



GUIDEBOOK

Guiding parents and students to understanding policies at WCS



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Mission Statement

The mission of Whitinsville Christian School is to foster the academic, spiritual, personal, social, creative, and physical development of students for Christ-like service in God's world.

Statement of Faith

Bible

We believe the Bible to be the only infallible, inspired, and authoritative Word of God.

God

We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.

Man

We believe that God created man in His own image.

Sin

We believe that Adam and Eve's disobedience to God brought sin into the world. Man thus alienated himself from God, his neighbor, and the world. All are sinners.

Savior

We believe Jesus Christ is the only Savior of sinners, the only way to the Father. Christ died as a substitute for sinners and was raised from the dead so that man could be reconciled to God.

Eternal Life

We believe eternal life is a gift of God received personally through faith in Jesus Christ alone. Eternal life is neither deserved by anyone, nor can it be earned by good deeds.

Children

We believe that God has charged parents with the responsibility of bringing up their children in the "nurture and admonition of the Lord" (Ephesians 6:4). Since this is a very complex task, parents look to the school for assistance.

Educational Philosophy

WCS has as its foundation the infallible Word of God as interpreted by the confessional standards of the Reformed faith. The authority of Scripture encompasses education. The goal of all education, according to 1 Corinthians 1:17, is to help man achieve life's purpose: to know and serve God. According to Psalm 24:1, all materials for education are related to God. Then, too, the person to be educated is a unified personality. (Genesis 1:27).

In addition, true wisdom apart from Christ is not possible. We must see and acknowledge the comprehensive principle for life given in Colossians 2:3, where Paul says this about our Lord; "in Him are all the treasures of wisdom and knowledge hidden." At the same time, the Living Word, Jesus Christ, is the integrating factor for our life "Who is the same yesterday, today, and forever." (Hebrews 13:8)

Recognizing and accepting the authority of God's Word, and Christ as the essence of wisdom and the integral factor for our lives, the following statements summarize our school's foundation:

God's Word

God reveals Himself in the Bible, His Word, to man. This Word gives man an understanding of God, of himself, of fellow human beings, and of creation itself. This Word serves as a guide in all of man's relationships and activities.

God Created Man

God created man in His own image as the crown of creation and made a covenant with man to be a steward of that creation.

Man Sinned

Man disobeyed his responsibility in that covenant and sin entered the world, alienating man from God, His creation, His fellow man, and the world became distorted.

Jesus

Jesus, the Word made flesh, was sent by God the Father to redeem His people from sin. Through Christ and by the work of His Spirit, man and creation are renewed and man may again covenant with God to fulfill his original calling and mandate.

Parents

God gives parents the privilege and responsibility of teaching their children the covenantal relationship which God made with believers and their children. They must do this in the light of revealed truth.

The Bible

Man has discovered and learned about himself and the universe. However, true knowledge can be possible only in the light of God's revealed truth, the Bible. Man's knowledge of God, himself and the universe becomes meaningful through the work of the Holy Spirit.

Education

Education for the Christian becomes whole and meaningful when it is based on the Bible. Understanding the proper relationship of God, man, and creation, it is possible to teach that all of life must be consecrated to God, to the service of fellowman, and to be stewards of God's creation in fulfilling the cultural mandate.

Parent's Responsibility

Christian parents are primarily responsible to educate their children. To discharge this responsibility, parents establish Christian schools where Christian teachers, who stand in loco parentis, educate their children.

Freedom to Function

Christian schools organized and administered according to legal standards and provisions of the state, should be fully recognized in society as free to function according to these principles.

The above statements call for a curricular and extra-curricular program that will instruct the student in the various disciplines in such a way that he will become a useful, creative citizen of the community, state and nation, with the desire and ability to apply his Christian commitment and principles to all of life's situation. This calls for an academic program that is superior in quality. Even more important is the Christian teacher. The teacher must be committed to Jesus Christ as Lord and Savior. This commitment must be reflected in their personal dealing with each other and with their pupils in the ability to apply these Christian principles in their respective teaching areas. They must be well trained in their respective field, since the pupil must be given the necessary tools with which to carry out his task.

The underlying philosophy of education regarding its origin, purpose and application to everyday life must then be distinctively Christian: the methods, however, employed in introducing the students to the various disciplines may be similar to those used in non-Christian schools. The God-directed goal of both teacher and student must always be to do the best job possible using the best tools available.

It is the goal of the administration, faculty and parents of WCS to educate each child to his highest potential as a child of God. To this end the curriculum, teaching and environment must all lend themselves to a distinctively Christian interpretation of all of life.

Academic Information

The curriculum stresses a challenging comprehensive education throughout the grades. The core subjects offered in all grades include Bible, Language Arts, Mathematics, Social Studies, and Science. See the Curriculum Guide for a complete listing of high school courses offered.

Advanced Placement & Honors Courses (High School)

AP courses are college-level courses taught over a full year of high school. They move at an accelerated pace and require a significant amount of work outside the classroom. Honors courses are also taught at an accelerated pace and require independent learning.

Students enrolling in an AP/Honors Course must meet the prerequisite requirements. It is recommended that students take no more than 3 AP courses at a time due to the increased workload. Exceptions will be considered on a case-by-case basis.

Summer work is required to be completed for all AP and Honors classes and is due mid-August (exact due date is communicated each June). If a student does not successfully complete the summer work by the due date as assigned, a student will receive a zero for the work not completed.

Many AP courses may require participation outside the school day such as before school meetings, evening review sessions, and Saturday mock exams. Please make sure you ask about and understand the requirements for the course you are choosing before you enroll.

Students are required to take the AP Exam if they take an AP course. Be aware there is a cost associated with taking the exam that will be added to tuition (approximately \$90-\$100).

Students typically are not allowed to drop an AP course after registration. Significant budgetary decisions are made in May regarding AP course offerings. Students who wish to withdraw must submit a letter of appeal to the Guidance office.

AP classes will be credited to the student's permanent transcript by the addition of 0.5 to each grade in which AP credit has been earned. Honors classes will be credited to the student's permanent transcript by the addition of 0.3 to each grade in which honors credit has been earned. This GPA adjustment will be added when a student's GPA is calculated.

Back to School Night

Parents are encouraged to attend a *Back to School Night* in September to learn about teachers' expectations and course content.

Conferences

Students and parents should feel free to schedule to meet with a teacher at any time. When parents desire direct communication with a teacher, email the teacher or telephone the appropriate office and leave a message for the teacher. He or she will return your call or email.

Conferences may also be requested by a teacher, an administrator, or guidance counselor. Parent-Teacher conferences are officially held in November.

Course Failures (Middle & High School)

Middle School

To receive credit for a course a student must receive a final grade of 60% or higher. Each quarter will earn 25% of the final grade. Students failing a math course for the year will be required to take a summer session of math tutoring or a math summer school course that is comparable to the class that was failed. Students whose yearly average for a specific course falls below 70% may be required to receive summer tutoring in that course. Middle school students who fail three or more core subjects for the year may be required to repeat the grade during the following year.

High School

To receive credit for a course a student must receive a final grade of 60% or higher. If a student fails a course he/she may attend an approved summer school to complete the requirement. However, summer school will be treated as a 5th quarter. The WCHS grade shall consist of the final grade weighted at 80%. The summer school grade shall be weighted at 20%. The average of the grades weighted as described must be 60% or better. For example: If a student were to receive a grade of 55% as a final grade, then a student would have to earn at least an 80% at summer school to receive credit at WCHS. Upon completion, the summer school grade would be marked on the high school transcript and a final course grade would be given.

Diploma Endorsement Tracks

WCS offers high school students curriculum tracks in STEM and Fine Arts that earn them an endorsement on their transcript. Students must complete a required number of courses, maintain a prescribed GPA in those courses, as well as participate in co-curricular and extracurricular activities in those fields.

Full & Part-time Students (High School)

In general, students admitted to WCHS are expected to participate in a full program of studies and will have their tuition fees determined on that basis. Full time students must be enrolled in a minimum of 30 credits per school year. Students must be enrolled in six academic courses per semester. Part-time students, enrolled in less than 30 credits, are typically not permitted to participate in Athletics due to MIAA guidelines. Part-time students are not eligible for a WCHS diploma. Tuition rates for part-time students are determined by the Business Office.

Grade Point Average (Middle & High School)

The chart below lists the points assigned to each letter grade. In High School a grade in an honors course will increase the GPA by 0.3. A grade in an AP course will increase the GPA by 0.5. Cumulative GPA is calculated with final grades only during grades 9-12.

A+	4.3	B+	3.3	C+	2.3	D+	1.3	F	0
A	4.0	B	3.0	C	2.0	D	1.0	WF	0
A-	3.7	B-	2.7	C-	1.7	D-	0.7		

Grading

The school year is set up on a quarterly system. FACTS Family Portal is the web-based program that enables parents secure access to each of their student's academic grades. Daily gradebooks and report cards are available to parents electronically. Students' grades will generally be posted by faculty within 7 days after assignments are due or tests/quizzes are given.

Grades K-2

K-2 students are evaluated primarily based on their performance in a variety of skill set areas within each academic area. The following skill set indicators are applied to each of the skill sets being evaluated.

EE – Exceeding Grade Level Expectations

ME – Meeting Grade Level Expectations

PE – Progressing Toward Grade Level Expectations

NM – Not Meeting Grade Level Expectations

Grades 3-5

Students in grades 3-5 receive a mixture of traditional grades and skill set indicators, depending on the subject area.

All students in Grades K-5 use the following scale to evaluate social/behavioral skill sets.

C – Consistently

U – Usually

O – Occasionally

R – Rarely

Middle School

All academic core subjects are full year courses. Each quarter will contribute 25% to the final grade. Quarter and final letter grades will be determined according to the academic grade scale. Teachers will explain more specific features of their grading procedures with their classes.

High School

Students must be enrolled in 6 credited classes per semester. For semester classes, each quarter will contribute 45% to the final grade and the final exam will contribute 10%. For full year classes, the first and second semester grades will be averaged. To receive credit for either a semester or a full year course a student must earn a final course grade of 60% or higher.

Quarter and semester letter grades will be determined according to the academic grade scale. Teachers will explain more specifics of their grading procedures with their classes. A Withdraw Failing will calculate into GPA.

Academic Grade Scale for Grades 1-12

A+	98-100%
A	95-97%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%

Effort

1	Outstanding
2	Evident and Satisfactory
3	Inconsistent
4	Unsatisfactory

C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	0-59%
WF	0-59%
EE	Exceeds Expectations
ME	Meets Expectations
PE	Progressing Toward Expectations
BE	Below Expectations
AU	Audit
I	Incomplete
EX	Exempt from Class
P	Passing
WP	Withdraw Passing

Graduation

Seniors are required to attend Graduation rehearsal and the Graduation Ceremony. Seniors who earn Honors (Cumulative GPA of 3.400-3.849) or High Honors (Cumulative GPA of 3.850 or higher) will receive a gold tassel. Transfer students who have completed both their junior and senior years at WCHS will be eligible to graduate with honors (Eligibility will be based on transfer transcripts and their junior/senior years at WCHS). Class ranking is used solely for the purpose of determining Valedictorian and Salutatorian.

Graduation Credits

In order to graduate from WCHS, in four years, students must earn a minimum of 130 credits. 110 credits must come from required courses listed below. In addition, students must earn 18 additional credits from a wide range of electives. A student that takes 8 classes per day for all four years in high school could earn up to 160 credits. Study halls and SAS periods do not receive any credits. To be eligible to receive a diploma from WCHS, a student must complete the course of studies prescribed by the WCS Board of Trustees (See below).

Students who have not attended WCHS for the entire four years must have at least 50% of the credits awarded on-site at WCHS. With the approval of the WCHS Guidance Department, students may transfer in additional *approved* online, home-school, or other high school credits, as long as they meet the

academic rigor and expectations of a WCHS course. These courses will be listed on the transcript as transfer credits (TR) but the grades will not be calculated into the student's WCHS grade point average.

Typically, full year courses are worth 5 credits and semester courses are worth 2.5 credits. Band, Choir, Orchestra, and Impact are worth 1.25 credits. See the Curriculum Guide for further credit details. A full time student must be enrolled in a minimum of 30 credits per school year and a minimum of 15 credits per semester. A student who does not earn 130 credits to graduate will earn a certificate of attendance rather than a WCHS diploma.

Course	Credit	Number of Courses
English	20 credits	4 full-year courses
Mathematics	20 credits	4 full-year courses
Science	15 credits	varies
History	15 credits	varies
Bible	10 credits	4 semester courses
Spanish	10 credits	2 full-year courses
Phys. Education I and II	5 credits	2 semester courses
Technology	5 credits	2 semester courses
Fine Arts	2.5 credits	varies
Speech	2.5 credits	1 semester course
Personal Wellness	1.25 credits	1 quarter course
Financial Literacy	1.25 credits	1 quarter course

High School Exams

High school students are required to complete midterm and final examinations each semester. Midterm and final examinations are weighted as 10% of the final course grade. Seniors enrolled in full year courses who maintain a 90% average or higher for each of the four marking periods may be exempt from final examinations. Students enrolled in an AP course who receive an 85% average or higher end of year grade with no quarter being less than 83% may be exempt from the final examination.

Pre-planned absences are not permitted during exams.

Homework

Grades K-3

Generally, homework at these grade levels is not routine as far as daily assignments are concerned. There may be some projects that pupils are asked to do at home that are related to daily work.

Grades 4-5

Homework will vary according to the individual child's needs and subject demands. If time is used efficiently, much work can be done in school. There may be assignment related projects that can only be or best be done at home.

Middle & High School

Daily assignments, long-term projects, and assessment preparation are an integral part of education for many reasons. These develop self-discipline, reinforce good study habits, and allow students the opportunity to practice material being taught. It is a natural follow-up to the learning experiences begun in the classroom. Parents are encouraged to monitor students' out-of-school schedules to allow the necessary time to complete written assignments, reading, and studying for assessments. The amount of homework assigned and the percentage of the grade that it will count toward will be communicated by each teacher, depending on the requirements and level of each course. The amount of out-of-class work may vary significantly from night to night depending on the course.

