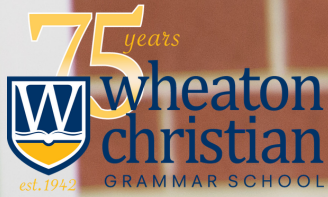


Kindergarten Handbook

2018-2019



POLICIES • PROCEDURES • RESOURCES

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PREPARATION

A Note From the Teachers

Thank you so much for entrusting your little ones to us! It is our great joy and privilege to teach Kindergarten here at WCGS and partner with you in the high calling of Christ-centered education. It is truly an awesome calling we all have to disciple children in the fear and admonition of the Lord, a calling that yields beautiful success stories through the combined efforts of home, church, and school.

We look forward to partnering with you this next year and want to stay in close communication with you. Never hesitate to contact us if we can assist you, or if there is information you need to give us relative to the well-being of your child. Please pray faithfully for your child and for God's continued blessing at WCGS!

Half-Day Kindergarten:

Mrs. Cindy Kremers ext. 271
ckremers@wheatonchristian.org

Full-Day Kindergarten:

Miss Lindsey Burkitt ext. 274
lburkitt@wheatonchristian.org





Kindergarten Philosophy

EDUCATING, TRAINING, AND NURTURING CHILDREN FOR GODLINESS AND EXCELLENCE

We believe that the purpose of a Kindergarten program is to develop the whole child. Our goal is to teach the child spiritually, academically, socially, emotionally, and physically. We combine developmental and academic experiences to reach this goal.

Our mission of educating, training, and nurturing students for godliness and excellence begins with our youngest students as they enter Kindergarten. The Kindergarten program strives to develop a child's growing awareness of God as Creator, Sustainer, and Savior. Prayer, a respect for and regular use of the Bible, and ongoing reference to God's work in the world and in their daily lives is integrated across all curriculum areas.

Academically, we use a curriculum consisting of Bible, language, phonics, reading, writing, math, science, and social studies. Our approach includes activities performed individually as well as small and large group interaction with stories and experiences.



Phonics

Phonics, the sound/symbol relationship, is central to our program. We teach children how to blend sounds to make words - a precursor to learning to read. A wide range of reading activities supplements this process. These activities include daily reading aloud to the children, a variety of writing and drawing opportunities, expanded vocabulary, exposure to many kinds of printed materials, and encouraging comprehension of the written and spoken word. Our classrooms have an exceptional variety of literary and informational texts, interactive technology, and developmentally appropriate activities to differentiate and enrich the learning experience for each child.

Reading

The reading program accommodates children at varying stages in the reading acquisition process. Developing readers, as well as those entering as readers, are provided a literacy-rich environment cultivating a love of reading and writing. Journaling, writing prompts, and strategies to support the writing process are consistently embedded to develop written expression and creativity. Time and places to read, author and genre studies, along with individualized book boxes, nurture stronger readers. Our experience has been that 100% of our students end kindergarten reading. Our kindergarten classes' average score on the TerraNova3 is the 96th percentile and 9th stanine.

Kindergarten is a time of discovery, socialization, language development, body image awareness, and excitement about learning. WCGS lays a strong foundation in preparing the child for a successful school career.

Program Goals

- An awareness of God in all areas of life
- Appreciation and love of Scripture as the Word of God
- Obedience to God and trust in Him
- A positive attitude towards self, others, school, and learning with a desire to explore, understand, and evaluate the world
- Respect for the different points of view, feelings, characteristics, and abilities of others
- An ability to express themselves and appreciate the expression of others through speaking, conversing, writing, art, music, and movement
- Self-discipline and self-correction based on an awareness of themselves and their abilities and feelings, as well as those of others around them
- The ability to begin a task and see it through to completion
- An ability to define problems that they experience and choose appropriate solutions
- Skills and abilities in the arts, science, and physical movement in which to use their personal talents and energy
- An ability to communicate ideas in a thoughtful and organized manner when speaking
- Problem-solving and reasoning strategies
- Skills to read and comprehend different types of literature
- Strategies of addition, subtraction, and estimation
- Skill in recognizing patterns and their mathematical relationships

Wondering how to prepare your child?

