

2010-2011

*Kindergarten, Elementary,  
and Middle School  
Student-Parent  
Handbook*

Revised August 2010

*Warwick River Christian School*

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***WRCS, Inc. Mission and Vision Statements***

*Warwick River Christian School, Inc. serves families and Mennonite congregations on the Virginia Peninsula by offering quality education and child care for preschool, elementary, and middle school children in an environment that inspires students and their families to know and follow Jesus Christ.*

*The vision of Warwick River Christian School, Inc. is that our students will be well-equipped academically and spiritually through a nurturing, caring, safe, Christian educational environment that encourages each individual to lead a life of purpose and of service to our Lord Jesus Christ, exemplifying a lifestyle of grace and peace.*

Warwick River Christian School does not discriminate on the basis of race, color, or national or ethnic origin in the administration of its educational policy and program.

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# MEET OUR SCHOOL

## WELCOME

Welcome to our school family. This is an important year in the life of your child. His/her attitudes toward school and the learning process, as shaped this year, are long-lasting. Your home and our classroom are both significant in this shaping process. We are dedicated to making learning and this school year a pleasurable one for both your child and you.

We aim to have an atmosphere of Christian nurture in our classroom with high ideals in personal relationships and attitudes. Our Bible curriculum includes Bible stories, Bible verses, songs, and poems.

We hope this year will affirm your child's self-esteem and abilities.

Mrs. Mabel Nelson, Principal

## WRCS TEACHERS

### Kindergarten

### First Grade

### Second Grade

### Third Grade

### Fourth Grade

### Fifth Grade

### Sixth Grade

### Seventh Grade

### Eighth Grade

Ms. Diane Hayhurst, Mrs. Genay Rancorn

Mrs. Brenda Wood

Mrs. Jenny Mahone

Mrs. Lois Blosser

Mrs. Cathy Odom

Mrs. Nicole Davoy, Mrs. Deb VanBuskirk

Ms. Anna Janzen

Ms. LaShanda Disla, Mr. Hunter Ford

Mrs. Alison Havens, Mrs. Cathy Huckaby

### Art

Mrs. Stephanie Neighbors

### Computer

Mrs. Lisa Blinco

### Library

Mrs. Ann Aulich

### Physical Education

Mrs. Christine Gray

### Music

Mrs. Jeri Field

### Spanish

Miss Leyda Vazquez

### Athletic Director

Mr. John Dey

## OFFICE STAFF

Mrs. Linda Clark, Office Manager

Mrs. Jeanne Bensten, Bookkeeper

Mrs. Melony Floyd, Administrative Asst.

Mrs. Valerie Schaefer, Asst. Bookkeeper

## MISSION SPECIFICATIONS (SPECS)

WRCS provides high quality education for three-year-olds through eighth grade, tailored to enhance the development of the whole child:

**S. spiritually**, through a Bible-based, Christ-centered environment with emphasis on peacemaking and forgiveness.

**P. physically**, through structured/unstructured play tailored to the age-appropriate development needs of each child. Students participate in the President's Physical Best program and develop skill-building sportsmanship.

**E. emotionally**, through loving, nurturing classrooms where each child is welcomed as a gift from God.

**C. cognitively**, through high academic standards, SACS (Southern Association of Colleges and Schools) accreditation standards, and adhering to Virginia Standards of Learning. Student performances are evaluated annually by national standardized testing.

**S. socially**, through developing Christian character, emphasizing truthfulness, compassion, obedience, self-discipline, and respect for self and others.

## **BELIEFS THAT SHAPE WARWICK RIVER CHRISTIAN SCHOOL**

**God:** As a Christian School, rooted in the Anabaptist-Mennonite\* stream of church history, we acknowledge God as the creator of the universe and maker of all people in our school and community. We believe the sovereign God desires a loving relationship with each person. We know God best in His Son, Jesus, who continues to be with us through the Holy Spirit. God calls people to become his followers and makes it possible through Jesus Christ.

**Purpose of Life.** God created us to delight in Him, and He in us. We understand that our purpose as teachers and students—as human beings—is to glorify our creator by growing into the image of God through the Spirit of Jesus. We fulfill our purpose only as we come to know and follow Jesus Christ.

**Our Community and World.** We are convinced the world is not an accident. Because it was designed and created by God, the universe is eminently worth scholarly exploration. When manipulated by those not following the Creator, the world can seem a scary and hostile place. God loves the world so much that he participates in our realm to reconcile all of creation. It is a sacred task to help each student attain a Christ-like worldview and become a constructive influence in his or her community. Human communities—family, church, and school—are the settings in which we help each other learn about the world and mature into the likeness of Christ.

**Boys and Girls.** As educators of young people, we believe that boys and girls are made in God’s image, including ability to communicate, to be creative, and to bring blessing to the world. We recognize that every girl and boy is unique, and that each matters to God, who gives purpose to everyone. As children mature, we expect them to grow in wisdom and stature and favor with God and fellow human beings. Yet, like all humanity, boys and girls have a propensity to sin by seeking their own way. There is a point of maturity when young people become personally accountable for their sin, coinciding somewhat with puberty. In Christ, girls and boys who know their need for the Savior can become a new creation.

**Education.** Both human and divine learning enable us to communicate with each other, to understand God’s world, and to fulfill God’s purpose for our lives. We see education happening in myriad settings: in structured curricula, in unstructured play, in interaction between students and between generations, not least in the modeling which teachers do in the presence of their students. We agree that education has not happened until we are changed in some way, and that the joy of learning is, itself, a vital goal of the education process.

\*Mennonite Churches trace their beginnings to the Anabaptist movement of the 16<sup>th</sup> century, when other Protestant churches also separated from the Roman Catholic Church. Contemporary with European beginnings of Reformed (best known today in Presbyterian churches) and Lutheran denominations, Anabaptists were more radical. Illustrations include: separation of church and state; emphasis on baptism of adults [The label Anabaptist, meaning re-baptizer, was applied by opponents. “Anabaptists,” themselves, believed true baptism could be received only by those sufficiently mature to understand their need of a savior]; following Jesus in costly discipleship; mutual discipline; abstinence from government service; and refusal of self-defense and violence, including military service. Thousands of Anabaptists were executed for their beliefs by both Catholic and Protestant governments. The nickname Mennonite came from an early leader, Menno Simons. Another group of Anabaptist faith descendents found in various Amish churches derived their name from a 17<sup>th</sup> century leader, Jacob Amman.

## **GOVERNANCE**

Warwick River Christian School, Inc., is governed by a School Council composed of governing boards and other representatives from three Mennonite churches: Warwick River, Huntington, and Providence. The School Council elects members to the Board of Trustees, who serve three-year terms. In addition, the Parent Teacher Circle (PTC) nominates two trustees for two-year terms. The board meets monthly to give direction to the administrators and shape policies for the school.

## PHILOSOPHY & OBJECTIVES FOR WARWICK RIVER CHRISTIAN SCHOOL

Warwick River Christian School exists to provide general education in an environment that inspires students and their families to know and follow Jesus Christ. We come to know Jesus, God's living word, through the Holy Bible, God's written word, and through his Holy Spirit. With the writer of Proverbs, we agree that "*the fear (reverent awe) of the Lord is the beginning of knowledge (1:7) and the beginning of wisdom (9:10).*"

As partners with parents, we share in the charge given to the Old Testament people of God: "*Hear, O Israel: The Lord is our God, the Lord alone. You shall love the Lord your God with all your heart, and with all your soul, and with all your might. Keep these words that I am commanding you today in your heart. Recite them to your children and talk about them when you are at home and when you are away, when you lie down and when you rise.*" (Deut. 6:4-7)

From this perspective, we nurture the mind, body, soul, and spirit of each student through academics, physical education, music, art, and Bible study. We see our Christian school as an extension of the church and home. When all three are united in a Christ-centered perspective, children receive a strong foundation for dealing with life experiences. Where parents are not committed to Christ and the church, we ask them to acknowledge our philosophy and to support the objectives of our school.

At every grade level, we aim to promote high academic standards within the potential of each student; to educate all students according to their developmental needs and cognitive abilities; to help each student gain the skills necessary for effective communication, such as reading, writing, speaking, listening, and researching (including information literacy); and to facilitate every student's discovery that science, math, and history are reflections of God's creation and plan for the world.

As teachers and staff, we pledge ourselves to academic and spiritual excellence. We seek to display the fruit of Christ's spirit—love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-23). It is our prayer and calling to do everything to the honor and glory of God.

From this philosophy flow certain objectives identified in *Bylaws of WRCS, Inc, Article III*:

**Academic Quality**: The school shall provide a strong academic program of education, which meets or exceeds the educational requirements of the Commonwealth of Virginia, so long as those requirements do not conflict with the broader purposes stated herein.

**Integrated View**: The school shall maintain an atmosphere of warmth and understanding that is conducive to spiritual growth, sensitive interpersonal relationships, wholesome leisure activity, optimal emotional and physical health, and eventual vocational fulfillment.

**Biblical Perspective**: The school shall foster a reverence for the Bible as God's written word, the authoritative guide to Christian faith and discipleship, and for Jesus Christ, God's living word, who is the key to proper understanding of both Old and New Testaments.

**Christian Values**: The school shall support the home and church by nurturing Christian values: allegiance to God and the church, respect for parents, reverence for all human life, commitment to integrity and morality, devotion to service, and the pursuit of reconciliation in a fragmented world.

**Personal Faith**: The school shall nurture in students an openness to Jesus as Teacher, Savior, and Lord, anticipating their baptism into the body of Christ when they are mature enough to make a life covenant with Jesus Christ and His church.

**Inclusive Enrollment**: The school shall be open to students of all races, colors, national or ethnic origins, and socio-economic status, giving witness that Christian fellowship supersedes all nationalistic and cultural boundaries. While adhering to the *Confession of Faith in a Mennonite Perspective*, the school is open to families from other or no faith expressions, as well.

**Family Concern**: The school shall be sensitive to the family systems of its students, offering guidance as feasible and/or referral for services not provided by the School.