Honor Roll (Middle & High School)

Students achieving a GPA of 3.850 or more in the quarter will be placed on the High Honor Roll. Students earning GPA scores from 3.400 to 3.849 will be placed on the Honor Roll. Part-time students are not eligible for the Honor Roll.

Incomplete Assignments (Middle & High School)

Any student failing to complete assigned work in any subject prior to the close of the marking period will receive a zero (0) for the uncompleted work. High school students should refer to the classroom expectations for each course for the instructor's homework policy. Students that fail to complete work due to approved health and family-related circumstances will receive an incomplete in lieu of a letter grade. The responsibility to complete all outstanding assignments belongs to the student, and incomplete work must be turned in within two weeks following the end of the marking period. Teachers will assist insofar as possible.

Lunch (Middle & High School)

Students are to eat their lunch in assigned lunchrooms. After eating, students may socialize, participate in a classroom activity and spend time outside in appropriate areas. Food delivery from outside vendors (Domino's, Door Dash, etc.) is not permitted during school hours.

Online Learning (High School)

Virtual High School (VHS)

VHS is an online provider that allows self-paced learning within the framework of a week to week schedule. Courses are taught by trained and evaluated subject-certified teachers from the state, region, nation, and around the world.

- Students in the Class of 2026 and beyond may choose to take an online course at their expense as long as that course is not taught at WCHS. The credits will count as “transfer” credits and will be recorded as such, but the course grade will not be factored into the student’s cumulative GPA.
- Students may choose to take more online classes at their expense as long as the classes are not taught at WCHS. A second online class taken will be added to the transcript, but will not be factored into the GPA or count towards the graduate credit requirement.
- In most cases, students taking approved VHS classes do not receive Honors or AP grade point average increases, but do receive AP credit (AP exam is required).
- Students may not withdraw from an online class after 4 weeks have passed in the class. If, due to extreme extenuating circumstances, it is necessary to withdraw, the family will be billed \$450.00 to cover the cost of the class.

Pass/Fail Elective Option

Sophomores, juniors, and seniors may select one non-Honors or non-AP elective class to take Pass/Fail during the WCS high school experience. Pass/fail courses will not count toward the core requirements but could be used for a subject beyond the total credit requirement in a particular subject area (e.g. students who have completed 15 core science credits could take an additional science course as Pass/Fail.)

Students interested in taking a course Pass/Fail must notify the Guidance Department prior to the end of the add/drop period and must have all required paperwork completed and signed by this date. Approval must be given by parents, teachers, Guidance, and the Dean for Academic Support & Administration in discussion with the Dean of Faculty & Instruction. Teachers will be notified of this status once it has been approved.

Students enrolling in the Pass/Fail option are expected to be full participants in the courses and must complete all assignments and assessments in addition to maintaining a passing grade of 60%. Students missing more than one assignment or missing any project or assessment will earn a failing grade in the course.

A numerical grade will be listed on the report card throughout the semester/year to confirm passing status. Passing grades will not be calculated into the quarter, semester, or cumulative GPA but a grade of F (59% or lower) will be calculated as such in the quarter, semester, and cumulative GPA.

The final grade on the transcript will be listed as Pass/Fail.

Physical Education (P.E.)

P.E. classes are conducted twice each week in grades K-8. A well-planned variety of activities is arranged to improve small and large motor development of the child. Learning game skills is also an integral part of the program. It is expected that all students have available an appropriate pair of sneakers (gym shoes) to wear during P.E.

High school students are required to complete PE I and PE II for graduation.

Progress Reports (Middle & High School)

Parents may monitor their students' academic progress through our online platform in FACTS Family Portal.

Promotion & Retention

Promotion is, in most cases, automatic from year to year. If there is a question about promotion, the following procedure will be used:

By the end of the third quarter, parents may be notified about progress and readiness for promotion. If there is not adequate progress made in the fourth quarter a conference will be held with parents, teacher and administrator concerning the retention of the pupil.

In the Middle School, to receive credit for a course a student must receive a final grade of 60% or higher. Each quarter will earn 25% of the final grade. Students failing a math course for the year will be required to take a summer session of math tutoring or a math summer school course that is comparable to the class that was failed. Students whose yearly average for a specific course falls below 70% may be required to receive summer tutoring in that course. Middle school students who fail three or more core subjects for the year may be required to repeat the grade during the following year.

Report Cards

The report card is a quarterly evaluation of the performance of the student in relation to ability as well as how well the child has mastered subject matter. Report cards will be available on FACTS Family Portal after the close of each quarter.

Service Hour Requirement (High School)

Every high school student is required to complete a minimum of 15 service hours each year. Eight hours are due in early January and the remaining seven hours are due in early May. Students will submit a filled out *Service Hours Form* to receive credit for their hours. This form is available in the office or on the school website. Students who fail to meet the service hour requirements by the deadlines will be required to make them up at school during the exam weeks.

Service Learning

High school students are given opportunities to serve their community through our service learning program. The entire high school works in the community at least twice each school year.

Standardized Testing

High School Placement Testing: Eighth grade students will take a high school placement test. The test is administered in the spring. Results are communicated to parents.

PSAT is required for all 11th grade students and encouraged for 10th graders. The SAT is offered in school for all 11th graders. Sophomores taking the PSAT and seniors taking the SAT will have the appropriate fees charged to their FACTS account.

Strings Program

Children in K-12 as well as some pre-school age children are invited to join the program. Lessons are arranged by the teacher. When possible lessons are scheduled at non “prime-time” school hours.

Student Records

Directory Information

WCS defines the following as directory information which may be disclosed without prior written consent: student’s name, address, telephone number, grade level, enrollment status (full-time or part-time), honors and awards received; custodial parents’ name(s), address (es), telephone number(s), e-mail address (es). Some of this information will be published in our school directory, whereas other listed types of information may be included in releases of information such as to colleges in response to their requests. At all times, the safety of the student will be considered prior to release of directory information to a third party. In addition, the school is mandated by the National Defense Authorization Act to release directory information pertaining to each student (including directory information listed above as well as social security number, GPA information, race, and gender). Parents who object to the release of this information must give written notice of their objection prior to the beginning of the school year, at such time that the school requests the return of the student information form.

Access to Student Records

A student who is 14 years of age or older and/or their parent(s) may request to review the student record. A request to review a student record should be submitted in writing. The school will produce the record requested and arrange a time for the record to be reviewed with an administrator in attendance as early as possible no later than 10 days after receipt of the request. Upon request, a student and/or parent (until the student reaches the age of 18) may receive a copy of the student transcript. The copy provided will indicate the words “unofficial copy” and is to be used for reference purposes of the student and/or parent only. An official copy of the student transcript can be requested to be sent to a third party (school or employer). Requests for an official or unofficial copy of the transcript should be made using the Transcript Request Form which is available from the office or from

the school website. The original of the student record will be sent directly to a school to which the student transfers upon request via the Authorization for Release of Records or similar form used by the school to which the student transfers.

Due process

A parent or student who questions the accuracy or appropriateness of a grade presented on the report card should contact the appropriate teacher. If after speaking with the teacher, the parent or student still objects to the grade, he/she must present their objection in writing to administration prior to the first day of the following school year. Objections to any other information in the student record must also be received in writing.

Destruction of records

The student's health and temporary records, including results of standardized tests, attendance data, and evaluations and reports by teachers and others, will be destroyed five years after the student's graduation, transfer, or withdrawal. The student's transcript, which includes identifying information regarding student and parents/guardians, grades K-12 course titles and grades received while a student at WCS, as well as grade levels completed and year of completion, may only be destroyed sixty years following the student's graduation, transfer, or withdrawal.

Test Policy (High School)

Effort is made by the faculty to limit the number of assessments given per day. If a student has more than two tests scheduled on a given day, he/she may request to have the additional test(s) rescheduled. The student is responsible for speaking to the teacher(s) prior to the day of the test(s) to make individual arrangements. This may mean that a student has to come before or after school to take the assessment.

Textbooks

The school furnishes textbooks or online texts to all students. Books should not be left in hallways, bathrooms, or locker rooms. Unreasonable damage to textbooks will result in fines. Lost textbooks or those damaged beyond repair will be assessed the full wholesale replacement price.

Transcript (High School)

Final grades are recorded on the student's transcript and become part of the student's permanent record. Official transcripts will be sent to the colleges and universities to which a student is applying. Unofficial transcripts may be sent to coaches and colleges on a case by case basis and will be sent directly to the institution by the Director of Guidance. All requests for transcripts will be handled through the guidance department.

Tutoring

In-House Academic Support

Students are encouraged to approach academics with diligence, both in class and at home. Despite their best efforts, however, it is common for students to struggle from time-to-time. In-house academic support options include extra help from teachers and Student Academic Services. There is no additional charge for these services.

- **Extra Help - preferred first step**
WCS teachers provide short term extra help in a specific subject. The objective is to review academic content in order to promote mastery. Extra help is most often initiated by the student, but may be required by the teacher. Extra help sessions are scheduled before or after school, or during extra help blocks and study halls in high school.
- **Student Academic Services (SAS)**
Students who have identified learning needs and require specialized instruction may receive academic support through SAS during the school day (see the Student Academic Services section of this handbook for more information). SAS services require a referral.

Academic Coaching

Students in the high school may choose to enroll in Academic Coaching, a fee-based program designed to help students achieve academic success through topics such as time management, organization, study and test taking skills, learning styles, writing support, and content tutoring. For more information, families should contact the Guidance Office.

Private Tutoring

Tutors provide a valuable service that contributes to the successful Christian education of students at WCS. There are four categories of private tutors: Regular WCS Tutor, Private Independent Tutor, Faculty Tutor, and Volunteer Tutor.

The following guidelines apply for all private tutoring occurring on campus:

- The Administrator of each school provides oversight of all tutoring that occurs on campus.
- Parents hire private tutors at their sole discretion.
- On-campus tutoring must be approved through the SAS Director.
- Tutors set their own rate and manage payment directly with parents.
- Space must be arranged through the SAS Director.
- Students may not be pulled from a class for tutoring. Tutoring may only be scheduled before or after school, or during a student's study hall.

Categories and Additional Tutoring Guidelines

Regular WCS Tutor

In order to be considered a Regular WCS Tutor, tutors must meet WCS defined guidelines. Approved Regular WCS Tutors may tutor on campus during the school day and use the tutoring room or other space, as available.

Independent Private Tutor

Parents are welcome to hire independent private tutors at their sole discretion. To facilitate understanding of each student's learning needs, parents are encouraged to communicate with the SAS Director when tutoring arrangements have been made, even if they occur off campus and outside of the school day. SAS maintains a list of area tutors, but does not endorse specific tutors or monitor their qualifications. Independent private tutors may not tutor on campus or work with WCS students during the school day without express written permission from the SAS Director.

Faculty Tutor

WCS faculty members may provide private tutoring with the following limits:

- Paid tutoring hours must be arranged outside of expected extra help hours (before 7:30 a.m. and after 3:15 p.m.).
- Faculty Tutors may not tutor students who are currently enrolled in their class for the subject being tutored.
- Faculty Tutors must have their administrator's permission to tutor any student at the end of the school day (2:45 p.m.) rather than at the contractual end of the teacher's day (3:15 p.m.). A Request to Tutor during Contract Hours form must be submitted to the appropriate administrator for approval. If approved, Faculty Tutors are responsible for making up this time.

Volunteer Tutor

On campus volunteer tutoring arrangements must be cleared through the appropriate administrator. Volunteer tutoring typically takes place after school.

Withdrawing from Courses (Middle & High School)

In most cases, courses may be dropped with permission from a student's parents, the guidance department, and the administration until the end of the second week of the new semester without consequence. Students must still meet the minimum credit load for each semester (15 credits, 6 courses per day) before a course may be dropped. Except in extreme cases there will be no changes to a student's schedule in September or February. Scheduling and teacher workloads are determined by the administration prior to the start of school in August. Significant decisions are made based on course sizes and enrollment. Students should choose courses wisely for first and second semester. Dropping a course may not be an option once enrolled. The administration reserves the right to deny dropping a selected course.

In extenuating circumstances, if a student withdraws from a course after the second week of a new semester, and is passing at the time of the withdrawal, a "WP" will be noted on the student's transcript. If a student is failing at that time, a "WF" will be noted on the student's transcript. Additionally, students will not be permitted to withdraw from a course if his/her credit total will drop below 15 credits per semester or 30 credits for the full year.

Admissions

Admission to Kindergarten through 12th grade at Whitinsville Christian School is based on an application and family meeting. At least one parent is expected to sincerely support the school's statement of faith, and have an understanding of the spirit of instruction at WCS. Students should demonstrate potential academic success in our program based on previous records and recommendations, show good social adjustment, satisfactory behavior, and emotional stability. Parents also must be able to meet the financial responsibilities of enrollment. (All financial policies must be agreed to by the parent or guardian of prospective students.)

All new enrollees will be on a one-semester "new student" probation. The administration and board reserves the right to ask any student to withdraw during the semester should the student not conform to the academic, behavioral, and spiritual expectations of WCS.

New Student Placement Tests

Math and reading tests are given to all new students entering grades 1-12 as part of the admission process. Students entering grades 9-12 are also given a

standardized placement test in addition to the tests administered in math, Spanish and English. Test results are reviewed and discussed during the admission meeting.

Kindergarten Screening

Screening is offered to help assess a school placement that will help children achieve their best combination of personal happiness, academic progress, and the use of God-given abilities. Students applying for admission to kindergarten must be 5 years of age prior to September 1st.

Family Meeting

Following the completion of the application and admissions testing, the family of each applicant will be invited to meet with Admissions Office Personnel and the appropriate division administrator. In filling out the application, all families understand our statement of faith along with an agreement to submit the applicant to the Biblical teaching of WCS. Other than in single parent homes, both parents should be present at the meeting. Students applying for grades 6-12 are expected to be present and participate in the meeting as well.

Arrival & Dismissal

The school day is from 7:50 a.m. to 2:40 p.m.

Grades K-5 Arrival & Dismissal

Students arriving between 7:00-7:30 a.m. must report to the early arrival classroom where they will be supervised. Students are encouraged to arrive after 7:30 if possible. All students, upon arrival after 7:30, must enter school through the front entrance. Students should place backpacks on assigned hooks, in lockers, or in classroom cubbies and then proceed outside, playing there until 7:50 during favorable weather.