Even the youngest students should know their phone number, how to make a phone call, and how to leave a message.

Please limit videos and video games and read-read-read!

Emphasize listening, following directions, and first-time obedience.

If you have questions or concerns about your child's progress, leave a voicemail or e-mail message for the teacher, or schedule a meeting.

"Let the words of Christ, in all their richness, live in your hearts and make you wise."

Curriculum

Bible

God & Me. ACSI, 2011 - RoseBook of Bible Charts. Rose Publishing

We teach the Bible so students will know God, the history of God's people, who Jesus is, and understand how they should live their lives to please and serve Him. Students are engaged in Scripture memory, prayer, and worship daily. Teaching units include; God Made My World, God Cares for Me, God Sent Jesus, God Teaches Me, God Gives Me Friends, God Helps Me, creation, the fruit of the Spirit, friendship, forgiveness, prayer, the plan of salvation, and following Him.

Language Arts (Phonics, Reading, Writing, Literature, Spelling)

Jolly Phonics. Learning, Ltd., 1998, third edition - Reading Street. Scott Foresman, 2007 -

Phonemic Awareness. Michael Heggerty, 2005

We teach language arts to equip students to communicate clearly and orderly, with confidence and boldness as they live out their commitment to Christ in a changing world. Students participate in literature-rich activities to learn skills in phonics, reading, writing, spelling, grammar, listening, viewing, and oral expression. Hands-on learning with manipulative tools enhances letter sounds, letter formation, isolating phonemes, blending, spelling patterns, and language development.

Handwriting

Zaner-Bloser, 2012

Instruction focuses on formation and legibility and includes positioning body, paper, and pencil, learning basic strokes, writing letters and numerals, and applying skills through writing activities. Supporting tactile exercises include rug work, shaping play dough and writing in rice. Note our handwriting and pencil grip illustrations on pages 16 of this handbook.

Mathematics

Mathematics. Purposeful design Publications, Second Edition, 2015

We teach math to understand God's attributes and character of universality, order, precision, dependability, and sovereignty. We learn math to develop disciplines of focus, logic, problem solving, accuracy, and discernment. The curriculum units include: classify and sort, explore patterns, count and match, working with numbers 0-5 & 6-10, solids, shapes, and equal parts, examining larger numbers, sequence, money, time, addition, subtraction, and measurement.

Social Studies

Macmillan McGraw Hill, 2005

We teach social studies to cultivate an appreciation and understanding of people, places, and events in history. Students learn from the past to bear witness to God's sovereignty and develop knowledge of a global perspective. Students cover aspects of culture (responsibilities and roles within a community), physical (geographic) characteristics of neighborhoods, cities, countries, and the Earth, overview of government, citizenship, rudimentary economic relationships, time sequences, inventions, and contributions of historical figures.

Science

Harcourt, 2005

We teach science to learn the practical knowledge of the world around us to recognize God as the Creator, making everything with a purpose. Students are engaged in hands-on learning centered around the following units: animal classification, habitats, movements and life cycles, plants, earth, land, and air, weather and seasons, physical properties, water properties/actions and STEM.

Specials

Students participate in music, physical education, multi-media literacy (computer) and library to develop personal skills of ability and expression, as well as function and purpose, all for the glory of God. The full-day program includes Art.

Note: This list reflects current curriculum as of spring 2018. WCGS curriculum is evaluated and revised on an ongoing basis.

What about Common Core?

We are frequently asked about our position on Common Core State Standards. *We have not adopted CCSS.* Here is our perspective:

Established in 1942, WCGS continues its commitment to a rigorous academic program that prepares our graduates to excel and experience success as they move on to high school. As a private and distinctively Christian school, Wheaton Christian Grammar School is free to establish its curriculum independent of state and federal control.

The educational program and curriculum at WCGS is already aligned to strong, national academic standards generated by the educational leaders at Mid-continent Research for Education and Learning (McREL) and the National Council of Teachers of Mathematics (NCTM).

WCGS is committed to the regular and rigorous evaluation of our educational program, standards, and curriculum, and will make decisions in these areas based on our own missions and values. We are aligned to rigorous standards that address declarative, procedural, and contextual knowledge across the disciplines for 21st century success in high school, college and beyond.