# CURRICULUM OVERVIEW

## SUBJECTS AND TEXTBOOKS

Bible	Association of Christian Schools Intl, Christian Schools Intl, Campus Crusade	
Reading/Lit.	Scott Foresman, Prentice Hall	
Language	Scott Foresman & Houghton-Mifflin	
Spelling	Scott Foresman	
Math	Saxon	
Social Studies	Virginia Standards of Learning guidelines (Grades 1-3) Silver Burdett and Ginn, Steck Vaughn	
Writing	D'Nealian	
Health and Science	A Beka, Prentice Hall	
Supplements:	Silver-Burdett/Ginn (Grades 1-2) McGraw Hill (Grades 1-5)	
Art	Computer	Foreign Language (Spanish 7 <sup>th</sup> & 8 <sup>th</sup> McDougal/Littell)
Music	Library	Physical Education

## ENHANCED CURRICULUM

**Love and Care.** We believe that academics are incomplete without an integration of love and care. We foster these ideals daily. Spiritual learning is promoted via:

**Daily Devotions.** Each day includes a time of devotions, prayer, character building emphasis, praise, and/or singing.

**Chapel.** Praise and awareness of God is a vital ingredient of our total curriculum. Grade School (K5-5) and Middle School each meet weekly in the church auditorium. They sing and praise God with traditional and contemporary songs. Bible lessons and stories are presented by ministers from local churches, teachers, and other guests. On occasion, middle school participants will meet with the whole student body.

**Bible.** The classroom Bible curriculum is nondenominational and establishes the authority of God's Word. The lessons build lifetime personal Bible study skills and emphasize Christian living. Scripture memorization is included.

**Service.** Teachers encourage participation in one or more school and/or service projects each year.

## FIELD TRIPS

All classes go on field trips from time to time. Field trip permission slips are sent home at the beginning of the school year. This slip must be signed by a parent or guardian and returned to the teacher to keep on file. A memo will be sent home informing parents of each upcoming field trip and any fees to be sent with your child. Since field trips are part of the classroom academics, parents are requested to join students only at the invitation of the teachers. No radios, personal DVD players, or other small electronic devices are allowed, except when on a chartered bus, and then only with the approval of the principal and teachers. Because of their educational and social value, students who voluntarily miss a scheduled field trip will be assigned an appropriate makeup project.

## RESOURCE ENRICHMENT PROGRAM

**Foreign Language.** A foreign language is taught once a week from K5 through Grade 6. Grades 7-8 have daily classes to prepare them for high school language credit (Spanish Level I).

**Computer.** Computer classes are offered to all grade levels exposing them to educational software. Keyboarding with strong emphasis on technique and accuracy begins with fourth grade. Fifth grade continues with keyboarding applied to instruction of various Microsoft applications. Middle school students participate in a more extensive study of those software applications. Supervised internet access is available for student use as well.

**Art.** Art is expressed in a variety of modes in each classroom. It is also taught formally by our art teacher.

**Music.** Students learn a variety of songs, are introduced to notes and rhythm patterns, and learn about different composers. 5K-6<sup>th</sup> have weekly music sessions. Seventh and eighth grade students may choose “bells” or “beginning guitar” as an elective. Additional music opportunities are offered before and after school, including:

- Children’s Chorus (Gr. 2-5) and Middle School Chorus, directed by Mrs. Field, meets after school
- String instruction (Gr. 3-8) including Beginning, Rising, and Advancing strings classes
- Band instruction (Gr. 3-8) is offered before school. An instrumental ensemble depends on available participants.

**Library.** Students learn library skills, broaden their knowledge, and develop a joy of reading through a variety of reading materials. The Accelerated Reader program, an independent reading program, is used to build comprehension skills. Middle school students also utilize public library resources to develop research and literacy skills.

**Physical Education.** Students from 5K-8<sup>th</sup> participate in the physical education program, which includes organized activities to help children develop skills important to their physical growth. Students in grades 1-8 participate in the Presidential Physical Fitness Challenge. This includes an endurance run, pull-ups, sit-ups, shuttle run, and v-sit and reach.

**Interscholastic Athletics. (Middle School Only)** The Peninsula Coed League offers competition with other schools in soccer, basketball, and volleyball. All Middle School students are invited to try out for the respective teams. Players who are selected for the team pay a participation fee.

**Competitions.** Various grades participate in Math League, Science League, Spelling Bee, Geography Bee, and the Battle of the Books.

## HOLIDAYS AND CELEBRATIONS

- **INVITATIONS:** Invitations may be sent to school for special parties if the entire class is invited; otherwise, contact those you wish to invite via other-than-school channels.
- **BIRTHDAYS:** Parents may serve simple refreshments for the occasion. If your child's birthday does not occur during the regular school session, you may choose some other day. Please make arrangements with the teacher.
- **HALLOWEEN:** We do not celebrate Halloween. Rather, we focus on the autumn season and harvest time.
- **THANKSGIVING:** Thanksgiving is a time of remembering God's providence. We also focus on friendships between settlers and Native Americans in early years of our country's history. Preparing a partial or full meal is often part of the celebration.
- **CHRISTMAS:** Rehearsals for the annual school Christmas programs begin in earnest after Thanksgiving. We focus on celebrating the gift of Jesus, memorizing Scripture, and retelling the story of His birth. Please avoid gifts that promote violence or destructive behavior for your child's class gift exchange.
- **VALENTINE'S DAY:** Designing mail holders, giving cards to classmates and friends, and having treats make Valentine's Day an exciting time to share the love of God with each other.
- **EASTER:** Jesus' death and resurrection are the focal points of this spring holiday. Bible lessons and Scripture memorization relate to these events. Dying, decorating, and hunting eggs are favorites of the students.

# GRADE-LEVEL CURRICULUM SUMMARIES

## KINDERGARTEN

The five-year kindergarten is a comprehensive program designed to be **developmentally appropriate** for your child so that he/she may experience a wide range of readiness skills. It provides activities which enhance the emotional, social, physical, intellectual, and spiritual growth of each special member of our class. Our curriculum stresses **real-life experiences** and discovery, rather than drill-type activities.

Our program concentrates on an **experiential** (hands-on) approach. Current research indicates that this is the most effective method for teaching young children. We provide activities that include experiences in **language** (written and spoken), **number concepts, science, and social awareness**, as well as **music, art, body awareness, and coordination**. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. Other activities include structured free play in our classroom and playground through use of dress up, games, building blocks, puppetry, and simply our own imaginations. Cooking, field trips, show and tell, and the home reading program are also important parts of the curriculum.

The kindergarten program carefully attends to the **spiritual and emotional** development of each child. **Bible** stories, memory verses, and Scripture songs are among our daily activities. A consistent, firm, and loving classroom environment, as well as affirmation of self-esteem and acceptance, are provided for each child's emotional development. Praise and awareness of God is a vital ingredient of our total curriculum. Friday chapels in the church auditorium with the grade school students include spirited singing, Bible lessons, and stories by ministers from local churches, administrators, teachers, and other guests.

## GRADE SCHOOL

### Grade One

Our **Bible** curriculum focuses on the theme of "God's Gifts to Me," using familiar Bible stories that illustrate God's gifts of our world, families, leaders, helpers, His Son, His Word, a way to live, His Church, and our abilities. As with all levels, the Bible stories and everyday anecdotes were written by a gifted author, to positively influence the unique character of this grade level. Students are provided with a variety of colorful, innovative materials from which they make booklets, mobiles, baskets, puzzles, flash cards, and much more. We learn a memory verse every week.

**Reading** begins by reviewing the consonant and vowel sounds, becoming reacquainted with the vowel sounds learned in kindergarten, and building on basic blending skills and vocabulary. Children will progress through more intricate use of blends, digraphs, and vowel combinations as they continue to form whole words. Attention is given to fluency, comprehension, sequencing, and study skills. **English** skills include the following: alphabetizing; identifying action, naming, and describing words; recognizing asking and telling sentences; and capitalization. **Spelling** words consist of sight words and words that reinforce the phonetic skills being taught. We start out in **handwriting** by learning how to form D'Nealian letters and numbers neatly and correctly. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. They are basic to forming sentences and writing paragraphs in the writing process program, *Write from the Beginning*.

The **math** program is success-oriented. Daily practice is provided in skills related to the calendar, counting, patterning, weather, reading graphs, telling time, and counting money. Lessons include written practice and number fact practice, as well as hands-on activities and cooperative group activities. Problem solving, word problems, place value, and a foundation of numeration and number concepts to 100 are included on a regular basis. Children are expected to master basic addition and subtraction facts.

Our **social studies and science** units are very flexible, focusing on the Virginia Standards of Learning. We cover subjects such as "me," families, seasonal events, health, animals, plants, and insects. Completing projects and displays and taking field trips which are closely related to these academic units are part of the first grade experience. *Weekly Reader* is also used to teach current events.

## Grade Two

The mark of second grade is diversification and learning to work independently.

**Bible** lessons are built around the theme, “God’s Way to Live.” Students go through two- and three-week studies of Bible heroes with a focus on character traits and how they apply to students’ lives. For example, in the study of Moses, students learn about humility, courage, and diligence. When studying Joshua, students learn about loving God’s Word, obedience, and following God wholeheartedly. Through the year they study thirty-six character traits from the lives of Bible characters and how to emulate these traits in their daily lives. They also learn of a mission family in Central America and have numerous opportunities for exciting, challenging daily activities. Weekly Scripture memorization is part of the curriculum, including Psalm 23 and parts of Luke 2.

**Reading** skills cover things such as main ideas, alphabetizing, sequencing, critical thinking skills, and doing a lot of good old pleasure reading. In **English** we learn basic sentence parts, enlarging them, and making them more interesting. The big task is learning the differences between a noun, verb, and describing word. Creative writing is interwoven with grammar and punctuation, and we practice writing letters and addressing envelopes. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. They are basic to forming sentences and writing paragraphs in the writing process program, *Write from the Beginning*. **Spelling** introduces basic phonics and spelling rules, including the exceptions to the rules, e.g. changing the *y* to *i* and adding *es*; and doubling the final consonant before adding *ing*. The big thrill of the year comes in January, when we learn **cursive writing**. The students are willing to work hard on this because they have been looking forward to it for so long.

In **math** we begin to branch out from basic one-digit addition and subtraction to two-digit operations with regrouping. We discuss the concepts of greater than/less than, money values, and telling time. Fractions and multiplication are introduced. Fact sheets and manipulatives reinforce concepts.

**Science** brings us to studies of ourselves and things around us. We explore the wonders of God's creation: animals, insects, plants, air, weather, and magnets. We learn proper care of our bodies. **Social studies** units include Native Americans, Ancient Egypt, and China, along with map skills. We also read and study a weekly child’s newspaper, *Scholastic News*, to learn about other people and places around us.