Students must not walk through the gym to get to the foyer when dismissed at the end of the school day. Students in Grades K- 2 will wait for parent pick-up outside the gymnasium doors until 2:50 p.m. when they will move closer to the elementary doors. Students in Grades 3-5 will wait for parent pick-up

to the left of the elementary doors. Parents or designated pick-up people are requested to refrain from blocking exit doors and from bringing pets to the pick-up area.

Any students waiting for a ride after 3:00 p.m. will be escorted to the WCS After-Care classrooms where they will be supervised (at the rate of \$9 per hour) until parents arrive to sign them out.

Before & After School Hours (Middle & High School)

Students need permission to be in any rooms after school. If permission has been granted, there must be appropriate supervision by an authorized adult. Without permission and supervision, students are required to leave the premises by 3:15 p.m. In the event of an expected delay, alternative plans must be made.

Weight Room Use

High school students are permitted to use the weight room after school during posted hours. Students who are interested must sign in with a coach or teacher and supervision by an approved adult is required at all times.

Athletics

Students in grades 6-12 are eligible to participate on WCS sports teams. Students in grades 6-8 are eligible for middle school level teams. Students in grades 9-12 are eligible for high school junior varsity and varsity teams. WCS athletic competitions and practices will not be scheduled on Sundays. Sunday competitions will only be allowed in extenuating circumstances with school administration and board approval for situations such as weather-related rescheduling conflicts and the scheduling of MIAA competitions outside the control of WCS athletics.

WCS offers numerous team opportunities through our school, as well as co-op opportunities with surrounding schools. All co-op opportunities are pending yearly approval through the host school and cannot be guaranteed from year to year. Contact the Athletic Director for up-to-date information regarding co-ops.

Fall:

MS and HS Cross Country

MS and HS Soccer

HS Coed Golf

HS Girls' Volleyball

HS Co-op Football with Nipmuc HS (Pending yearly approval)

Winter:

MS and HS Basketball

HS Winter Track

HS Co-op Wrestling with Northbridge HS (Pending yearly approval)

HS Co-op Alpine Skiing with Nipmuc (Pending yearly approval)

Spring:

MS and HS Girls' Softball

MS and HS Spring Track & Field

HS Tennis

HS Co-op Boys' Baseball (Pending yearly approval)

HS Boys' Co-op Lacrosse with Nipmuc HS (Pending yearly approval)

Athletic Conduct

While our conduct policy applies to all school activities including athletics, our membership in the MIAA imposes additional disciplinary requirements for chemical abuse. The following is a summary of the MIAA rules on chemical health. For a complete reading, refer to Rule 62 of the MIAA handbook.

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, vape pens and all similar devices); marijuana (including products such as "NA or near beer", inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one's mental state. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

For any chemical health violation the student will be suspended from school for an appropriate number of days for committing the offense. MIAA rules require that, for the first offense, a student loses eligibility for 25% of the season, and that the suspension carries over into the student's next sport season. Since

WCS complies with MIAA rules, an offense occurring towards the end of the season will result in suspensions carrying over into the student's next sport season. Subsequent offenses will be handled according to the MIAA Rule 62 and WCS administration. A 2nd offense results in a 60% loss of season per MIAA.

The athletic director and the school administrator shall implement the consequences regarding such cases according to MIAA guidelines. At the beginning of each season, athletes will be required to sign a statement acknowledging their full understanding of the rules bearing on athletic events.

Returning to sports after a chemical health violation

WCS, alongside MIAA requirements, has established a WCS school policy on students returning to sports after a chemical health violation. *See WCS Return to Sports Policy in the Return in the Parent-Athlete Slideshow on the WCS website.*

Attendance at Games & Practices

Attendance at games and practices is required for a team to give its best performances. Faithful attendance represents the athlete's commitment to the team. Team members must avoid missing practices or games. A student who is absent from school on the day of a game or comes after 9:30 a.m. will not be allowed to play in the game or practice except in special circumstances, e.g., attending a funeral. All special circumstances must be cleared by the HS or MS office for athletes to be eligible. Athletes are expected to communicate with their coaches if they are going to miss a practice or a game (this would exclude days absent from school). Unexcused absences from practice or competition may lead to consequences on their team as determined by the coaching staff. Three unexcused absences from practices and/or competitions will result in consequences, up to including- removal from the team.

Concussions

All students are required to take the online National Federation Concussion Course or other MA Department of Public Health recognized education

program following regulations as put forth by the Department of Public Health in regard to the Concussion Law. Any reported concussions will be monitored by the school nurse for medical documentation to allow students to return to play as appropriate.

Eligibility for Athletic Activity

Student eligibility for participation in athletic activities will be determined at the end of each quarter. Students with documented, certified Individual Learning Plans may receive special consideration. A student's right to participate will be suspended during the next quarter upon receiving a report card with two F's or a GPA below 2.0. Receiving the above grades during the fourth quarter will place the student on suspension for the next fall's 1st quarter athletic season. Incoming freshmen from WCS or transfer students must have passed the equivalent of four (4) major subjects during the fourth quarter of the previous school year, and have no more than one unsatisfactory grade in effort or conduct. Part time students are not eligible to participate per MIAA guidelines. Successful completion of summer course work to compensate for classes failed for the year or semester does not make up for poor final quarter performance. Therefore, academic performance during the final quarter of the school year is important for prospective athletes for fall sports.

Before participating in practices and/or tryouts for a particular season, all athletes must register through FamilyID and athletes must have passed a physical examination within the previous 13 months and provide a signed physical form from the doctor's office.

Game Transportation Policy

The school will provide transportation for WCS coaches and athletes to athletic contests in school vans or buses. Families may arrange for their own transportation through written permission and direct communication with the coaching staff. Additional transportation information specific to athletics is found on sport registration through FamilyID. Transportation for Co-op teams may not be provided.

Attendance

WCS encourages punctuality and regular attendance by all students. We believe this is important for these reasons:

- We are responsible to God for using both our time and talent wisely.

- No student can achieve his/her full potential by receiving the benefit of only part of a discussion or assignment.
- Good work habits and attendance habits, cultivated in school, will help students be prepared for higher education and lifetime work.
- State law requires students to be in school for all classes, all day.
- Once students arrive on campus, they are to remain on campus until the conclusion of the school day, including lunch time.

Absences (Elementary)

Parents are expected to call the Elementary office by 8:30 a.m. (508-372-3246), if their child will be absent that day.

Excessive Absences (Elementary)

If the total number of absences exceeds 10 days for a semester or 20 days for the full year, the administrative team and the child's teacher will meet to review the reasons for excessive absences and communication will take place with the parents. Consequences may include but are not limited to required tutoring, repeating the current grade, and required summer school. The family may request an appeal of any decision in writing no later than the end of the grading period. The final decision regarding consequences will be made by the administrative team.

Make-Up Work (Elementary)

Requests for make-up work (along with arrangements for transporting it home) must be made at the time the absence is reported. Homework is to be picked up at the end of the school day.

Planned Absences (Elementary)

We discourage the planning of vacations when it conflicts with school. Vacation plans should agree with the school vacation schedule whenever possible, but in cases of planned vacations, parents and students should confer with teachers at least a week (preferably two) before the absence so that assignments and work can be done prior to the vacation. Students absent for parent-planned vacations are responsible for all work missed during the absence. Teachers, parents, and students are expected to work together to help the student following unavoidable absence.

Absences (Middle/High School)

A student is marked absent for each class in which 15 minutes or more of class time is missed. An extended class on a block day counts as two class periods, so an absence on a block day counts as two absences for each class missed. If, due to a late arrival or early dismissal, more than 15 minutes of a block class is missed, that will count as 1 absence. If more than 60 minutes of a block class is missed, that will count as two absences. If the total number of absences in a course exceeds 10 class periods during a semester course or 20 periods during a full-year course, a student will fail the course. Classes that meet every other day will follow semester course attendance guidelines. Absences are recorded on the report card. A long-term illness exception may be granted by an appeal that includes a doctor's signed statement that the student was physically not able to be in school. This must be submitted in writing and presented to the high school or middle school administrator. The status of students with extenuating circumstances will be determined by the administration on a case-by-case basis, based on attendance policies/Long Term Illness policy.

Absences during exam weeks (midterms and finals) count as full 8-period day absences. Students need to be in attendance during exam week. If a student does not have an exam on a given day, they need not attend.

Notify School (Middle/High School)

On the day of a student's absence from or anticipated late arrival to school, **middle school parents** must notify the middle school office at 508-372-3245 by phone or email ms-office@whitinsvillechristian.org by 8:15 a.m. **High school parents** must notify the high school office at 508-372-3271 or email hs-office@whitinsvillechristian.org by 8:15 a.m. If no notification is received, a call from the office will be made. The purpose of this call is to find out why the student is absent, make sure the parent is aware that the student is not in school and, most importantly, to ensure that the student is safe. Verification is only acceptable from a parent, not from students themselves or siblings. If parents are unable to be reached, others on the emergency contact list may be notified. (Significant time is spent by office staff to make contact with parents to ensure the safety of the student. We appreciate parents' cooperation in keeping the office informed regarding student absences.) If parental contact is not made the day of the absence, the student will be given a detention upon their return and further disciplinary action may be taken if the student is found to have been truant. Exceptions to the attendance policy can only be made by the school administrator.

Early Dismissal (Middle/High School)

Students who need to be dismissed prior to the end of the school day must present a parent note, email, or phone call to the middle/ high school administrative assistant upon arrival in the morning. At the authorized time of dismissal, the student must sign out in the middle/ high school office. A student missing more than 15/60 minutes (depending on the type of period) will be marked absent, as stated above. Students who do not present parental permission will not be allowed to leave school until a parent has been contacted. Students who leave school without prior parental notification to the office will be given a detention, and are considered truant.

Extracurricular Participation (Middle/High School)

Students may not participate in any extracurricular activity on the day of an absence whether it is held on the school grounds or not. This includes athletic events, dances, drama productions, musical concerts, tours, Robotics Team, class trips, or socials. In addition, students must arrive by 9:30 a.m. and remain in school the remainder of the day to participate in extracurricular events. Exceptions to this rule can only be made by the administrator and with medical or other approved documentation.

Missed Assignments Due to Absence (Middle/High School)

It is the responsibility of the student to make up any work and/or tests/quizzes missed because of an absence. The student should be prepared to make up tests, quizzes, class work and/or homework within 24 hours of the students return to school unless a teacher grants more time because of a prolonged illness. Students who have not made up work within the time allotted by the teacher will receive a zero for that work.

If a student is absent from class one day for any reason, he or she should contact a classmate and check the teacher's posts about homework, assignments or tests scheduled during that absence. When a student returns to school, he or she may be expected to do the work being done by the others in the class. For planned absences, the following procedure is recommended:

- Prior to leaving, students should make arrangements with teachers and other students to collect homework and notes in their absence.
- Students may request work from teachers when notifying them of an upcoming absence with a *Pre-Planned Absence form*. However, it is possible that the teachers may not have work ready to distribute. The teacher may change lesson plans based on what is happening in the classroom during the time the student is gone. The reality is that most work will have to be made up upon the student's return.

- Upon return, students are encouraged to seek help from other students to learn concepts and material taught in their absence.
- Upon return, the student must initiate contact with the teacher to make an appointment for the purpose of setting up a schedule for turning in homework or projects, and taking missed quizzes or tests. Students who fail to initiate contact with the teacher within 24 hours of their return might not, at the teachers' discretion, be allowed to submit missing work.
- All homework, projects, and tests must be completed in a timely manner determined by the teacher at the scheduled appointment.
- Teachers have the option of giving an alternate version of a missed test or quiz.

Planned Absences (Middle/High School)

Absences for non-academic reasons while school is in session are strongly discouraged by the school. However, parents may notify the school prior to the date of the planned absence by use of a *Pre-planned Absence form*. Families requesting more than five days must receive an administrative waiver. All pre-planned absences are counted toward the maximum absences policy. Pre-planned absences are not permitted during exams or during the last week of a semester.

School-Related Absences

Absences due to field trips or school-sponsored extracurricular activities will not count toward the maximum allowed absences.

Truancy (Middle/High School)

A student who misses school or class without parental knowledge or consent may be considered truant and must serve a one-day suspension. Two percent (2%) of the student's quarter grade will be subtracted for each class missed.

Tardies (Elementary)

Grade K-5 students who arrive in class after 7:50 a.m. will be considered tardy.

Tardies (Middle & High School)

Middle and High school students who arrive in class after 7:50 a.m. will be considered tardy. Students are expected to be seated and prepared to start

class when the bell rings. Teachers will assign a tardy to any student that arrives late to class without a pass from another teacher or staff member. Teachers may give a tardy to a student who is not prepared for class (ex. forgets binder or book).

Students who receive five detentions in one semester for being tardy may receive a one-day suspension and a 2% grade reduction in all classes. Students that receive seven detentions in one semester for being tardy may receive a two-day suspension and a 5% grade reduction in all classes.

Beginning of the Day

Students who arrive in school within the first 15 minutes of the school day (7:50-8:05 a.m.) will receive a tardy pass which they must give to their first period teacher. Students will not be allowed into class without a tardy pass. Students who arrive in school after the school day has been in session for 15 minutes or more are considered absent for their first class. Immediately upon arrival, the student must sign in at the high school or middle school office and receive a pass to their class.

Students will be allowed four tardies per quarter without consequence. A detention will be assigned for every fifth tardy for first period classes.

Within the School Day

A teacher will assign a tardy to any student that arrives late to class, without a pass from another teacher or staff member. For classes other than the first period of the day, students will be allowed two tardies per class per quarter without consequence. A detention will be assigned for every third tardy.

Awards & Scholarships (High School)

The following awards are given to high school students at the Awards Assembly. The administrator, guidance counselor, and/or faculty participate in selecting students to receive these awards. In addition, faculty members who have children being considered for an award are not permitted to participate or have input in the selection of awards and scholarships. Each Award/Scholarship may have individualized eligibility criteria.

