

# Welcome New Students

Celebrating Inquiry, Innovation and Creativity



Vaughan Overman, Principal ~ Mark Loach, Assistant Principal  
~ Raquel Batista, Administrative Assistant



# The Monarch Family



W  
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When you  
enter **Monarch**  
learning is fun and  
cooperation is expected  
our positive attitude and  
mutual respect are part of  
everything we do and say



# The Monarch Administration



**Mrs. Overman –  
Principal**



**Mrs. Batista –  
Administrative  
Assistant**



**Mr. Loach – Assistant Principal**







# The Energy Bus

**Monarch is a certified Energy Bus School!**



## **SEVEN PRINCIPLES**

The Energy Bus for School  
Leadership Journey

1. **You're the Driver** - I am responsible for my actions and decisions
2. **Create a Positive Vision** - I set goals.
3. **Drive with Purpose** - I have unique talents and gifts.
4. **Fuel Your Ride with Positive Energy** - Reciprocate positivity
5. **Transform Negativity** - I can turn challenges into great opportunities
6. **Love Your Passengers** - Find the gift in everyone and serve others
7. **ENJOY the Ride** - Live a happy and healthy life!



# Virtual Meet the Teacher



All families will receive a postcard in the mail. The week of August 10-14, you will receive a call from your child's teacher to share important information and to get to know your child. The teacher will also invite students and families to a Virtual Meet the Teacher.

# The Curriculum

**GCS follows the South Carolina College and Career-Ready standards and the Greenville County Schools curriculum. You can take a closer look at the standards at the link below.**

**South Carolina Standards**

# Backpack for Parents

- **All parents are encouraged to sign up for the GCS Backpack for Parents. A backpack for parents account provides parents, guardians, or contacts with a central place to sign in to do the following:**
- **View their student's information including demographics, attendance, classes, grades, lunch balances, and test scores**
- **Apply or register their student to Special Focus schools and programs (Fine Arts Center, Career Centers, etc.)**

# Backpack for Parents

- **Receive alerts and notifications regarding their students**
- **View their student's school and contact information**
- **Manage parent and contact information for their students**
- **Click on the link to learn more:**