## Grade Three

A primary goal for students is developing a positive attitude toward learning: to be excited about new and unknown things; to be curious; to feel okay about saying "I don't know;" to feel that they *can* learn and that they *want* to learn. It is the curiosity and enthusiasm for discovery with which children are born.

Third grade is a dramatic switch from second grade. Children need to do much more writing and copying. Many assignments will be explained at the beginning of the day and then completed independently.

**Bible** studies focus on “Christ and His Church,” a study of the life of Christ (His actions, teachings, and miracles), the early Church in Acts, and missions from Paul until now. As students are guided through the Gospels, they learn and apply principles from the messages, parables, miracles, and life events of Jesus. Moving into Acts, students see the building of God’s Church as the Gospel spreads through the missionary journeys of Paul and through famous missionaries of history. Students get a glimpse of famous Christians through the “Portraits of Faith” biographies. Through “Sword Searches,” they have opportunities to consider the teachings of Scripture in relation to real life problems. And finally, Jonathan, Amiee, and Arf provide delightful interactive opportunities for students to make application of the Word and works of God. Students also memorize weekly assigned Bible passages.

Some of the skills developed in **English** are writing sentences correctly, verb usage, nouns with plurals and possessives, sentence punctuation, and creative writing. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. They are basic to forming sentences and writing paragraphs in the writing process program, *Write from the Beginning*. **Reading** skills cover such things as **spelling** patterns, phonics, word analysis, vocabulary, and fluency. Comprehension includes strategies, skills, and critical thinking. Each child's natural creativity will be encouraged throughout the year with **art** projects and **creative writing** experiences.

Several of the things we work on in **math** are mastery of four-digit place value, regrouping in addition and subtraction, and multiplication facts. Division is introduced, and fractions are expanded upon, using the understanding developed in grades one and two.

**Science** relates to the Virginia Standards of Learning. Topics include the forest, ocean, desert, living things, classification of animals, and simple machines. **Social studies** focuses on map skills, early explorers, famous Americans, economics, and ancient Greece, Rome, and Mali. We also read and incorporate *Weekly Reader*.

### **Grade Four**

**Bible** lessons center on the theme, “Christ and His Word.” Through Randy “Sherlock” Holmes and his faithful companion, “Woofson,” students begin the year with tools for Bible study and then tackle traditional doctrinal subjects prepared for their grade level. Topics include God, His Word, Christ, the Holy Spirit, the Church, salvation, heaven, and hell. Students not only gain an understanding of these doctrines, but how the doctrine applies to them personally. For example, God is omniscient — He knows all about me. What effect does that have on me and my behavior? This year’s Bible study will be one of the most exciting and profitable experiences your students will have. Weekly memorization of assigned Bible passages that relate to the Bible lessons is required.

In **reading**, we study various **spelling** patterns, main ideas, predicting outcomes, drawing conclusions, making inferences, and extending study skills. We learn to express our comprehension in writing. We work on creative and critical thinking skills. In **English** we build upon earlier skills in sentence structure, use of adverbs and adjectives, writing friendly letters, and addressing envelopes properly. We study the elements of story writing and compose creative writings. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. They are basic to forming sentences and writing paragraphs in the writing process program, *Write from the Beginning*.

The **Saxon Math Intermediate 4** program provides daily practice in basic computation and math facts and gives daily practice in previously learned concepts through mental math and word problems. We calculate the perimeter and area of polygons. We multiply and divide three-digit by two-digit numbers. We measure elapsed time. We name numbers through hundred millions. Our study of fractions includes naming, comparing, adding, subtracting, changing to equivalent fractions, and working with mixed numbers and improper fractions.

**A Beka** materials are used in **science**. We begin the year by learning to observe the wonders of God’s creation. Our science units include plants, insects, birds, atmosphere and weather, sound and hearing, and oceanography. As time allows, we may study health, geology, or astronomy. Our **social studies** program concentrates on the history, development, and geography of our state of Virginia. We study the enormous contribution Virginia made to the early development of our nation as well as resources that make Virginia of continuing importance in the present day. Our social studies is supplemented by various map reading skills.

### **Grade Five**

Our **Bible** curriculum theme this year is “Christ and My Choices,” an overview of the Old Testament presenting Bible characters in chronological order. Three strands of instruction occur in fifth grade: an overview of the Old Testament; an in-depth study of the lives of various Bible characters presented in chronological order; and choices (whether good or bad) made by these characters which serve as examples for students as they make their own choices. The materials are woven together to challenge students to examine their own decision making. Students will especially enjoy the recurring characters of fifth-graders Katie and Austin and the comical characters of Dr. Diggitt and his pet camel, Dusty. Hymn studies, missionary stories, and exciting adventures make this a comprehensive instructional program. Weekly memorization of assigned Bible passages is required.

**Reading** is taught on different levels and includes comprehension, critical reading, and study skills. Students will also be expected to do independent reading and participate in the *Accelerated Reading* program. **Spelling** includes a variety of activities related to weekly vocabulary lists. Dictionary skills, proofreading, and creative writing are reinforced. In **English**, we continue building upon writing and grammar skills learned in prior grades. Journaling and writing imaginative stories hone our writing skills. Book reports in a variety of forms are required throughout the year. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. They are basic to forming sentences and writing paragraphs in the writing process program, *Write from the Beginning*.

**Saxon Math Intermediate 5** involves more complicated division, fractions, and mental math. We continue honing speed and accuracy in math facts.

*Investigating God’s World* presents a positive Christian view of **science** and the origin of all things. We study animals found on land and in the sea, treasures of the earth, and wonders of the sky. *McGraw Hill* texts further introduce skills

recommended by the Standards of Learning. *Enjoying Good Health* encourages us to maintain healthy bodies and develop positive self attitudes. In **social studies** *Our United States* presents a review of America's early explorers and history to the Civil War. We study the states and their geographical locations. We memorize the states and their capitals. We are introduced to various types of map skills. *Weekly Reader* is also incorporated to enhance our curriculum.

Projects and field trips are excellent avenues of learning. We use these throughout the year to strengthen concepts in the different subject areas.

## MIDDLE SCHOOL

### Grade Six

The **Bible** curriculum presents three strands of instruction on the theme, "Christ and My Life: an overview of the New Testament"; an in-depth study of popular passages; and application of these Scriptures to important issues faced by sixth-graders. The materials are written to capture students' interest and encourage them to think and become more Christ-like as they enter their preteen years. The focus is on personal Bible study and the understanding of principles which can guide all of life's decisions. The curriculum is fun, but challenging; convicting, but refreshing as students receive a solid foundation of Biblical content with strong application in their personal lives. Bible study includes Scripture memorization.

Prentice-Hall's *Literature* and Houghton-Mifflin's *English* are the texts for **integrated language arts (ILA)**. Reading, spelling, vocabulary, word origins, grammar, and writing skills are incorporated into the program. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. They are basic to forming sentences and writing paragraphs in the writing process program, *Write from the Beginning*. Students will also be expected to do independent reading and participate in the *Accelerated Reading* program. Assessment will be based on oral and written exercises, homework, quizzes, tests, and projects.

Sixth grade students will study **Saxon Math Course 1**. Lessons will provide a solid foundation in basic mathematics and also include many pre-algebra skills. Class attendance and homework are essential, because new concepts are introduced daily. Progress will be tested every fifth lesson. Assessment will be based on homework, quizzes, and tests.

Using the basic skills of scientific investigation, reasoning, and logic introduced in our A Beka **science** program, *Observing God's World*, we study force, motion and energy, and atoms. In *Science Explorer: Earth Science* (Prentice-Hall), we study the water cycle, the properties of water and the atmosphere, and understanding solutions. We research environmental issues, investigate certain life processes essential to the survival and perpetuation of the species, and conduct experiments.

The text for sixth grade **social studies** is Silver, Burdett and Ginn's *Our United States*. We begin with the Reconstruction Period in 1877 and continue to the present. We build on the fundamental concepts in civics, economics, and geography which were introduced in fifth grade. Assessment is based on homework, projects, quizzes, and tests.

### Grade Seven

Seventh Grade **Bible** is based on the NIV Bible and the textbook, *The Story of God and His People: The House of Israel*. Using Old and New Testaments, each student gains understanding of how individual Bible events fit together to create a whole story and how to apply the Bible to their lives. Bible study includes weekly Scripture memorization.

Prentice-Hall's *Literature* and Houghton-Mifflin's *English* are the texts for **integrated language arts (ILA)**. Reading, spelling, vocabulary, word origins, grammar, and writing skills are incorporated into the program. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. They are basic to forming sentences and writing paragraphs in the writing process program, *Write from the Beginning*. Students will be expected to do independent reading and participate in the *Accelerated Reading* program. Assessment will be based on oral and written exercises, homework, quizzes, tests, and projects.

Seventh grade students will study *Saxon Math Course 2* or *Saxon Algebra 1*. In Course 2, basic **math** and pre-algebra skills will be reinforced and expanded. Skills, concepts, and problem solving develop higher-order thinking skills. Class attendance and homework are essential, because new concepts are introduced daily. Progress will be tested every fifth lesson. Assessment will be based on homework, quizzes, and tests. Pre-Algebra/Algebra 1 students will be completing *Saxon Algebra ½: Incremental Development* and then begin *Saxon Algebra 1*. Homework and class attendance are essential, because new concepts such as solving two-step equations, calculating ratios and proportions, using the distributive property, and graphing functions are introduced daily. Students will be tested after every fifth lesson. These

test scores, along with homework, quizzes, and learning logs, will be used to assess student progress. Since this is a credit course, a required exam will be given at the completion of Algebra 1.

Using A Beka's **science**, *Order and Reality*, and Prentice-Hall's *Life Science*, seventh graders investigate cells, life processes, ecosystems, biological communities, genetics, and reproduction. Additionally, students explore creation vs. evolution using the A Beka textbook *Matter and Motion in God's Universe*. There will be experiments, required research, field trips, and projects.

The **social studies** class is divided into two sections. In Government, students focus on the U.S. government, Constitution, and the concept of democracy using Center for Civic Education's *We the People, the Citizen and the Constitution*. The other portion will be the study of Steck-Vaughn's *Economics*. The final unit of economics will be an introductory unit on checking and balancing statements/accounts. Assessment will be based on homework, quizzes, tests, and projects.

