



PARENT
HANDBOOK

2008/2009

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INTRODUCTION

William Bradford left the comfortable world of privilege and security to follow his conscience, seeking Christ according to the Scriptures. His tenacious pursuit of truth, Godliness, and simplicity in worship led him to endure much suffering and eventually establish a colony in a hostile land in 1620. That colony, Plymouth, became the prototype for American self government and prepared the way for colonial success in the New World. Governed by a conscience saturated by the Word of God, Bradford established peace with the native population, harmony among Christian and unbelieving settlers, civil government and financial stability in the small plantation. He was the kind of man we need in our day. More than a man of ideas and vision, William Bradford was a man of faith and action. He humbly followed Christ and became a great leader. He saw all of creation governed by a sovereign and just God and went out to establish a just society. Our vision is to make Bradford Academy an institution that will help parents nurture and develop these characteristics in children.

R. L. Dabney wrote that educating our children is the single most important task set before us. He is not far off when we consider texts from scripture like Proverbs 22:6, "Train up a child in the way he should go, and when he is old he will not depart from it." The starting place will determine the course; the foundation will determine the strength and stability of the building. When we look at children, we are looking at the future and its potential. We are looking at people made in the image of God, each with an eternal soul.

Educating children is an enormous weight of responsibility that ought to sober every parent. We cannot take lightly this great duty. We do not live in a day that would be served by establishing a new colony in some far off land, but we can train our children to be men and women of faith and action. We can train our children to be great leaders by first becoming humble servants of Jesus Christ. We can affect our society and culture by training a generation of citizens who view this world as one under the authority of a merciful and just God.

Bradford Academy is being established to aid parents in this great work. It is an institution that will strive to make the best kind of education available in a context that will complement a well ordered home and reflect the heritage of this country. This handbook explains our vision and how we plan to accomplish it. We hope you will read it thoroughly. If you find yourself in substantial agreement with the ideas and policies, we hope you will join our growing community.

Sincerely,

The Christian Education Society of Mebane

I. OUR VISION

Bradford Academy is
 Classical and Christ-centered
 in order to glorify God by educating children to love God
 with all their heart, soul, mind and strength,
 and to love their neighbor as themselves.

"Education is the nurture and development of the whole man for his proper end. The end must be conceived aright in order to understand the process."

R. L. Dabney

"The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith makes up the highest perfection."

John Milton

A. CHRIST-CENTERED

In all its levels, programs, and teaching, Bradford Academy seeks to:

A. Teach all subjects as parts of an integrated whole with the Scriptures at the center;

II Timothy 3:16-17

B. Provide a clear model of the biblical Christian life through our staff and board;

Matthew 22:37-40

C. Encourage every student to begin and develop a relationship with God the Father through Jesus Christ;

Matthew 28:18-20, Matthew 19:13-15

N.B. While the Academy recognizes its role as an aid to parents in academic instruction, it also confesses that the fear of the Lord is central to the best learning (Ps. 111:10 & Prov. 1:7, 9:10) and therefore will not neglect this reality in its academic endeavors.

D. Strive to honor and glorify God and encourage all those involved with Bradford Academy to live with that chief end in mind.

Rom. 11:36, I Cor. 10:31

Please see Bradford Academy's educational philosophy and statement of faith for further information.

B. CLASSICAL

In all its levels, programs, and teaching, Bradford Academy seeks to:

- A. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);
- B. Develop in every student an appreciation for our Western heritage and the discernment to recognize its strengths and weaknesses.
- C. Cultivate a desire for truth, goodness, and beauty.
- D. Encourage every student to develop a love for learning and live up to his academic potential;
- E. Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly and creatively expressed.

For further information, please see Bradford Academy’s educational philosophy and the section titled, *What Do We Mean By Classical?*

“ONE OF THE MORE INTERESTING EXPERIMENTS
IN RECENT YEARS HAS BEEN THE GROWTH OF THE
CHRISTIAN CLASSICAL SCHOOL MOVEMENT...
THIS APPROACH IS HAVING A DRAMATIC EFFECT
IN CREATING ACADEMICALLY STELLAR
CHRISTIAN SCHOOLS ACROSS THE COUNTRY.”

CHUCK COLSON, *HOW NOW SHALL WE LIVE?*

II. GOALS

A. The Students

Bradford Academy provides an educational experience that aids and supports parents in their task of raising children for the honor and glory of God and the service of mankind. We aim to graduate young men and women who think clearly, listen carefully with wisdom and discernment, and act charitably. We seek to inculcate in all students a love of learning, a strong work ethic, and the characteristics of Godly leadership. We desire that our students would understand and embrace a worldview that is consistent with the Bible and in turn would live lives that honor God, promote liberty and justice, and seek and provide mercy for this troubled world.

Bradford Academy aims to help students become well equipped academically and socially in order to give them every possible advantage in pursuing whatever vocation to which the Lord may call them. Students are encouraged to develop a healthy respect for the heritage and cultural institutions of this nation and community, seeking its good and development. With the understanding that Bradford Academy serves a distinct function from the institution of the church, we nonetheless desire that students would understand and embrace true saving religion, knowing and loving the Lord Jesus Christ with humble and joyful submission to God.

