



Parent–Student Handbook

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MORNING STAR ACADEMY GOALS

Our goals as a *Christian* school:

1. Morning Star Academy will support parents in their God-given responsibility to educate their children.
“These commandments that I give you today are to be upon your hearts. Impress them on your children.” Deuteronomy 6:6-7a
2. Students will discover that all subjects are part of a unified body of truth with Christ at the center.
“And He is before all things, and in Him all things hold together.” Colossians 1:17
3. Students will demonstrate a deepening love for both the triune God and their neighbor.
“Jesus replied, ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it, ‘Love your neighbor as yourself.’” Matthew 22:37-39
4. The faculty, board, and administration will provide a clear model of biblical Christian living for students to imitate.
“Be imitators of me, as I am of Christ.” 1 Corinthians 11:1

Our goals as a *classical* school:

1. Students will develop a love of learning.
2. Students will acquire the necessary language and thinking skills (i.e. grammar, logic, and rhetoric) that will enable them to become life-long learners.
“The sole true end of education is simply this: to teach men how to learn for themselves; and whatever instruction fails to do this is effort spent in vain.” Dorothy Sayers
3. Morning Star Academy will provide an orderly atmosphere that is conducive to learning and aligned with the order of God’s creation.
4. Morning Star Academy will utilize quality, time-tested materials and methods in harmony with God’s truth.

Grammar: Grammar consists of the fundamental facts and rules of a subject; these are the building blocks of any field of study. The goal of the grammar stage is to master the basic elements or language of a subject and develop a general framework of knowledge.

Logic: Logic emphasizes the order and relationship of the building blocks acquired in the grammar stage. The goal of the logic stage is to equip the student with the reasoning skills required to draw conclusions and support them with facts.

Rhetoric: Rhetoric, the third stage, is concerned with the clear and persuasive expression of ideas and knowledge acquired in the grammar and logic stages.

MISSION

Morning Star Academy's mission is to provide a classical Christian education that teaches truth, trains disciples, and equips students to transform their communities for God's glory.

PHILOSOPHY OF CHRISTIAN EDUCATION

Proverbs 22:6 says, "Train up a child in the way he should go; even when he is old he will not depart from it." This section of Proverbs underscores just how formative childhood is. We believe it is the responsibility of parents to "train up" their children in the faith. Morning Star Academy's goal is to assist and support parents in the critical task of raising their children in the faith.

Morning Star Academy's primary authority is God's revelation found in the Bible. The Bible directs our pedagogy, helping us to understand our students, our subjects, and the *telos* (goal) toward which we strive.

Students

The student is created in the *imago dei* (image of God). As such, he/she is naturally curious and seeks to rationally order his/her world. A good education should both satisfy *and* intensify this curious nature and train a student's reason to bring him/her in harmony with the created order.

In addition to being created in the image of God, students are also fallen creatures. The impact of sin extends to all facets of the student, including the student's mind. As a result, a good education must not only impart knowledge, it must also heal. It is not in a school's power to restore sinners to spiritual health which is why the school must lean on the Spirit's work.

Morning Star Academy believes the bulk of this healing takes place in the heart, which is the "causal core" of the student (Luke 6:43-45). In order to see students transformed into the image of Christ, we must give special attention to the heart.

Subjects

The triune God has created all things. Moreover, he is redeeming all things through his son, Jesus. Colossians explains that all things are being united by Jesus (1:17). As a result of God's creative and redemptive work, there is a connectedness to all truth and knowledge. Therefore, we seek to see all subjects as interrelated, being part of a larger whole.

Telos

We believe a good education should stir in students a love for God and neighbor. By studying the Bible and other subjects students learn about God and his creation, which by the power of the Spirit will produce a deeper love for the one "in whom all things are held together," Jesus Christ (Colossians 1:17). As students grow in their love for God, they will also grow to humbly love their neighbors and will think strategically about how best to serve and engage their communities.

STATEMENT OF FAITH

1. We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
2. We believe there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
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. We believe that for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential.
5. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
6. We believe in the resurrection of both the saved and the lost, they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.

ADMISSIONS POLICIES & PROCEDURES

1. At least one of the child's parents or guardians must be a Christian who agrees with and supports in action the purposes and policies of the school.
2. We ask all parents to read and sign the school's "Statement of Faith."
3. Complete the application form and return it to Morning Star Academy along with the annual enrollment fee and all other required materials (as stated on the application form).
4. Upon receipt of the enrollment fee and the completed application, an enrollment conference will be scheduled with the family. Parents will be notified in writing or by email with the decision regarding acceptance.
5. Previously enrolled students and their immediate families have first priority in admission. When teachers and staff apply for admission of their first child, they will have the same priority as students enrolled in the school.
6. Morning Star Academy wants each student to have the best possible academic experience. However, if it becomes apparent that our school cannot adequately address the particular educational needs of a given student, parents will be advised to seek another educational placement.
7. Admission requirements:
 - A. Students entering kindergarten are required to be 5 years old by September 15.
 - B. Students entering first grade are required to be 6 years old by September 15.

C. Morning Star Academy must have the following information for each student:

- a. Birth certificate
- b. Medical information form
- c. Certificate of Immunization
- d. Parental emergency medical authorization form
- e. Travel and activity authorization

All of the above forms must be turned into the school office by August 15.

8. Students transferring to Morning Star Academy from another school must have a good record of conduct, character, attitude, and attendance. Final admissions acceptance will be subject to approval of records by Morning Star Academy.

Scrip Tuition Credits

The Scrip Gift Card program encourages families to purchase gift cards through ShopWithScrip.com. When store gift cards are purchased at ShopWithScrip.com through MSA, Scrip discounts the cards to MSA allowing MSA to keep the “rebate” amount. If a family chooses to participate, MSA will pass along a significant percentage of the rebates earned by that family directly back to them in the form of tuition credits. Families may recruit family and friends to buy Scrip through MSA and designate their rebates to be applied to the student of their choice. Please check with the business office for more information and the current rebate percentage.