Outstanding Senior

This award goes to a senior who is hard working, strives for academic excellence in the classroom, and is actively involved in extracurricular

activities. This student must demonstrate leadership qualities and have a spiritual maturity that reflects his/her love for the Lord. This student uses his/her God-given talents and abilities to the fullest in service to his/her peers, faculty, family, and community.

Course Awards

The following academic awards are presented to high school students at the annual Awards Assembly. These awards are selected by the high school faculty and are given to students who best achieve the goals of these respective courses:

Art Award	History Award
Athlete of the Year (Male & Female)	Mathematics Award
Band Award	Orchestra Award
Bible Award	Physical Science Award
Biological Science Award	Presidential Academic Award
Business Award	Spanish Award
Choir Award	Strong Academic Endeavor Award
Drama Award	Technology Award
English Award	

Presidential Academic Award

This award is given to 9th grade students who earned a semester 1 GPA of 3.75 or higher, and to students in grades 10-12 with a cumulative high school GPA of 3.75 or higher by the end of first semester.

Founders Award

This award is given to those seniors who have attended WCS as full time students from grades K-12.

Arthur A. Wiersma Memorial Scholarship

This scholarship goes to that student(s) who has worked hard to overcome academic difficulties. This student may not be at the top of his/her class academically, but is certainly one of the top in terms of tireless effort employed to succeed. Chosen by committee.

Eric J. Cook Scholarship

This scholarship goes to the senior who best exemplifies the academic, social and spiritual characteristics displayed by Eric J. Cook, who died in the spring of 1996 after a battle with cancer. Chosen by a special committee of family members and WCS staff.

Fredericks Award for Perseverance and Personal Success

Ann and Bill Fredericks established this scholarship to encourage students to work hard in school in spite of academic challenges and struggles. Their son Chris, with the help of the SAS program, graduated from WCHS and has achieved his goal of earning a pilot's license. SAS and teachers select a worthy recipient from the junior class who is returning for his or her senior year.

Gary and Annette Keessen Memorial Scholarship

Throughout their lives the Keessens were passionate about serving their community here in the Whitinsville area. Through this scholarship, the family would like to honor a junior student returning for his or her senior year who similarly is a quiet servant who seeks to honor God and love others without recognition. Family members and teachers will comprise the committee to honor a junior student who will be returning for senior year.

George J. Vanden Akker Scholarship

The George J. Vanden Akker family set up this scholarship to honor a senior who, like George, is a quiet servant who seeks to honor God and love others without recognition. The family chooses a recipient based on an application and essay.

Jim and Jean Nydam Honorary Scholarship

This scholarship goes to a returning student who is selected by a scholarship committee of five teachers and family members. Selection is made based on academics, service, school activities and financial need.

Kimberley Hannon Music Scholarship

The Hannon family has established this scholarship in honor of their daughter and sister Kimberly Hannon who was killed in a car accident on October 25, 2019 at the age of 27 years old. Kimberly attended WCS from grades 7-10 and then went on to graduate from Northbridge High School in 2010. She studied and taught piano locally and worked as a music director in several churches. As such, the family wants to honor Kimberly by supporting a senior student who likewise has a passion and love for music and hopes to pursue a career in music or at least use his or her gifts in music to bless others. Both family members and teachers sit on the committee.

Leonard M. Krull Memorial Scholarship

This scholarship for a senior student is awarded to a deserving student attending Calvin University. Chosen by a local committee in conjunction with Calvin University, the recipient will have met minimum academic standards and be involved in school and community activities.

Milford Federal Savings and Loan Association

This scholarship goes to the senior student contributing powerfully to the mission of WCHS with regard to academic, spiritual, social, and personal

goals. Financial need is a consideration. Chosen by a scholarship committee of faculty members.

Sadie DeYoung Memorial Scholarship

This scholarship goes to a senior student planning to attend either Calvin College, Dordt College, or Trinity College. A special committee of teachers and family members selects the student annually.

The Najem Family Scholarship

The Najem family wishes to support Christian young people with a passion for studying business. A committee of family members and school personnel select a senior who plans to study business in the future.

The Vander Baan Scholarship

The Vander Baan family has established this scholarship in honor of Roland J. Vander Baan, deceased, and Sandra E. Vander Baan. Roland and Sandra are longtime supporters of WCS. Through this scholarship the family would like to honor an underclassman student who has shown tremendous desire to do well and is known by teachers as a tireless worker in all both academics and activities here at WCHS. Family and teachers select the recipient.

Thelma DeYoung Memorial Award for Excellence

This scholarship is given in memory of Thelma DeYoung by her children and benefits a current WCHS junior regardless of financial need. To be eligible for the award, the student must have been a full time student at WCHS in 11th grade and continue at WCHS for his/her senior year. Students are required to complete a scholarship application. The scholarship selection committee bases its selection on academic excellence (cumulative GPA of 3.3), service to school/church/community and excellence in sports, fine arts or extracurricular activities.

UniBank Scholarship

This scholarship goes to the senior student contributing powerfully to the mission of the school with regard to academic, spiritual, social, personal goals and financial need. Chosen by a scholarship committee of faculty members.

Wendy Groot STEM Scholarship

The *Wendy Groot STEM Scholarship* was created by the Flagg family in January of 2022 to honor Mrs. Groot for her 23 years of teaching Engineering, Mathematics and Science at WCHS. Mrs. Groot developed a reputation as a demanding teacher with high expectations of students. Through this scholarship we honor Mrs. Groot by selecting a senior who likewise strives for excellence and has high ambitions for using one's gifts by serving God in a technology, engineering, mathematics or science field. The Groot family and teachers select this recipient.

Valedictorian/Salutatorian

Typically, the senior achieving the highest and second highest cumulative GPA over his/her four years at WCHS will be selected as Valedictorian and Salutatorian respectively. Students are notified of tentative Valedictorian/Salutatorian status at the end of third quarter. Final determination, at the discretion of the high school faculty, guidance department, and administration, includes demonstration of a Christian lifestyle and good standing with school policy. WCHS uses class ranking for determining Valedictorian and Salutatorian purposes only.

Communications

Announcements (Middle & High School)

Announcements are distributed to faculty and students via email and cast on monitors in the Middle & High School hallways every school day. They contain pertinent and timely information on any number of topics including, club activities, events, service opportunities, athletic information, reminders, etc. Whether or not the announcements are read aloud, students are responsible for their content and can easily access or see them on monitors in the hallway between periods or at lunch time.

A link to a parents' version of the high school announcements can be found in the weekly newsletter.

Crusader Chronicle

The Crusader Chronicle is a semi-annual newsletter of WCS general interest stories and activities. It is mailed to families, alumni, and friends.

Handling Issues or Complaints

Occasionally misunderstandings or problems can arise between the teacher and a student, teacher and parent, parent and the school, or several possible areas. This is often the result of lack of communication between those involved. The school board has set a policy for these situations, and complaints or problems will be handled in the following manner:

- Teacher - All questions, problems, or complaints should be brought directly to the teacher first before anyone else is involved.

- Administrator - If the situation is not cleared up through direct contact with the teacher, it should then be brought to the administrator.
- Head of School - If the problem is still not solved, it should then be presented to the Head of School.
- School Board - Finally, but only when all of the above three steps have been taken, the problem may be addressed by the school board through written appeal from the parent or teacher. It will then be placed on the agenda of the school board at its regular monthly meeting.

School Directory

The school directory is available electronically to all WCS families through FACTS Family Portal. The school directory is not to be released to anyone outside the school, nor is it to be used by anyone in the school for the purpose of soliciting school families.

School Newsletter and Newsflash

WCS creates a weekly newsletter or newsflash. It contains vital information for students and parents. It is distributed electronically to parents each Friday and is also available on the school website. Submittals of newsletter items must be in by noon of the preceding Wednesday. The Head of School reserves the right to edit or delete any announcement.

Snow Days & Emergency Dismissals

Bad Weather Delays or Cancellation

If school is delayed or canceled due to weather conditions, notification will be sent to families via a Parent Alert text. Announcements are usually carried by local radio and television stations. WCS may be listed separately or with the Northbridge school listing.

Early Dismissals

In the case of early dismissal due to weather or emergency conditions, notification will be sent to families via the automated phone messaging system. WCS will also attempt contact with parents at work to inform them of the dismissal. Parents are asked to arrange for emergency housing should weather conditions prohibit transportation of children to their homes.

If the number of snow/emergency days exceeds three, high school students may be required to participate in remote learning on those days.

Athletics and Co-Curricular Activities on Snow Days

There are times in which a snow day may be called in the morning, however the weather improves by later in the day, allowing athletic games, practices, or other activities to be held. In such circumstances, the Athletic Director or event organizer must contact the Director of Operations for approval to use WCS facilities. Decisions will be made based on weather and parking lot conditions, as well as other safety considerations, and will be made on a case-by-case basis.

Computer & Internet Resources

WCS believes that the integration of computer technology in education opens up new opportunities for learning, improves academic outcomes, and promotes a more dynamic and interconnected learning environment. Access to information on the internet allows students to conduct research and expand their knowledge beyond traditional textbooks. Online educational resources, interactive learning platforms, and other e-learning tools provide personalized learning experiences. Virtual classrooms and online collaboration apps enable students to communicate and work together efficiently. WCS teachers can enhance their teaching through multimedia presentations and interactive simulations, making learning more engaging and effective. Additionally, the use of computers in education fosters digital literacy and gives students the skills they need to thrive in an increasingly technology-driven world.

Internet Content Filtering & Email

WCS provides Internet access to its students to further its educational goals. With the proliferation of online content, there is a risk of students accessing inappropriate, obscene, or otherwise harmful or misleading material while using the internet. Content filtering is necessary to create a safe and effective learning environment for students, and therefore, WCS utilizes an industry-standard firewall that provides prudent barriers to internet content. However, filtering/blocking devices are not foolproof, and WCS cannot guarantee that users will never be able to access offensive materials while at school. Parents and guardians should set clear expectations for their students' online behavior. They should also be aware that WCS cannot monitor, filter, or block any content sent over cellular phone networks or accessed off-campus. Attempting to disable or evade the WCS web content filter, such as by using a Virtual Private Network (VPN) or a smartphone hotspot, is prohibited.

WCS provides an email account to students in 5th through 12th grade in order to facilitate communication and collaboration. While WCS supports the privacy of email in general, students should not assume this is guaranteed.

Email accounts may be checked and monitored to resolve disputes and prevent cyberbullying.

Acceptable Use

Student and parent(s)/guardian(s) agree to the following terms when using electronic devices in school:

- Students will use electronic devices only with proper permission.
 - Students will use electronic devices only for lawful, school appropriate purposes.
 - Students will not plagiarize or violate copyright or intellectual property laws.
 - Students will not submit work generated by artificial intelligence (AI) without expressed permission from teacher.
 - Students will not attempt to gain unauthorized access to any files, devices, or networks.
 - Students will not use virtual private networks (VPN's), cell phone hotspots, or any other means of bypassing internet content filters.
- Students will respect and protect privacy.
 - Students will not share passwords.
 - Students will not publish personal information about themselves or others.
 - Students will not videotape, record, or take pictures of anyone without their consent.
- Students will practice Christian discernment while using electronic devices.
 - Students will not use electronic devices to bully, frighten, harass, or threaten anyone.
 - Students will not view, create, or share inappropriate messages, pictures, or videos.
- Students will use WCS devices and networks with care, ensuring that they remain in good working order.
 - Students will not damage or disable any device, equipment, apps, or software.
 - Students will not alter any important settings, profiles, apps, software, or hardware without permission.
 - Students will not place an undue burden on the school network (streaming video, printing large documents, downloading large files, etc.).
 - Students will be required to pay the cost of replacing or repairing any equipment that they damage.
- Students will inform a teacher if they see inappropriate use or anything that makes them feel uncomfortable.

Personal Electronic Devices Policy

WCS promotes the responsible use of technology as an educational tool, but some devices have the potential to introduce challenges in the classroom that outweigh the educational benefits. Personal electronic devices can pose problems in a school environment including safety and privacy concerns for students and teachers, distractions that are difficult for students to ignore, and temptations to cheat on assessments. Therefore, WCS has the following policy governing personal electronic devices:

- All electronic devices are subject to the WCS Acceptable Use Policy.
- Any “glasses” device worn on the head capable of taking photos or video (such as Google Glass or Snapchat Spectacles) is prohibited.
- All other wearable technology (such as smart watches or Fitbits) is permitted under the following conditions:
 - Wearables must be set to “Do Not Disturb” or “Airplane” mode or otherwise untethered from other devices or disconnected from WiFi during class.
 - Wearables may not send or receive any messages or notifications.
 - Wearables may not be used to access the internet.
 - Wearables may not be worn during assessments without the teacher’s expressed permission.
- The use of drones or other remotely controlled or autonomous vehicles anywhere on campus is only permitted under the following conditions:
 - The planned use has been expressly approved ahead of time by the WCS headmaster or a school administrator.
 - Drone operations obey any applicable federal, state, and/or local laws.

Conduct & Discipline

WCS is a learning community. We believe that academic achievement happens within the context of a caring and committed community. This type of community is only possible when our students understand their responsibilities to one another. In order to maintain a learning community, we use the following principles to help students make wise decisions. We expect students to:

- Take responsibility for their learning and to encourage the learning of others.
- Respect the dignity, work, and property of others as image-bearers of Jesus Christ.

As young and developing Christians and as members of the body of Christ, WCS students are expected to behave in a manner consistent with biblical standards for Christian conduct. All words, actions and activities should conform to biblical guidelines and through that glorify our heavenly Father. "Say those things that are helpful for building others up according to their needs. Be imitators of God and live a life of love just as Christ loved us." (Ephesians 4:29, 5:1) Parents need to maintain responsibility for and an interest in the conduct of their children while at school or school events. They should ensure that their children complete homework and assignments. Beyond that parents could impose appropriate punishments for incomplete homework, tardies, improper choice of clothing, use of foul language, fighting, use of alcohol or illegal drugs, and so on. The school and home should be powerfully consistent in attitude and approach at such key points. The school will encourage proper conduct. Doing that which is right is the main focus for guiding conduct. Institutional integrity also requires the exercise of disciplinary action. Students will need to abide by school rules and principles. They must avoid participating in negative, destructive or sinful activities. "Do not even be partners with anyone who does such things." (Ephesians 5:7) Our school should be free of offensive behavior or language.