B. The School Community

Bradford Academy cultivates a spirit of genuine care in the school community. We expect to see the qualities desired in our students modeled in our faculty and staff (Mat. 10:24, 25). Bradford Academy faculty and staff are professional and diligent in their work, gifted in teaching, loving to their students, and excited about their academic subjects. They clearly understand classical education, how it works in their classroom and how their work fits into the whole. They possess a lifelong hunger to learn and grow and have opportunities to be refreshed and renewed through regular professional development. They coach and nurture each other in order to serve as academic mentors to students. The staff and faculty will continually grow in Christ and mature in the knowledge of God, executing all of their responsibilities with grace and love.

Bradford Academy encourages our parents to have a sense of responsibility for the school. We assist and expect parents to be well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scriptures' injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our local community, Bradford Academy strives to enrich, support, and conduct our business above reproach in the local community of which we are a part. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with churches in the community, and to bring honor to our Lord in all our endeavors.

III. STATEMENT OF FAITH

Bradford Academy is based on the following foundational beliefs. These doctrinal statements are also the key elements of Protestant Christianity that will be unapologetically taught in various ways through all grade levels.

1. We believe the Bible to be the only inspired and inerrant Word of God. It is the only ultimate and infallible authority for faith and practice.¹
2. We believe that there is one true and living God, eternally existent in three Persons: Father, Son, and Holy Spirit². He is omnipotent, omniscient, and omnipresent. The Lord God is creator and sustainer of everything that has been made and absolutely sovereign over all things. God is holy, righteous, just, good, loving, and full of compassion.³
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.⁴
4. We believe in the full deity of the Holy Spirit, acknowledging Him together with the Father and Son in the works of creation and redemption. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.⁵
5. We believe that salvation is by grace through faith alone. This saving faith is in Christ alone.⁶
6. We believe that faith without works is dead. Repentance, obedience to God's commandments, love, and good works are evidences of saving faith.⁷ Christians ought to unite themselves to a visible expression of the church, the body of Christ, and preach the gospel to all nations.⁸
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.⁹
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 everlasting damnation.¹⁰
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ¹¹.

¹ 2 Timothy 3:15-16; Luke 24:27; 2 Peter 1:19-21; 1 Thessalonians 2:13; Revelation 22:18; Hebrews 1:1

² Deuteronomy 6:4; Psalm 90:2; 1 Timothy 1:17; 1 John 5:7; Matthew 28:19

³ Genesis 1:1; Revelation 4:11; Psalm 93; Exodus 34:6-7

⁴ John 1:1; Luke 1:27, 31; Hebrews 4:15; Hebrews 2:4; Romans 3:25; Luke 24:6; Acts 2:23; Mark 16:19; Acts 1:11

⁵ 1 John 5:7; Matthew 3:16; Genesis 1:2; Job 33:4; John 3:3; Ephesians 2:4-5

⁶ Galatians 2:16; Ephesians 2:8; Romans 5:1; Romans 5:8-10, 19; John 11:25

⁷ James 2:8; Hebrews 13:21; Matthew 5:16; Luke 13:3; 1 John 2:3, 3:11; Matthew 5:43-44

⁸ Hebrews 10:24, 25; Romans 12:4,5; Matthew 28:19

⁹ Romans 8:2, 9-11, 26-27; 1 Corinthians 12 4-11; Galatians 5:16-26; Philippians 2:12-13

¹⁰ 1 Corinthians 15:12-28; 2 Corinthians 5:1-5; Philippians 3:20-21; John 5:28-29; Matthew 25:31-41

¹¹ John 17:20 - 23; Ephesians 4:1-6; Philippians 2:1-14; 1 Corinthians 12:12-26

IV. EDUCATIONAL PHILOSOPHY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational philosophical beliefs of any school in which they may enroll their child(ren). Therefore, below are the important elements that we at Bradford Academy believe shape our approach to education.

A. FOUNDATIONAL PRESUPPOSITIONS

1. We believe that the Bible clearly instructs parents, not the Church or State, to "bring children up in the discipline and instruction of the Lord." The Church's commission is essentially to spread the Gospel and train believers.¹ The State has been directed to enforce God's laws and protect the innocent.² The Church trains parents and the State protects families. The Family raises and educates children.³ Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment. Under Christ, the home is the seat of authority for the child. By enrolling their children in Bradford Academy, parents have chosen Bradford Academy to assist their family in attaining its educational goals. We recognize that we cannot perfectly align our program with the convictions of every family, so we act with the expectation that parents, in areas of difference, agree to respectfully cooperate with Bradford Academy in its stated policies, procedures, and programs.

2. We believe that both the church and the state have a vested interest in the education of the young and should be a supportive advocate not a hindrance to the Christian education of the young.⁴

3. We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.⁵

4. God wants us to love Him with our minds, as well as with our hearts, souls, and strength.⁶ Therefore, we seek to challenge children at all levels to strengthen their mind and body and teach them how to learn, by using the centuries-old, proven classical method (see explanation below).

5. We want to help parents teach their children that all they do should be done "heartily, as unto the Lord."⁷ Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical principles of discipline.