Morning Star Academy is operated as an educational institution for the benefit of the Christian families in our community. These families come from a range of theological and denominational backgrounds, yet we believe our Statement of Faith (see above) envelops the many backgrounds from which our families come. Given our current cultural climate, we want to clearly but briefly state our position regarding sexuality. Morning Star Academy, being a Christian school, believes that sex is a gift of God to be enjoyed within the bonds of marriage between one man and one woman. Marriage needs diversity (i.e. both male *and* female) in order to flourish. The uniqueness of each gender complements (sexually and otherwise) the other. Morning Star Academy believes that biblical marriage is limited to a covenant relationship between a man and a woman (Genesis 2:21-24; Ephesians 5:22-33). We believe sexual promiscuity, adultery, fornication, homosexual behavior, sexual orientation, transgender identity, or any violation of the unique roles of males and females are to be avoided (Romans 1:21-27; 1 Corinthians 6:9-20). Since Morning Star’s biblical role is to work in conjunction with the home to form Christ-like students, a student’s home environment matters. If the atmosphere or conduct within a particular home is fundamentally opposed or counter to our understanding of sexuality described above, Morning Star reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. Morning Star students are expected to exhibit the qualities of a Christ-like life espoused and taught by the school and to refrain from certain activities or behavior. Therefore, Morning Star retains the right to refuse enrollment to or to expel any student who engages in sexual immorality, including any student who professes to be homosexual/bisexual or is a practicing homosexual/bisexual, as well as any student who condones, supports, or otherwise promotes such practices.

Morning Star Academy admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Morning Star Academy does not discriminate on the basis of race, color, national & ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.

It is important to understand that attendance at Morning Star Academy is a privilege granted by the board of directors and not a right; that privilege may be forfeited by any student or family who does not conform to the standards and regulations of the institution. Morning Star Academy may at any time request the withdrawal of a student who, in the opinion of Morning Star Academy, is not in harmony with the spirit of the institution, regardless of whether or not he conforms to the specific rules and regulations of Morning Star Academy.

Initial admittance to Morning Star Academy does not imply automatic readmission. Morning Star Academy reserves the right to refuse admission or readmission to any prospective or returning student. Applicants who withhold pertinent information, or who falsify information, may be required to withdraw from Morning Star Academy.

Withdrawals and Refunds. Students withdrawing from school during the school year must pay for the full month in which they withdraw.

Students withdrawing during the school year who have paid in advance for an entire year's tuition will be given a prorated refund.

Students withdrawing must pay all tuition due and all other school debts before any official records or grades are released to the parent or another school.

Full refunds of enrollment fees will be made if students are on the waiting list and space is not available by the beginning of the school year.

Annual registration/enrollment fees are non-refundable.

ATTENDANCE POLICIES

A student enrolled at Morning Star Academy is expected to be present and on time every day that school is in session.

Attendance records noting absences and tardies will be kept by the individual classroom teachers and reported on the student's report card each quarter.

School Day: 1st through 12th grade
8:15 a.m. - 3:15 p.m.

Kindergarten: 8:15 - 11:15 a.m.
12:15 - 3:15 p.m.

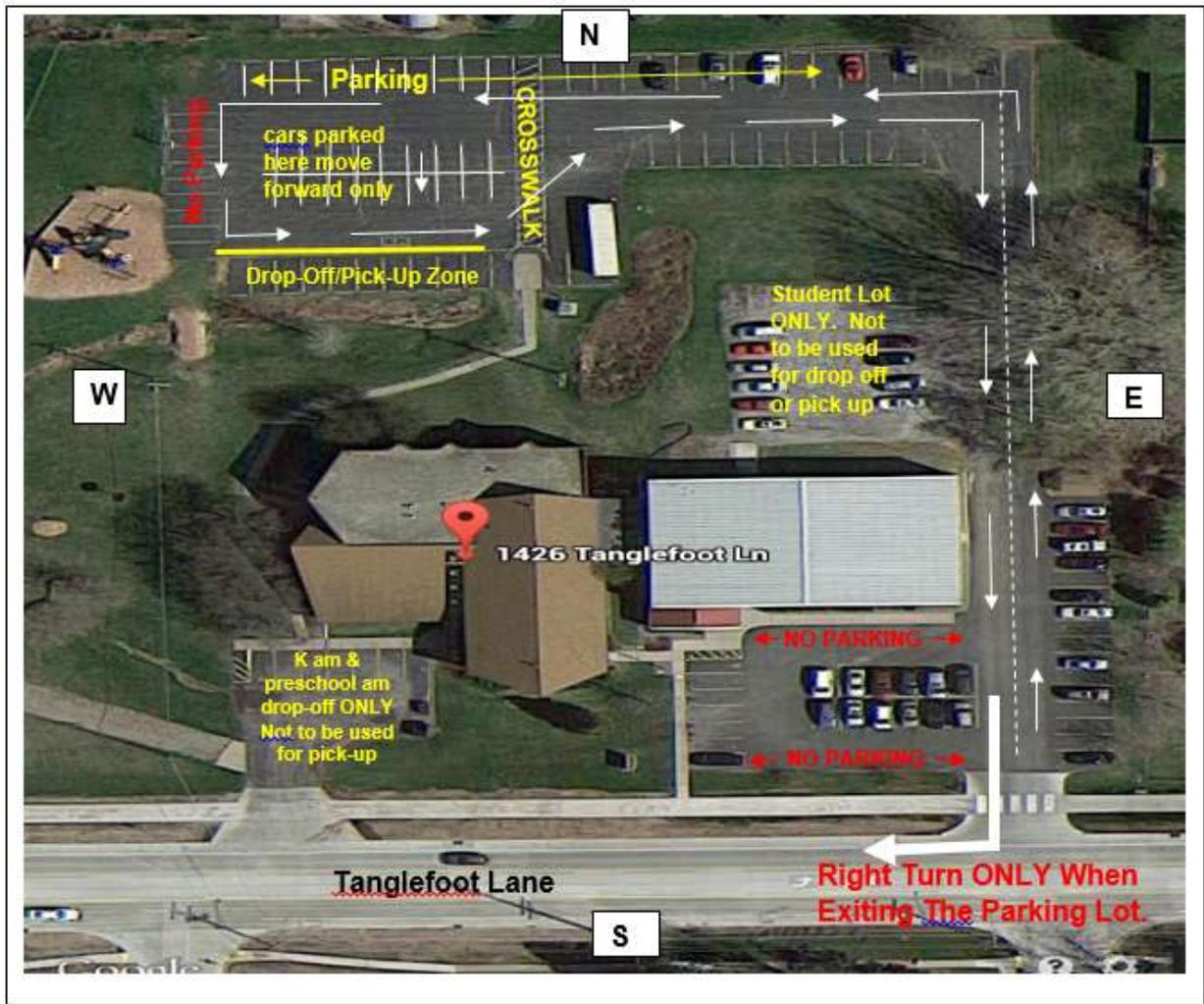
Arrival and Dismissal: Students should not arrive prior to 8:00 and should be picked up promptly at 3:15. Only parents and car pool drivers will be allowed to pick up students unless there is written permission from the parents.