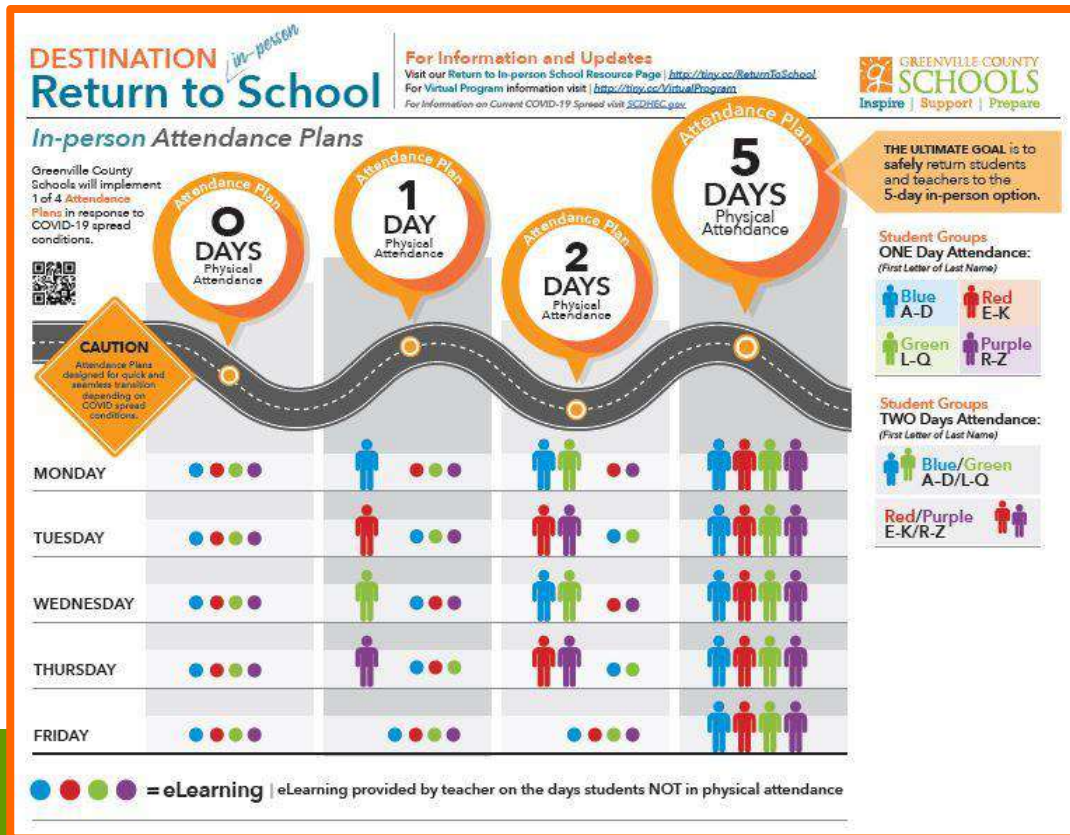
**[Backpack for Parents](#)**



# The First Day of School

August 24<sup>th</sup>

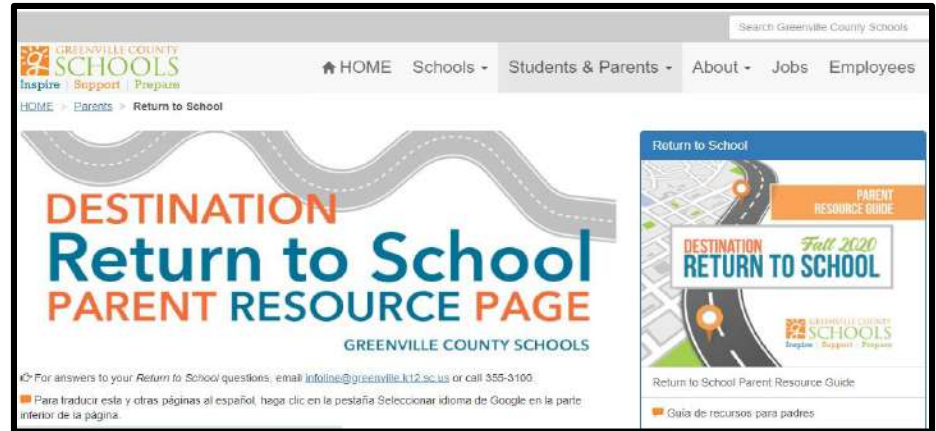
Please stay tuned to the GCS website, the Monarch website, the local news, and your email for the attendance plan.



# Parent Updates and Information

- Check the GCS Parent Page and the Monarch website often for updates.

## GCS Parent Page



## Monarch Website

# Safety Precautions at School

**Note: All students, Kindergarten and up are required to wear masks on buses.**

- All 2–5 graders are required to wear masks at school.
- Click the link below for GCS safety information including temperature checks, masks, social distancing, disinfecting, etc.

**[Return to School Summary Flyer](#)**

- Additional parent information can be found at

**[GCS Return to School Parent Resource Page](#)**



# The School Day - NEW GCS Schedule

**7:00 a.m. to 7:35 a.m. – FREE Breakfast**

**7:30 a.m. - Students admitted to classrooms**

**7:45 a.m. – WKID News Show/Classes begin**

**2:15 p.m. - Students dismissed**

**2:15 p.m. to 6:00 p.m. – *Extended Day Program***

***School office hours are from 7:00 a.m. – 3:45 p.m.***

# The School Day

- Supervision by staff is provided from 7:00 a.m. until 2:35 p.m.
- Students *may not enter the classrooms* before or after these hours.



# School Attendance Policy

The school year consists of 180 days. To be counted present, a student must be in attendance for at least 3 hours of the school day. An excuse must be provided for any absence. If a medical note is not given, a signed parental excuse **(not an e-mail)** is required noting the reason for student's absence.



# Attendance

- **School is your child's "job" and attendance is crucial.**
- For students to be counted as present on full days, they must be in attendance until 10:45 a.m. or THREE HOURS. On half days, students must be at school for TWO HOURS to be counted as present.

# Attendance

Students need to be in their classrooms by 7:45 a.m. otherwise they are considered tardy.

*If a child comes after 7:45 a.m.*

- Please park in the front lot.
- ***Parents will need to come to the office*** and sign in their child(ren). **Tardy students must be signed in by their parent.**

The only access inside the school after 7:45 a.m. will be through the front office. As a safety precaution, no one will be admitted through the back doors.