6. We aspire to develop a full K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically.⁸

7. We believe that only the Bible provides a balanced and correct view of the child. That is, every child is made in the image of God and is fallen in Adam. Therefore, he has dignity and is worthy of respect, is a moral being, and is responsible to exercise dominion with creativity and wisdom.⁹ Additionally, that same child has a sin nature,¹⁰ a predisposition to childishness, and is in need of correction and teaching.¹¹

8. Parents can be confident that their student, at every stage of his development in school, will be loved with the love of Christ and surrounded by grace at Bradford Academy.

¹ Matt.28:18-20

² Romans 13

³ Eph.6:1-4

⁴ Matt. 19:14; Matt. 9:37, 38; Prov. 14:34

⁵ Ps. 19:1-11; 111:1-10; Prov. 1:1-7

⁶ Matt. 22:37

⁷ Ecc. 9:10, Col. 3:23

⁸ Deut. 6:6,7; Prov. 22:6

⁹ Gen. 1:27, 28; 9:6

¹⁰ Ps. 51:6; Rm. 8:7

¹¹ Prov. 22:15; 1Cor.13:11

B. WHAT DO WE MEAN BY CLASSICAL?

The term “classical education” has come to encompass many ideas. We use the term to signify the specific methods and the content that will characterize our educational program.

1. CONTENT:

A classical education unashamedly has an emphasis on Western culture. The material that makes up its curriculum will focus on the canon of “Great Books” and seeks to understand the foundations that shaped our present culture. We believe that Christianity was born providentially in the classical world and grew throughout medieval Europe and the Protestant Reformation. The best that man has accomplished is predominantly linked to the West. While we do not think that all that is good is contained in the West and that all that is “Western” is good, we do believe a healthy emphasis on those things Western will expose our children to much that is valuable and good. Additionally, in order to be wise stewards of our time and resources, a curriculum must necessarily exclude many things. Knowledge of our own heritage is worth knowing. Furthermore, a classical education typically includes the study of Latin. It is the language of the ancient Western world and has left an indelible mark on its modern progeny. A classical education teaches Latin (1) as the foundation for language learning, (2) for the development of thinking skills, and (3) to help connect modern children to the scholars of the past.

2. METHOD:

In the 1940's, British author Dorothy Sayers wrote an essay entitled “The Lost Tools of Learning.” In it, she called for a return to the application of the seven liberal arts of ancient education, the first three being the Trivium - grammar, logic, rhetoric. Miss Sayers also combined three stages of children’s development to the Trivium. Specifically, she matches what she called the “Poll-parrot” stage with grammar, “Pert” with logic, and “Poetic” with rhetoric (see chart below) This approach is well described in Doug Wilson’s book, *Recovering the Lost Tools of Learning*. The following is an excerpt:

“The structure of our curriculum is traditional with a strong emphasis on the basics. We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject’s particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.”

C. LOST TOOLS OF LEARNING CHART

The following material is largely drawn from the essay “The Lost Tools of Learning” by Dorothy Sayers. It illustrates the application of the Trivium:

Beginning Grammar (Pre-Polly)	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
Student Characteristics:	Student Characteristics:	Student Characteristics:	Student Characteristics:
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, generally critical 3. Likes to organize items 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about “Why?” for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods:	Teaching Methods:	Teaching Methods:	Teaching Methods:
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Teacher led, direct instruction 2. Lots of hands-on work, projects 3.. Field trips, drama 4. Make collections, displays, models 4. Integrate subjects through above means 5. Categorize, classify 6. Recitations, memorizations, catechisms 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Teacher led direct instruction giving way to Socratic method 2. Time lines, charts, maps 3. Debates, persuasive reports 4. Drama, reenactments, role-playing 5. Evaluate, critique (with guidelines) 6. Formal logic 7. Research projects 8. Oral/written presentations 9. Guest speakers, trips 	<ol style="list-style-type: none"> 1. Teacher led direct instruction and the Socratic method giving way to guided independent study. 2. Drama, oral presentations, debate 3. Guide research in major areas with goal of synthesis of ideas 4. Many papers, speeches, debates 5. Give responsibilities, e.g. working with younger students, organize activities 6. In-depth field trips 7. Worldview discussion/papers

V. SCHOOL GOVERNANCE

Bradford Academy is governed through its headmaster by a self-perpetuating board of directors. That board, *The Christian Education Society of Mebane, Inc.*, is subject to all the laws regulating 501(c)3 charitable corporations. The board is responsible for establishing all policies.

VI. PARENT INVOLVEMENT

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord."
Eph. 6:4

As a support and aid to the family unit, Bradford Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Bradford Academy we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school. Below are just a few of the more common ways we can do this. Parents are welcome to suggest additional ideas.

1. Visit the school/class at any time. (As a courtesy, please contact the teacher in advance.)
2. Assist in the classroom, regularly or infrequently. (As a courtesy, please contact the teacher in advance.)
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, song-leader, or guest artist or offer your special talents.
5. With advance permission from the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Volunteer your help in the preparations for the many tasks related to school promotion and development.
8. Help host class parties at home or in the classroom.
9. Attend all Parent-Teacher Conferences which are formally conducted on the Friday after the conclusion of the first and third grading quarters each year. Informal conferences may be held anytime at the parent's request.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
11. Offer specific assistance to serve on board-appointed committees, or on the board itself.
12. Invite the teacher to your home for dinner.