Pick-up and Drop-off Procedures

Our goal is to provide a safe, efficient method of dropping off and picking up your/our children at Morning Star Academy. With that in mind, please remember and follow these rules:

1. Enter the parking lot – Do not turn left towards the front of the school. Students are not to be dropped off or picked up at the front door. If you need to come into the building, please park down below and walk up with your child.
2. The upper parking lot should only be used if you need to enter the building after 8:15am or after 3:30pm. **
3. The gravel lot behind the gym is a student parking lot **ONLY**. ***This lot is not to be used by parents for drop off or pick up.***
4. Proceed down the hill and follow the diagram below.
5. All cars must proceed in a counter-clockwise direction through the parking lot as noted on the diagram. Parents, circle through and load or unload from your car. To ensure the safety of the children and the efficiency of the traffic flow plan, please pull as far forward as possible.
6. To prevent back-up on Tanglefoot Lane, we will allow parents to park for pick-up as noted on the diagram. **If parking, always use crosswalk when crossing guard is present.**
7. No parking in the spaces that are in front of the ditch. This area will be used for loading and unloading. All children waiting for pick up will be standing directly behind the yellow line in the Student Pick-Up/Drop-Off Zone.
8. We will continue to dismiss preschool and kindergarten 5 minutes early.
9. Be thoughtful, careful, cooperative and patient.

*****NOTE: Parking or waiting in vehicle in front of the building or along the grassy area in main lot is not allowed at any time. This is against Fire Code.***



Absence: Parents should call the school office before 9 a.m. when their children are absent, letting us know whether the reason is illness or something else. Parents should check in at the school office before taking a student out of school prior to regular dismissal time.

1. Planned absences: any absence resulting from a parent deciding to take their child out of school for reasons that are foreseeable such as family vacations, doctor or dentist visits, programs that are not school related, etc.
2. Unplanned absences: any unforeseeable absence such as illness, death in the immediate family, impassable roads, etc.
3. In the case of planned absences, parents should notify the classroom teacher as far in advance as possible. The teacher will decide whether to issue homework in advance. All school work missed for planned absences will be expected to be completed in a timely manner.
4. In the case of unplanned absences, it is the responsibility of the parents/student to keep in contact with the teacher with regard to collecting missed assignments. In the case of lengthy absences, decisions regarding make-up work will be made on a case by case basis.

5. In the event that a student is absent from class for more than ten days during one quarter for any reason, the student's grade may be lowered. Parents will want to meet with the teacher to determine how to resolve the situation.

Chapel. Chapel will be held every other week. All students are required to attend. The chapel program will be a time to worship God through song and prayer. It may also include a speaker or a presentation. This will be a time for children to present memory work or share what God has been teaching them. Parents are welcome to attend.

School Cancellations. Morning Star Academy will close or dismiss early for inclement weather. There may be days that Morning Star Academy cancels classes when local public schools do not because of the distance traveled by many of our families.

Please check our website, morningstaracademy.org, listen to WDLM-FM 89.3, WOC-AM 1420 or watch for school closing announcements on KWQC, TV 6.

ACADEMIC POLICIES

I. Homework Philosophy:

1. Some activities associated with education, especially memorization, vary widely between students in the amount of time needed to master the assignment. These assignments are best done as homework rather than class work.
2. Students need extra practice in specific new concepts, skills, or facts. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
3. 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 will also keep the parents informed as to the current topics of study in the class.

II. Guidelines for assigning homework:

Students should expect the amount of homework assigned to increase from grade to grade. The guidelines below should be regarded as average times, not as required minimums or maximums. The rule of thumb is 10 minutes of homework per year of grade.

K	10 minutes
First - Second	20 minutes (not every day)
Third	30 minutes (as needed)
Fourth - Fifth	40-45 minutes
Sixth - Twelfth	1 to 2 hours (as needed)

III. A Word on Grades

There have always been students, but there have not always been grades. The first grade for a paper was given at Cambridge University at the end of the 1700s. Today, we instinctively peg grades and numbers to academic performance. For many students, their identity may be bound to a letter or number grade. Some students may feel like a failure or a shining success based on the outcome of a standardized test. Some students could be coasting through life (wasting their gifts) because, after all, a standardized test told them they were something special. Other students may be trying to shake a deep sense of failure because of a score they received on the SAT.

We don't want a student's identity to rest on a grade. Instead, we want a student's identity to rest in the love that Jesus has for them. And even if a student is not a Christian, then their identity is rooted in the *imago dei* (image of God). At Morning Star, we resist the modern tendency to want to quantify and measure everything. At the same time, we will grade students' work. We want to be clear though: grades are only **one** measure of success at Morning Star, they're by no means **the** measure. So let's say one student graduates from Morning Star with straight As and another student graduates with mostly Cs and Bs. Who's the better success? It could be the A student. Or it may very well be the B and C student. The A student could be extremely bright but lazy; this student is using their gifting to "get by," and because this student is very gifted they get by with As. Moreover, the A student may not love Jesus or others. By contrast, the C and B student may be limited in their intellectual gifts but they work hard for those Bs and Cs. Furthermore, they love to learn, and they love Jesus and their neighbors. **Students, we want to be clear that your value and worth cannot be reduced to a letter grade.**

Not only is our culture obsessed with grades, but our culture grades poorly. In fact, (in my estimation) our educational system deserves an F when it comes to accurately marking students' success. The culprit: grade inflation. The grade A stands for excellence. An A means that students went beyond what was required and shined. The grade B means the student did very good work. The grade C means the student did average work. For many of us, however, if we make a B, we feel as though we've failed. An F means you failed. Or, if we merely do the work required, we expect an A. No, doing the work required and doing it at a level that meets expectations means a C or perhaps a low B.

There a number of cultural reasons why many schools hand out As like they're candy at Halloween. Grade inflation is consistent with our culture's tendency to inflate everything. After all, we use the word "awesome" to describe lip gloss. We use the word "hero" to describe someone that was merely doing their job. We give ribbons and trophies for just showing up.

At Morning Star, we strive to communicate to students an accurate assessment of their academic performance. If we hand out As to non-A students we would be dishonest and cheating students (and parents) by making them think that they are performing at a higher level than they actually are.

IV. Report Cards

Report cards are issued at the end of each quarter. Report cards indicate the grade earned, attitudes and work habits, and the student's attendance record.

Grades used in kindergarten are:

E = Excellent G= Good S = Satisfactory
N = Needs time to develop I = Incomplete

Grades used for classes first and up are:

Letter Grade	Numerical Average	Grade Point Average
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	<60	0.0

Honor roll is 3.75 to 3.89 while high honor roll is 3.9 and up. All subjects in which a student receives a letter grade will count toward the honor roll. Part-time classes will be weighted in proportion to classes meeting on a daily basis.