Assessments: How is my child doing?

Various standardized evaluations help us gauge how your child is doing and where help might be needed

Developmental Readiness Scale (Revised DRS-R)

This screening instrument is used primarily at the pre-school level to help determine what a child already knows in eight developmental areas: Fine Motor, Visual Motor, Numbers, Concepts, Body Image, Language, Personal-Social, and Gross Motor. It will not be used with all children, but only those with summer birthdays and/or children whose parents or preschool teacher(s) have expressed uncertainty regarding readiness. This test will typically be scheduled for the spring prior to entrance into Kindergarten the following fall. Results will be shared within a week or two of the screening.

SEARCH

This is a 20-minute assessment given to all Kindergarten children in the early fall (late September through the end of October). The purpose is to identify any children who may be considered vulnerable in the basic perceptual areas that need to be solidly in place prior to formal reading instruction later in Kindergarten and early first grade. For those children who do not appear to be vulnerable at the point of testing, no follow-up reporting will be given unless requested by the parents. A conference will be scheduled with parents for those children who score in a vulnerable range and for whom the classroom teacher also has a concern. These parents will be given the opportunity to enroll their child in the TEACH program, an intervention designed to address the needs revealed in SEARCH. Fees for TEACH are in addition to regular tuition.

TerraNova3

This nationally-normed, standardized test is given to all students at Wheaton Christian Grammar School beginning in Kindergarten. The Kindergarten level of the TerraNova3 measures student progress in the areas of reading, language, mathematics, and Bible. Testing takes place in April. A report of individual student performance on the test is sent to each parent in the spring.



The ABC's of Daily Procedures

Absences

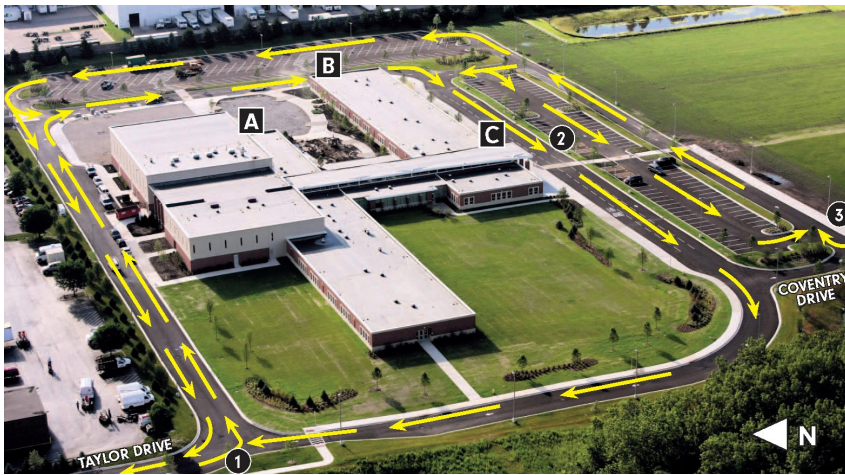
Please call the office prior to the start of class if your child is absent. This is an important safety procedure. Attendance line: (630) 668-1385 ext. 209, or e-mail attendance@wheatonchristian.org.

Be a Good Neighbor: Learn our Drop-off/Pick-up Procedures

Kindergarteners will be received at Door 18 ("B" on the photo at the top of the next page). Both half-day and full-day students will be released from their outer classroom doors to their parents or the person responsible for picking them up at the end of the school day. If you have arranged for your child to go to another child's home after school, you must notify the Kindergarten teacher in writing. If your child rides in a carpool, please inform the teacher in writing. Please refer to the pictures on the next page to see how our traffic pattern works.

Birth Certificates

The Illinois State School Code requires that we see each child's original birth certificate before the first day of school. It should be brought to the school office where it will be verified, copied, and returned.



WCGS Traffic Pattern



WCGS Traffic Pattern from 3:15-3:35 p.m.