VII. CURRICULUM

Bradford Academy has developed a comprehensive curriculum that reflects its philosophy and foundational beliefs. It is described in our *Curriculum Guide*.

VIII. STAFF

A. General Description

The faculty and staff at Bradford Academy is composed of a team of professional educators dedicated to the principles of Classical and Christian education. Each is a member in good standing in an evangelical church and is committed to living and modeling the kind of lifestyle we desire for our students.

Continuing professional development is a key factor in the success of an educational institution. Therefore our teachers engage in regular in-service training and other learning opportunities.

B. Qualifications

1. While a State endorsed teaching license is the industry standard in the public school system, it unfortunately does not guarantee teacher quality. In some cases it even works against the stated goals of classical and Christian education. Bradford Academy therefore does not require a teacher to hold a North Carolina State teaching license.

2. Each teacher has demonstrated:

- a. faith in Jesus Christ, and adherence with a good conscience to the Bradford Academy Statement of Faith and the Bradford Academy Philosophy of Education;
- b. a proven competency in his or her content area and a love for the subject matter;
- c. an ability to articulate clearly and creatively the concepts or his or her subject matter;
and
- d. an understanding and willingness to grow in the pedagogy of classical and Christian education

IX. GENERAL SCHOOL POLICY and PROCEDURE

A. SCHOOL RULES

The following school rules are those essential policies that we require all our students to know and to follow:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. Sincere respect must always be demonstrated toward the teacher and any staff member. This is primarily demonstrated by not talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. Sincere respect must always be demonstrated toward the school facilities and curriculum materials and all school property. This includes all textbooks distributed to the students. Students are also expected to know and avoid any off-limits areas of the building or grounds.
4. Sincere respect must always be demonstrated towards fellow classmates. This means that each Bradford Academy student must strive to protect the person and character of fellow students.
5. Students are not permitted to bring dangerous items (e.g. weapons, knives, matches, etc.) to school. Students are not permitted to bring any electronic item or items of a distracting or disruptive nature (e.g. cell phone, Gameboy, iPod, etc.).

B. ETIQUETTE GUIDELINES

1. Boys hold doors for girls.
2. Girls get in line first.
3. Lines must be straight and quiet.
4. Stand when an adult enters the room.
5. Speak clearly and politely to the teacher, other adults and each other.
6. In 3rd - 6th grades: students stand to speak in the classroom
7. Lunchroom etiquette:
 - a. Enter lunchroom silently.
 - b. Girls are seated.
 - c. Boys are seated.
 - d. Sing heartily.
 - e. Calm quiet talk after prayer.
 - f. Eat politely.
 - g. Remain in seats until dismissed.

C. DRESS CODE and UNIFORM GUIDELINES

Attire during the day is the designated school uniform unless otherwise specified by the administration for special events and/or activities. Our uniform supplier is: French Toast.

The details of the *Bradford Academy Uniform Code of Dress* are found in Section XII of this handbook. The purpose of the school uniform is to foster a sense of unity among the students, to provide a consistently attractive and neat appearance for all students, and to avoid peer pressure in matters of dress. Parents and students are responsible for reading the *Bradford Academy Uniform Code of Dress* and familiarizing themselves with the policies. Violation notices will be given to students who are not in compliance with the uniform guidelines.

Reasons for adopting a uniform code:

Listed below are a few reasons why the Bradford Academy chose a uniform code.

1. The neat appearance created by a uniform code enhances a ready-to-learn atmosphere.
2. A uniform code instills school spirit and a sense of belonging, while providing enough choice to allow for individual expression. The student is part of a group identity that strives for excellence and the code establishes a tradition.
3. The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.
4. The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues. The selected clothes were chosen with price and durability in mind for an overall good value for the money. Growth features in some of the garments may also cut down on total wardrobe expenditures.
5. A uniform code should save parents time, since most uniform items, including accessories, can be purchased at the same source. This may save parents not only time, but energy as well. In addition, time may be saved each morning as the “what to wear” issue is eliminated.
6. Every school has a code of dress. In some, it is defined by the students (which in turn is defined by the profiteers of youth culture). Everyone draws the line somewhere. We want to draw the line at a place that is pleasant and attractive. We are training students to live in an adult world, not a perpetually segregated youth culture. We believe that a conservative school uniform is one part in fostering the purpose driven, others focused, climate at Bradford Academy.

D. HOMEWORK PHILOSOPHY AND GUIDELINES

1. PHILOSOPHY:

Bradford Academy may assign homework to its students for a variety of reasons and for the benefit to its students. Below are the primary reasons or causes for homework being assigned:

- a. Students often need some amount of extra practice in specific new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day for sufficient practice for mastery. Therefore, after allocating reasonable in-class time is spent to the material, the teacher may assign homework.
- b. For certain lessons or subjects, repeated, short periods of practice or study are often more effective period of study.
- c. Since Bradford Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This also keeps the parents informed of the student's current topics of study.
- d. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use their allotted time wisely. The homework, in this situation, serves a punitive and corrective function, as well as a practical purpose.

2. GUIDELINES FOR ASSIGNING HOMEWORK:

Since homework, by its nature, takes time at home, it is not assigned in place of an assignment that could have been completed in school. The frequency and volume homework will vary from grade to grade and even from student to student. The table below provides general guidelines, for the amount of homework, in the event that homework is assigned. When homework is normally being assigned, a Weekly Homework Assignment Planner should be used. These times may or may not include the required outside reading of texts and novels.