Extra Credit - The purpose of the extra credit policy is to protect teachers from pressure from students particularly students whose aim is to fix problematic grades due to their own neglect of responsibilities outlined in the course syllabus such as failing to study for tests, turn in homework, and complete written thoughtfully. The purpose of the extra credit policy is to provide accountability in terms of earned grades to outside institutions such as colleges, universities, and accrediting or certifying organizations.

Teachers may give extra credit if:

1. It is generated by the teacher.
2. It is meaningful and applies directly to the subject being taught.
3. It is offered to all students.
4. It is aimed to deepen the students' experience of the subject and not as a means to fix Problematic grades by the student or problematic teaching by the instructor.

It is recommended but not necessary that teachers receive approval from their appropriate Head of School for all extra credit.

Parent - Teacher Conferences: Regularly scheduled conferences are held at the end of the first quarter and at mid-term of the third quarter. Parents are urged to ask for conferences any time they believe them necessary. The teachers welcome such opportunities.

Report Card\Transcript Holding Policy. Students with any outstanding financial obligations to Morning Star Academy will not receive report cards until these accounts are cleared. No transcripts or student records will be transferred to another school until all accounts have been satisfied.

V. Absent work

Grammar school: Grammar school teachers normally give 1-2 days per day that a student is absent for all missed work to be completed. At the teacher's discretion, late work may not receive full credit.

Logic & Rhetoric school: A student may choose to turn in all absent work (including major projects and papers) in a timely manner if he/she desires full credit. Work not turned in will receive a zero, but the student will still be responsible for this material on the test. Students are expected to make-up tests and quizzes in a timely manner in order to receive full credit. At the discretion of the

teacher, additional time may be given and the two lowest homework grades dropped from a student's average.

VI. Promotion policy:

MSA accepts students on the assumption that our teaching will lead to academic success. If we do not have confidence that a student will succeed at a specific grade or course level, we will tell the parents our concerns and may not accept the student into the next grade. There is no automatic promotion.

GRADUATION REQUIREMENTS

In order to graduate a student must have a 2.00 GPA and have accumulated 24 credits (outlined below). These are **minimum** graduation requirements and all students will exceed these requirements after four years of Rhetoric School. Additionally, twenty hours of community service per year (9th-12th) are required of every student in order to graduate. Regardless of credits earned or courses offered, it is expected that all students carry a full course load each year. One credit is given for a class that meets for one academic period daily for the entire school year.

What follows is a breakdown of the classes within each category:

Rhetoric School Core Curriculum						
Grade	Humanities		Math	Science	Foreign Language	Liberal Arts & Religion
	8 Credits		3 Credits	3 Credits	3 Credits	3 Credits
9	Ancient to Classical: History	Ancient to Classical: Literature and Composition	Algebra I or Geometry	Biology	Spanish I	Rhetoric and Debate
10	Medieval: History	Medieval: Literature and Composition	Geometry or Algebra II	Chemistry	Spanish II	Comparative Religion
11	Modern: History	Modern: Literature and Composition	Algebra II or Pre-Calculus	Physics	Spanish III	Worldview/ Apologetics

12	United States: History and Government	United States: Literature and Composition	Calculus or Consumer Math	Anatomy and Physiology	Senior Thesis (required)
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The 24 credits required for graduation include:

Humanities	8
Mathematics	3
Science	3
Foreign Language	3
Liberal Arts/Religion	3*
Physical Education	1
Fine Arts	.4
Electives	2.6
Total	24

*Senior Thesis is a required class

Quarter grades will be averaged together for a final course grade. Credit will be based on the final course grade. Only full credit will be given. Partial credit will not be given for just one semester that is passed. Failing a course will necessitate retaking the full course. When a student repeats a course, the grade from the second course will replace the previous grade from the first course, even though the new grade may be lower. This may result in loss of credit. Credit will not be given twice for the same course.

Transfer students:

Adjustments to graduation requirements may be made for students who transfer into M.S.A. during their high school years.

Students must be enrolled at the beginning of their junior year to be eligible for Valedictorian and Salutatorian honors.

Homeschool students: Morning Star Academy will accept transfer students who have been homeschooled. Credit toward graduation may be given for coursework done in a homeschool setting if thorough and adequate documentation of curriculum used and work accomplished is provided to us. Proficiency tests may be used to determine whether or not credit will be given. Pass will be indicated on the transcript for credit given for homeschool coursework.

Students not meeting the requirements for graduation will be allowed to go through the graduation

ceremony but will receive a certificate of attendance instead of a diploma.

Each quarter, the high school student with the highest cumulative GPA in the class is assigned rank 1, the second highest is assigned rank 2, and so on. In case of a tie in cumulative GPA, percentage scores serve as tie-breakers. If percentage scores would also be equal, students will officially be ranked the same. This means there could be two valedictorians or salutatorians in a given year.

LEARNING DISABILITIES POLICY

1. Children with a severe learning disability will not be admitted to Morning Star Academy due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other students in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

LATIN

Morning Star teaches Latin to students in third through sixth grades. Latin was considered an integral part of good academic training for hundreds of years. As late as the 1940s, it was regularly taught in American high schools. Morning Star Academy teaches Latin for the following reasons*:

1. The study of Latin reveals a good deal about English and refines the student's powers of expression in his native language.
2. Classical language study enables the student to appreciate literature.
3. The study of Latin gives the student an understanding of the infancy of our civilization. Not only is our language rich in Greek and Latin words, but our culture exhibits a Greco-Roman influence throughout.
4. The study of Latin trains the student in the essentials of the scientific method - observation, comparison, and generalization. Latin grammar requires a great deal of precision. In short, the study of Latin is workout for the mind, and its benefits will carry over into other subjects.
5. And lastly, the study of Latin provides a great foundation from which to study other modern languages. The student will have a head start on French, Spanish, Italian, German, and Russian.

*Summarized from *Recovering the Lost Tools of Learning* by Douglas Wilson

The elementary Latin program consists of the following basic objective:

Third Grade (first year): Vocabulary acquisition, declensions, chants of endings

Fourth Grade (second year): More vocabulary, beginning grammar work, basic verbs, simple sentences.

Fifth Grade (third year): More sentences, vocabulary, basic translation work, phrases, grammar

Sixth Grade (fourth year): Translation work, grammar, writing of sentences, stories, classical background.

STUDENT CONDUCT

Educators often think of disciplinary issues as standing in the way of education. While discipline can get in the way of a teacher's curriculum, Morning Star Academy views discipline as a key piece of the educational puzzle. After all, discipline's root is "disciple," which refers to one who is taught. Morning Star's educational goals extend beyond a mere "information dump." We seek to educate and form minds *as well as hearts*. Redemptive (not punitive) discipline is an important way in which heart formation occurs.