Birthdays

Birthdays are customarily celebrated at snack time. The birthday child's parent may send a treat that can be enjoyed by the class. If you intend to have an additional party at home, please remember that no child likes to be excluded. No invitations should be given out on school property unless all children in the class or all of one gender are invited. Summer birthdays may be celebrated during the school year. Parents will be informed if any students have serious food allergies so that treats may be adjusted accordingly. We urge parents to consider healthy alternatives to traditional, high-sugar treats.

Car Seats

Illinois State law requires children, ages four to eight, to ride in a booster seat. Parents will be responsible to provide booster seats when field trips are scheduled. Booster seats must be clearly marked with the child's name.

Clothing

Your child's name should be marked inside all outer clothing. Please make sure that jacket zippers can be zipped by Kindergarten hands. Each child is expected to dress himself/herself completely.

Half-day students will have a gym period once each week and full-day will have it twice during which all students will wear gym shoes. You may wish to have your child keep an extra set of clothes in his or her backpack. Please provide gym shoes (Velcro is encouraged) that can be kept in your child's cubby and worn only indoors. Shoe boots and shoes with deeply grooved soles are not recommended for indoor wear. For more detailed appearance code information, please note page 17.

Communications

Stay in touch with school events. Our website is the path to many important forms and notices. Before the school year begins, you'll be added to our RenWeb school management software system. In addition to giving parents access to class information, RenWeb allows the school to e-mail families with important information such as the weekly Thursday Notes. As e-mail is the school's primary method of communication, it is expected that families will check their e-mail on a regular basis.

Field Trips

Field trips are scheduled periodically throughout the year, for which permission forms are sent to the parents at the beginning of the school year.

Hours

Full-Day: 8:50 a.m. - 3:25 p.m.

(First bell rings at 8:40 a.m.)

Half-Day: 8:50 a.m. - 12:00 p.m.

Please drop off your child no more than 10 minutes before class and plan to arrive on time for prompt pick-up after school. Students who arrive after 8:50 a.m. must first report to the office to sign in.

Insurance

WCGS carries school-time accident coverage on all students, designed to supplement family coverage.

Report Cards and Parent Conferences

Report cards are issued quarterly. Parent-Teacher Conferences take place in November. You will be given an opportunity to sign up for a conference ahead of time.

Requirements for Admission

- Students must be 5 years of age by September 1.
- State-mandated physical exam and immunizations must be obtained.
- A certified copy of your child's birth certificate must be reviewed at the school office.
- Basic readiness skills must be sustained.

Room Parents

Under the teacher's supervision, room parents coordinate parties and field trips, organize drivers for off-site activities, assist with special classroom projects, and perform a myriad of other helpful functions. Before the previous school year concludes, returning parents are given an opportunity to volunteer as the room parent. New parents can sign up for a number of volunteer opportunities at the First-Day Welcome in August.

Snack Time

Please send a nutritious snack for your child's daily break. Your child is responsible for his/her daily snack.



MARK YOUR

APRIL



KINDERGARTEN ROUNDUP

FINANCIAL AID APPLICATIONS DUE

MATRICULATION DEPOSIT DUE

This important parents-only meeting will familiarize you with our Kindergarten program and staff, curriculum, required supplies, etc. and will include Q&A.

Applications for this need-based assistance are available in the school office and on our website. Recipients will be notified of awards in early May.

This \$400 deposit*, added to the \$100 paid at the time of application, will hold your position and confirm your intent to enroll for 2018-2019.

*Non-refundable after May 12

MAY



VISIT DAY #1

VISIT DAY #2

Your child may visit the Kindergarten classrooms and meet the teachers. Sign up at the Roundup, or call Mrs. Norbeck (ext. 216) to schedule your child's visit.

Your child may visit the Kindergarten classrooms and meet the teachers. Sign up at the Roundup, or call Mrs. Norbeck (ext. 216) to schedule your child's visit.

CALENDAR!

AUGUST

1

RECORDS DUE

School physical form, immunization, and vision exam records due in the school office. All medical forms needed by your physicians are available in the school office and on our website.

15

NEW PARENT WELCOME RECEPTION

Watch for your invitation!

15

1ST TUITION PAYMENT DUE

Tuition statements will be available through ParentsWeb in mid-July.