# Attendance

- Parents are strongly encouraged to begin arrival on campus at 7:00 a.m. to allow for traffic backup.
- Tardies along with absences are recorded in the student's permanent record. ***Excessive tardies will result in a meeting with school personnel.***



# Attendance

- A signed and dated **Parental** or **Medical excuse** is required for any student absence (**no emails**)
- A **TRUANCY** referral occurs for 3 consecutive unexcused absences and/or a total of 5 unexcused absences
- A **CONFERENCE** is required if a student has 10 or more absences
- A **CONFERENCE** is required if a student has excessive tardies

# Attendance

- As 170 days are the minimum required by the state, the first 10 absences may be lawful, unlawful or a combination.
- However, you must stay within truancy guidelines.
- **A physician's note is required for ALL absences after 10.**

# Early Dismissals

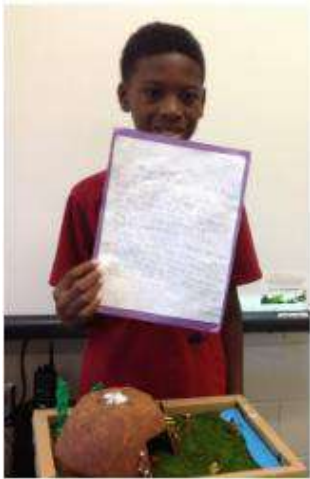
- Per district policy, early dismissals are not permitted after 1:45 p.m.
- Known early dismissals should be ***submitted in writing*** to the teacher by 7:45 a.m. on or before the day of the dismissal. No emails.
- **Parents are required to sign their child out for all early dismissals.**

# Change in Afternoon Transportation

- Any change in how your child is going home must be submitted in writing with a parent signature and date no later than 1:00 p.m.
- Never email or call a teacher to change afternoon transportation.
- **In case of an extreme emergency, call the front office.**



# The Monarch Curriculum



# New South Carolina Standards



**MONARCH ELEMENTARY**  
Celebrating Inquiry, Innovation and Creativity



## Kindergarten Reading: Literary Text

**Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how the relationships shape meaning and tone in print and multimedia texts.**

- |     |   |
|-----|---|
| 9.1 | With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each. |
| 9.2 | With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.     |

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

- |      |   |
|------|---|
| 10.1 | With guidance and support, ask and answer questions about known and unknown words.  |
| 10.2 | With guidance and support, identify new meanings for familiar words and apply them accurately.                            |
| 10.3 | With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.                |
| 10.4 | With guidance and support, identify the individual words used to form a compound word.                                    |
| 10.5 | With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings. |
| 10.6 | With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.    |

**Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.**

- |      |  |
|------|--|
| 11.1 | Identify the author and illustrator and define the role of each. |
| 11.2 | Identify who is telling the story, the narrator or characters.   |

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

- |      |  |
|------|--|
| 12.1 | Recognize and sort types of literary texts.                |
| 12.2 | Recognize the crafted text structure of recurring phrases. |

## Grade 2 Reading: Informational Text

**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

- |      |  |
|------|--|
| 11.1 | With guidance and support, explore informational text structures within texts heard or read. |
| 11.2 | With guidance and support, identify the reasons an author gives to support a position.       |

South Carolina does not use the Common Core Standards. We use the South Carolina College- and Career-Ready Standards



# Project/Problem-Based Learning





# Project/Problem-Based Learning





# Learning Menus and Rubrics

## S.C. Native Americans Culminating Menu

Name: \_\_\_\_\_ No. \_\_\_\_\_

Assigned: **Wednesday, Sept. 30** Due: **Wednesday, Oct. 14th**

Return this sheet also!

Choose one activity to complete. Make sure you complete all parts of the activity according to the rubric below. Be prepared to share your activity in class.