So teachers, we expect you to dole out the discipline, with love. The teacher is charged with the responsibility for maintaining discipline in his or her classroom in such a way that creates a positive environment in which students can learn and interact with one another. Teachers establish an effective discipline plan by first clearly setting forth appropriate standards for conduct based on biblical principles, and then consistently and fairly holding students accountable to these standards.

Discipline is taught and enforced through example, communication, positive reinforcement for obedience, and an established hierarchy of consequences for misbehavior. Teachers are encouraged to keep discipline actions in line with the offense. Our end goal is to help students develop self-discipline. In the event that a student continues to exercise poor judgment and/or is uncooperative with the teacher's classroom management system, he or she may be referred to a school administrator for further action.

Thankfully, teachers are not alone in the discipline process. In fact, teachers don't even bear the brunt of the disciplining. Teachers are mere stand-ins, or, to use the Latin phrase, *in loco parentis* ("in the place of a parent"). At Morning Star we are partnering with parents in order to assist them in the discipline of their children. Any partnership must agree on means and ends in order to function. We believe that a positive and constructive working relationship between the school and a student's parents/guardians is essential to the accomplishment of the school's mission. By enrolling one's child at MSA, the parent consents to the teachers' and the administrators' judgment and discretion. The school reserves the right to deny re-enrollment to any student if the school concludes that such a positive working relationship is not possible.

Now, a word to students: Morning Star Academy is a Christian school. As such, we expect that a majority of our students call Jesus their Lord, which means that the claims Jesus makes on their lives are important. Put simply, those that call themselves followers of Jesus, follow Jesus. Jesus has asked us to submit to authorities over us, including parents, bosses, and governing authorities (Ephesians 6:1-9; Romans 13:1-2). Due to our sin, however, heeding these commands is a challenge. Breaking the sinful heart is more difficult and painful than breaking a bucking bronco. Although it may be a cold comfort, students can be thankful that their teachers and parents are working to help them become faithful disciples through consistent and loving discipline. Remember: "For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it" (Hebrews 12:11).

Students, then, are expected to conduct themselves in a manner that is honoring to God, themselves, their parents, and the school. This expectation spills over beyond the actual school day; there's no dismissal bell for the Christian life. So what you do at home could have disciplinary consequences at school.

If a student wonders whether a particular action or attitude is problematic, it probably is. When in doubt, refer to these broad biblical principles—which are principles that Morning Star's rules of conduct rest upon:

1. Respect and obey those in authority. Romans 13:1-2
2. Honor others above yourself. Philippians 2:1-8
3. Practice self-control. Proverbs 25:28
4. Do all things in a decent and orderly manner. I Corinthians 14:40
5. Guard what comes out of your mouth. Proverbs 21:23

Actions requiring intervention by the administrator include:

- Disrespect shown to any staff member: the staff member will be the judge of whether or not a given situation shows disrespect.
- Dishonesty in any school related situation; including, but not limited to, lying cheating, and stealing.
- Rebellion: e.g. flagrant disobedience of instructions.
- Fighting: e.g. striking in anger with the desire to harm another human being.
- Vulgar, profane, or obscene language, including the use of the Lord's name in vain.

These lists are not intended to be exhaustive. Instead, they provide parents and students a sense of what we expect at Morning Star. Repeated discipline problems or unresolved behavioral issues may result in suspension of academic credit, suspension from classes or expulsion from Morning Star Academy.

DETENTION POLICY GUIDELINES

Within the scope of our school conduct policy, after-school and Saturday detentions are two of the corrective measures that the school board has designated for students who are in sixth grade or older. These are the general detention guidelines:

1. Secondary teachers and the headmaster will determine the actions that will count toward a student earning a detention. After-school detentions may be given for repetitive problems such as: tardiness, talking in class, uniform violations, turning homework in late, being unprepared for class, etc.
2. After-school detention will be held Monday through Friday until 4 p.m. Secondary teachers will rotate supervisory duty of detention.

3. Students are expected to serve detention as soon as possible i.e. if given a detention slip on a Monday, detention will be served on the next day. If given a detention slip on a Friday, detention will be served the following Monday.
4. Parents are expected to sign and return the detention slip the next school day so that teachers and administrative staff know that parents are aware that their child needs to stay after school for detention.
5. When practical, the detention will be served doing janitorial or other constructive work at the school.
6. Saturday detentions may be used at the headmaster's discretion in extreme cases or when after-school detentions do not result in a positive change in behavior or attitude. Students serving Saturday detentions will be assessed a fee to pay for the detention monitor.

GRIEVANCE PROCEDURE

There may be times when a parent disagrees with a staff member's decision. Parents wishing to discuss the actions or decisions of a staff member should follow the procedure outlined by Jesus as recorded in Matthew 18:15-17. The following principles can be gleaned from this passage:

1. The complaint should first be communicated personally and privately to the party who is believed to have committed the offense.
2. If the first step fails to produce a solution, the parent should meet with the head of the lower school or the headmaster and the staff member in a second attempt to effect resolution.
3. If these first two steps are not successful at arriving at a resolution, the grievance may be submitted to the Board in writing and a hearing with the Board may be held.

Failure to follow this procedure is almost certain to result in further complications that extend beyond the original problem, perhaps making a peaceful and just resolution impossible. As a general rule parents should not talk to other parents about a situation or to an administrator or board member until they have first talked to the teacher involved. The board may be addressed only with the permission of the board president, after having spoken with the headmaster.

FURTHER DETAIL ON PARENT-BOARD INTERACTION

It is the desire of the Board and administration that communication channels be open and there be transparency with the Board. The most efficient and effective way for parents to address any questions or concerns that they might have is to initially ask or work with the teachers or administrators – then contact a Board member if additional interaction is needed. Parents are welcome to attend meetings of the Board. Meeting dates are established as tentative on a yearly basis, then are confirmed and announced along with the general agenda no later than the Friday prior to the meeting. There will be a period of 15 minutes at the beginning of each Board meeting available for general comments or questions from parents. If additional time or discussion is needed, off line follow up will be identified or one additional 15 minute period could be approved by a formally affirmed motion. Parents are welcome to stay through the Proposal Approval, Report and New Business agenda items; after this time the Board goes into a closed session for various discussions.

If a parent has a topic that they would like to specifically address with the Board, they must work with the Board President to determine if the topic can be added to an upcoming meeting agenda. Such a topic must be submitted at least 3 business days prior to a Board meeting in order to be added to the agenda. In some cases a special Board meeting may be called to address a specific grievance.