20

BACK TO SCHOOL OPEN HOUSE

K-8 Open House for students and parents.

21

FIRST DAY OF SCHOOL

More details for new students and parents will be on our website under the 'Parents' tab as of June 1, 2018.

The 2018-2019 abbreviated calendar is available now on our website.

The 2018-2019 complete calendar (printed) will be distributed at the start of school.



Health Requirements

The Illinois School Code requires that children enrolling for Kindergarten must have:

- A current Health Certificate/School Physical form completed by your family physician. This exam cannot be dated earlier than one year prior to the first day of school.**

This must be received by WCGS by August 1. Parents must complete and sign a medical history on the back page before taking the form to the physician.

- A record of immunizations required by law.**

In compliance with state and local school district policies, students who do not meet physical and immunization requirements will be excluded from school attendance unless a valid exemption is authorized.

- A dental examination (required during the kindergarten year).**

- A vision examination, performed by a medical professional. Vision screenings do not meet this requirement.**

Vision and hearing screenings take place at school in a sequence as specified by the Illinois Department of Public Health. These screenings are conducted by technicians from the DuPage County Health Department.

Please make a copy of the forms for your records before submitting it to the school office.

Find current forms 24/7 at
[www.wheatonchristian.org/
medical-requirements](http://www.wheatonchristian.org/medical-requirements)



Infectious Disease Chart

Disease	Chicken Pox	Conjunctivitis	Fifth Disease	Lice (Head)	Strep Throat/ Scarlet Fever
Cause:	Virus	Allergies chemicals, viruses, or bacteria	Virus	Lice infestation	Bacteria
Symptoms:	Initial rash: red, flat and elevated lesions that rapidly progress to blisters and then scabs. Some children have fever and severe itching.	Red, watery, itching, burning eyes; swollen eyelids; sensitivity to light; possible thick crusty discharge on eyelids in morning.	Rash; sometimes fever or sore throat, redness of cheeks.	Itching of scalp and neck. Look for (1) crawling lice in hair (2) eggs (nits) glued to hair often at back of neck (3) scratch marks on scalp or hairline.	Fever, sore throat, swollen glands, headache, or abdominal pain
Spread:	Fluid from nose, mouth initially, later by contact with blisters or soiled clothing	Contact with secretions from eyes, nose, and throat	Contact with secretions	Spread by direct person- to-person contact and sharing items such as combs, brushes, hats, etc.	Spread from nose and throat secretions
Incubation Period:	13-17 days (up to 3 weeks)	1-3 days	4-14 days	Hatching – nymphs – adults, 1-2 wks	1-3 days
Period of Communicability:	1-2 days before onset; 6 days after first crop of blisters	24 hours after treatment begins	Before onset of rash	Until treated	10-21 days untreated; 24 hours when treated
Prevention:	Vaccination	Frequent hand washing	Hand washing and proper disposal of tissues	Avoid sharing hair items, towels, bedding, clothing, hats, and headgear.	Frequent hand washing
Treatment:	Rest	Prescription from Dr. if bacterial	Rest	Frequent nit- combing and medicated shampoo	Antibiotics
Exclusion: Return to School:	Until all blisters are dried	24 hours after treatment	Exclude child, as with any rash illness until diagnosed by physician.	After treatment	Until a full 24 hours after treatment begins

In all cases, a child should be well enough to participate in normal daily activities before returning to school. As a rule, children should not return to school until a full 24 hours after a fever.

Frequent hand washing and proper disposal of tissues are the best preventative measures



Financial Details

Accounts:

Mrs. Vange Schock, ext. 232

Student Records & ParentsWeb:

Mrs. Debbie Cairncross, ext. 226

PAYMENT OPTIONS:

Annual Payment:

Full tuition billed 7-15-18 (due 8-15-18)

Semi-Annual Payments:

1/2 tuition billed 7-15-18 (due 8-15-18),
and 1/2 billed 11-15-18 (due 12-15-18).

\$150 fee for year

Ten Payments:

First billing 7-15-18 (due 8-15-18)
continuing through 4-15-19 (due 5-15-19).