Bullying and Harassment

Every student of the WCS community has the right to flourish in an environment of support, empathy, and sensitivity to our differences. For this reason, bullying and harassment will not be tolerated.

Bullying is defined as a form of aggression involving a power imbalance between the bully and victim, where the bully has perceived or actual physical, social, and/or psychological power over his/her victim(s). Although bullying generally involves a pattern of conduct directed toward a victim, depending on the severity of the incident, a single instance of such misconduct may constitute a violation of this policy. Bullying can be verbal, relational, or physical.

Harassment is any form of unwelcome behavior that is annoying, insulting, or degrading. Harassment which takes place on or off campus, over the telephone, through the mail, or via electronic means (email, text messages, instant messaging, social network, etc.) will not be tolerated and will result in disciplinary action.

Sexual harassment or abuse includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive educational environment. Sexual harassment toward a fellow student or school employee

will not be tolerated. All school employees are expressly prohibited from having any sexual contact with any student and are prohibited from having any dating relationship with any student. Any sexual contact or sexual relationship by an employee with any student is sexual abuse of that student by that employee because of the authoritative position held by employees over students. Sexual harassment also occurs when a school employee either explicitly or implicitly makes a student's submission to such conduct a term or condition of educational performance or of participation in school sponsored extracurricular activities. All students and school employees are expected to refrain from such conduct and treat others with Christian dignity.

Bullying and harassment include but are not limited to:

- Careless, hurtful, derogatory or discriminatory remarks
- Spoken or written teasing, taunting, or threats
- Slang names or labels
- Cyber-bullying
- Spreading rumors and/or false accusations
- Obscene or suggestive gestures, remarks, innuendos, or jokes
- Laughing or sneering
- Social isolation (ex. convincing one's peers to exclude or reject certain persons and cut them off from their social connections)
- Retaliation against another student
- Taking or damaging someone's property
- Blocking another student's way
- Pushing, shoving, kicking, hitting, slapping, punching, pinning down or excessive rough-housing
- Display of sexually explicit, offensive, or demeaning materials (photos, cartoons, calendars, etc.)
- Inappropriate questions or remarks about:
 - Actual or perceived race, color, national origin, ethnicity, or religion
 - Actual or perceived sex or sexual orientation
 - Actual or perceived age or level of maturity
 - Actual or perceived disability or handicap (mental or physical)
 - Persons clothing, body, or sexuality
 - Unnecessary or suggestive touching
 - Unwelcome sexual advances or requests for sexual favors
 - Verbal or physical conduct of a sexual nature

Consequences of Bullying and Harassment

Students can report any case of bullying or harassment to any faculty or staff member of WCS, who is then responsible to inform the administrator or designee. Any member of the WCS community who is informed of, or who believes, that bullying or harassment has occurred or may have occurred at

school or in a school-related activity must promptly report the incident to the school administrator or designee. In situations where a person is uncomfortable with reporting the incident directly to the administrator or designee, he or she may report it to a trusted school employee who must promptly inform the school administrator or designee.

If a student believes that he or she has been subjected to sexual harassment or abuse, the student should immediately report it to the head of school, any administrator, or guidance counselor. The student should also discuss the complaint with parents or guardian. If the complaint is substantiated against a student, appropriate disciplinary and corrective action will be taken through action by the WCS Executive Committee of the Board, which may include a recommendation for expulsion of the student. WCS has an approved Sexual Harassment Policy available on request.

If an administrator confirms that bullying or harassment has taken place, the administrator will inform the parents and disciplinary action will be taken. The purpose of discipline is to educate the individual who violates community expectations and, in a broader sense, to reinforce these expectations for the entire school community.

Disciplinary action will be determined on a case-by-case basis. Factors considered will include the nature of the bullying/harassment, the length of time behavior has been going on, and whether there were prior offenses for bullying/harassment to the same or different person. Actions may include:

- Detention
- Suspension
- Disciplinary Contract
- Recommendation to the School Board for Expulsion

Additional consequences may include:

- Athletic consequences (according to MIAA and school athletic policies)
- Loss of leadership position (Student Council, Class Officer, NHS)
- Restriction from Extracurricular activities

Cheating

Since cheating is a form of theft and dishonesty it has no place in our school. Cheating includes, but is not limited to copying from another's test, quiz or homework, using notes or other aids without permission of the teacher. Plagiarism (the using of another's work and presenting it as your own), fabrication, falsification, or invention of any information or citation in any academic exercise, facilitating dishonesty, helping (or attempting) another

commit an act of academic dishonesty, including misrepresenting oneself, or allowing others to present as their own papers, reports, or academic work, are all strictly prohibited. Students are responsible for doing their own work, even if they “work together”. Individual teachers will define/clarify when working together is appropriate. If two assignments are turned in that show great similarity such that the instructor interprets it as evidence of cheating or plagiarism, both students will be penalized. A student found cheating shall be subject to the following disciplinary action:

- First Offense: A grade of zero (0) on the work where cheating occurred and a detention. Parents will be notified.
- Second Offense: A grade of zero (0) on the work where cheating occurred and a one-day suspension with an additional two percent (2%) overall grade reduction in all classes. Parental notification and conference.
- Third Offense: A grade of zero (0) on the work where cheating occurred and a two-day suspension with an additional five percent (5%) overall grade reduction in all classes. The student will meet with members of the Administrative Team upon return from the suspension and discuss additional consequences (may include expulsion).
- Cheating offenses are cumulative in high school.

Electronic Devices

Cell Phones and Devices [High School]

In high school the use of cell phones and ear buds in classrooms is at the discretion of each teacher. Student devices are to be used as directed by the teacher during class time. Violation will result in the confiscation of the device and a detention. The device may be retrieved after school.

Cell Phones (Middle School)

Once the student crosses the school’s threshold, cell phone use is not permitted. Teachers may have students use cell phones during class for school related purposes. At all other times, cell phones must be put in the student’s locker. If a student uses a cell phone without permission during the school day, it will be confiscated and kept in the office. The cell phone may be retrieved after school.

Devices (Middle School)

Middle school students may not use their personal devices for anything other than school related purposes with teacher consent. If a student uses a device in the hallways or during breaks without permission, the device will be confiscated and kept in the office. The device may be retrieved after school.

If a student uses a device for a non-school related purpose, the device will be confiscated and kept in the office. The device may be retrieved after school and the student will receive a detention.

Facilities

All members of the school community should take pride in the school and keep the campus and building in good condition to be enjoyed by all. Students are responsible for the care of desks, chairs, lockers, walls, bathrooms, sinks, etc. Students are subject to disciplinary action for damage caused by negligence or willful destruction. Parents are financially responsible for the replacement or repair of school property when their student is at fault.

Gum

Gum chewing is not allowed in elementary or middle school. In high school, it is at the teacher's discretion. It is an unpleasant, difficult, and expensive task when others have to remove gum from desks, chairs, and carpets. A detention will be given to any student chewing gum without permission.

Hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. WCS abides by Massachusetts General Laws Chapter 269 Sections 17, 18 and 19. WCS, parents, guardians, coaches and middle/high school students are expected to be familiar with, and abide by, these rules against hazing as presented in these laws. Hazing incidents that occur will be recommended to the WCS Board of Trustees for action which could result in immediate suspension and/or expulsion, in addition to prosecution in accordance with the state and federal law.

Profanity

Abstain from profane, vulgar or abusive speech or actions. Such speech and actions are harmful to others and not appropriate nor conducive to one's moral and spiritual development and will result in disciplinary action.

Public Display of Affection (PDA)

Public display of affection, if excessive, based on accepted standards of behavior, will not be tolerated in school, on school grounds or at any school events. Students not abiding by the policy will be referred to the appropriate administrator. Parents may be notified and if PDA continues, disciplinary action, including detentions or suspensions may result.

Respect Authority

Respect the authority of teachers, administrators, and staff members and treat them courteously, respectfully, and obediently as unto the Lord.

Substance Abuse Policy (see Athletic Conduct Section also)

WCS is committed to maintaining a drug and alcohol free campus. This means that we adhere to a policy of abstinence from all non-prescriptive mind and mood altering substances by our students both on and off campus. As a Christian school, we want our students and families to know the dangers of occasional use and the potential for addiction. WCS promotes healthy living and positive choices through curriculum and through encouraging healthy, Biblically guided choices throughout the lives of our students.

Mass. General Laws Chapter 71, section 97 (effective March 14, 2016) states that school districts, charter schools, and vocational school districts provide a verbal screening tool to screen students for substance use disorders. The only approved screening tool for districts to use is the DPH-approved Screening, Brief Intervention, and Referral to Treatment (SBIRT). This law requires that screenings be done on an annual basis and occur at two different grade levels as recommended by DPH. These screenings are done in 9th and 11th grade. This screening will be done by the school nurse, in conjunction with the hearing or vision screening, and consists of a brief conversation with the student regarding their substance abuse exposure. Parents may have their children opt out, if desired.

As part of any school investigation of student substance abuse involvement, WCS reserves the right to search backpacks and lockers as well as request that any student undergo immediate drug/alcohol screening by a school approved physician/laboratory. While no test will be administered without the consent of a parent and student, failure to consent to the test will likely result in suspension. The expense will be the responsibility of the school if the test is negative. If the test is positive for drugs or alcohol, the expense

will be the responsibility of parents and the student will be dealt with per the following guidelines:

Tobacco - Without exception the use of tobacco products, smoking and vaping are prohibited in school, on school grounds, and at school events (on or off campus). Definitions: Smoking refers to the use of traditional tobacco products. Vaping refers to the use of electronic nicotine delivery systems or electronic smoking devices. These are commonly called e-cigarettes, e-pipes, e-hookahs, vape pens, and e-cigars. To date, e-cigarettes and similar devices are not regulated by the U.S. Food and Drug Administration (FDA) and are not approved as cessation aids. Students caught in possession of tobacco products or vaping paraphernalia will be suspended for three days and receive unexcused absences in all classes. A second offense will result in Board action that may include expulsion from WCS. MIAA substance abuse protocols apply to in and out of season athletes.

Alcohol/Illicit Drugs/Opioids - Students using, in possession of, or under the influence of alcohol or other illicit drugs or opioids at school or school events (on or off campus) will be suspended for one week and receive unexcused absences in all classes. A second offense will involve WCS Board action and may result in expulsion from WCS. Middle school and high school students participating in co-curricular and extracurricular events may receive additional applicable consequences.

Sale or Distribution of Alcohol, Drugs, Opioids, or Tobacco at school or school events (on or off campus) will result in an immediate, indefinite suspension and a recommendation to the WCS Board for expulsion. The school will notify the law enforcement agency of the alleged sale or distribution.

In addition to the suspension for infractions regarding the possession, use, distribution, or sale of tobacco, alcohol, or drugs, the student must participate in a formal counseling program and drug screening approved by the school. Lack of cooperation with this requirement will result in WCS Board action that may result in expulsion from WCS. The expense for such participation will be the responsibility of the student/parents who will also be required to provide documentation of completion to the school administration.

Students participating in extracurricular activities are held to equivalent consequences for chemical health violations.

Weapons in School

Students are not allowed to possess or use firearms in or on school property, including school buses, school-sponsored or related games, and athletic events in accordance with Chapter 150 of the Commonwealth of Massachusetts Acts of 1987. Any student who brings a weapon to school or obtains a weapon at school will be suspended from school and may be expelled if deemed necessary by the administration and the board. The student will be referred to the police department for further action. A weapon at WCS is considered to be any object (knife, gun, firecrackers, brass knuckles, paintball gun, etc.) which by its nature or use may cause harm. An article designed for other purposes (combs, pencils, scissors, etc.) but which is used to cause bodily harm and/or intimidate will be treated as the possession and use of a weapon. Students are not allowed to possess any object or device having the appearance of a weapon and such objects will be treated as weapons, including but not limited to, toy weapons. WCS reserves the right to search any person and/or locker where there may be a suspected weapon. Administrator approval, prior to bringing in an object which could be construed as a weapon, will be deemed acceptable, when properly possessed, used and stored while on school property. While the school takes a “Zero Tolerance” position on the possession and use of weapons by students, the administration may use discretion in determining whether, under the circumstances, a course of action other than the consequences specified above is warranted.

Whoever, not being a law enforcement officer and in spite of any license obtained by a person, carries a firearm, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any school, without written authorization from the board (of trustees), shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than two years or both. Any administrator or teacher who fails to report violations of this Act shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars. (MA General Laws 269.10)

Conduct & Disciplinary Consequences

Detention

Reasons for detentions may include, but are not limited to:

- abusive, profane or vulgar language, obscenities
- disruptive or disrespectful behavior
- leaving school or going to car without permission
- receiving accumulating tardies
- misuse of cell phone
- chewing gum in class (gum chewing in HS is at teacher’s discretion)
- dress code violation

- dismissal from class
- failing to sign out
- cheating
- bullying or harassment
- lying
- damage to school property
- impending school safety

Serving Detentions (Elementary)

Detentions are served as a result of incomplete work, missed assignments, violation of classroom and school rules, fighting, bullying and unacceptable behavior. Parental support for having students serve the detention promptly is appreciated and imperative in effectively changing behaviors that result in detentions. Although there is flexibility for each classroom in what actually constitutes a detention, the following general policies are followed:

- Detentions will be served in a timely manner the following Tuesday from 2:40 to 3:30 p.m. There will be no detentions served before school or during school hours.
- Detentions will be served in one room for grades 3-5, supervised by one teacher on a rotating basis. Each classroom teacher will explain how students receive detentions and for what reasons.
- Detentions are intended to serve as a consequence for unacceptable behavior as well as to encourage more positive behavior in the future.
- Parents will be informed regarding the specific time and reason for detentions.

Serving Detentions (Middle & High School)

Detentions are to be served as assigned by the teachers, office or the administration. Detentions will be served on a weekly designated morning from 7:00-7:45 a.m. Failure to appear for a detention or lateness will result in an automatic second detention and may result in suspension.

Students are permitted to move detention dates with administrative consent prior to the date of service. All changes must be approved in advance by the administrator.