GRADE MAXIMUM APPROX. TIME PER WEEK NIGHT*

K	None
1 st – 2 nd	20-40 minutes (infrequently)
3 rd	30-45 minutes
4 th – 5 th	45 minutes
6 th	45-60 minutes

*Homework is typically not assigned over holiday and vacation periods.

E. DISCIPLINE POLICY

The kind and amount of discipline (correction) will be determined by the teachers, and if necessary, the headmaster. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, such as restitution, apologies (public and private), punishment, restoration of fellowship, and no lingering bad attitudes. The vast majority of discipline problems are dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

a. Office Visits: There are five behaviors that, if they occur on school grounds or in connection with a school event or field trip, automatically necessitate discipline from the headmaster (versus the teacher). Those behaviors are:

- Disrespect shown to any staff member in whatever form. (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
- Using obscene, vulgar or profane language, in whatever form and whether or not spoken including taking the name of the Lord in vain.

b. Account: During the visit with the headmaster, the headmaster will determine the nature of the discipline. The headmaster may require restitution, janitorial or other work, parental attendance with the student during the school day, or other measures consistent with biblical guidelines, at the discretion of the headmaster, which 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. In some instances, in the sole discretion of the headmaster, certain matters of student discipline may deviate from, accelerate, or skip these steps.

- (1) The first two times a student is sent to the headmaster for discipline, the student's parents will be contacted immediately afterward and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- (2) The third office visit will be followed by a meeting with the student's parents
- (3) A fourth office visit will result in the imposition of an Out of School suspension for the student.
- (4) If a fifth office visit is required, the student will be expelled from the school.

c. Expulsion: Bradford Academy realizes that expelling a student from school is a very serious matter and it, therefore, carefully examines the underlying causes giving rise to expulsion on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, absent unusual circumstances, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

d. Serious Misconduct: Should a student commit an act with sufficiently serious consequences that the headmaster deems it necessary, in his sole discretion, the office-visit process may be bypassed and suspension or expulsion immediately imposed. The following are examples of such serious misconduct, but do not include every type of serious misconduct that may result in more severe discipline: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities or property, violations of civil or criminal law, or any

act or threatened act that is in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

e. Re-admittance: Should the expelled student desire to be readmitted to Bradford Academy at a later date, the school board, or its delegate, will decide the matter of readmission, in its sole discretion, based on a variety of factors, including without limitation, the severity of the prior offense, the student's professed and demonstrated attitude between the time of expulsion and the time of re-application, and other circumstances deemed relevant by the board.

"I ADVISE NO ONE TO PLACE A CHILD
WHERE THE SCRIPTURES DO NOT REIGN PARAMOUNT."
MARTIN LUTHER

F. GRIEVANCE POLICY

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Bradford Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

1. Definitions:

- a. 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 Bradford Academy's objectives and goals.
- b. Grievances - 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 highest level.
- c. Concerns - The substance and details of the dispute and/or grievance.

2. General Guidelines:

- a. It is understood that if any disputes arise that are not covered by this policy, the board will decide what procedures to follow based on the overall goals of the procedures established by this policy.
- b. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 apply and should be followed.

3. Students/parents to teachers:

- a. All concerns about the classroom must first be presented privately to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
- b. If the problem is not resolved, the parents or student may bring the concern to the headmaster. If the student brings the concern, he must have written permission from his parents to do so.
- c. If the problem is still not resolved, the parents may appeal the decision by requesting a hearing from the Board. The Board will elect to hear such appeals in its sole discretion. The Board is not obliged to hear each and every request. The Board may require that some appeals be made in writing or limited in procedure or period of time.

4. Parents/patrons to administrator:

- a. 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.
- b. If there is no resolution, they should request a hearing from the Board. The Board will elect to hear such appeals in its sole discretion. The Board is not obliged to hear each and every request. The Board may require that some appeals be made in writing or limited in procedure or period of time.
- c. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

5. Volunteers to Staff/Administration:

- a. 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.).
- b. If the problem is still not resolved, the volunteer may request a hearing from the board in writing. The request will be passed through the headmaster. The headmaster is required to pass the request on to the Board. The Board will elect to hear such appeals in its sole discretion. The Board is not obliged to hear each and every request. The Board may require that some appeals be made in writing or limited in procedure or period of time.

“MOREOVER IF YOUR BROTHER SINS AGAINST YOU, GO TELL HIM HIS FAULT
BETWEEN YOU AND HIM ALONE.
IF HE HEARS YOU, YOU HAVE GAINED YOUR BROTHER.”
MATTHEW 18:15

“BUT THE WISDOM FROM ABOVE IS FIRST PURE,
THEN PEACEABLE, GENTLE,
WILLING TO YIELD, FULL OF MERCY AND GOOD FRUITS,
WITHOUT PARTIALITY AND WITHOUT HYPOCRISY.
NOW THE FRUIT OF PEACE IS SOWN IN PEACE
BY THOSE WHO MAKE PEACE.”
JAMES 3:17, 18

G. SECONDARY DOCTRINE POLICY

This policy applies to all Bradford Academy teachers in their capacity as teachers at Bradford.