\$350 fee for year

Twelve Payments:

First billing 7-15-18 (due 8-15-18)
continuing through 6-15-19 (due 7-15-19).

\$400 fee for year

Each family must confirm their choice of a payment plan for the coming school year. Tuition payments are due on the 15th of the month, with the first payment due on August 15. Your deposit and matriculation fee will be deducted from your balance so you will not receive a statement until you have reached an amount due.

Optional activities such as after-school clubs and Extended Care will be billed according to participation.

Wheaton Christian Grammar School maintains a financial aid program to assist families in providing a Christian education for their children. Awards are made on the basis of each applicant family's financial need.

Complete the current year Financial Aid Application and attach the required federal tax return. All questions must be answered fully. Return the application to Mrs. Vange Schock, Business Director. Incomplete applications will be returned to the applicant. New families can submit applications for financial aid only in conjunction with an admissions application. Continuing school families should apply for aid by April 20, 2018 in order to be considered in the first round of awards in early May.

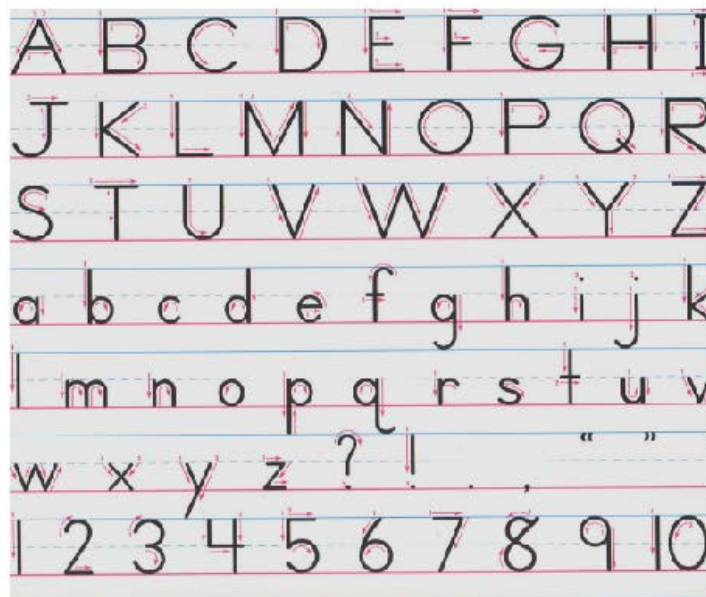
All personal financial information is held in the strictest confidence, to be reviewed by the Business Director. A financial aid committee comprised of school administrators and selected Board members will review the recommendations of the Business Director.

For more detailed information including the financial aid application, refer to our website: www.wheatonchristian.org/admissions/tuition-and-fees/financial-aid/



Printing Chart & Proper Pencil Position

Starting with good habits from day one



What Supplies Should We Bring?

We make this as easy as possible, as most supplies are provided by the school

- Bookbag or backpack without wheels
- Reusable lunch bag or lunch box
- Paint shirt or smock
(Full day only)
- A pair of gym shoes with velcro closures to be left at school
- Oversized beach towel for rest time
(Full day only)

Please be sure to label all items with your child's name.

Some additional supplies may be noted in the teacher's letter to your child in August.



APPEARANCE CODE



Our goal is that students will be modest, neat, clean, and safe. The following are our Appearance Code highlights. Visit our website for the complete list.

- Boys must wear collared shirts, except on WCGS Spirit Days if WCGS spirit wear is worn. Spirit Days are most Fridays during the school year. Shirt collars must be visible when worn under other garments.
- Girls are to wear modest, dressy shirts (no t-shirts) with high necklines front and back which stay in place and have no writing or pictures. Undergarments must not be visible.
- Dresses must touch the knee when standing and be modest when sitting.
- With the exception of WCGS spirit wear, garments worn at school should have no writing or pictures. Visible logos should be smaller than a credit card.
- Shorts may be worn during 1st and 4th quarter and must come to below mid-thigh.
- All shirts/tops (boys' and girls') should have some sort of sleeve - long, short, or cap - and should be properly buttoned at all times.
- Athletic apparel (sport shorts, sweatpants, nylon wind pants, warm-ups, mesh shorts, or shirts) is not permitted.
- Socks must be worn at all times. Closed shoes or closed-toe sandals are to be worn. Flip-flops and athletic sandals are not permitted.
- "Heelys" (shoes with wheels) are not to be worn on the school grounds.
- Jeans are permitted but must not be frayed or torn.
- Boys' hair must be off the collar in the back and above the eyebrows in the front.