Suspensions

Reasons for suspensions may include, but are not limited to:

- abusive, profane, vulgar language, or obscenities
- disruptive, disrespectful or disobedient behavior
- cheating

- bullying or harassment
- fighting
- hazing
- use or possession of tobacco, drugs, alcohol, vaping device or weapons
- stealing
- dishonesty
- misuse of electronic device/cell phone
- truancy
- excessive detentions
- damage to school property
- impending school safety

Any student accumulating:

- 6 detentions in one semester will receive an automatic one-day suspension.
- 8 detentions in one semester will receive an automatic two-day suspension.
- 5 detentions in one semester for being tardy, may receive a one-day suspension and a 2% grade reduction in all classes.
- 7 detentions in one semester for being tardy, may receive a two-day suspension and a 5% grade reduction in all classes.

Serving Suspensions

A suspension prohibits a student from attending school or school functions for that day. Any suspension is considered an unexcused absence and will count towards maximum allowed absences. Depending on the nature of the infraction a student's quarter grades may be lowered by two percent (2%) for all the classes from which he or she is suspended. Students who are suspended for 5 or more detentions (for being tardy) may also receive a two percent (2%) grade reduction in all classes. Students who have been suspended are ineligible for any overnight trip until the next school year. A letter of appeal may be filed with the administrator for reinstatement.

Students who have been suspended may be placed on a disciplinary contract and/or be given conditions to returning to classes.

Expulsions

Expulsion from school is done by the WCS Board of Trustees and suspends the right of a student to attend school for at least one semester. Students and parents will be notified when the process leading to an expulsion is initiated.

Reasons for Expulsions:

- A consistently negative attitude and behavior pattern detrimental to the goals of the school.
- Failure to respond positively to repeated efforts at correction by the school staff.
- Possession or use of alcohol, tobacco, illegal drugs or weapons. (See substance abuse policy section of Guidebook)

Daily Schedule

Elementary

7:50	Entrance Bell
9:35-9:50	Recess Grades 3-5
9:50-10:05	Recess Grades K-2
11:25-12:05	Lunch Grades 3-5
12:15-12:50	Lunch Grades K-2
2:40	Dismissal

Middle

7:50-8:34	Period 1
8:37-9:21	Period 2
9:24-10:08	Period 3
10:11-10:55	Period 4
10:58-11:40	Period 5
11:43-12:22	MS Lunch
12:24-1:06	Period 6
1:09-1:53	Period 7
1:56-2:40	Period 8

Block Day Schedule

7:50-9:12	Period 1 (W) or 2 (Th)
9:15-10:37	Period 3 (W) or 4 (Th)
10:40-11:10	MS Block Activity
11:12-11:47	MS Lunch
11:50-12:31	Period 5A (W) or 5B (Th)
12:34-1:15	Period 6A (W) or 6B (Th)
1:18- 2:40	Period 7 (W) or 8 (Th)

High

7:50-9:18	Period 1 (M) or 2 (T)
9:22-10:50	Period 3 (M) or 4 (T)
10:50-11:13	Lunch
11:16-11:36	Extra Help Block
11:39-1:07	Period 5 (M) or 6 (T)
1:11-2:40	Period 7 (M) or 8^ (T)

^Period 8A 1:11-1:53/ Period 8B 1:56-2:40 if separate Period 8 classes

Block Day Schedule

7:50-9:14	Period 1 (W) or 2 (Th)
9:18-10:42	Period 3 (W) or 4 (Th)
10:42-11:08	Lunch
11:12-11:44	Flex Block A/B
11:48-1:12	Period 5 (W) or 6 (Th)
1:16- 2:40	Period 7 (W) or 8^ (Th)

^Period 8A 1:16-1:56/ Period 8B 2:00-2:40 if separate Period 8 classes

Friday Schedule

7:50-8:34	Period 1
8:37-9:21	Period 2
9:24-10:08	Period 3
10:11-10:55	Period 4
10:55-11:34	Lunch
11:37-12:21	Period 5
12:24-1:06	Period 6
1:09-1:53	Period 7
1:56-2:40	Period 8

Dress Code

WCS relies on the involvement of parents to see that their children appear at school looking neat, clean and modest. Our children must reflect by dress and actions a lifestyle that is becoming as Christians. The way we dress often

reflects our feelings and attitudes. We believe in propriety – modesty should be our general approach to dress.

Students are expected to dress neatly, cleanly, and modestly. In consultation with their parents, students are encouraged to dress attractively as joy-filled children of the Lord. Creative use of clothing adds color and character to our school community. Appropriate clothing and dress style honors our school, respects our teachers and classmates, and helps identify WCS as a place where the Lord is served.

Students must not wear clothing that is sloppy, ripped, or otherwise unkempt. Extremes in clothing styles and grooming are not appropriate because they can cause individual attention that disrupts the education of students. Clothing worn to school must not offend normal Christian sensibilities – no references to substance abuse, sexual promiscuity or suggestiveness, racism, intolerance or violence.

Gauging ear jewelry and body piercing jewelry is not allowed during school hours or at any school function.

Students should use the following guidelines when dressing for school.

Elementary

Grades K-5

Students should be dressed appropriately for learning, both indoors and outdoors. The following are not permitted: Offensive words/slogans on shirts, pajama pants, exposed underclothing, tank tops with skinny straps, undershirts, or ripped clothing (showing skin above knee). Hats, hoods, or baseball caps must be removed upon entering the building and may not be worn until after dismissal at the end of the day. All pants/shorts must be worn at the normal waist line.

Shoes, sneakers or sandals with back-straps must be worn. For safety reasons, flip-flops, slides or soccer sandals are not allowed. Boots are to be worn during the winter months when snow is on the ground. Students will not be permitted off the blacktop in snowy conditions if they do not have boots and snow pants.

Middle & High School

The expectations are very simple: modesty and appropriateness. School is a student's job. At most jobs there are set standards and employees must comply. Although we do not have uniforms at WCS, we expect students to make wise decisions based on modesty, appropriateness and Christian

sensibility. Some popular styles do not comply with these guidelines so please keep this in mind when buying school clothes.

- Pants, jeans, and shorts with shirts or tops that are neat, not ripped, and in good taste are acceptable. That means no bare midriffs or shoulders, no low cut tops, no spaghetti straps, and no pajamas. Bra straps should not be showing. Leggings/yoga pants worn as pants are allowed in middle school, but are not allowed in high school. Shorts must be longer than where your finger-tips touch your thighs. All clothing should provide appropriate coverage when bending over or sitting in the classroom.
- Females can wear skirts/dresses with no tights or opaque tights as long as the skirts/dresses are no shorter than 3 inches above the knee. Skirts, dresses, or shirts worn with solid colored fabric tights, leggings, or yoga pants must be longer than where your finger-tips touch your thighs all the way around.
- For safety reasons, shoes must have soles.
- Hats and hoods must remain off when in the building.
- Earbuds, headphones, or any personal listening devices may be used in the classroom only at the teacher's discretion. They must be stowed away in the students' backpack when not in use.
- Students may not wear clothing that references alcohol, drugs, weapons or any wording or illustration that is divisive or has sexual suggestiveness.
- Unnatural hair coloring or extreme hairstyles, or body-piercing are not allowed.
- If a question arises on what is appropriate, the clothing should be checked against these standards before it is worn to school.
- In certain cases, a student may be given something else to wear for the day or asked to have a change of clothes brought to them.

High School Chapel Dress Code

On Chapel days, high school students will be expected to wear pants (no jeans) and a collared shirt, blouse, or solid colored t-shirt. Girls may wear dresses or skirts. Dressing differently for Chapel is to help us create a mindset focused on worship and a sense of unity emphasizing that we are gathered for a common purpose

A student who does not follow the dress code will receive the following consequences:

First Offense: Student will be notified.

Second Offense: Student will serve a detention.

Third or more Offense: A detention will be given at each additional offense.

See Detentions for further consequences for 6 or more detentions.

Extracurricular Activities (Middle & High School)

Our school encourages students to participate in a variety of extracurricular activities. Students must, of course, maintain a satisfactory level of academic performance. A student's right to participate will be suspended during the next quarter upon receiving a report card with two F's or a GPA below 2.0. Any student coming in after 9:30 a.m. will not be able to participate in any extracurricular activity. Only full-time students are eligible for WCHS extracurricular events. Participation in extracurricular activities is a privilege which is at the discretion of the administration. Criteria for eligibility will include consistent classroom performance throughout the school year, positive Christian attitude and conduct and respect for school rules and policies.

In the high school, students may be ineligible for extracurricular events if they are not in good academic standing (failing a course) or have a high number of absences.

Students must attend 70% of the events/meetings to be listed as a member of a club or group at the High School Awards Assembly.

Facilities

Library

The mission of the WCS Library Media Center (LMC) is to work closely with faculty and administration to ensure that students and staff are enthusiastic readers and effective, responsible users of information and ideas in order to help foster the intellectual, spiritual, personal, and social development of students from Christian families for service to the Lord.

The Middle and High School LMC offers extended hours before and after school to provide students with an environment conducive to studying. Teachers schedule time in the library for information and technology skills instruction and research. The library team also provides curriculum support and information services to teachers and administrators. Reading is promoted through displays, special programs and reading guidance. High school students may use the extended after school hours for homework, study, research and reading.

The library houses many resources in various formats, both print and non-print. There is access to a number of periodical and reference databases and a collection of eBooks. Resources also include wireless laptop computers, iPads

and iMacs. The online patron access catalog (OPAC) is web-based, as well as the reference databases and eBooks which can be accessed remotely.

Students are given the opportunity to use the school library. Our library is growing from year to year in number of volumes available for reading. The task of providing quality reading that is acceptable by Christian standards is challenging and ongoing. We do our best to provide appropriate reading for our students. A few basic rules required of all students are:

- **Check-Out Period:** Books are checked out for three week periods.
- **Overdue Books:** No fines are charged but students may not check out more books until overdue books are returned. Report cards are held if a student fails to return overdue books.
- **Lost Books:** If books are lost, parents are charged up to a \$30 replacement fee per book.
- **Library Privileges:** If privileges are misused, library use may be denied.

Lockers

Students are responsible for the care of their lockers. Locker assignments are made to students and are not to be exchanged without permission from the student's teacher or the administrator. Photographs or drawings not in keeping with a Christian lifestyle are not allowed in lockers. Nothing is to be posted inside the lockers that cannot be easily removed without damage to the surface. Lockers are the property of the school and may be periodically inspected or searched by the administration. Students may lock their assigned locker, but must provide the combination to the office. Books and backpacks must be stored in or on top of lockers, not on the floor, in the hallways, or in bathrooms or locker rooms.

Lost and Found

Lost and found items are handled basically in three ways:

- Clothing is kept in the lost and found area in the middle school and the Nehemiah Center for the high school. If children do not claim items they will be given to Treasures Thrift Store after one month if items are not claimed.
- Watches, jewelry, eyeglasses, money and other small valuables are kept in the office.

Rental of School Facilities

Rental arrangements must be made by completing the [Facility Rental Request Form](#) on the school's website. WCS Director of Operations will be happy to answer your questions and mail any parent the policies for use of school facilities. The information will include guidelines and costs.

School Supplies

WCS provides all needed supplies such as pens, pencils, rulers, etc. These are given to the students at the start of the school year.

Student Parking

Parking on campus is a privilege for responsible student drivers. Students will be charged \$40.00 for the privilege of driving and parking on campus. Consequences for reckless driving or parking in unauthorized parking areas are dealt with on a case by case basis:

First offense: Detention

Second offense: \$25.00 fee

Third offense: \$25.00 fee and loss of one months' parking privilege

Fourth offense: \$25.00 fee and loss of parking privilege for the remainder of the year

Students who desire to park on campus may obtain an Application for Parking Permit in the high school office. The form must be filled out and signed by the student and parent and returned to the office with a non-refundable check payable to WCS for \$40.00. The student will receive a parking permit sticker for each vehicle they might drive to school, that must be clearly displayed on the driver's side rear window of the vehicle. Permits expire at the end of each school year and should be removed from vehicles. Areas of the parking lot have been assigned. Students may only park in their assigned area. A permit issued in April-May is \$15.00, in June is \$5.00.

Valuables

If it is absolutely necessary for a student to have a sum of money or valuables in school, he/she should bring it to the office for safe keeping during the day. WCS is not responsible for the loss of valuables.

Vending Machines

Elementary students are permitted to use vending machines after 3:00 p.m. Middle and high school students are permitted to use vending machines during lunch period and after 3:00 p.m.

Field Trips

Educational field trips can benefit students by providing information, understanding and motivation for other academic and educational challenges. They often provide resources and atmospheres that cannot be duplicated in the classroom. Effective field trips also help students understand that learning is not limited to activities within a school building, and thus independent learning can be given a different starting point. Field trips also provide occasions for learning social graces and manners in settings beyond school, home and church. WCS encourages teachers and students to utilize appropriate field trips in the educational process. To be undertaken a field trip must receive approval by the appropriate administrator.

- Field trips must be related to the educational objectives of a specific course, a specific school program or a general school goal.
- Field trips must receive proper planning and are not to be undertaken as amusements or rewards for other educational activities.
- The normal operation of the school must not be adversely affected because of the absence of the teachers and students participating in the field trip.

Informing Staff & Parents

The administrator shall inform the staff about approved field trips in regular staff meetings or memoranda. The teacher or administrator shall inform parents about the specific field trip and usually require participating students to return a permission slip to acknowledge receipt of information about the trip and provide permission for the student to attend. General permission for field trips is given during the enrollment or re-enrollment process.

Supervision

Students must be supervised in a manner that ensures their health, safety and respectability. School rules of conduct shall be in force. The number of supervisors and chaperones must be in the ratio of 1 adult to 10-15 students. Overnight trips should have supervisors in the ratio of at least 1 adult for 8 students.

Overnight Trips

Overnight trips include, but aren't limited to, retreats, field trips, sports/club competition travel, music tours, and class trips. These trips require additional planning, which includes timeline, transportation, costs, accommodations, and meal plan. Overnight trips need to be approved by the Senior Admin Team.