Students study the first half of **Spanish I** for high school credit using McDougal Littell's *En Espanol A*. Assessment will be based on daily oral and written work, homework, quizzes, tests, projects, a mid-term exam, and a final exam. A high school credit may be earned with the successful completion of Spanish 1A (seventh grade) and 1B (eighth grade).

## **Grade Eight**

Eighth Grade will be studying the first three books of the series *The 10 Basic Steps toward Christian Maturity*, a Campus Crusade for Christ **Bible** study series that will stimulate the student to explore the depths and riches of God's Word. It will provide a sure foundation for their faith. The class will use Bible memorization, open Bible quizzes, and projects in conjunction with the material.

Prentice-Hall's *Literature* and Houghton-Mifflin's *English* are the texts for **integrated language arts (ILA)**. Reading, spelling, vocabulary, word origins, grammar, and writing skills culminating in a term paper at the end of the year are incorporated into the program. *Thinking Maps*, graphic organizers, are implemented in organizing thoughts, ideas, and materials in all academic areas. They are basic to forming sentences and writing paragraphs in the writing process program, *Write from the Beginning*. Students will also be expected to do independent reading and participate in the *Accelerated Reading* program. Assessment will be based on oral and written exercises, homework, quizzes, tests, and projects.

For **math**, students will be placed in either *Saxon Math Course 3* or *Saxon Algebra 1*. Placement will be determined by standardized testing scores, placement testing, teacher recommendation, and grades. *Saxon Math Course 3* (pre-Algebra) is preparation for taking Algebra 1 in high school. Homework and class attendance are essential, because new concepts such as solving two-step equations, calculating ratios and proportions, using the distributive property, and graphing functions are introduced daily. Students will be tested after every fifth lesson. These test scores, along with homework, learning logs, and quizzes, will be used to assess student progress. A required exam is given at the completion of the course. In *Saxon Algebra 1* (a high school credit course), students will learn to make connection and build relationships between algebra and arithmetic, geometry, probability, and statistics. Students will use algebra as a tool representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities. Assessment will be determined by tests, learning logs, quizzes, and homework. A required exam is given at the completion of the course.

**Physical science** emphasizes in-depth investigation of the nature and structure of matter and the characteristics of energy. Major areas include temperature, sound, light, electricity, and magnetism, from *Matter and Motion in God's Universe*. A second textbook, Prentice-Hall's *Explore Physical Science*, is the text for physical and chemical changes and nuclear reactions.

Silver Burdett Ginn's *World Geography* is the text for **social studies**. Students will study landforms and individual nations around the globe. Maps, charts, information about ancient civilizations, and the text will be used to develop chronology, technology, and research skills. Assessment will be derived from homework, class work, quizzes, tests, and projects.

Eighth graders study the second half of **Spanish I** begun in seventh grade using McDougal Littell's *En Espanol B*. Successful completion of the course will merit high school credit. Assessment is based on homework, class work, quizzes, tests, projects, a midterm exam, and a final exam.

# **MIDDLE SCHOOL OPPORTUNITIES**

## **CREDIT CLASSES – GRADE POINT AVERAGE (GPA)**

It is recommended that the students have a good understanding of Spanish/algebra and have an “A” or “B” average to transfer as a high school credit.

In middle school you are given the privilege of choosing whether or not to have the grade count as a high school credit. Consider and possibly consult with the principal and/or guidance counselor of the high school in which you plan to enroll concerning the impact it may have on your GPA by your senior year. A = 4.0 on Grade Point Average (GPA), B = 3.0 GPA in public schools. Some private schools have variations for A+, A, A-, such as 4.0, 3.8, 3.5 GPA. A “C” or below should not be transferred to count as a credit class.

## **ACTIVITIES AND COMPETITIONS**

In addition to the core curriculum classes, electives, field trips, credit classes, and after-school enrichment programs, middle school students have multiple opportunities to develop interests and academic skills. These activities include, but are not limited to, the following: Invention Convention (fall), Middle School Science Fair (spring), Geography Club, Aviation Club, Bible Club, Student Council, and Human Video. Additionally, students are invited to participate in several service projects throughout the year.

## **STUDENT LOCKERS**

Individual student lockers are provided for each middle school student for storage of coats, backpacks, and other personal belongings. Each student should provide their own lock. A key or combination for each lock must be given to the classroom teacher in case the student’s key is lost or combination is forgotten. The Administrator or Principal reserves the right to inspect lockers at any time.

## **INTERSCHOLASTIC ATHLETICS**

### **Mission**

The WRCS Middle School interscholastic athletic program offers opportunities for developing excellence in athletic teamwork, knowledge, skill, leadership, sportsmanship, and school spirit in the context of extracurricular sports competition with similar area Christian schools.

### **Objectives**

1. To offer voluntary extracurricular athletic activities for interested students in addition to required physical education classes.
2. To encourage healthy alternatives for out-of-school leisure time activity.
3. To promote and develop excellence in athletic teamwork, knowledge, skill, sportsmanship, and school spirit.
4. To develop leadership and public performance skills, shaped by Christian values.
5. To provide a bridge from recreation league participation to interscholastic competition, preparing players for more selective high school athletic programs.
6. To attract and retain students who might otherwise enroll in another available middle school which has an interscholastic athletic program.
7. To offer positions on WRCS team rosters to those who earn and maintain the privilege of team membership.
8. To lend positive visibility to Warwick River Christian School.

### **Currently Available Options in Peninsula Coed League**

- Soccer Season goes from September to Oct/Nov. There are 11 playing positions on the team with room for about 16 players to be in uniform for an official game.
- Basketball Season goes from December to March. There are 5 playing positions on the team with room for 10-12 players to be in uniform for an official game.

- Volleyball Season goes from March to May. There are 6 playing positions on the team with room for 10-12 players to be in uniform for an official match.

### **Standards for Team Selection and Retention**

While all Middle School students are encouraged to try out for a place on interscholastic team rosters, representing WRCS is a privilege. Within the limitation of available team positions, players will be selected and retained for team membership who:

- are Eighth, Seventh, or Sixth Grade boys or girls.
- maintain at least a “C” grade point average and/or have affirmation by teachers that they are performing up to their academic potential. [Violation is determined by teacher(s)]
- participate regularly and seriously in scheduled practices and games. [by coach(es)]
- are respectful and responsive to instructions and guidelines of the coaches. [by coach(es)]
- demonstrate exemplary conduct and citizenship. [by teachers, administrators, coaches]
- are able to contribute to a team’s competitive capacity against other schools in the league.

Violation of these standards may result in suspension from the team, with possibility of restoration after two weeks if deficiencies are satisfactorily addressed. Those responsible for monitoring violations are indicated in [brackets] above. All suspensions and restorations are to be coordinated with the Athletic Director.

After tryouts and selection for a team, players will be assessed a participation fee to defray some of the expense for facility rental, game officials, athletic insurance, equipment, etc. About half of total expenses are covered out of the regular school budget.

### **Playing Time**

- The amount of individual playing time in games is determined by the team coach(es), based on participation in practice, responsiveness to coaching instructions, attitude, conduct, skills, and ability to play well with teammates.
- Since much learning happens in practices and observation of games, the amount of time in uniform or playing in games is not the primary measure of current or future development.
- Uniform positions, starting positions, and playing time will be given first to those who are best developing/maintaining their privilege as described in the preceding section.
- Coaches are encouraged to give some playing time in league games to all players in uniform.

### **Spectators**

- Positive, encouraging, and spirited support of one’s team is appropriate at all times.
- All non-players are expected to display hospitality and good sportsmanship toward officials, players, coaches, and representatives of both WRCS and the opposing school and team.
- Adults are expected to model the good sportsmanship required of players and other students.
- Parent concerns are to be communicated in a non-public setting away from the sporting arena. Differences should be resolved in the spirit of Matthew 18:15-20 through civil conversation, one-on-one, small group exchange, or mediation.

### **Game Sustenance**

- Group prayer before and after games is encouraged.
- Generally, water fountains are available for player refreshment in indoor facilities.
- Where not otherwise available, the school will provide water for player refreshment.
- Generally, snacks or special beverages will not be provided for players. Coaches may arrange halftime refreshments where deemed important for sustaining energy or morale, but such should not be a required contribution from parents.
- Individual players may provide their own after-school snacks on the bus (with care to clean up any trash).

### **Post-Season Recognition**

- All team members will be recognized in an all-school chapel at the end of the particular sports season. This will include individual participation certificates presented by WRCS and presentation of any team trophy which may have been earned via league play.
- Other trophies/medals, dependent on investment by parents, are discouraged.
- An after-season event inviting play between team members and parents may be considered.

**When there are not enough playing positions for all students desiring to play**

A Varsity Team will be selected by coaches to represent the school in league play, based on player strength in leadership, skill, sportsmanship, and school spirit. Opportunities for potential players not selected for the varsity team may include one or more of the following options:

- (a) regular practices open to all interested students who wish to earn a uniform position from week to week.
- (b) selective scheduling of “junior varsity” games as possible against middle schools not in a league.
- (c) scrimmaging as possible against schools [in another league].
- (d) intramural games at noon or after school.
- (e) selection of two teams (perhaps an “Eighth Grade and Others” team and a “Sixth Grade and Others” team), each to play their own schedule of PCL games.

# HOME-SCHOOL COMMUNICATION

## **AGENDAS**

Agendas are an excellent way to foster communication and organizational skills. Assignments are written in them, as well as notes to or from the teacher or parent. They **MUST** be signed daily by the parent.

## **PAPERS AND GRADES**

Papers and grades are sent home weekly or biweekly as determined by the teacher. The papers are to be kept and reviewed by parents. If a work envelope is used, it should be signed and returned to school the next day. During the school year, progress reports are sent home biweekly for Gr. 2-8.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are an excellent way to plan for the success of your child. You may schedule a conference by calling the school office or by sending a note to the teacher. So that the teacher can dedicate this time entirely to the needs of your child, please schedule conferences in advance.

Parent-teacher conferences regarding all students are scheduled at the end of the first marking period.

## **REPORT CARDS**

Report cards are sent home on the first Wednesday following the end of a marking period. Accounts must be paid to date before the end of each marking period for your child to receive his/her report card unless arrangements are made with the bookkeeper.

First-graders will receive their first report card after the second marking period. Reporting after the first marking period will be in the form of a parent-teacher conference.