**Major Grade - All activities should be student work.**



Cherokee Legends (verbal/linguistic)	Catawba Village (visual/spatial)	Directions Please (logical/mathematical)
Use p. 89 in SS book to complete this activity. Look up the word legend in a dictionary. Write the definition, guide words, part of speech, and pronunciation. Read the story, "Why the Possum's Tail is Bare" on p. 89. Write your own Cherokee legend (at least 2 paragraphs with at least 6 sentences in each paragraph) about an animal or animals, using the Writing Process. Write your published copy on white paper with an illustration to go with your story. Be sure to use your neatest hand writing and add color to your illustration.	Use p. 96 - 97 in SS book to complete this activity. Read "The Catawba Way of Life" on p. 96 - 97. Next, create a model of a bark house. You may use materials from nature, craft materials, or recycled materials. Suppose you lived long ago and visited a Catawba village. Based on what you read, write a diary entry (at least 6 sentences) and describe their homes and village. Go through all of the steps of the Writing Process, and write your published copy on white paper.	Use p. 98 - 99 in SS book to complete this activity. Read these pages. Next, write directions telling how you would get from a Cherokee village to a Yemassee village. Use both cardinal and intermediate directions. Go through all of the steps of the Writing Process. Write your published copy on white paper and draw a map similar to the map on p. 98. Include Native American villages, rivers, and a compass rose. Add color to your map and draw a red line according to your directions from the Cherokee to the Yemassee.

## S.C. Native Americans Menu Rubric

Criteria	Excellent - 3 points	Good - 2 points	Needs Work - 1 point
Format	All parts are in correct format.	Most parts are in correct format.	Few parts are in correct format.
Quality of Presentation	Neat, legible, well organized, with variety of colors	Fairly neat, legible, and organized with some messy parts with few colors	Very messy, disorganized, with no colors
Information	Detailed, accurate information	Limited, accurate information	Very little information and/or inaccurate
Completion of Activity	Every part of the activity is complete	Almost all parts of the assignment are complete	Activity is not complete
Oral Presentation	Thoughts articulated clearly, thoroughly explains all parts of the activity	Thoughts don't flow, not clear, most of activity explained	Mumbles, audience has difficulty hearing, confusing, most of activity left out

### Rubric Points & Scores:

15 pts = 100  
2 - 5 pts = 74

12 - 14 pts = 95  
0 - 1 pt = 0

9 - 11 pts = 89

6 - 8 pts = 84

Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Due Date: \_\_\_\_\_

## Prosperity and Depression Menu

Essential Question: In what ways did the economic boom-and-bust period of the 1920s and 1930s have both immediate and lasting effects on the country?		
Appetizer	Main Course	Dessert
<b>The 1920's - The Roaring 20's (Choose 1)</b> <b>Great Migration and Harlem Renaissance</b> Create a Comic Strip You are to create a comic strip showing the story of the Great Migration. Your comic strip should follow that story from life in the South and the push and pull factors that brought African Americans to the North. Also be sure to show what life was like in the North. Or <b>Create an illustrated poem</b> Create a poem about the Harlem Renaissance. The poem must portray the tone of the Harlem Renaissance. You must include what it is, where it took place, and the important people. It can be free verse and must be at least 3 stanzas long. You are to use a flip camera to video yourself reading your poem. Make sure you use your voice and face to express feeling. Then take the poem and put it in pictures and create a book. <b>New Technologies</b> Create an Advertisement You are to create an advertisement for the two new technologies of the time period that you consider most important. The advertisement must showcase how those technologies will make life easier. You may do a print advertisement using poster board or using a program such as Publisher. Or, you may create a commercial type advertisement using the Flip Camera. Or <b>Jingle</b> You are to create a jingle to advertise the two new technologies of the time period that you consider most important. The jingle must let how those technologies will make life easier. <b>Legislation</b> Create a Talk Show To complete this, you will need to work with 3-5 other people (no more than 4 in a group). Your group is to create a talk show to discuss the 19th amendment and Prohibition (18th amendment).	<b>The 1930's - The Great Depression (Choose 1)</b> <b>The Stock Market Crash</b> Historical Newspaper Create a newspaper article discussing the causes and effects of the Stock Market Crash. Your article should include pictures and captions. In your newspaper you should include 3 articles or ads. One that persuades, one that entertains and one that informs. <b>The Great Depression</b> Presentation Create a presentation (Powerpoint or Prezi) to show the causes of the Great Depression and the effects of the Great Depression had on the American people. Include actual photographs from the time period in your presentation.	<b>The 1920's and 1930's (Choose 1)</b> <b>Great Migration</b> Story Time Using your knowledge of the Great Migration, you are to create a story of a family that migrated to the north. Your story must include reasons why they migrated, what they were hoping to find, and the reality of what life was like once they got to the north. You may hand write your story in a booklet with hand drawn pictures or use a story publishing program such as Story Bird or Story Creator to publish. <b>The New Deal</b> Presentation Create a presentation (Powerpoint or Prezi) to show how the American government helped the country to heal after the Great Depression. In your presentation be sure to discuss President Roosevelt and the programs created by the president. Programs like: Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.
<b>The Dust Bowl</b> Journal Entries Many young children had to deal with the life during the Dust Bowl. You are to create a journal with at least 5 entries in the point of view from one of those youths. Your journal entries must illustrate life during the Dust Bowl. You should also make sure to include the fears and excitement that youth would have felt. You may hand write these entries or use Word to publish them.	<b>Prosperity and Depression New Poetry</b> Create a poem Create a poem about three of the main topics discussed in this unit: You can choose from the Harlem Renaissance, Great Migration, Great Depression, Dust Bowl, Roaring Twenties or the Stock Market Crash. The poem must portray the tone of the period. You must write at least 3 poems about 3 different topics. It can be free verse and must be at least 2 stanzas long. You can record yourself reading the poem, put the poem to music or even illustrate the poem.	

Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Due Date: \_\_\_\_\_

## Prosperity and Depression Menu




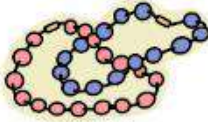

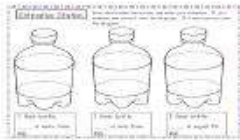

	Appetizer	Main Course	Dessert
4 10 points	The student completed appetizer section of menu. The assignment was neat and all directions were followed. All written sections of assignment are completed with no grammatical errors.	The student completed main course section of menu. The assignment was neat and all directions were followed. All written sections of assignment are completed with no grammatical errors.	The student completed dessert section of menu. The assignment was neat and all directions were followed. All written sections of assignment are completed with no grammatical errors.
3 8 points	The student completed appetizer section of menu. The assignment was neat and most of directions were followed. The written sections of assignment are completed with 1-4 grammatical errors.	The student completed main course section of menu. The assignment was neat and most of directions were followed. The written sections of assignment are completed with 1-4 grammatical errors.	The student completed dessert section of menu. The assignment was neat and most of directions were followed. The written sections of assignment are completed with 1-4 grammatical errors.
2 6 points	The student completed appetizer section of menu. The assignment was neat but all directions were not followed. The written sections of assignment are completed with 6-8 grammatical errors.	The student completed main course section of menu. The assignment was neat but all directions were not followed. The written sections of assignment are completed with 6-8 grammatical errors.	The student completed dessert section of menu. The assignment was neat but all directions were not followed. The written sections of assignment are completed with 6-8 grammatical errors.
1 4 points	The student turned in appetizer section of menu. The assignment was somewhat neat. Parts of the assignment were not complete and all directions were not followed. The written sections of the assignment are completed but has more than 8 grammatical errors.	The student turned in main course section of menu. The assignment was somewhat neat. Parts of the assignment were not complete and all directions were not followed. The written sections of the assignment are completed but has more than 8 grammatical errors.	The student turned in dessert section of menu. The assignment was somewhat neat. Parts of the assignment were not complete and all directions were not followed. The written sections of the assignment are completed but has more than 8 grammatical errors.
0 0 points	Students failed to complete appetizer.	Students failed to complete main course.	Students failed to complete dessert.
Total	____/30		

# Learning Menus and Rubrics

Name: \_\_\_\_\_

Happy 100<sup>th</sup> Day of School!

Color in the square when you complete the activity.

<p>Make a "100" Year Old Portrait</p> 	<p>Make a pattern with the letters from your first name.</p> 
<p>Play Race to 100</p> 	<p>Make a necklace with 100 beads.</p> 
<p>\$1.00 = 100 pennies</p> 	<p>Estimation Station</p> 
<p>How much does my 100<sup>th</sup> Day Collection Weigh?</p> 	<p><b>I can write 100 words.</b></p> <p>Examples of places to find my words...</p> <ol style="list-style-type: none"> <li>1. Popcorn Words</li> <li>2. Alphabet word chart</li> <li>3. Classmates and Teacher Names</li> </ol>

## Westward Expansion ABC BOOK Checkbric

During our study of Westward Expansion, you will be creating an ABC book to document what you have learned. You will be expected to find a Westward Expansion content word for each letter of the alphabet, then define and illustrate the term. \*We will work on the book mainly IN CLASS, but students are allowed to do additional research at home if needed.\*

Follow the checkbric below to keep up with your ABC book as you work.