A FINAL WORD ON DISCIPLINE

No student enjoys discipline. Most teachers do not enjoy disciplining. In fact, a reason why many teachers teach at Morning Star is because they have fewer discipline problems to deal with here. What is provided above are general guidelines for addressing behavioral and attitudinal problems. Parents, teachers, and administrators are all seeking to discipline themselves to the service of Jesus. Therefore, we want to be patient with students as we are going through a similar process ourselves. At the same time, however, we do not tolerate actions or attitudes that divide and undermine Morning Star's culture. Our educational goals are difficult enough without disciplinary distractions.

INTERNET ACCEPTABLE USE POLICY

Computers are another tool used to support learning and instruction. Computer networks allow people to interact with computers within the school and with other computers around the world. With the pervasiveness of the Internet, it is imperative that students, parents, and staff understand that an Acceptable Use Policy is necessary to ensure that our computers and the network be used in a responsible, ethical, and legal manner.

All students are responsible for their actions and activities involving computers and/or Internet access and for their computer files, passwords and accounts. These rules provide general guidance concerning the use of computers and/or Internet access and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity.

I. Acceptable Use

1. Student access to the Internet while at school will be for educational purposes consistent with the school's mission and curricular goals. Sending and receiving e-mail must be related to school activities.
2. Students must comply with all school policies, rules and expectations concerning student conduct and communications when using computers or any other device capable of connecting with the Internet.
3. Students must comply with all specific instructions from school staff and volunteers when using computers and/or accessing the Internet.
4. Students must respect all copyright and license agreements and cite all quotes, references, and sources taken from web sites.
5. Students should only attempt to access school appropriate material when using search engines.

II. Prohibited Uses

Unacceptable uses of computers and/or internet access include, but are not limited to, the following:

1. *Accessing or Communicating Inappropriate Materials* - Students may not access, communicate or display defamatory, vulgar, sexually explicit/suggestive, threatening, harassing, and/or illegal materials, images (still or video) or messages.
2. *Illegal Activities* - Students may not use computers and/or Internet access for any illegal activity or in violation of any school policy, procedure or rule. Morning Star Academy assumes no responsibility for illegal activities of students while using computers and/or Internet access.
3. *Violating Copyrights or Software Licenses* - Students may not copy, download or share any type of copyrighted materials (including music or films) or copy or download software. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. Morning Star Academy assumes no responsibility for copyright or licensing violations by students.
4. *Plagiarism* - Students may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc). When Internet sources are used in student work, the author, publisher and web site must be identified.
5. *Use for Non-School Purposes* - Using computers and/or Internet access for any personal reasons not connected with the educational program or school assignments is prohibited.
6. *Misuse of Passwords/Unauthorized Access* - Students may not share passwords, use other users' passwords, access or use other users' accounts, misrepresent an individual's identity or attempt to circumvent the network security systems.
7. *Malicious Use/Vandalism* - Students may not engage in any malicious use, disruption or harm to computers and/or the network, including but not limited to hacking activities and creation/uploading of computer viruses.

III. No expectation of privacy

The school has the right to access, review, copy, modify, and delete any information transmitted through or stored in the school's systems or devices, including but not limited to email, web postings, text messages, and other electronic communications. All communications sent over Morning Star's network or to or from any school provided account or device, may be subject to disclosure to applicable law enforcement or other third parties without prior consent of the sender or the receiver, as provided by law.

IV. Violations

All users are expected to abide by the provision of this acceptable use policy. Any student who uses technology in an unacceptable manner is in violation of the school's conduct policy and is subject to the same disciplinary actions as any other breach of school policy. Since the nature of each violation

may vary, the classroom teacher and Headmaster are given broad discretion in determining the severity of the disciplinary action.

LIBRARY MATERIALS SELECTION POLICY

The purpose of the library materials selection policy is to ensure that the Morning Star Academy library supports the goals and programs of the school. This policy applies to all materials, both printed and audio/visual, contained in the M.S.A. library.

Guidelines:

1. Guiding principles:
 - a. The Morning Star library is intended for the students, teachers, and parents, not the general public. The collection, therefore, will be adapted primarily to the needs of the school and to the research and recreational needs of the students.
 - b. Not all books selected for the library will be Christian. Because it is the school's desire to teach students to critically evaluate what they read, some non-Christian materials may be included. It is important for parents to be actively involved in helping their children evaluate what they read and to further censor when necessary.
 - c. It is our desire to teach a Christian worldview through our library materials. This can be done by example as well as by contrast.
2. Selection of materials:
 - a. There should be no routine or excessive use of profanity.
 - b. Materials should not glorify or promote the practice of the occult i.e. fortune telling, card or palm reading, witchcraft, astrology, seances, etc.
 - c. Materials that blatantly or graphically describe immoral acts or thoughts are unacceptable.
 - d. Materials that offer insight and understanding into other religions contrary to Christian truth are acceptable as long as they do not promote following other religions.
 - e. Materials should not promote violent acts as an acceptable way of resolving conflict.
 - f. Materials should not promote the use of drugs or alcohol.
 - g. Illustrations or pictures should not be sexually provocative.
 - h. Some library materials may present the theory of evolution. However, the school will teach a view of creation consistent with the biblical witness, and Darwinian evolution will be taught only as a flawed theory.
3. Review of materials
 - a. The librarian will not necessarily read in full all donated or purchased library materials before placing them in circulation.
 - b. If a complaint is brought against any library material, it must be read in full by the librarian. The librarian will then make a report to the Headmaster, who will determine whether to keep the material in circulation.
 - c. Please contact the librarian or Headmaster for a form to explain your objections.

CURRICULUM SELECTION POLICY

In our logic school and rhetoric school curriculum, both Christian and secular materials are used. The use of Christian materials is obvious and expected in a Christian school. The question that needs to be addressed is, *Why do we use secular materials?* The following rationale has been developed to answer that question.

1. There are several passages in Scripture that demonstrate that the author was familiar with secular writings. This knowledge was used in the defense and explanation of the Gospel. (See Acts 17:28, Acts 26:14, Titus 1:12, and I Corinthians 9:16) Throughout history, we see godly men who have been familiar with secular literature and have used it to further the Gospel. This list includes John Calvin, C.S. Lewis, and Francis Schaeffer.
2. We believe that for Christians to communicate clearly with non-Christians they must understand their secular worldview. Using secular literature in a controlled setting in the classroom can help students identify the points of difference between Christianity and other worldviews and prepare them to defend biblical truth.
3. We believe that all truth comes from God, including truth found in secular material. Christians should champion all truth and use it to God's glory (Col. 2:3,8)

GENERAL GUIDELINES

The selection of materials for use in Upper School courses is primarily the responsibility of the Upper School teachers and Headmaster. Deciding which texts and literature books to use requires wise judgment. In selecting materials to meet the adopted curriculum objectives for each course, teachers and administrators must decide if the value of the material outweighs any objectionable material present in the text.