## **GRADING SYSTEM**

### **Grades One and Two:**

- O Outstanding
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

### **Grades Three through Eight:**

- 94 - 100 A - Excellent
- 86 - 93 B - Above Average
- 78 - 85 C - Average
- 70 - 77 D - Below Average
- 0 - 69 Failure

Work turned in late will be docked according to the discretion of the teacher.

## **GRADE RETENTION**

Many factors are considered in the decision as to whether or not to retain a student. Included in this data is the *Light's Retention Scale* in which 19 factors for determining the success of the child's retention are scaled. Other factors include: mastery of the academics, accommodations made in obtaining grades, responsibility in completing and turning in assignments, and other data collected. The parents, teacher(s), and principal will be involved in discussing the needs of the student with the principal making the final decision on grade placement.

## **PARENT-TEACHER CIRCLE**

PTC goals, activities, dates, and meeting times will be prepared and published by the PTC Executive Committee. All parents are urged to support and attend PTC events and functions.

Dues of \$5 per family are payable at the beginning of the school year.

## **END-OF-SCHOOL CLEANING**

In order to keep school operating costs to a minimum, one parent is asked to contribute an hour of work on the day following the last day of classes in June. If it is impossible to spend time in the classroom, please contact the teacher for items which you could clean at home. The items should be returned a day or so later.

# HEALTH & SAFETY

## HEALTH FORMS

A Virginia State Health Form will be required before your child enters school for the first time. Part I is to be completed by the parent and parts II & III by the child's physician. This form should be updated on a regular basis.

## ILLNESS

*When should your child miss school?* Please keep your child home if you suspect a contagious disease.

If your child has no history of allergies, keep him/her home **24 hours after he/she has recovered from:**

- **Runny nose**
- **Coughing**
- **Sneezing**
- **Rash**
- **Red or runny eyes**

With or without allergies, keep him/her home **24 hours after he/she has recovered from:**

- **Sore throat**
- **Diarrhea**
- **Fever**
- **Vomiting**
- **Swelling about neck**

Also, keep child home **24 hours after first dose of a prescribed antibiotic.**

Please check with your doctor before returning your child to school after a contagious disease such as chicken pox or conjunctivitis. If your child attends our Child Care and is sent home from school with an illness, he/she must be recovered from that illness before returning to Child Care.

A note of explanation is required following any absence. Please send a written excuse if your child should be excused from outdoor play or physical activity.

## SCHOOL MEALS

### Fruit Break

- Please send a nutritious snack for mid-morning break such as fruit, raw vegetables, cheese, crackers, etc.
- Such foods as cookies, doughnuts, jelly items, or other sweets should be saved for lunch.
- Milk and fruit juices are acceptable for fruit break.
- "Fruit" chews and gummies are discouraged.
- The school offers a variety of nutritious foods for fruit break. They are listed on the order sheet sent home at the beginning of school and may be purchased on a daily basis.

### Lunches

- Children may bring lunches from home or purchase items from school.
- LUNCH MENUS CHANGE DAILY. Sandwiches, pizza, fruit juice, milk, water, snacks and/or cookies and ice cream may be purchased. A daily menu schedule with prices for these items is sent home at the beginning of the school year.
- Parents may bring special lunches for birthdays or similar occasions. Otherwise, students are expected to bring their lunch in the morning or purchase lunch through the school.
- Students have the opportunity to purchase "Special Lunch" once each week. Meals are provided by outside restaurants such as Chick-fil-a and Fazoli's. Paid orders must be placed in advance.
- For children in grades 5K - 2, please write all food purchases on an envelope and enclose the correct change.

# **GENERAL BEHAVIOR, EXPECTATIONS, & CORE BELIEFS**

*Train up a child in the way he should go: and when he is old, he will not depart from it.*

Proverbs 22:6

## **CORE BELIEFS THAT GUIDE ENFORCEMENT OF SCHOOL RULES AND EXPECTATIONS**

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences.

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.

*Adapted from Jim Fay's Schoolwide Discipline Plan Without the Loopholes*

## **LOVE AND LOGIC CORE BELIEFS FOR OUR SCHOOL**

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a "due process"\* hearing whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

*\*A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet together and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed to better fit the unique situation.*

*Adapted from Jim Fay's Schoolwide Discipline Plan Without the Loopholes*

## **INDIVIDUAL CLASSROOM GUIDELINES**

While individual classroom teachers may have their own wording of general rules, procedures, and expected behaviors, the following guidelines are adhered to in all classrooms:

- **We believe** that students should come to school ready to learn.
- **We believe** that every member of our class is created in God's image. We agree that our actions should preserve the dignity and self-respect of every child and teacher, as a demonstration of that belief.
- **We believe** that we should be good stewards of the resources God has given. We agree to care for school and personal property, as a demonstration of that belief.

## **SAFE AND ORDERLY ENVIRONMENT**

- Our goal at WRCS is to provide students and staff with a Christian environment where spiritual, emotional, educational, and physical well-being is of highest priority. Rules are established to ensure a safe and optimal learning environment for both students and staff.
- Rules and expectations covered in this section are designed to meet the following goals:
  1. Maintain an orderly school operation.
  2. Maintain optimal learning opportunities for students. School facilities and classroom must be free of behaviors that interfere with teaching and learning.
  3. Help students develop skills and behaviors necessary for healthy social interaction, both present and future.
  4. Help students learn how their decisions affect the quality of their lives and the lives of others.
  5. Help students develop responsibility and character.

*Adapted from Jim Fay's Schoolwide Discipline Plan Without the Loopholes*

### **Outside Playground Rules**

- **Slide:** climb up the steps, not the slide
- **Seesaw:** no bumping or riding in the center
- **Merry-go-round:** ride with a safe grip and in a position that is safe for others who are on or near the merry-go-round; keep "bottom" on the floor of the merry-go-round
- **Swings:** swing straight and not with more than 2 per swing; one person may not use more than one swing at a time
- **Tire swing:** no more than 3 students on the swing at a time
- **Field Play:**
  - Touch football is allowed; no tackling.
  - Climbing on the soccer goals is not permitted.
  - Pulling each other down in a rough manner is not permitted.
  - Playing behind the pool house is not permitted.
  - Conversation and language should be considerate and tasteful at all times; profanity is not permitted.

*If a child is having difficulty handling the freedom of recess, the adults on playground duty, the classroom teacher, and/or the principal may determine an alternative to free time.*

### **Inside Building Rules**

- Students should walk through the hallways using a "3S Line" (Straight, Silent, Single) to ensure safety and minimal disruption of classroom learning.
- Handrails should be used in the stairwell.
- Restroom use should reflect courtesy, cleanliness, and respect for classmates and facilities.
- Quiet Zones should be observed to ensure optimal classroom learning.
- Hats are only worn outdoors, unless special permission is given by the principal.

### **Oppositional Behaviors**

Behaviors which are considered in opposition to our school's safe, orderly, Christian environment include, but are not limited to, the following:

- Possession or use of illegal drugs, paraphernalia, and/or alcohol
- Acts or threats of violence
- Possession of weapons or pornography
- Acts or threats of bullying
- Acts or threats of sexual harassment or overtly sexual behaviors or dialogue
- Misuse of school facilities and equipment
- Misuse of the Internet
- Possession or use of electronic devices, unless specific permission is given by WRCS
- Possession or use of dangerous articles or any item that appears to be in direct opposition to a Christian School environment

*Students who display these behaviors and the like will be referred to the principal's office.*

## BEHAVIORAL CONSEQUENCES

**Positive Consequences-** Rewards are given for cooperating with classroom expectations and may include, but are not limited to, the following, depending upon the teacher and grade: verbal praise, special recognition, note to parents, extra recess, free time, special activities.

**Negative Consequences-** Consequences for a student's misbehavior include, but are not limited to, the following: verbal reminder, time-out, loss of student privileges (recess, classroom fun time, etc), note and/or phone call to parents, behavioral essay, silent lunch, After School Detention (ASD-Middle School), sending to the principal.

### **Administrative Consequences-**

- When sent to the principal, consequences will be dealt with according to the misbehavior and may include, but are not limited to, one or more of the following: stern warning, writing assignment, cleaning defaced property, manual work- including pulling weeds, student making phone call to parents, suspension, expulsion, ASD-After School Detention (Middle School) or ISS-In School Suspension (Middle School).
- Parents may receive a note to be signed and returned to the office. Parents may additionally receive a phone call if a student is sent to the office a second time. Upon a third documented offense of the same/similar nature in which the student has been sent to the principal, a parent will be called. The student may be sent home\* with the parent and/or further consequences may be administered at the school.
  - \* If the student goes home, the absence will be considered unexcused, and missed class work will receive a grade of 0. At that time or shortly thereafter a conference will be scheduled with the teacher, parents, and principal to discuss behavioral changes. If immediate improvement in behavior is not evident, a second conference will be called. The student will be placed on probation for one month and frequent contacts will be made with parents. Another conference will be held at the end of the probationary period to determine continuation of attendance.

### **Suspension/Expulsion**

- The principal can **suspend a student** at any point that his/her behavior becomes violent or overtly defiant. Other examples of behavior leading to suspension, but not limited to these, include: bringing weapons or any item (including toys) which resembles a weapon, illegal drugs, drug paraphernalia, alcohol, or pornography to school. Additionally, overtly sexual behaviors or dialogue, acts or threats of sexual harassment, and acts or threats of bullying may lead to suspension. All work missed during the suspension will receive a grade of zero (0). No financial adjustments will be made for suspension.
- The principal can expel a student for any reason deemed necessary by the administration, especially for behavior which threatens the safety of the student or any other individual at Warwick River Christian School, Inc. The financial impact of expulsion is the loss of tuition and transportation through the end of the month in which expulsion occurred. All classroom set up/supporting service fees will be forfeited. (Note: this is an expulsion, not a suspension.)

## STUDY HABITS

- Assigned work is to be completed and turned in by the time specified by the teacher, unless other arrangements are made with the teacher.
- Late work is to be completed and may be done during recess time or at home, at the teacher's discretion. Work turned in late may be docked according to the discretion of the teacher.

## WRCS, INC. TECHNOLOGY AND INTERNET POLICY

Warwick River Christian School, Inc. (WRCS, Inc.) provides access to technology and the Internet for students and staff to enhance the school's educational program. WRCS provides a filtered Internet service to help prevent access to inappropriate materials. The Internet is made available for students and staff to locate material to meet their educational and personal information needs. First priority will be given to Internet use that directly supports the academic curriculum. WRCS faculty and the Technology Committee will work together to help students develop the critical thinking skills necessary to discriminate among information sources and to evaluate and use information that will prepare them for responsible participation in home, church, and community.

