at school. With the parent's consent (signed on the family emergency information form) students can be given the appropriate dosage of Tylenol or Ibuprofen (or generic equivalent) during the school hours. In addition to parents completing the annual family emergency information form at the beginning of the school year, SCCS should be kept abreast of any prescription medications a student begins taking on a regular basis during the school year (Asthma medication, etc).

Emergencies/Accidents

All accidents, regardless of how slight the injury or damage may be, must be reported to the teacher in charge of the class or activity. When students are ill or injured, their parents will be notified as soon as possible. Should the situation be of a serious nature SCCS will call 911 to request appropriate medical assistance simultaneous with attempts to reach parents at all phone numbers provided. Minor scratches and bruises will be treated with ice and/or band-aids and antiseptic spray or cream.

Communicable Disease Policy

Students who have had a fever or who have been vomiting within the past 24 hours should not come to school. Students who develop a fever or who are vomiting at school will be sent home. We have no facility to care for sick students and they will need to be picked up from SCCS immediately upon notification from the school. If your child has an illness that the doctor says is contagious, please be considerate of the other students and keep your child at home until he/she is feeling better and is no longer contagious. It is the responsibility of the parents to inform the school if the child is out with a contagious disease or has been exposed to a contagious disease.

Lost and Found

Items lost and found are placed in the box at the top of the stairwell in the church building. Items not claimed at the end of one full month will be donated or sold. All parents are strongly encouraged to mark all of their children's belongings (lunch boxes, jackets, sweatshirts, uniforms, etc.) with their names.

Lunches

All students must bring their own lunches to school daily. Please pack a nutritious lunch and snack. (No gum allowed) Students are not allowed to share lunches. Students have the

opportunity to purchase lunch from several vendors listed on our lunch order form, which is found on RenWeb. It will be the responsibility of the parent and the student to keep track of food delivery days.

Even though AM Kindergarten is part-time, the hours do overlap with the normal lunch hour, so the Kindergarten class will take a 15-minute break for snack. We encourage parents to include a healthy snack for their kindergartners.

Parents are always welcome to eat lunch with their children.

Appendix A: 2009/2010 Uniform Policy

Land's End uniform items

Preferred School number 9000-5350-5.

K-8th grade Boys & Girls

Short or long sleeve solid mesh polo w/logo - white/navy/chambray blue
Short or long sleeve interlock polo w/logo - white/navy/chambray blue
Plain or pleated front chinos – navy/khaki
Midweight fleece jacket w/logo – navy
Microfleece pullover w/logo – navy
Midweight fleece vest w/logo - navy
Drifter v-neck sweater w/logo – navy
Drifter v-neck sweater vest w/logo - navy
Performance mock turtleneck or turtleneck w/logo (w/o logo if under approved item) - white
Weathered black leather belt
Braided black leather belt
Primarily black or white sneakers with white or navy socks that come above the ankle

K-8th Boys

Plain or pleated front shorts – navy/khaki

K-8th Girls

Short or long sleeve feminine fit mesh or interlock polo w/logo - white/navy/chambray blue
Short or long sleeve knit Peter Pan top w/logo (w/o logo if under approved item) - white
Uniform plain front short chino skort w/ side zipper – navy/khaki
Uniform pull on knit wrap skort – navy/khaki
Uniform side pleat plaid skort – hunter/classic navy plaid
Uniform jumper w/ 2 button front – navy or khaki or hunter/classic navy plaid
Solid black bike shorts may be worn under jumper
Fine Gauge Cardigan w/logo – navy
White or navy footed tights
Black Mary Jane shoes

6-8th Boys & Girls PE Uniform

Performance super-T gym shirt – gray heather
Athletic shorts w/white stripes on side – navy
Gym sweatpants – navy
Crew solid sweatshirt – navy

Lil' Branch's uniform items

K-8th Boys & Girls

Short or long sleeve polo w/logo – white/navy/light blue
Plain or pleated front pants – navy/khaki
V-neck sweater vest w/logo - navy
White turtleneck or mock turtleneck w/logo (w/o logo if under approved item) - white
Unisex lined bomber jacket w/logo - navy

Black belt

Primarily black or white sneakers with white or navy socks that come above the ankle

K-8th Boys

Plain or pleated front shorts – navy/khaki

K-8th Girls

Short or long sleeve feminine fit interlock polo – navy/light blue

Short or long sleeve Peter pan shirt w/o logo to be worn only under approved item – white

Fine Gauge Cardigan w/logo – navy

Kick pleat solid scooter – navy/khaki

2 tab plaid scooter - hunter/classic navy plaid

Side pleated jumper with welt pockets – navy/khaki

Solid black biking shorts may be worn under jumper

White or navy footed tights

Black Mary Jane shoes

7-8th girls & boys PE Uniform

Gym t-shirt – grey

Gym shorts – navy

Gym sweatpants – navy

Gym sweatshirt - navy

Notes:

*Mandatory uniform items: white polo and navy bottoms

*Sneakers must be primarily black or white with no characters on them. Girls can wear black Mary Jane style shoes. Clogs or boots are not allowed. Socks and tights must be white or navy and socks must come above the ankle. These items can be purchased anywhere.