1. Secondary Doctrine:

Doctrinal issues which are not addressed in the Bradford Academy Statement of Faith.

2. Guidelines:

- a. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers should be careful not to speak to the students in a manner that would cause unnecessary offense to the students or parents.
- b. Presentation of all sides of a doctrinal issue is encouraged.
- c. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

H. LEARNING DISABILITIES POLICY

This policy applies to all students and teachers in all the classrooms of Bradford Academy.

1. Definitions:

a. Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents. (e.g. Down's syndrome, deaf/mute, blind, etc.)

b. Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. (e.g. Hyperactivity, Attention Deficit Disorder, dyslexia, etc.) For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

2. Guidelines:

- a. Children with a severe learning disability will not be admitted to Bradford Academy due to the lack of adequate staff, funding, and facilities. In the event sufficient resources become available, Bradford Academy may, in its sole discretion, elect to amend this policy.
- b. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
- c. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

I. PROMOTION POLICY

Elementary students enrolled in Bradford Academy will be promoted in the sole discretion of the school, on the advice and consent of its faculty and headmaster. Generally, each student must meet all the following basic minimum criteria for promotion to the next successive grade. (In matters of question, the final decision will be made by the headmaster):

1. General Criteria

- a. Pass at least three quarters of reading, math, grammar (1st -2nd grades), and composition (3rd -6th grades), and have at least a 70% average for the entire year.
- b. Pass at least three quarters each of history (geography), and science.
- c. Failure to pass at least two quarters each of Latin, Bible, spelling, art, music, or PE will necessitate some make-up work in summer school, at the recommendation of the teacher and headmaster.
- d. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objectives) of the skills/subjects in the grades noted.

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

3. First Grade to Second Grade: Cumulative mastery of above requirements, plus: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy.

4. Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two digit numbers with at least 70% accuracy.

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

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

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

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

J. ATTENDANCE REQUIREMENTS

A student enrolled in Bradford Academy is expected to be present and on time in school every day that school is in session. The actual number of days school is in session will be determined by the yearly school calendar, in accordance with prevailing circumstances. Students must also attend and complete all requirements for every course offered. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter.

1. Short-Term Absences: If a student needs to be absent from school for no more than one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.
2. Long-Term Absences: If a student needs to be absent for three or more consecutive days, the parents should contact the school with a written explanation the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.
3. Extended Absences: Bradford Academy will gladly, in its sole discretion, cooperate with families taking their children from school for vacations. However, when extended absences are voluntary (versus emergency or illness) we expect most schoolwork to be completed prior to the absence and any remaining assignments to be submitted on the day of return. Vacation periods may be subject to the maximum absence policy.
4. Maximum Absences:
 - a. In the event the total number of planned (that is, parent-approved) absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.
 - b. In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's parents will meet with the principal (and teachers if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card.
 - c. In the event the total number of absences, whether planned or unplanned, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.
 - d. Exception: Upon a written request from parents, the school board may, in its sole discretion, waive requirements set by other provisions of this policy. In doing so, it may take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

K. HONORS & AWARDS

Bradford Academy maintains a system of formal honors and awards for the following reasons:

1. The recognition of good work is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
2. We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.
3. We want to draw public attention to the high-quality of work being done by our students to the glory of God and their parents.

THE ONLY PEOPLE WHO ACHIEVE MUCH
ARE THOSE WHO WANT KNOWLEDGE SO BADLY
THAT THEY SEEK IT WHILE THE CONDITIONS
ARE STILL UNFAVORABLE.

FAVORABLE CONDITIONS NEVER COME.

C.S. LEWIS

X. ADMISSIONS

A. Admission Procedures:

1. The APPLICATION can be downloaded from www.bradfordacademy.org .
2. Upon return of a completed application, if an interview with the family has not already been held, one will be arranged with the board, a particular member or committee thereof, and/or the headmaster.
3. After the interview and after reviewing all other required materials (as stated on the application form), the headmaster will decide whether or not to admit the student(s). Entrance screening exams are administered to all new students.
4. The headmaster will then notify the parents in writing with the acceptance decision. If accepted, the parents will receive an Acceptance Letter and a Transfer of Records form, if the student attended another school previously.
5. All financial arrangements between the family and the school must be understood before an admission is considered final.

B. Admission Requirements for the Student:

1. A child must have reached the designated age on or before October 15th of the Fall in which the child would be entering a given grade, as further specified below:
 - a. Kindergarten – five years of age
 - b. First Grade – six years of age
 - c. Second Grade – seven years of age
2. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at Bradford Academy, the child will likely be placed in the grade for which he is applying. However, if through the administration of the entrance exam or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.
3. The child should understand that his parents have delegated a measure of their God-given authority to the school. Therefore, the child is subject to the instruction and discipline of the teachers and headmaster in their prescribed roles at Bradford Academy.
4. In general practice, if the student and parents comply with the requirements outlined here, Bradford Academy will admit students of any race, sex, color, or national origin to all rights, privileges, programs, and activities generally made available to all students. Bradford Academy does not discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.