This policy is in place to protect our network as well as our students and staff from some of the inherent dangers of the World Wide Web, including inappropriate content, viruses, spyware, and other destructive factors. Whenever using the WRCS network, students and staff must use care and wisdom.

1. Warwick River Christian School will provide computer hardware and software for student and staff use to support and further the school's educational and ministry objectives. The hardware and software are the property of WRCS.
2. Access to WRCS technology resources is a privilege and not a right.
3. Only WRCS staff may install software or otherwise modify WRCS equipment. Student users must avoid any action which might download and install software, plug-ins, helper apps, or alter appearance and other settings. WRCS reserves the right to remove unauthorized software.
4. Students are not permitted to use their own portable media (i.e. floppy disks, CDs, memory sticks, etc.) in any WRCS computer, unless cleared with technology staff on a use-by-use basis.
5. Printing from WRCS computers should be limited to what is necessary. Students and staff should use good stewardship when determining what should be printed. Printing information directly from a Web site is discouraged because excessive pages are often printed.
6. All use of computer systems and networks on the WRCS campus (including, but not limited to, e-mail sent and received, Internet sites visited, and documents created) is subject to review or monitoring by administration or staff. E-mail and Web browsing should not be considered private.
7. Students may not use any computers with GradeQuick installed.
8. WRCS staff and students must follow all state and federal laws relating to computer use. This includes laws related to copyright, software piracy, plagiarism, harassment, etc.
9. Student Internet use is provided for educational purposes only. Students may use the Internet for research related to class projects, to access the news, and to further their general knowledge in compliance with this policy.
10. Student computer use or Internet access may be limited or denied at the discretion of the teacher, study hall monitor, or administration.
11. Students are not permitted to use or access e-mail from the WRCS campus at any time unless specifically directed to do so by a teacher.
12. Students may not use the WRCS computer network to participate in on-line chat rooms or social networking sites. WRCS strongly discourages communication between staff and current students via social networking sites (example: school staff are to avoid "friending" current students on Facebook or other social networking sites.)
13. Students are not permitted to use personal audio or gaming devices, cell phones, instant messaging, text messaging, or any similar peer-to-peer communication on the WRCS campus at any time. Personal audio and gaming devices may be used on WRCS buses only with specific permission from the Principal on a use-by-use basis.
14. All use of the WRCS computer network and Internet is expected to be decent and appropriate to our Christian environment. Use of the network to access or transmit illegal, indecent, sexually oriented, violent, discriminatory, profane, or otherwise inappropriate material will result in disciplinary action.
15. Posting information of a derogatory or inflammatory nature about the school, staff, or other students in any on-line forum is prohibited.
16. The WRCS network may not be used for gambling or any Internet game sites not specifically approved by WRCS.
17. Only approved, staff-installed games are allowed on WRCS computers. These may only be used at the specific direction of the teacher.
18. Students may not use the WRCS network for commercial purposes (i.e. buying or selling).
19. Penalties for violating this policy may include, but are not limited to: restoration-oriented assignments, temporary, long-term, or permanent loss of computer privileges on campus, in-school suspension, after-school detention, suspension, expulsion, and referral to civil authorities for investigation.
20. All documents and/or files created on WRCS computers are the property of WRCS except for papers/documents created as part of a classroom assignment which is intended to be or has been graded.

## Cell Phone/Two-Way Communication Device Implementing Regulations

In our Christian school we believe that honesty and integrity are vital in our Christian character. We are endeavoring to further enhance character traits by fostering the development of responsibility in our students as our students and families adhere to the rules and regulations of the school. We feel that cellular phones or two-way communication devices distract and interfere with the educational processes of teaching and learning. An effective communication system is in place for parents who need to communicate during the school day with their child. Parents may call the office and leave a message with the Office Personnel or ask to leave a voice message with the classroom or homeroom teacher. Parents may also leave a message on their child's communication device with the knowledge that the device will be returned to the student at the end of the school day or at the conclusion of the after-school activity.

To ensure an optimum environment for teaching, learning, safety, and orderliness, the following guidelines encompassing all functions of cellular phones or any other two-way communication devices will apply:

- Kindergarten and elementary students are not permitted to have cellular phones or other communications devices during the school day or after-school activities.
- Middle school students are not permitted to have cellular phones or any other communications devices on school property during the school day, also including, but not limited to, after-school functions such as chorus, human video, drama, or clubs.
- If it is suspected that a student has a cellular phone or communication device, the student will be asked/required to empty pockets, purses, or other personal bags/items; and binders, backpacks, lockers, etc. will be searched by the Principal or designated representative.
- All cellular phones and communications devices must be turned in to the office immediately upon entrance of the school if they need to be brought to school for an after-school activity for middle school students.
  - At dismissal middle school students may pick up cellular phones or communication devices in the office, or the office may deliver them to homerooms by the end of the day if the student is involved in a WRCS sport or leaving school property.
  - If remaining for an after-school activity or going to Child Care, cellular phones and communication devices will be given to the teacher/adult in charge of such activity. The cellular phones/communication devices will be disbursed by the completion of such activity.

Consequences for students who violate cellular phone/two-way communication device regulations:

- If a student has a cell phone/two-way communication device out during a test, quiz, or exam, it will result in an automatic "0".
- 1<sup>st</sup> offense – Cellular phone/communication device will be confiscated. A parent/guardian will need to pick it up in the office after signing a "1<sup>st</sup> Offense Notification." The student will also serve an After School Detention (ASD) and participate in "community service" to the school, or other disciplinary action as deemed appropriate by the Principal.
- 2<sup>nd</sup> offense – The cellular phone/communication device will be confiscated and retained for ten school days. A parent/guardian will need to pick it up in the office after signing a "2<sup>nd</sup> Offense Notification." The student will also serve an After School Detention (ASD) and participate in "community service" to the school, or other disciplinary action as deemed appropriate by the Principal.
- 3<sup>rd</sup> offense – The cellular phone/communication device will be confiscated and will not be returned until the end of the school year or withdrawal from Warwick River Christian School. Consequences will be administered as deemed appropriate by the Principal.
- Repeated violations could also result in the forfeited right to attend WRCS through suspension or expulsion.

Warwick River Christian School will not be responsible for any reason for lost, damaged, or stolen devices, or pay incurred fees for a cellular phone or two-way communication device.

## **CLOTHING & APPEARANCE GUIDELINES**

Experience demonstrates that personal appearance affects individual and group behavior and makes a difference in the learning process. Accordingly, these guidelines are established to enhance learning and strengthen school morale.

Students are to be dressed neatly and modestly. For example, shirt fronts may be no lower than four fingers from the neck. Clothing is to be serviceable, comfortable, washable, and in good repair. No skirts/pants/jeans with rips, tears, holes, or frayed edges are permitted. Absolutely no messages in written or picture form may be on the front or back of shirts, with the exception of WRCS shirts. Appliquéd, embroidered, quilted, beaded, or sequined pictures are acceptable. Designs or pictures which are continuous patterns throughout fabric, including continuous designs or solid colored shirts in front with a different, but continuous, pattern or solid color on the back are permissible. No screen prints are permitted. Other T-shirts are acceptable without messages. Small name-brand logos are acceptable. Clothing is to be free of anything that distracts from the learning process. Distractions include violent or other offensive graphics, aggressive/action figures, rock or rap stars, and military attire or camouflage of any color. Tank tops, spaghetti strap tops, and clothing showing backs or midriffs (including when arms are raised) are similarly unacceptable.

Clothing should fit well, being neither too baggy nor too form-fitting. Consistency and texture of the fabric is not to be distracting or revealing in any way. Boys' shorts or girls' skirts, dresses, and shorts are to exceed the natural length of arms with fingers extended. Pants are to be modestly anchored at the waist and free of writing on the back. Jewelry and other accessories should be simple and unpretentious. Hats or sunglasses are not to be worn in the building. Sweatshirt hoods are considered hats, and should remain off the head while indoors. Hair styling and coloring should be natural, non-distracting, and allow for clear vision.

Teachers will help students comply with these guidelines, with persistent non-compliance referred to the principal. Consequences of non-compliance may include confiscation of offensive items, provision of cover-up clothing, phoning parents, after school detention, and temporary suspension.

There will be special days when sports/team and/or Christian witness shirts may be worn. Please do not wear shirts advertising Christian music groups/singers.

### **Coats, Backpacks and Lunch Boxes**

Coats, backpacks, and lunch boxes are to be free of violent or other offensive graphics, aggressive action figures (such as, but not limited to, Spiderman and Superman), rock or rap personalities, and destructive behavior. Kindergarten backpacks should have names written on the outside with permanent marker.

***PARENT COPY TO KEEP***

**WARWICK RIVER CHRISTIAN SCHOOL**

***Parent ~ School Covenant***

The school board, administration, and staff of Warwick River Christian School, Inc. (WRCS) are honored to be a part of the educational team for your child(ren). We believe that parents are the primary educators of their children (Deut. 4:9), and it is our purpose to join you in providing a quality education that is clearly and distinctively Christian. To enable our school to function effectively and smoothly, we depend upon your support and cooperation in the following:

*Please initial and sign to demonstrate understanding and agreement.*

*Parent Initial*

- \_\_\_\_\_ We understand that WRCS's purpose is to provide a thoroughly Christ-centered and biblically integrated curriculum, which includes Bible study and memorization. Our children will be instructed in the Bible according to the WRCS Bible curriculum and the WRCS Statement of Beliefs. *II Timothy 3:16*
- \_\_\_\_\_ We will ensure our child's participation in all required school field trips, activities, and projects as a means of enriching the educational experience.
- \_\_\_\_\_ We recognize that our participation in volunteer parent activities is essential to the success of the school. Each parent agrees to make a sincere effort to fulfill a family commitment of ten volunteer hours, as indicated on the Fee Schedule and Volunteer Interest Form.
- \_\_\_\_\_ We agree to uphold the academic goals of WRCS within the family setting, assisting with completion of homework/projects as required for our individual child(ren). We recognize the need for sustained open communication with our child(ren)'s teacher(s) and will actively use school work envelopes, agendas, written communication, and/or conferences as tools to ensure this communication.
- \_\_\_\_\_ We will seek to resolve any conflict with privacy and love. We will not spread criticism and negativism. *Matthew 18:15-24*
- \_\_\_\_\_ We agree to be timely in our financial obligations to WRCS and to notify the school, should any situation occur which makes commitment difficult to uphold. All questions and financial arrangements must be made with our school's bookkeeping office.
- \_\_\_\_\_ We agree that WRCS has authority to discipline our child(ren) when necessary at school as stated in the Student Handbook. We agree to communicate to our child(ren) the need to respect school authority and comply willingly with all school and classroom rules.
- \_\_\_\_\_ We understand that WRCS will not tolerate abuse of school property, disrespect to faculty/staff, or profanity in any form.