Expectations for overnight trips will be given in writing to students and parents to ensure a safe and enjoyable trip. Students are required to sign the Overnight Trip Contract. The faculty chaperones, who are in contact with the WCS administration, will discipline students who fail to abide by established expectations. The Overnight Trip Contract states that if it is determined that a student needs to be sent home for disciplinary reasons, the expense for travel home will be the responsibility of the student/parents and WCS will assess a \$500 fine. The Board of Trustees will determine any additional consequences.

High school students who have been suspended for any reason during the academic year are not eligible to participate in any overnight trips that year. Students/parents may appeal this policy in writing.

Financial Policies

Parents are responsible for the full financial support of their students at WCS. The responsibility of providing alternative financial resources to make Christian education possible lies first with the parent or guardian, other family members, or with his/her church or religious community. If full tuition payment cannot be met through these methods, parents may contact the Business Manager to determine if they are eligible for assistance through the Tuition Aid Program (TAP). Limited funds are available for eligible families.

Tuition and Fees

Tuition for each family will be determined as follows:

- For parents with two to four children attending, the multiple child discount will apply.
- For parents with five children attending, the multiple child discount will apply, with the fifth child's tuition being reduced by 50%.
- For parents with six or more children attending, no tuition will be assessed for the sixth child and above.

Withdrawal Policy

WCS carefully plans for anticipated enrollment and is obligated to meet costs it cannot cancel due to student withdrawals. Any student who withdraws or

is expelled from WCS will be responsible for payment of their tuition and fee obligation based upon their date of withdrawal.

<u>Date of Withdrawal</u>	<u>Amount Due to WCS</u>
July 1 - Day before first day of school	25% of tuition and fees
First day of school – December 15	50% of tuition and fees
After December 15	100% of tuition and fees

Facility/Technology Fund Fee

Parents are required to pay an annual Facility/Technology Fund Fee to support building maintenance projects, technology needs, and further campus development. The Facility/Technology Fund Fee is due at the beginning of the school year and is non-refundable.

Initial Application

At the time of the initial application, parents are required to pay a family application fee of one hundred dollars (\$100). This covers the cost of processing the application. There will be an additional fee of one hundred dollars (\$100) for late applications after June 1st.

Testing

A fifty dollar (\$50) per student testing fee is required at the time of application. If further testing is needed, additional fees will be assessed.

Late Payments

If tuition payments fall behind without parents making satisfactory arrangements with the Business Office to correct the situation, WCS reserves the right to terminate enrollment at any point in the school year.

Monthly Statements

A monthly statement will be provided by FACTS. Due dates will be determined by the payment plan a family sets up when they enroll.

Payments for Graduating Students

Tuition payments for a senior student must be paid in full before graduation in order for the student to participate in graduation ceremonies.

Prepayment

If parents pay the total cost of tuition for the year by August 1, a discount will be allowed. Contact the Business Office for further information.

Registration

At the time of registration for the next school year (Dec/Jan) parents are required to pay a deposit of \$400 for the first child and \$250 for each additional child. This registration deposit is non-refundable and will be applied against the student's tuition cost.

Unpaid Tuition Policy

Parents with a balance due at the end of the school year must have their tuition account settled prior to July 1st before their student can be accepted for the new school year. An unresolved tuition balance on July 1st may also place the student(s) on a waiting list if a class is full which could result in denied admission. The options are as follows:

- Remit the full amount of tuition that is owed to the school by July 1st.
- Have a definitive written plan in place by July 1st approved by the WCS Finance Committee. The plan must detail how and when the balance will be paid. The WCS Finance Committee is under no obligation to accept such a plan and may at its discretion require payment in full by July 1st.
- Collection - Should the first two options not be agreed upon or responded to by July 1st, the WCS Finance Committee, at its discretion, will use collection agencies and/or other means of collection. Furthermore, students with an unresolved tuition balance will not be allowed to register for the new school year.

Guidance

At WCHS, we adopt a holistic approach to Guidance Counseling, recognizing its essential role in our students' education. We aim to foster the complete development of each student, encompassing their spiritual, personal, social, educational, and career aspects. The counseling program is designed to support students in gaining self-awareness by exploring their interests, abilities, and talents and addressing their unique needs and goals. The array of services provided by our Guidance includes:

Assessments

Counselors conduct workshops to guide students in discovering and understanding their individual gifts and abilities related to future majors and

careers. Assessments are conducted through online platforms in College Board, Scoir, and other educational inventory sites.

Career Exploration Opportunities

Career Day- Biennial event for all high school students. A panel of keynote speakers begins the day by discussing their roles as Christians living out their faith in the workplace. After, students meet with approximately 25 additionally invited professionals of their choice during four consecutive break-out sessions to learn more about career interests.

Job Shadow- Open to juniors and seniors, voluntarily, for a half or full-day experience. Guidance helps to facilitate connections to professionals connected with the WCS Community. Additionally, the Science Department Chair coordinates bio and health science shadow opportunities.

Internships- This program is developing to connect students with career-specific opportunities within our WCS Community.

College Preparation

Application Process

- **Freshman Year-** Students create their high school resume, which they are responsible for updating yearly.
- **Sophomore Year-** Begin general interest exploration of colleges and majors.
- **Junior Year-** Introduction to applications, essay writing, recommendations, and creation of students' Common Application.
- **Senior Year-** Comprehensive application support. Students submit applications, and Guidance submits all official WCS documents (transcripts and letters) to colleges and universities.

College Campus Visits and Admissions Representatives

- **Campus Visits-** Students are strongly encouraged to visit college campuses they are interested in attending and meet with various admissions personnel. College visits are beneficial in final college decisions. All juniors and seniors making college visits are reminded of the absentee policy.

- **College Fair-** Each fall, Guidance hosts the Christian College Fair (NACCAP), where high school students can meet over 20 admissions reps from various Christian Colleges and Universities. A Financial Aid seminar is often scheduled during the event.
- **Mock Interviews-** Local college/university reps are invited to meet with juniors/seniors to prepare for admission interviews and learn best practices.
- **Rep Visits at WCS-** Each fall, various college admissions representatives visit WCS to meet with students during the lunch/extended help block. All high school students are welcome to meet with representatives to learn more about the represented college or to ask general questions. Juniors are strongly encouraged to meet with representatives to practice admissions conversational skills.

PSAT and SAT

Guidance administers these exams at WCS. All sophomores and juniors are expected to take the PSAT each October. All juniors are expected to take the SAT School Day exam in April but have the option to opt-out if the student prefers an off-campus site. Guidance offers a hybrid course of on-campus and online SAT preparation classes for students to be ready to take the exam in April. Additionally, Seniors can voluntarily sign up with Guidance in early September to retake the SAT School Day exam in October (same day as the PSAT).

Counseling

Guidance counselors are available to provide short-term, solution-based counseling for academic, personal, social, emotional, or spiritual issues. Students needing additional support will be assisted in connecting with a WCS Health & Wellness Department member for counseling assistance or to help connect students with local community agencies and resources.

Information

In collaboration with the High School administration, counselors hold rising informational high school planning sessions with students and families in spring. In addition, counselors have college planning meetings with juniors, seniors, and families. They are available for individual and group informational meetings with students and/or families.

Placement

Counselors assist students in making the transition from middle school to high school, and from high school to higher education and the workplace. They help students devise a 4-year high school plan to help them prepare for college and careers. Counselors meet with students each spring as a class and individually to draft schedules for the upcoming academic year in preparation for long-term educational and career goals.

Health

Going Home Sick from School

A student who is not feeling well and desires to go home from school must see the nurse before contacting a parent for pick up. The nurse will evaluate the student and call a parent to discuss the student's health before the student may be dismissed. This will allow the nurse to be apprised of any health issues that may affect other students, and alleviate any unnecessary absences from class if the student is well enough to finish the school day. High School and Middle School students must be in school by 9:30 a.m. and be present for the remainder of the day to be eligible for extracurricular activities.

Illness Policy

Children must stay home from school if child has:

- a fever of 100 degrees or above. Child may return to school after they have been free from fever for 24 hours without the use of Tylenol, Motrin, or any other antipyretics.
- vomited within the last 24 hours.
- diarrhea.
- flu symptom clusters such as fever, cough, and chills.
- an uncontrolled cough.
- an undiagnosed skin rash.
- been diagnosed with Strep Throat. Child must be treated with antibiotics for 24 hours before returning to school.
- been diagnosed with bacterial conjunctivitis (pink eye). Child must be treated with antibiotics for 24 hours before returning to school.
- lice. Child may return to school after having treatment, as long as no live lice remain.

If your child is ill and you are not sure if you should send him/her to school, please contact your child's physician or contact the school nurse.

Over-the-Counter Medications

WCS is required to follow Mass. state law and the regulations of the Board of Registration in Nursing. Law 105 CMR 210.000 governs the administration of over-the-counter (OTC) medications in school. The WCS physician has written a standing prescription for Tylenol, ibuprofen, Tums, Benadryl, Hydrocortisone 1% cream, triple antibiotic ointment, and Calamine lotion. With parental permission, which is offered during the online enrollment process, these medications may be given to your child by a registered nurse. Any other OTC medication will require a physician's prescription in order for the nurse to administer. Non-nursing personnel are not permitted to administer any medication, including OTC medications. The only exception is Epinephrine. All school personnel have been trained to administer an EpiPen in the case of anaphylaxis.

Prescription Medications

The school nurse will administer medication that is necessary to be given during the school day when a written prescription has been received from the physician and when parental permission has been received. Medication must be in the original pharmacy container. Most pharmacies will give you an extra bottle if you request it. All medications will be stored and secured in the school clinic. Students are not permitted to carry any forms of medication in school, with the exception of an inhaler or an EpiPen. Physician and parental permission are required if students are to carry inhalers or EpiPen. All medication must be brought to the nurse by a parent or responsible adult. In the case of a child who needs his/her inhaler for asthma while on a field trip, non-nursing personnel will give the student access to their inhaler and the student will self-administer.

Release of Liability

The school assumes no liability for accidents that may occur during athletic practice and events, field trips, music trips and/or at other school events. A form releasing the school from such liability will be signed by the parents for specific school related events.

Reporting Injuries

All injuries should be reported immediately to the teacher in charge of the class or to the teacher on supervisory playground duty. Parents will be contacted in cases of illness or injury. All injuries, whether or not insurance is involved, should be reported to the office the same day. An incident report must be completed for each significant injury.

School Immunizations and Physicals

Massachusetts State Law requires that all students in grades PK-12 be immunized against several vaccine-preventable diseases. Requirements may change slightly from year to year, but the most up to date information may be found [HERE](#). Proof of vaccines, provided by a healthcare provider, is required to confirm these immunizations. Documents should be submitted to school for all new students prior to the start of school. A physical exam is required for entry into Kindergarten, or for any new student. Additional exams should be submitted in grades 4, 7, and 10. Students who are not fully vaccinated may be excluded from school, unless there is either a medical or religious exemption. These exemptions must be submitted annually at the start of school.

International Students

An international student is defined as a student who attends WCHS (full time student with intent to graduate from WCHS) with an F-1 student visa or is in the U.S. with their family on an employment visa. WCS does not currently accept foreign exchange students with a J-1 visa. WCS has an International Student Programs Coordinator who handles all international student inquiries.

- International Students records will follow WCHS Transfer Student policies.
- International Students must meet all WCHS requirements for extracurricular activities.
- International students must meet all WCHS requirements for graduation. Language requirements may be waived.

Safety

WCS strives to provide a safe and secure environment for all of our students. There are a variety of procedures, along with plans in place to deal with any event which would require evacuating the school building. The Northbridge Police Department (NPD) and Fire Department work closely with us to improve our school safety and train our staff.

Ongoing Safety

- Main entrances to the building are equipped with cameras and personnel who are able to view the monitors at all times.
- All entrances to the school building are locked during school hours. Keyless entry is used by staff.
- All classroom doors are locked at all times.
- Staff wear standardized identification badges with a photograph.
- A visitor badge system is in place, which entails signing in and out at the offices.
- Each room in the school has a posted fire evacuation plan.
- First floor windows are equipped with shades.
- Each faculty member has been trained in Emergency Response to a variety of situations.

Evacuation Safety

All staff participate in Enhanced Lockdown training (ALICE) with the NPD. The NPD instructs the staff on how to evacuate from the school and what to do in the classroom to actively stop an intruder. The goal of this new response to intruders is for adults and students to feel empowered in making decisions instead of having everyone do the same thing, like hiding in the corner of the room.

There are five main components to the lockdown procedures:

Alert – Communication is vital. Announcements will be made through the intercom if possible and teachers will communicate via text message.

Lockdown – Based on location of emergency, teachers will determine whether they should evacuate their students or stay in the classroom. If they remain in the classroom, the doors will be barricaded. Students will remain quiet and away from doors and windows.

Inform – Continued real-time information, as available, to help staff make decisions on whether to evacuate or stay in lockdown.

Confront – This is the use of simple, proactive techniques to distract the intruder. This is a last resort to be used by staff and older students.

Evacuate – If possible, staff will follow evacuation plan that is in place to evacuate to Pleasant Street Church with students. Once an evacuation has taken place, parents will be informed via Parent Alert.

WCS has established protocols for dealing with a range of crises and emergencies. The school continues to improve and enhance the safety and security of the facilities as needs are identified.

Educational Support Services (ESS)

The ESS Department offers comprehensive support to WCS students from Pre-K through 12th grade through our two primary programs: SAS and H&W. ESS personnel work together with teachers and parents to ensure adequate academic and social-emotional progression throughout the year.

What We Provide

The ESS Department offers comprehensive support through:

- 1. Referral Process**

Referral of students who are suspected of having a disability or facing persistent challenges affecting their classroom performance. This occurs after documented attempts of interventions in general education have proven insufficient.

- 2. Progress Monitoring**

Ongoing monitoring of academic progress through grade reviews and regular communication with teachers and parents.

- 3. Direct Service**

Provision of direct support in areas such as reading, math, study skills, therapeutic support, occupational therapy, and academic assistance. Support may be delivered in small group settings, one-on-one sessions, or specific remedial interventions tailored to individual student needs.

- 4. Service Delivery Models**

Utilization of different service delivery models including push-in and pull-out methods to best meet student needs.