C. Admission Requirements for the Parents:

1. Though not required to be Christians, the parents of students in Bradford Academy must have a clear understanding of the biblical philosophy and purpose of the school. This understanding includes a willingness to have their child exposed to the clear teaching (not coercive indoctrination) of the school's *Statement of Faith* in various and frequent ways within the school's program. Parents are required to express their understanding of and willingness to adhere to this policy in writing each year.
2. The parents must be willing to cooperate with all the written policies of Bradford Academy. This is most important in the area of discipline (see *Discipline Policy* and *School Rules*) and school work standards, as well as active communication with the respective teacher(s) and administration, and during conflict resolution.

XI. STUDENT HEALTH RECORDS

1. All students attending Bradford Academy, before entering school in the fall, must have on record with the school office a current immunization record. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office. (See note below.)
2. Before the school will issue any medication to a student, we must receive written parental permission. No prescription medicines will be dispensed without written parental permission each time.
3. Other forms necessary for student health records that can be obtained from the school office are:
 - a. Health History: Describes the basic health/illness history of each student.
 - b. Emergency Form: Lists the emergency contact names and phones numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action.

NOTE: the State of North Carolina Department of Non-Public Instruction requires all private schools to maintain current and accurate disease immunization records on file at its office for each pupil enrolled. All pupils must be properly immunized with the required vaccine minimum dosages before entering kindergarten and grade 1. For information about dosages required and the immunization laws, contact:

Immunization Branch North Carolina DHHS
1917 Mail Service Center, Raleigh, NC 27699-1917
(919) 707-5550
www.immunizenc.org

Quick Guide

<i>Vaccine</i>	<i>Number Doses Required Before K-1 Entry</i>
Diphtheria, tetanus and pertussis	5 doses
Polio	4 doses
Measles	2 doses
Mumps	1 dose
Rubella	1 dose
Haemophilus Influenzae type B (Hib)	4 doses
Hepatitis B (Hep B)	3 doses
Varicella (chickenpox)	1 dose

Vaccine Requirements for School Entry: The North Carolina General Statutes (G.S. 130-A-152(a)) require immunizations for every child present in this state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receive required immunizations. If you have specific questions, please contact your health care provider or your local health department.

IN THE TOTAL EXPANSE OF HUMAN LIFE
THERE IS NOT A SINGLE SQUARE INCH OF WHICH
THE CHRIST, WHO ALONE IS SOVEREIGN, DOES NOT DECLARE,
"THAT IS MINE."
ABRAHAM KUYPER 1837-1920

XII. THE BRADFORD ACADEMY UNIFORM CODE OF DRESS

Attire worn by students during the day is the designated school uniform unless otherwise specified by the administration for special events and/or activities.

Our uniform supplier is: French Toast.

The purpose of the school uniform is to foster a sense of unity among the students, to provide a consistently attractive and neat appearance for all students, and to avoid peer pressure in matters of dress. Parents and students are responsible for reading the Bradford Academy Uniform Code of Dress and familiarizing themselves with the policies. Violation notices will be given to students who are not in compliance with the uniform guidelines.

Students attending Bradford Academy are expected to comply with the following guidelines for student attire:

General (for all students) – Bradford Academy is a *workplace* for students as well as teachers. Students should dress in a way that demonstrates their respect for the school and those around them. They must be in Bradford Academy approved school uniforms.

Therefore, students shall:

Dress neatly - All shirts must be tucked in, shoes tied, no holes/tears present in clothes, and clothing appropriately sized for the wearer.

Be clean - Students must be recently washed, with hair kempt.

Be modest - Skirts and shorts should be reasonable lengths. Outlandish, provocative, or distracting clothing or appearances are inappropriate.

Hats - Unless granted permission for special days or events, students are not to wear hats while in the school building. Students who do so will have their hats confiscated and not returned until the end of the day.

The faculty and staff of Bradford Academy will in their sole discretion, determine if there is a violation of the dress code, either in fact or in attitude. Students not in compliance with the dress code will be required to comply as quickly as possible. Cheerful, consistent obedience is expected; grumbling and challenging attitudes will be subject to disciplinary action.

Special Attire Events/Days- As the headmaster determines, events such as field trips may call for other clothing options. Special days may be scheduled, such as dress-up days, or Spirit week, during which other clothing options may be allowed.

Compliance with the Uniform Code

All students will wear the designated school uniform unless otherwise specified by the headmaster. Teachers and staff members will check the students regularly to ensure that each student is in compliance with the Bradford Academy uniform guidelines. It is imperative that all parents and students read the guidelines carefully to ensure full understanding of the entire uniform guidelines. Parents are required to read the guidelines and agree in writing to uphold it when their children are enrolled in Bradford Academy.

When a student is found to be in violation of the uniform guidelines, a verbal warning will be given. Subsequent violations will be recorded and communicated to the parent. If a student continues to violate the uniform guidelines, he/she will be sent to the school office. Parents will be called to bring proper uniform attire for their child(ren).

For other consequences, refer to the section on “Discipline Policy”.

The code is divided into two sections below. The first provides general guidelines, and the second outlines the specific uniform items that can be purchased and worn to school.

General Guidelines:

Shirts

- All shirts must be tucked in at all times.
- Our logo was designed especially for Bradford Academy and can only be purchased from our uniform supplier. Shirts with any logos that are not our official logo are not permitted.
- Solid white tee shirts may be worn under shirts. Please note, however, that tee shirts must be solid white only and there should be no writing that shows.