- \_\_\_\_\_ We agree that our child(ren) will come to school dressed within the dress code guidelines as outlined in the Student Handbook. We understand that the school reserves the right to determine what dress and appearance is appropriate for the learning environment.
- \_\_\_\_\_ We understand that attendance and punctual arrival at school are vital to our child(ren)'s education. Poor attendance and frequent tardies/early departures have a negative impact on student learning and the classroom environment. As such, we agree that our child(ren) will attend school regularly and punctually. When an absence, tardy, or early dismissal is unavoidable, we will follow the procedure for absences and tardies as established in the Student Handbook.
- \_\_\_\_\_ We agree to work with our child(ren), teachers, and administration on minor problems as they occur, particularly on home follow-up.
- \_\_\_\_\_ We acknowledge that suspension or expulsion may be deemed necessary by WRCS if other standard procedures are ineffective, and that we shall be notified in writing and/or by phone call before either method is employed. If our child is unable to resolve his/her discipline problems within an agreed upon time, we agree to withdraw our child and pay the balance due on our account to that date, within ten days. No financial adjustments will be made for suspension. The financial impact of expulsion is the loss of tuition and transportation through the end of the month in which expulsion occurs. All supply/supporting service fees will be forfeited when expulsion occurs.

By signing this Parent ~ School Covenant, we acknowledge that we fully understand each principle. We agree that, as parents/guardians, it is our responsibility to uphold this covenant in every way. We understand that violating this covenant may result in student dismissal from WRCS.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# **SCHEDULING AND TRANSPORTATION**

## **SCHOOL HOURS**

Kindergarten – Grade School 8:45 - 3:00

Half days dismiss at 12:30. (Snack and Lunch times still observed.)

Middle School 8:35 – 3:00

Half days dismiss at 12:30. (Snack and Lunch times still observed)

Doors are unlocked to admit students from 8:25 until 8:45 a.m.

## **ABSENCES AND TARDIES**

Good attendance is a vital part of a successful academic school year for our students. The regular daily presence of a student in the classroom benefits the student through academic participation and instruction, and teaches the character traits and values of being on time, discipline, and respect for one another.

Upon the return of the student, a note of explanation signed by the parent is required within three days following the absence. Any student missing twenty or more excused or unexcused days will be subject to being retained in his/her present grade. Students will be marked tardy if they arrive in their classroom later than 8:50 a.m. (Middle School, 8:40). Half day absences are also recorded. A total of five tardies will transfer on the child's record as one day absent.

Excused absences shall include: personal illness; illness or death of a family member; dental, medical, or educational appointments; or other reasons approved by the principal. An absence will be deemed unexcused if a note is not signed by a parent and submitted to the teacher within three days of the student's return from the absence. An unexcused absence will result in a zero in every subject for each day of absence.

Early departures from school detract from the overall learning enterprise and are to be kept to a minimum. Students leaving early and missing at least half a day of school will be marked absent for a half day. Excessive early departures may be counted as tardies.

## **UNSCHEDULED CLOSINGS**

### **Closings because of Weather**

In the event of inclement weather, we generally follow the decision of the Newport News Public School System as announced by radio or television. Preschool classes will not meet if Newport News Public Schools begin two (2) hours late; however, kindergarten – grade 8 will follow the delayed opening. Announcement will be given via public media or otherwise if, for some reason, we choose not to follow the decision of the public schools.

### **Closings because of Funerals**

The Warwick River Mennonite Church has been a good host for many years, and the school expects to be a good guest in sharing church facilities. In the event that the church building is not available because of a funeral or other meeting, preschool classes will be canceled. Should parking lot congestion be likely because of a funeral scheduled in the church building during school hours, classes in the school building may be closed at 12:30 or the schedule otherwise adjusted. Announcement of such changes will be sent home at least one day in advance. Generally, there are enough extra hours built into the school year so that such closings do not need to be made up.

## **WRCS ARRIVAL/ DISMISSAL/ VISITATION POLICY**

In order to ensure a safe, stable, and caring environment in which to learn and develop, the Board of Trustees and the employees of Warwick River Christian School, Inc., have established the following rules.

### **Morning arrival:**

1. Doors are unlocked for student arrival at 8:25 a.m.
2. Preschool students are to be escorted to their classrooms by the caregiver.
3. Other students should follow arrival procedures as delineated by the administration at the beginning of the school year.
4. So that teachers can optimize all teaching time, only students and teachers are to be in the classroom after 8:45 a.m. (Middle School, 8:35), unless special permission is given.

### **During school hours:**

1. The door by the office will remain unlocked throughout the day; all other doors will be locked after 8:45.
2. Students arriving later than 8:45 need to enter by the main door.
3. Students reporting to their classroom later than 8:50 (Middle School, 8:40) must be signed in by an adult on the office log and receive a tardy pass to enter the classroom.
4. Students leaving before school dismisses must be signed out by an approved adult. The designated book is in the office.
5. Upon entering the school premises, all visitors/volunteers must sign in at the office and receive a pass.
6. Visitors/volunteers shall wear passes in a visible manner at all times while on school premises.
7. When leaving, all visitors/volunteers must sign out at the office and return the pass.
8. While on school premises, visitors/volunteers are to conduct themselves in a manner conducive to the learning environment at WRCS, Inc.
9. Prior arrangements must be made with the teachers for any classroom visitation.
10. Only adults approved by the parent(s), custodial parent(s), or legal guardian(s) will be allowed to visit.
11. A picture ID may be requested from those adults whom the administrative staff does not know.
12. The administration or Board Chair of WRCS, Inc. may, at its discretion, limit or curtail visitation as deemed necessary.

### **School dismissal:**

1. Students will be picked up at designated locations as determined by the administration. This information will be given to caregivers at the beginning of each school year or at the time that a student enrolls during the school year.
2. Only adults approved by the parent(s), custodial parent(s), or legal guardian(s) will be allowed to pick up students.
3. A picture ID may be requested from those adults whom the administrative staff does not know.

### **Custodial rights:**

1. Custodial parents/legal guardians must submit relevant current custody documents (e.g.: court order or separation agreement) to the school and/or child care offices.
2. Any change in custodial status will be given immediately to the administration in writing. Changes in who can visit or pick up a student must be submitted to the administration at the same time.
3. In the absence of a court order, custodial parents/legal guardians have the final say as to who can visit/pick up students.
4. Visits/pick up by non-custodial adults must have prior written consent by custodial parent/legal guardians.

## CAR LINE AND PARKING

- Students may be dropped off between 8:25 and 8:45 on the side nearest the church building.
- Students arriving after doors are locked at 8:45 a.m. must be signed in at the office by an accompanying adult. Anyone not in their classroom by 8:50 for grade school and 8:40 for middle school will be marked tardy.
- All car line traffic should enter the far (south) entrance to the church lot and maintain one-way traffic around the church during posted car line hours: 8 to 9 a.m. and 2:30 to 3:30 p.m.
- The car line at dismissal will form along the sidewalk of the school building which faces the church. Teachers will assist your child into your vehicle.
- The driveway into the parking lot at the front of the school needs to be kept open for fire lanes and other traffic. **Never park along yellow curbs and no-parking signs.**
- **Never park in handicapped or reserved spaces unless you are authorized to do so.** If necessary, city police officers will enforce parking violations.
- **Traffic circle at front of church is for delivery and pick up of preschoolers only.** Please do not impede them by parking on the grassy side or on the grass.
- Kindergarten students are developmentally able to take themselves to their classroom. If on occasion you find it necessary to go with your child to the classroom, we ask you to park on the far (south) side of the church building to avoid congestion in the front parking lot. Please use the crosswalk between the church and school when crossing between buildings.
- If you must meet your child personally after school, **do not park on Lucas Creek or Miller Road.** Rather, park on the far (south) side of the church building. Then identify yourself to the teacher in charge of walkers, who will bring your child to you.
- In the event of rain, parents meeting their child on foot are to wait in the hallway at Door B (near kitchen). The teacher in charge of walkers will bring your child to you.
- If picking up children both from the Child Care Center and from 5K - G8 (school building), we suggest you park at the back of the church while you walk to and from the child care building, then rejoin the car line for the usual pick up routine. Alternatively, you can park on the far side of the church and walk to both child care and the walkers' pick up station (near the swing).
- A limited number of parking spaces are available in front of the school **for use while transacting business with the office.** Please do not use that area for pick up or drop-off of children. Additional spaces are available at the side of the school after morning car line (about 8:45 p.m.) and before afternoon car line (about 2:30 p.m.).
- Afternoon car line is at 3 p.m. Students not picked up by the time the car line is finished will be taken to the Child Care Center, where hourly fees will apply. If this happens more than once, you must complete child care registration forms, and pay the \$30 registration fee.
- Be courteous. Wait your turn in line, use turn signals, and be a team player. Our goal is to operate the car line in the safest, most efficient manner possible. Drivers remain responsible for traffic safety throughout the car line process.

## INTOXICATED DRIVERS

Parents are warned against picking up children from school or Child Care or allowing others to drive your child home if the driver has been drinking. If school or Child Care staff people observe signs of intoxication, they may ask the driver to park the vehicle while they call another family member or a taxi at the driver's expense. If the impaired driver persists in driving with the child, staff persons are encouraged to write down the registration tag number and description of the vehicle, and report them to police.

## BUS TRANSPORTATION

Scheduled times for the bus to arrive at the bus stop are approximate, depending on weather and traffic. Parents will be notified of schedule changes.

For bus pick up, the student should be ready and near the street at the bus stop 5 minutes (**10 minutes the first 5 days of school**) before the listed pick up time. The bus cannot wait for students who are not at the bus stop, and the driver **will not** blow the horn. If the driver does not see any WRCS students when the bus arrives at the designated bus stop, the bus will not stop.