Activities for Parent and Child: Ways to Prepare for Kindergarten

Visual Discrimination and Memory

Talk about what something looked like when you are not looking at it. Play a memory game. Draw specific shapes and objects from memory.

Auditory Discrimination

Discover the sounds that letters make; feel them in your mouth. Ask, "How does that letter feel when you say it?" Find words that end the same, begin the same, and have the same vowel sound in them. Discover the different sounds within a word. Make up nonsense words that have the same beginning sound. Look at a picture and think of the first sound that the picture makes.

Articulation

The most important function in proper articulation is hearing correctly. Most children talk the way they hear. Have your child look at you to make sure they are attending your voice. Have them say back to you exactly what you said. Then have them explain in their own words what you said. Sometimes, just insisting that they listen more carefully will make the necessary difference. Having them speak more slowly may help. If they cannot hear the difference between specific sounds, you may need the help of someone trained in deficit stimulation therapy such as Lindamood Bell's auditory discrimination training, or the TEACH program.

Directionality

Talk about things in relationship to right and left. "Is this the one on the left or on the right?" "Are you standing on my right side or on my left side?" "Which way do we turn when we get to our street?" Just thinking about directions and seeing the relationship of things in directional terms will help children learn right and left directions.

Sequencing

Find the relationship between things in terms of first, second, last, etc. "Do we wash our hands first or do we eat first?" "What happened first in the story?" "What happened after Daddy opened the door?" Give events and experiences a sequential relationship in life. Often, children have not been asked to find the sequential relationships in their lives.

Visual Motor

Spend time drawing things, but make them large drawings! Often we ask children to draw too small too soon. If you have a large chalkboard mounted on the wall, have your child write his/her name, words, and numbers very large. Use a chalk holder and require a proper pencil grip. Do small motor activities such as threading beads (large wooden) and putting toys together. Anything that requires small finger manipulation will stimulate coordination and accuracy.

Finger schema

This activity measures a student's sensory feedback. It indicates how aware they are of where their body is in space and how efficiently they sense their distance to other people and objects around them. Playing games that require balance and finding things with their eyes closed is a good way to practice these skills. Have your child touch one of their fingers when their eyes are closed and then ask them which finger was touched.

Pencil grip

The most helpful adjustment you can make is to allow your child to use a larger (fatter) writing instrument. Encourage them to use large, fun movements on a chalkboard or paper tablet. Don't insist that they write letters unless they want to do so if they are not yet in Kindergarten. Sometimes the biggest deterrent to proper pencil grip is requesting that a child write too small, too soon.



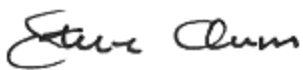
For more tips on how to help
your child succeed, check out
our blog at
[www.wheatonchristian.org/
good-words-blog/](http://www.wheatonchristian.org/good-words-blog/)

WELCOME TO THE WCGS CLASS OF

2027

Dear Kindergarten Parents,

The first day of Kindergarten is a very special day here at WCGS as we welcome a new group of precious, young lives. Their smiles and eager anticipation are a refreshing reminder of the blessing of working at WCGS. The 2018-2019 school year begins our 77th year since Wheaton Christian Grammar School opened its doors. The Lord continues to bless the vision of our founding parents in 1942. We are preparing for a wonderful experience for both students and parents as we continue to accomplish our school's mission to educate, train and nurture children for godliness and excellence. We begin a nine-year investment into the life of your child, and with the devotion of many caring faculty and staff, our desire and goal is for your child to increase in wisdom and stature, and in favor with God and men, just as Jesus did (Luke 2:52). Thank you for entrusting your child to our care and instruction. We are honored to partner with you! God bless you and your child.



Stephen E. Clum
Head of School



Marc Painter
Principal