For Student:	DESCRIPTION OF TASK TO BE COMPLETED	For Teacher:
✓ Check when completed		Points Awarded for Task
	<p><b>My cover page includes the following:</b></p> <ul style="list-style-type: none"> <li>• An appropriately colored image</li> <li>• My name, the date, and my class number</li> </ul> <p><b>My 26 pages include the following:</b></p> <ul style="list-style-type: none"> <li>• One content term/phrase for each letter of the alphabet</li> <li>• An appropriate colored illustration</li> <li>• 3-5 sentences describing each term, including dates (when necessary), definitions, and why it is important to know</li> </ul>	/80
	<p><b>My Westward Expansion ABC Book is constructed correctly.</b></p> <p>The entire book (front cover, 26 pages, and back cover) are bound together correctly.</p>	/5
	<p><b>My book is attractive and organized.</b></p> <p>My information is neatly organized. All pages are in order. Handwriting is appropriate in legibility and size. Illustration is appropriate and attractive.</p>	/10
	<p><b>I have proofread my book for proper spelling and mechanics.</b></p> <p>I re-read my book entries thoroughly for correct spelling and punctuation. At least one other person has proofread my work for accuracy.</p>	/20
	<p><b>My Westward Expansion ABC Book was completed on time.</b></p>	/5
	<p><b>Westward Expansion ABC BOOK PROJECT SCORE:</b></p>	/100
<p><b>Additional Comments:</b></p> <p>.....</p> <p>A Checkbric is a grading tool that is a mixture of a checklist and a rubric. Checkbrics are to be explained and given to students at the beginning of a project. Students keep the checkbrics to check off completed parts of the assignment. When all parts are checked, students submit the checkbric and project to the teacher for grading.</p>		





# Homework

**Homework includes one or more of the three types of homework:**

- **Practice:** reinforces newly acquired skills taught in class
- **Preparation:** helps students prepare for upcoming lessons, activities, or tests
- **Extension:** provides challenging, often long-term opportunities for enrichment that parallel class work.



# Homework

## **GCS Policy:**

- **Primary Level Students (K-2)** - Daily homework assignments shall not exceed 30 minutes, including 20 minutes of reading.
- **Elementary Level Students (3-5)** - Daily homework assignments shall not exceed 60 minutes.

# Visitors and Volunteers

*Under normal circumstances, we  
welcome and celebrate  
parent involvement at Monarch.  
Unfortunately at this time, no  
visitors are allowed in GCS schools.*

# Monarch's Cafeteria



Monarch Menus provide only healthy food selections for our students. It is important that children learn how to make healthy choices.

## Meal Prices

Paid Lunch-Students	\$2.40
Adult Lunch	\$3.70
Reduced Lunch	\$0.40
Student Breakfast	FREE
<b>FREE TO ALL STUDENTS</b>	
Adult Breakfast	\$2.10



# Monarch's Cafeteria

We try very hard to encourage healthy eating habits. Eating nutritious foods helps our children learn better.

- ***DO NOT*** send the following foods:  
soda, candy, cookies, most types of chips, sugary cereal, cakes and doughnuts.
- ***DO NOT*** send in restaurant/fast food of any kind (healthy or not).
- **We cannot send in any foods or treats to be shared at this time.**



# Monarch's Extended Day Program

Cortney Dunn, our EDP director, has designed fun and educational experiences for students. You may contact Cortney for additional information and availability at 864-452-0617.

## **Beginning the first day of school:**

- Parents must display the color-coded car tags each day for morning drop off. The school will furnish 3 color-coded tags to all families.

## **Beginning the first day of school:**

- All students will be scanned or checked out before leaving school.
- At Monarch, each child will receive a barcoded card in a laminated sleeve that will be attached to the book bag.
- The school will scan each child's tag before getting on a bus, walking to a parent, or leaving from an afterschool event.
- Please make sure the tag stays attached to the book bag at all times.