*Sweaters, jackets and shirts worn in class must have the school logo.

*Black belts must be worn with pants and shorts.

*Students may wear a plain white t-shirt under their uniform shirt.

*Logo cost will be an additional charge.

*It is the responsibility of the parents to ensure compliance with the uniform policy.

*All uniforms must be purchased at Lil' Branch's or Land's End.

*Deviations from the specified uniform colors are not acceptable. For example, khaki cannot have substitutions of cement, tan, desert khaki, beige, stone, etc. at any store.

*All uniforms must be neat, clean, and in good repair. Worn out uniforms must be replaced. Neat repair patches are allowed. Any alteration to the fit of the uniform must be consistent with the basic design. This includes hem lines.

*Students are expected to abide by the dress code and parents are expected to monitor compliance before the children leave the home. Enforcement begins and should end at home.

Appendix B: 2009-2010 *SCCS* Academic Calendar

School Hours: 1st-4th Grades: 8:00 am – 2:45 pm

5th-7th Grades: 8:00 am – 3:00 pm

First Quarter

Aug 3, 2009	Monday	Staff Orientation: 9:00am; Back to School Night:6:00pm
Aug 4	Tuesday	First day of school – 1st Quarter
Aug 7	Friday	School Assembly: sanctuary, 9:00 am
Aug 19	Wednesday	Little Friends of SCCS: First day of preschool
Sept 4	Friday	1 st Q midterms reported
Sept 7	Monday	Labor Day: No School
Oct 2	Friday	End of 1 st Quarter

Oct 5-16 Mon-Fri Fall Break: No School

Second Quarter

Oct 19	Monday	2 nd Q begins: 11:20 AM Release (Teacher Training)
Oct 23	Friday	1 st Q report cards posted
Oct 21	Wednesday	Parent/Teacher Conferences: No Classes
Nov 9	Monday	Veteran's Day observed: No School
Nov 20	Friday	2 nd Q midterms reported
Nov 24	Tuesday	11:20 AM Release
Nov 25-27	Wed-Fri	Thanksgiving Holiday: No School
Dec 17	Thursday	Christmas Program, 6:30 pm
Dec 18	Friday	End of 2 nd Quarter. 11:20 AM Release

Dec 21-Jan 1 Mon-Fri Christmas/New Year's Holidays: No School

Third Quarter

Jan 4, 2010	Monday	3 rd Q begins: 11:20 AM Release (Teacher Training)
Jan 8	Friday	2 nd Q. report cards posted
Jan 15	Friday	School Assembly: sanctuary, 10:00 am
Jan 18	Monday	Civil Right's Day: No School
Feb 5	Friday	3 rd Q. midterms reported
Feb 15	Monday	President's Day: No School
Mar 12	Friday	End of 3 rd Quarter

Mar 15-26 Mon-Fri Spring Break: No School

Fourth Quarter

Mar 29	Monday	4 th Q begins: 11:20 AM Release (Teacher Training)
Apr 1	Thursday	3 rd Q. report cards posted
Apr 2	Friday	Good Friday/Easter Holidays: No School
Apr 30	Friday	4 th Q. midterms reported
May 7	Friday	Teacher Workday: No Classes
May 21	Friday	Little Friends of SCCS: Last day of preschool
May 28	Friday	End of 4 th Quarter

May 29-Aug 2, 2010 Summer Break

Appendix C: 2009-10 SCCS BOARD & STAFF

School Board

Scott Olson (Chairperson)
Roger Marx
Sandra Smith
Joey Harris
Sam Donnelly

Headmaster

Brad Johnson

Administrative Staff

Kelley Adams (Little Friends Director)
Jennifer Stroud (Office Manager)
Ellen Vidovich (After Care Director)
Rebecca Marchetti (Accountant)
Patti Wolcott (Extra Curricular Director)

Little Friends Preschool Teaching Staff

Kathryn McIntosh
Ronda Harbison
Jenny Munoz
Meghan Cooke
Jennifer Scott
Nicole Olson
Shauna Lugenbeel
Krista Lawson

SCCS Teaching Staff

Lynette Proulx	AM Kindergarten
Paulette Royal	AM Kindergarten Assistant & PM Kindergarten
Peggy Stone	1 st Grade
Liz White	1 st Grade
Jan Hudson	1 st Grade Assistant
Ellen Vidovich	2 nd Grade
Janet Miller	3 rd Grade
Joy Johnson	4 th Grade; 5 th Grade Latin
Lynette Proulx	4 th Grade Bible & History
Joanna Martin	5 th Grade
Terry Duffell	5 th Grade Assistant
Margo Rhodes	6 th Grade Math, Language Arts, Bible; 7 th Grade Bible/Classical Roots
Mary Leusink	6 th Grade Science; 7 th Grade Science & Math
Tony Robertson	6 th Grade History; 7 th Grade Civics & Public Speaking
Mary See	1 st – 7 th Grades Physical Education
Susan Askins	Preschool/Kindergarten Art
Susan Baer	1 st – 7 th Grades Art