Garment sizing and length

- Sizing of garments needs to be within reason for the student’s frame. “Growing room” is permitted, but oversized shirts, sweatshirts or pants are not permissible.
- The length of jumpers and skirts are to be to the knee or below as measured by the crease on the back of the knee.
- Boys’ shorts and girls’ walking shorts are to remain the length as shipped by the manufacturer.

Footwear

- Shoes should be comfortable and when possible, have non-slip soles. Shoes should be flat or low-heeled. No open-toed shoes or sandals are permitted. No boots (any shoe over the ankle bone).
- Dress shoes in black or brown are required. No athletic shoes are to be worn during school hours, except during physical education classes.

Socks

- Socks are required for all students and should be black or blue for the boys, and white for the girls.
- Girls may wear white tights. (Long pants worn under skirts for girls are not approved.) Girls may also wear white knee socks.

Belts

- Belts are required for both boys and girls on any item of clothing that has belt loops.
- Belts should be solid black or brown.

Outerwear

- Some flexibility is permitted, in the sole discretion of Bradford Academy, regarding the colors and style of outdoor coats, jackets, and rain gear.
- While denim is permitted, faded or tattered denim garments as well as camouflage materials are not permitted. Outdoor jackets should maintain the spirit of the dress code.

Hair and accessories

- Students will keep their hair neat, clean, well groomed, and in traditional styles and natural colors.
- Barrettes, scrunchies, hair bows and all hair accessories are permitted in moderate sizes and *colors that match the uniforms*. (Other colors are not permitted).
- Hats are not permitted in the classroom or school buildings for boys or girls during school hours.

Jewelry

- Boys are not permitted to wear earrings.
- Girls may wear small earrings but may not wear large or dangling for safety reasons. The number of earrings worn should be limited to one pair and these are to be worn only in the lower earlobes.
- Watches and rings are permitted for boys and girls, keeping in mind moderation and good taste.

After school wear

- Students remaining on school grounds after school shall remain in uniform.
- Students attending school sports activities and games should be dressed modestly, neatly, and otherwise appropriately. Pants should fit modestly, not too loosely fitting or too tight. Shirts should always cover the midriff. Bradford Academy reserves the right, in its sole discretion, to refuse or revoke admittance to or participation in sporting events or other extra-curricular activities for inappropriate clothing.

Other

- Black bicycle shorts are permitted for the girls to wear under their skirts and jumpers. Bicycle shorts in other colors or shorts of any other style or color are not permitted under skirts and jumpers. Bicycle shorts worn without an overlaying skirt or jumper is not permitted on campus.
- Please take the time to mark each of your children's belongings with a permanent laundry marker to facilitate return of lost items. Please check items such as sweatshirts and sweaters periodically to be sure your child has not picked up someone else's items. Please ensure that your child's name is remains legible on his/her belongings.

K & 1 “DAILY UNIFORMS”

All school uniforms must be purchased from *French Toast School Wear* online at www.frenchtoast.com.

Our source code for the online catalogue is QS5GVHS.

Please note: Girls should have at least one navy sweater with the logo, and boys should have at least one vest with the logo (See DRESS UNIFORM guidelines). The logo is available but optional for other items.

Girls “Daily Wear” Uniform Selections

Choices for tops:

- Peter pan collar blouse in white
- Pique polo shirt in white (long or short sleeve) or black (short sleeve)
- Jersey knit crew neck cardigan sweater in white or navy

Choices for bottoms:

- 2 pleat jumper, navy or khaki
- Kick pleat skirt in navy or khaki
- Pleated skirt in heather gray
- Flat-front, all season pant in khaki
- Adjustable flat front pant in khaki or gray

- Black/brown dress belt
- White tights
- White knee socks

Boys “Daily Wear” Uniform Selections

Choices for tops:

- Oxford shirt in white (long sleeve only)
- Pique polo shirt in white (long or short sleeve) or black (short sleeve)
- V-neck sweater or sweater vest in navy

Choices for bottoms:

- Flat front double-knee pant in khaki or gray
- Flat front adjustable pant in khaki or gray

- Black/brown dress belt
- Boys black or navy dress socks

Footwear

Boys’ and Girls’ Shoes:

- Black or brown dress shoes are the only approved footwear for the classroom.

PE Footwear:

- Athletic footwear is acceptable for PE.

REQUIRED “DRESS” UNIFORMS

The required DRESS uniform for the 2008-2009 school year is listed below. All students will be expected to dress according to these specifications on dress uniform days throughout the school year.

Below is a partial list of occasions for which participating students will be required to wear the dress uniform:

- First day of school
- Every FRIDAY
- Field trips (unless otherwise noted)
- Group and individual picture days
- School competitions (ex. spelling bee)
- Last day and year-end awards assembly

STUDENTS K-1
Girls K-1 (Sweater optional in August, September, May and June.)
<ul style="list-style-type: none"> • Peter Pan collar blouse • Navy cardigan (with logo) • Grey pleated skirt • Dress shoes (black)
Boys K-1 (Vest optional in August, September, May and June.)
<ul style="list-style-type: none"> • Pant in grey • Oxford shirt • Navy sweater vest (with logo) • Dress shoes (black)