# Car Line Dismissal

**Car riders are dismissed  
at the back of the school.**

To ensure a safe dismissal for our children, only cars displaying the barcode (that will go out in the student packets) will be able to pick-up in the carline. All parents will receive 3 color-coded tags depending on your child's attendance track.



# Car Line Dismissal

If the car tag is forgotten, parents or individuals responsible to pick up students will be required to drive around to the front office and provide valid picture identification. Due to the number of students that Monarch dismisses, the office will not be able to call your child until 2:45 pm.

***Thank you for understanding that this is an important safety measure for all of our students.***



# Bus Transportation

A Bus Tag Application is to be furnished by the school, completed and returned by the parent/guardian to the school before the student rides the bus. One person may serve as a designee for multiple children.

The parent/guardian is ultimately responsible for the safety and conduct of his/her child at the regular school bus stop.

# Bus Transportation

The parent/guardian must be present at the regular bus stop for the afternoon drop-off of their 4K, 5K or 1<sup>st</sup> grade child.

The parent/guardian will be given three (3) numbered cards to distribute to any designee to be at the stop. The designee may be another adult or student designee (4<sup>th</sup> or 5<sup>th</sup> grade or higher).

# Bus Transportation

## *Student safety is a top priority.*

If a 5K or first grade student is preparing to depart the bus at their assigned stop, whether alone or in a group, AND the parent/guardian/designee, with the numbered card, is not present at the bus stop, the student will be returned to Monarch Elementary.

School staff will contact the parent/guardian via contact information that has been provided by the parent/guardian.

# Dress Code Highlights

- Students need to arrive at school properly dressed. Sagging pants, muscle shirts, short shorts, short skirts, spaghetti straps, tube tops, and bare midriffs are not permitted.
- All shirts/dresses must have straps at least one inch wide. Shorts and skirts must be at least fingertip length.
- Proper shoes or sandals with straps must be worn at all times. For safety reasons, heels should not be worn. Flip flops are not permitted.
- Students should not wear accessories that could cause a disruption to the educational process.



## The Health Room and Medications

- A parent/guardian must bring medications and check them into the health room.
- Medications must be administered by the nurse or school staff as authorized by the principal (field trips).
- Students are not allowed to give themselves medication at school. Cough drops are considered medications and are required to be kept in the health room with a parental permission form. Medications must be in original container with your student's name on it.

# PTA

## Membership

Help us reach 100% PTA membership!!!  
Information will be sent out soon on how to  
join online.



MONARCH ELEMENTARY PTA

Explore Discover

Home

About Us ▾

Calendar

Volunteers ▾

Run Club

Our Events ▾

Support ▾

Photo Gallery

PTA Store



Click [HERE](#) to  
explore the  
PTA Website!

Follow us on Facebook & Instagram for news and updates!  
You can also install the app!

# School Improvement Council (SIC)

SIC offers wonderful opportunities to be involved with school life:

- Help with the development and implementation of our School Strategic Plan
- Write an annual report to parents about the progress of the plan
- Assist the principal in writing the narrative for the School Report Card
- Provide input concerning school events and programs

## Handbook Highlights

- A signed parent note or medical excuse must be given to the office any time your child is absent.
- Any changes in transportation must be in writing and signed by the parent. Emails or phone calls cannot be accepted.
- Per Greenville County School (GCS) policy, early dismissals must be **before 1:45 p.m.**
- According to healthy school guidelines, **no restaurant/fast food** of any kind is allowed – healthy or not.
- Please remember to send your child with everything he/she needs for the day. Due to Covid-19, we cannot accept forgotten lunchboxes and other items in the office, except glasses. We cannot transfer items to students. Students will be fed a school lunch if they do not bring a lunch.



## Handbook Highlights

- After afternoon dismissal, no students are allowed back into classrooms to retrieve anything they have forgotten after they have left the building.
- Dress code: Proper shoes or sandals with straps must be worn at all times. For safety reasons, heels should not be worn. Flip flops are not permitted. All shirts/dresses must have straps at least one inch wide. Shorts and skirts must be at least fingertip length.

## Handbook Highlights

- At this time, no food or treats can be sent in to be shared.
- For safety precautions, balloons are not allowed in the building.
- The back entrance where car riders enter the building closes at 7:45 a.m. Even if a parent is in the line, students are considered tardy if they aren't in the building when the bell rings.



We look forward to a  
wonderful year!