The following points will be considered by teachers/administrators as they choose materials for use in their classes.

1. **What worldview does the selection communicate?** Texts with a non-Christian worldview will be analyzed and compared to Scripture. Teachers must actively guide the students through the reading and analysis of secular materials. We believe that this is helpful in preparing the students to handle non-biblical ideas in the future. Specific questions to be asked include:
 - Is there a god, and what is he like?**
 - What is the nature and origin of the universe?**
 - What is the nature and origin of man?**
 - What happens to man after death?**
 - Where does knowledge come from?**
 - What is the basis of ethics and morality?**
 - What is the meaning of human history?**
2. **Is the material appropriate to the age/maturity level of the students?** Materials should be appropriate to the age and maturity level of the students. Special care must be taken with any literature that refers to violent or sexual acts because while we want to equip our students to deal with the world we do not want to cause any of them to stumble or fall into temptation.

3. **Is there any offensive language?** We recognize that the Bible condemns irreverent, coarse, vulgar and obscene language and also language that takes the Lord's name in vain. If the book contains offensive language, teachers must weigh the overall merit of the book against the amount and frequency of any objectionable words.

PARENTAL OBJECTIONS

We recognize the authority of parents to decide what is and is not appropriate for their own children. Teachers are prepared to work with parents who object to the use of certain materials. Whenever possible, substitute materials will be provided to the student. The student will not suffer any reduction in grade as a result.

If a parent's objection is on a larger scale, for instance, if the parent believes the school should eliminate the use of a specific title, then the parent should follow the grievance procedure as outlined in the Parent-Student handbook. The Board may mediate the problem itself or assign the problem to the Headmaster and teachers.

LITERATURE SELECTION LISTS

When at all possible, teachers should prepare and distribute lists of literature books to be used in their classes to parents at the beginning of the school year. This will give parents the opportunity to read the literature selections before their children read them.

GENERAL POLICIES

During the school year, the school office hours are 8 a.m. to 3:30 p.m., Monday through Friday. When coming to the school, visitors should come to the office first. Visitors including parents should not go into classrooms until they receive a visitor's pass from the office. Lunches, books, and other items may be left in the office to be delivered to students. Please do not deliver items yourself.

The secretary will relay messages. Telephone calls will not be forwarded to teachers during school hours. The school phones are not for student use. In emergencies the secretary may allow students to call a parent. Arranging different transportation from original plans is not an emergency.

Morning Star Academy is not responsible for transporting students to and from school. Car pools can be arranged by parents. The office will assist you in finding those students who live in your area.

A sick child cannot remain at school. Parents are expected to make immediate arrangements to pick up their child when the need arises. Under no circumstances should parents send children to school when they have a fever or contagious disease or have not sufficiently recovered from an illness. A child must be fever-free for 24 hours and not have vomited for 24 hours to return to school or to participate in extra-curricular activities.

All medications must be clearly labeled with the student's name and must be accompanied by written instructions from the parents or physician. Only staff members will administer medications at school. Parental permission is required before any medication is administered, whether prescription or over-the-counter.

Recess is a part of our daily school schedule and is designed to provide fresh air and an outlet for physical energy. It is beneficial to the students' work habits and health. Only if there has been a prolonged illness or a chronic respiratory condition will a child be permitted to stay inside for recess. Please dress your child appropriately for playing outside. Under severe weather conditions, all children will be kept inside.

Parents are encouraged to visit our school. Please contact your child's teacher in advance to arrange a convenient time to visit the classroom.

Morning Star Academy will keep a lost and found box. Please put your child's name on all personal items such as lunch boxes, gloves, hats, boots, and coats. This will greatly reduce the number of items in our lost and found.

Students are not allowed to have cell phones with them or in their lockers during the school day. They may be left in the office or the student's car.

AWARDS

Morning Star Academy maintains a system of formal honors and awards for several reasons:

1. The recognition of good work is endorsed in the scriptures, from the writings of Solomon in Proverbs, to those of Paul. Therefore, we seek to publicly recognize those students whose accomplishments are particularly noteworthy.
2. We hope to motivate our students by demonstrating to them that good work is not overlooked or taken for granted but rather it is noticed and commended.
3. We want to glorify God by drawing attention to the high quality of work being done by our students.

ACCOMPLISHMENTS AND CORRESPONDING AWARDS

(Other awards/honors may be given when appropriate)

1. Grade point average of 3.9 on any quarter report card - Placement on the High Honor Roll and recognition in the school newsletter.
2. Grade point average of 3.75 on any quarter report card - Placement on the Honor Roll and recognition in the school newsletter.
3. A minimum of 3.9 grade point average for first three quarters - High Honor Roll Certificate and ribbon received at year-end Awards Assembly.
4. A minimum of 3.75 grade point average for first three quarters - Honor Roll Certificate and ribbon received at year-end Awards Assembly.
5. One student chosen per class (1st - 8th grade) by class mates as the kindest and most loyal friend. - "Jonathan Award" certificate and ribbon received at year-end Awards Assembly.
6. Timothy Award (9th - 12 grade) - Certificate and ribbon received at the year-end Awards Assembly.

UNIFORM CODE
(The preschool has its own handbook and dress code.)

I. The Rational

Let's face it, for many students uniforms are the thorn in their side. We live in an age that is particularly tempted to prize image. Why? Think of all the strangers we come into contact with on a daily basis; the grocer, the child stopping by to sell fundraiser cookies, your barber, and so on.

In this setting we do not have time to say much. What we do say about ourselves is based largely on what we wear and how we look. Our identity becomes bound to our "threads" and style, which is why many students feel as they are stifled, even oppressed, by the required uniforms. We at Morning Star understand these challenges. However, the uniforms are not going away anytime soon (we welcome students to use the weekends for plunging the depths of their clothes closet), and for good reasons.

In order to help students realize that the uniforms are not an arbitrary move we have made to make students' lives more difficult, we offer the following reasons explain our rationale.

Uniforms help students and teachers *focus* on the task at hand.

For students, uniforms set a standard for modesty, thereby freeing others from the distractions associated with immodest dress. Uniforms also free the learning environment from "loud" attire that can be a distraction.

For teachers, uniforms help free teachers from patrolling halls and classes with rulers in an effort to make sure that clothing does its job to cover students. When students are dressed in uniform, teachers can focus on teaching, not monitoring clothing.

Uniforms also do what the word implies, *unite*.