- 5. Assessment**

Provided on a limited basis assessments including annual Acadience Reading testing, WADE, CTOPP, WJ-IV, WISC and other informal assessments. Coordination of standardized testing accommodations is also provided.

6. Consultation

Consultative support to teachers and parents, including review of cumulative files, offering instructional recommendations, collaboration with parents and school systems, and providing referrals for tutoring, evaluations, counseling occupational therapy or speech services.

7. Educational Planning

Development and implementation of Individual Learning Plans (ILPs) and 504 accommodation plans to support students' academic developmental needs.

These services are designed to ensure that each student receives personalized support to thrive academically and personally within the WCS community.

Individual Learning Plans (ILPs)

The ESS Director develops an Individual Learning Plan (ILP) for each student followed by the SAS and Health and Wellness Program. ILPs are updated annually and shared with each student's teachers. The ILP includes information about a student's strengths, SAS or H&W services, documented diagnosis, accommodation plan and IEP (if any), annual consideration of placement, and transition planning.

Referral to ESS

Process Overview: Developing the most effective plan for a child involves a collaborative team approach, a thorough review of the child's school history, and input from teachers and parents. Students may be referred to ESS by teachers, parents, guidance counselors, or administrators for the following reasons:

1. New students:

The student is new to WCS, and admissions testing or information from the child's previous school suggests potential need of support.

2. Struggling in Curriculum:

The student is struggling in one or more areas of the curriculum, as evidenced by classwork, homework, tests, quizzes, or overall class performance.

3. Assessment Results:

Informal and/or formal assessments indicate the presence of a learning issue, such as a specific learning disability or significant learning difference.

4. Parent Concerns:

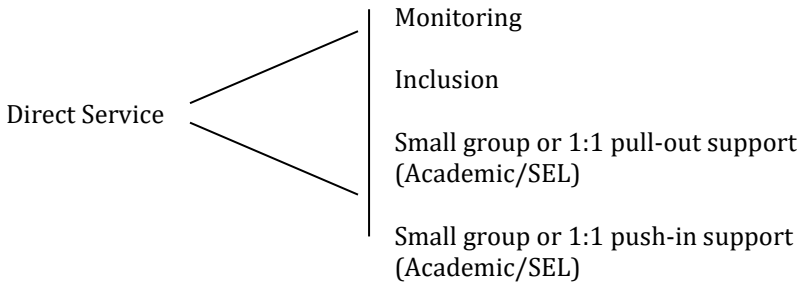
Parents have expressed concerns about the student's academic progress or difficulties to a classroom teacher.

Communication will occur with parents prior to a student being referred to ESS. For example, during the admissions process a family will be informed that their child is being referred for monitoring and/or possible services. For current students, the teacher will discuss concerns with parents in advance of a referral to ESS. Teachers may consult with SAS or H&W to determine intervention strategies and accommodations to try first. The teacher/administrator will then submit an Initial Referral Form to the Director of Educational Support Services.

Once it is determined that a student needs support, parents are informed of the proposed services and asked for their consent. The ESS Director maintains ongoing communication with parents and will notify them of any changes to services.

The service continuum includes:

ESS Services



Grades K-3

- **SAS:** In the early elementary grades, SAS focuses mainly on basic skill development in reading, writing, and math through inclusion, and pull out support. Academic inclusion support is provided by an SAS faculty member in the general classroom to reinforce the content being taught and to provide “extra touches” with the material for students who are struggling with reading and/or math. For those students needing additional support, remedial reading may also be provided, typically through Barton or Wilson, highly structured, multi-sensory, step-by-step programs. Other Reading Programs include the Lindamood Phoneme Sequencing (LiPS), Lindamood-Bell Seeing Stars program, and the Lindamood-Bell Visualizing and Verbalizing program. For students needing more in depth help in math, remediation and reinforcement may be provided through 1:1 or small group support in the classroom or pull out.

- **H&W:** In early elementary grades, Health and Wellness focuses on therapeutic support through class THINK groups, lunch groups or pull-out therapeutic or sensory breaks. For students needing more in depth support, remediation and reinforcement may be provided through 1:1 or small group support in the classroom or pull out.

Grades 4-5

- **SAS:** In the upper elementary grades, SAS intervention in reading, math and academic support is generally delivered through 1:1 or small group pull out, though some inclusion math may be scheduled. Remedial reading programs like Just Words, Barton and Wilson are offered. For academic support, SAS classes use class content as a platform to teach study and organizational skills which students need as they begin to read textbooks, sort out information, manage homework, and prepare for tests. Students in these grades may need to audit one academic subject to receive help.
- **H&W:** In the upper grades, Health and Wellness focuses on therapeutic support through class THINK groups, lunch groups or pull-out therapeutic/sensory breaks. Students are referred for outpatient counseling or other therapeutic services if a student needs extended support, as Health and Wellness services are limited in availability.

Grades 6-8

- **SAS:** In Middle School, the most common need is academic support focused on organization, general study skills, assignment completion, and test preparation in the context of regular schoolwork. Academic Support is offered in small group and 1:1 settings depending on the student's need and compatible schedule. Academic Support is scheduled during study hall periods. For reading support, students may receive 1:1 or small group Wilson Reading, though this is less typical in Middle school. Math support is provided through Supported Math classes, which are team-taught by a general educator and an SAS teacher or paraprofessional. Inclusion support is provided in many core academic classes by a Paraprofessional or SAS Teacher. SAS offers Organization Station after school, where students check in, make sure their agendas are complete, and get copies of notes or assignments as needed.
- **H&W:** In Middle School, students should display an appropriate amount of autonomy and self-sufficiency, such that frequent pull-out services are not required for daily functioning. Students who received support in Elementary are typically monitored by H&W by Middle School. Middle Schoolers engage in SEL classes throughout the year.

Grades 9-12

- **SAS:** At the High School level, SAS provides academic support for organization and study skills across content areas. Academic support focuses on areas such as time management, test preparation, organization, and assignment completion. Students are encouraged to set goals, to understand their own learning style, and to learn how to self-advocate. Students also have the opportunity to sign up for Academic Coaching through Guidance (not the SAS program). Specific content area tutoring must be arranged privately by parents.
- **H&W:** In High School, students should display an appropriate amount of autonomy and self-sufficiency, such that frequent pull-out services are not required for daily functioning. By High School, most students are only monitored by H&W. The H&W counselors will support students and their teachers by providing strategies for social/emotional issues a student may present during the school day.

Transition out of ESS-EXIT

SAS: Students exit SAS when they are able to independently manage the WCS curriculum. The end goal of SAS is to have students move towards independence where they are only being monitored. After being monitored for one semester and demonstrating reasonable success (consistent grades of “C” or above), a decision is made in conjunction with teachers and parents for the student to exit SAS. Students with Accommodation Plans will be monitored even if they do not need direct service.

H&W: Students transition to H&W monitoring when a student has displayed an appropriate amount of autonomy and self-sufficiency, such that frequent pull-out services are not required for daily functioning. Oftentimes, students begin receiving therapeutic support outside of school which positively impacts their classroom functioning and previous concerns are no longer shown.

Student Accommodations / 504 Plans

Section 504 is a federal civil rights law designed to protect the rights of individuals with qualifying disabilities. To be eligible for accommodations at school, a student must have a qualifying disability. For the purposes of Section 504, a person is considered to have a disability if he or she “has a mental or physical impairment that substantially limits one or more of such person’s major life activities.” WCS students who have a learning disability, ADHD, or other diagnosed disability and who are struggling at school are

considered for 504 Plans. The determination of whether a particular impairment qualifies for Section 504 can be complex and must be made on a case-by-case basis in accordance with school policies and procedures.

504 Process

When a student is referred for 504 consideration, the ESS Director will make sure parents are notified and understand the 504 process and their rights, review the referral, the student file, and any other relevant information, and seek input from appropriate 504 team members regarding eligibility criteria and possible accommodations. The Team will answer the questions: Does the student have a mental or physical impairment? Does the impairment substantially limit a major life activity? If a student meets 504 eligibility criteria, the ESS Director will draft a 504 Plan in consultation with the appropriate individuals. The plan will include a description of the nature of the concern, the basis for the determination of disability, how the disability affects school performance, recommended accommodations, the review date, and the names and titles of the 504 team participants. The 504 team will review the 504 Plan for final approval. In all cases, parents will be included in the final approval of the 504 Plan. Teachers, guidance, administration, and other personnel will be included in the 504 meeting as appropriate. The ESS Director will disseminate the plan to parents, all faculty who have responsibilities under the Plan, administrator, guidance, and the student's permanent cumulative record. The ESS Director will make sure that the student's teachers review the 504 Plan when it is first put in place, and then at least annually thereafter. Other opportunities for review include parent teacher conferences, progress report or report card time, and late spring especially in the case of 5th and 8th grade students who will transition to the middle or high school. In some cases, it will make sense to review the 504 Plan at the end of the school year, looking forward to the next school year and changes to the child's schedule, teachers, and other issues that may require adjusting the accommodations. The ESS Director will seek input from parents and teachers regarding proposed revisions and draft a revised plan to be considered at the annual 504 meeting. Verification of eligibility, or re-evaluation, for 504 accommodations is required every three years. This may involve formal and/or informal assessment, or updated documentation such as a letter from a doctor, parent and teacher input, or other.

Procedural Safeguards under Section 504

Notice of Parent/Student Rights

Parents of students with disabilities have specific rights. The intent of the law is to keep parents fully informed concerning decisions about their child and to inform them of their rights if they disagree with any of these decisions.

Notices related to the rights of students and parents under Section 504 are located on the school's website.

Grievance Process

To file a grievance regarding any alleged violation of the Rehabilitation Act, submit in writing your complaint to Annaliese Wheeler, Educational Support Services Director. This procedure provides a process for students or parents/guardians to raise concerns regarding the school's compliance with its obligations under state and federal discrimination and disability laws under Section 504. OCR Complaint Process A parent/guardian, student or others may also file a complaint with the federal Office for Civil Rights alleging any violations of Section 504 and/or the ADA. To make an inquiry or file a complaint under Section 504, an individual may contact: Office for Civil Rights:

**U.S. Department of Health and Human Services
Government Center
J.F. Kennedy Federal Building - Room 1875
Boston, MA 02203**

Transfer Student Policies (High School)

Transfer student transcripts will be attached to the WCHS transcript and will not be calculated into the WCHS student cumulative GPA. Courses taken at other schools contribute to graduation requirements if the student is transferring to WCHS. (Credits will be accepted on a case by case basis per approval of the guidance counselor, administrator, and administrative team.) Home school transfers must submit a transcript that will be attached to the WCHS transcript. Transfer students' cumulative GPA will be determined by coursework completed at WCHS.

Transfer Credit Policy

If a student transfers to WCHS from a different school at any point in a given school year, WCHS will include the following information on its transcript:

- The classes taken from the transfer school, both completed semester classes and partially completed full year classes.
- The number of credits that WCHS will award the student based on the classes taken.

WCHS will not include the GPA received from those classes taken at the transfer school. Only GPA data from classes taken from WCHS will be included on our transcript.

Grades received in classes taken from the transfer school will not be averaged with grades received from WCHS classes.

If a student transfers to WCHS after the completion of a given school year:

- WCHS will require a sealed transcript from the original school and attach that transcript to its transcript.
- Classes taken, grades received, and GPA data from the original school will not be reflected on the WCHS transcript.

In order to receive a diploma from WCHS, students who have not attended WCHS for the entire four years must have at least 50% of the credits awarded on-site at WCHS. With the approval of the WCHS Guidance Department, students may transfer in additional *approved* online, home-school, or other high school credits, as long as they meet the academic rigor and expectations of a WCHS course. These courses will be listed on the transcript as transfer credits (TR) but the grades will not be calculated into the student's WCHS grade point average.

Non-WCHS Coursework

Courses taken outside of WCHS must be approved in writing in advance. Correspondence courses, Online, or College level courses can be accepted as makeup work and for advanced credit. Non-WCHS coursework, taken by WCHS students, will be attached to the permanent transcript but will not factor into their cumulative GPA. Non-WCS coursework cannot be used as a substitute for WCHS graduation requirements.

Retaken Courses

If a course is retaken at WCHS, by permission of the administrator, guidance counselor, and Education Committee, only the first grade will be reflected in the students' GPA calculation. If a student passes a course and chooses to retake it, the second grade will be reflected as an "audit" on the transcript, no credit is given, and the course will not count toward the minimum number of courses required per semester. If a course is failed, see Course Failure policy.

Transportation

Bicycles

Pupils may ride their bikes to school as weather permits. Bikes must be parked in the bike stand upon arrival at school. Riding of bikes after arrival will result in the denial of bike privileges. Pupils are not to play on or around the bikes during the school day. Bikers will be dismissed with walkers. Helmets must be worn.

Northbridge Buses

WCS is presently served by Northbridge buses. Buses arrive and depart from WCS as per the schedule set forth by Northbridge Public Schools, in conjunction with Vendetti Busing. Riding the bus is a privilege which may be removed if misbehavior or disobedience occurs. Any changes in the routine transportation of students in grades K-5 must be reported to the teacher by note. Buses will transport students who reside in Northbridge according to the following distances from WCS.

- Kindergarten: at least a half mile from WCS
- Grades 1-2: at least 1 mile from WCS
- Grades 3-8: at least 1.5 miles from WCS
- Grades 9-12: at least 2 miles from WCS

Visitors

Parents

Parents may visit WCS at any time. If a visit to a classroom is desired, please contact the office at least two days in advance. Parents must sign in at the office and wear an ID tag before proceeding through the building.

Non-WCS Students

Non-WCS students will be permitted on campus as guests of WCS students only upon approval of the administrator. Prospective students for WCS are encouraged to visit. Requests should be made at least two days in advance of the visit. Non-WCS students are subject to our code of conduct and dress while on campus.

Visitors/Volunteers

WCS is dedicated to providing a safe campus. During school hours, all visitors/volunteers must sign in at the elementary or middle/high school

office before proceeding through the building. Visitors/Volunteers wear a designated ID tag while they are in the building. As they exit the building, visitors/volunteers will sign out and return the tags. Any non-WCS staff adult in the building without an ID tag will be asked to comply with the policy or will be escorted out of the building.