We are a family at MSA and uniforms are a means for fostering unity. Don't be fooled, every school has some of sort of uniform(s). Indeed, each clique has its own "uniform." The popular kids have a rigidly enforced uniform and often times they only accept one "vender" (Abercrombie and Fitch or American Eagle or Gap or whatever the cool place is). The athletes have their uniforms. Even those "breaking rank" (i.e. the rebels) have an established uniform. Have you noticed that all "edgy" groups dress basically the same? If individuals depart from, say, the cool kids' dress code, they are slighted or shunned. These various uniforms identify who's in and who's out. In other words, they divide. We aim to unite. We want to create unity among students and uniforms are a step in that direction.

Uniforms *"divide"* or *distinguish*.

Uniforms divide and distinguish? *Really?* Yes, uniforms distinguish or set Morning Star apart. While uniforms unite students to one another, they divide, or separate the Morning Star community from the culture at large. Uniforms are one way Morning Star rejects our culture's obsession with the superficial. Uniforms help students to resist humanity's obsession with what is on the outside and urge students to look where God looks, to the heart (see 1 Samuel 16:7). Uniforms encourage students to express themselves in more substantial ways; instead of wearing the latest fashion, uniforms

force students to rely on more internal means when expressing themselves, such as character.

MSA’s uniform policy is designed to help students dress appropriately for the task at hand. It strives to avoid an individual calling attention to themselves in a learning environment. Parents enrolling their children in MSA agree to enforce our uniform policies for their student. Parents have the first responsibility for the dress code because students dress at home. Teachers are the second line of responsibility. Students who come to school dressed out of conformity with this dress code must make arrangements to correct their attire before going to their classroom. Final authority with regard to appearance will rest with the head of the lower school and headmaster.

II. The Requirements

Parents enrolling their children in MSA agree to enforce our uniform policies for their student. We have two reasonable expectations of students. First, (along with every school) we expect for students to come to school dressed. Second, (along with every school) we expect students to be *properly* dressed.

What follows are the particulars:

Students must be clean shaven. Hair must be a natural color. Boys’ hair should be off the collar, and not below the earlobes. Girls’ hair must be kempt and not call attention to itself. Only girls may wear earrings (maximum of two per ear).

Our standard for clothing is the Lands’ End School catalog, although any manufacturer is acceptable as long as the style is that of Lands’ End. Small visible brand names or logos are allowed. Morning Star’s logo number at Lands’ End is: 9843757K (This is the Morning Star crest).

Lands’ End will contribute 3% back to the school to be used for books. Morning Star’s preferred number is: 9000-3049-5

Boys	Lower School (K-5th)	Upper School (6th-12th)
Bottoms	Navy blue uniform type pants or shorts.	Khaki or navy blue uniform type pants or shorts.
Shirts	White, navy blue, denim, oxford blue, chambray blue or light yellow (standard shade is Lands’ End “maize”). Long or short sleeved with a collar. Solid colors, no patterns or stripes.	Same colors/styles as Lower School with the additional color options of gray or black.
Sweaters	Navy, white or light yellow (standard shade is Lands’ End “maize”), cardigans, pullovers or vests. Solid colors only.	Same colors/styles as Lower School with the additional color options of gray or black.
Socks	Navy, white, gray or black (solids only)	Navy, white, gray or black (solids only)
Shoes	Black, brown, navy dress style or athletic shoes of any color.	Black, brown, navy dress style or athletic shoes of any color.
Girls	Lower School (K-5th)	Upper School (6th-12th)

Bottoms	Navy blue uniform type pants, capris, shorts, skirts or skorts. (Not knit or nylon.) Land's End hunter/classic navy plaid skirt.	Same colors/styles as Lower School with the additional color option of khaki.
Girls cont...	Lower School (K-5th)	Upper School (6th-12th)
Jumpers	Navy blue or Lands' End hunter/classic navy plaid.	Same colors/styles as Lower School with the additional color option of khaki.
Shirts	White, navy blue, denim, oxford blue, chambray blue or light yellow (standard shade is Lands' End "maize"). Long or short sleeved with a collar. Solid colors, no patterns or stripes.	Same colors/styles as Lower School with the additional color options of gray or black.
Sweaters	Navy, white or light yellow (standard shade is Lands' End "maize"), cardigans, pullovers or vests. Solid colors only.	Same colors/styles as Lower School with the additional color options of gray or black.
Socks/Tights	Navy, white, gray or black (solids only)	Navy, white, gray or black (solids only)
Shoes	Black, brown, navy dress style or athletic shoes of any color.	Black, brown, navy dress style or athletic shoes of any color.

Clarifications

- Skirts and jumpers should be no shorter than two inches above the knee; shorts should reach at least halfway between the hip and knee.
- K through 5th grade girls must wear navy blue knit or bike shorts under skirts and jumpers.
- Shirts may be short or long sleeved with a collar (dress, polo style or turtleneck) and must be tucked in.
- Small visible brand names or logos are allowed.
- Navy blue crew neck sweatshirts with or without MSA mustang logo or MSA crest are approved. Hooded sweatshirts are not allowed. A uniform collared shirt must be worn under a sweatshirt.
- MSA athletes may wear jerseys on game days at the discretion of the athletic director.
- Students may wear a crew neck shirt under their uniform shirts or jerseys, but it must be tucked in and must be navy, white, black or gray.
- No outerwear (jackets/coats) or head covering may be worn in the classrooms.

P.E.

- Students in grades 6-12 must wear P.E. uniforms during physical education class and tennis shoes. These uniforms are only available from the athletic office. Parents should purchase the uniform no later than the first week of school.
- For P.E., students may also want to have sweat pants or wind pants. These may be black, navy, or gray. No yoga pants or form-fitting sweats/wind pants.

Non-Uniform Days:

Occasionally we will have non-uniform days. Picture day would be one example of a non-uniform day. On non-uniform days we expect students to wear clothing that is clean, neat, and modest.

What follows are additional guidelines:

- Clothing should not have inappropriate slogans or pictures, such as those which are anti-Christian in nature or promoting drugs/alcohol, sexual connotations, etc.
- Skirt and short length should be the same as what's required on uniform days.
- Girls should not wear tight fitting or midriff-revealing clothing (and neither should boys, for that matter).
- Students should not let their pants sag.
- If tank tops or thin strap tops are worn, they should be covered with an additional layer.
- Jeans should not be torn or have holes; jeans should have both the warp and woof intact.
- Pants with writing across the rear-end are not allowed.
- No pajamas.
- If slit skirts or dresses are worn, the slit should not rise above the required skirt/dress length.
- Gym shorts, mesh, or athletic shorts and sweat pants are not allowed. And, please, no spandex (bike shorts, yoga pants, etc.).