For take-home, parents should be at the designated bus stop 10 minutes before the listed time for the bus to arrive, ready to meet the bus when it arrives. **A parent must meet their child at the bus stop (unless they have previously given written approval to the school for their 3-year preschool-G8 child to be met by a specified alternate person, or for their G1-G8 child to be dropped off in their absence).** The bus cannot wait for parents to arrive or for the children to go into the house.

If a parent or their previously designated alternate is not present when the bus arrives for drop-off at the designated bus stop, the students will be taken back to school and put in Child Care (Child Care phone: 877-0130). The parents will then be responsible for picking up the children and the child care expense.

Parents should call the driver before 6:45 a.m. if the student will **not** be riding the bus to school.

Parents should not delay the school bus at the bus stop to discuss any school bus changes or issues. Rather, they should call the child's driver or the Transportation Director concerning any issues or concerns. The bus driver is busy trying to keep on schedule, looking out for the safety of the child and the other bus riders, and observing approaching and stopped vehicles. It is a major distraction and safety hazard for the driver to discuss other things, although they may be of significant importance to the parent and/or the driver. It is OK to have the child hand the driver a note, since that does not require the driver's immediate attention at the bus stop.

Any changes in drop-off location on the take-home run require written permission from the parents, informing both the bus driver and teacher. Telephone changes for the close of the school day may be accepted in the office if received 30 minutes prior to the scheduled bus run. Changes in morning pick up arrangements must be called to the driver.

## BUS BEHAVIOR

1. Cross in front of the bus at all times, when getting on or off the bus.
2. Remain in your seat. If seat belts are provided, keep them fastened.
3. Follow the bus driver's instructions.
4. Eating and/or drinking on the bus is allowed only on field trips, when permitted by the teacher.
5. Things not permitted on the school bus:
  - \* Loud noises or loud conversation.
  - \* Disrespectful, abusive, or foul language.
  - \* Physical contact with another person.
  - \* Extending objects and parts of the body out of the windows.
  - \* Marking or defacing of the bus.
  - \* Glass containers.
  - \* Pets or other animals.

Note: Breaking of these bus rules or other discipline problems on the bus may result in:

- a. Meeting with the Administrator or Principal.
- b. Loss of recess.
- c. Reporting to parents.
- d. Loss of bus privileges.

# **ADMISSION AND STUDENT PLACEMENT**

## **ADMISSION PROCEDURE**

### **1. Return the following information to the school regarding each child for whom you are considering enrollment:**

- Signed and completed registration form and registration fee
- Completed health form
- Birth certificate (from the state in which the child was born)
- Social security card

### **2. Provide the following if your child has already completed 5K or a higher grade:**

- Copy of results of most recent standardized readiness or achievement test
- Copy of the most recent report card or progress report
- Samples of most recent work

We may request a formal/informal screening for students entering Grades 1-8. This may include teacher generated materials, oral reading, or standardized testing. Additional screening may be requested, including outside or professional testing, as needed.

### **3. Schedule a parent/guardian interview with school staff.**

The principal may conduct a parent/guardian interview as arranged by the office. The staff may request that applying students be involved in part of the interview.

Prior to the appointment, parents should be sure the staff has received their child's latest records as itemized in Step 2. This information will be used to assess the student's academic level and potential placement. The staff will make a final determination regarding placement.

If there are indications of discipline problems, suspensions, or repeated absences, WRCS staff may contact the student's previous school for clarification. Since it is desirable that students come from homes which reinforce the values and beliefs taught during the school day, discussion will include WRCS's discipline policy and the family's commitment to support the spiritual aspect of the school's mission statement.

During the interview, the school staff will provide a description of the school's activities and will answer related questions. The interview typically includes a tour of the school facilities.

### **4. Pay all fees that are due at the time of approved admission.**

The registration fee must be paid, as well as any other fees currently due, as established on the registration letter.

### **5. Decision.**

Parents/guardians will be informed of the decision regarding admission after completion of the admission procedure.

New Family Registration is open first to families from the three sponsoring Mennonite congregations, then to other families on a first-come-first-served basis.

## **STUDENT/ CLASSROOM PLACEMENT**

Assignment of students to a particular classroom is determined by the Principal after all teacher assignments and most student applications are known. When there is more than one classroom provided per grade, students are assigned to a specific room and teacher based on the following prayerful considerations:

- Previous teacher recommendations.
- Consultation with teachers in the upcoming grade.
- Matching of particular student needs with teacher gifts.
- Potential reading groups.
- Ratio of boys and girls.
- Interaction of classroom participants.

Parents' description of their child's educational needs will also be considered if submitted on the *Parent/Guardian Description Form*, which is available from the office.

## WRCS PAYMENT POLICY

This policy has been established to promote financial responsibility for the patrons and the school. The school depends primarily on tuition fees to remain financially viable.

### **PAYMENT POLICY**

- The original contract will be sent to parents/guardians by mid-July indicating the amount due each semester (Plan A) or each month (Plan B) depending upon information selected on the registration form.
- Any changes (payment plans, tuition, or transportation) in the contract will be subject to a \$15 service charge.
- Semester tuition payments are due on August 1 and January 2 and receive a 3% discount as noted on the contract. The discount is lost if payment is received after August 10 or January 10.
- All monthly tuition payments (including transportation costs, if applicable) are due beginning August 1 and continue for ten months. The last payment is due May 1.
- Monthly bills will be sent approximately 10 days before the due date. Any delinquency will be noted on the bill.

### **FAMILY TUITION DISCOUNT POLICY**

- Families with multiple children enrolled in Warwick River Christian School shall be eligible for tuition fee discounts for all currently enrolled siblings after the first (oldest) child. These discounts will be published annually along with standard rates for the first child.
- In **traditional families**, all siblings eligible for family tuition discounts live in the same home with a father and mother married to each other who are the students' parent(s) by birth or adoption.
- In **single parent households**, all students eligible for the family tuition discount are children of the parent by birth or adoption.
- In **blended households** where one or more children have a parent living elsewhere, student siblings may be counted for the family tuition discount formula if all of the following are true:
  - all are residents in the eligible home for a majority of the year;
  - each has a father or mother by birth or adoption or legal guardianship living in the eligible home, who holds majority or joint custody of respective children;
  - except for single parent homes, the parents are married to each other.
- Families having a student sibling(s) enrolled in another private Christian school will be eligible for applicable younger child tuition discounts at Warwick River Christian School in cases where:
  - the child/ren now enrolled elsewhere has/have completed the top grade offered at Warwick River;
  - at least one child from the family has been enrolled at Warwick River for at least two prior years;
  - the family is otherwise eligible for student discounts as defined above.

## **LATE PAYMENT**

- Payments received after the 10th of the month (or the first business day thereafter) will be charged a \$20 late fee. An additional \$20 late fee will be charged for each month the tuition remains past due.
- At any time during the school year, report cards and/or school records will be held by the principal or office manager until all fees (lunch charges, library fines, etc.) have been paid and the tuition is current.
- Postdated checks do not constitute timely payments. Records or items associated with postdated checks will be held until the check is valid.
- It is the responsibility of the patron(s) to contact the bookkeeper immediately if significant circumstances arise which will prevent the patron(s) from meeting their contract/payment obligations. Within 10 days, a written explanation is required and will be placed in their financial file.
- Patrons with accounts more than 60 days past due must meet with the bookkeeper to work out a revised payment contract in order for their child/children to remain at WRCS.
- Only patrons whose accounts are current will be permitted to register their child/children for the next school year. Any revised payment plans are not considered current.
- No child/children will be permitted to begin a school term until all fees for the preceding year have been paid in full. Deviation from this requires written, unanimous Board approval.
- Accounts which are outstanding for non-returning children may be referred to our attorney for further action unless regular payments are being maintained in accordance with a written agreement approved by the head of school and the bookkeeper.
- As reflected in the registration form, set up/supporting services fees are due on June 1 or the first business day thereafter. For those who registered prior to June 1, supply/supporting fees not paid by July 1 will be charged a \$20 late fee; an additional late fee of \$20 will be added if not paid by August 1. Classroom set up/supporting services fees must be satisfied prior to payments applied to tuition/transportation.

## **RETURNED CHECKS**

- There will be a \$30 charge for returned checks.
- After a second returned check, the patron will be required to make payment in cash or by certified check or money order.

## **WITHDRAWALS**

- Registration fees are non-refundable.
- After the beginning of the first semester, no more than 50% of the set up fee will be refunded.
  - The prorated schedule is as follows:
    - August/September withdrawal 50% refund
    - October withdrawal 40% refund
    - November withdrawal 30% refund
    - December withdrawal 20% refund
    - January withdrawal 10% refund
    - There will be no refunds during second semester.
- Tuition/transportation refunds will be prorated according to withdrawal date. However, a minimum of one month's advance tuition per child will be charged unless withdrawal occurs before the school year begins.

*This Financial Policy will be reviewed and revised annually.*

# **FOUNDATIONAL STATEMENTS**

## **SCHOOL HISTORY**

Twenty-one children enrolled as the first students of Warwick River Christian School on September 21, 1942. The Grade 1-3 students met in the basement of the previous Warwick River Mennonite Church building. Until replaced by the present church building in 1963, the former building nestled among the tall trees in front of the cemetery across the road from the present school. The original four-room school building opposite the old church was first used in 1949.

By 1946, the school expanded to eight grades, and in 1954 embraced its highest grade level—Grade 10. Then for various reasons, upper grades were gradually dropped until only five-year kindergarten and Grades 1 and 2 remained.

An addition built on the south side of the school in 1965 has housed a five-year kindergarten class ever since. Rebounding since the 1970s, the school now includes three-year preschool through Grade 8. Three- and four-year preschool classes have been housed in the Warwick River Church, adjacent to the school, for more than a decade. Enrollment in 2003-04 reached a total of 340.

The north wing opened in April 1984, providing office space and two more classrooms. A modular building with two classrooms was placed at the northeast corner of the school in 1994. The two-story building program in 1997-99 provided 14 classrooms and a spacious teachers' workroom. Capping off the '97-'99 expansion, the original "1949 building" was renovated into comfortable offices and a large kindergarten classroom. A second modular unit with two classrooms went into service in 2004.

The master plan anticipates a gymnasium to be built on the north, reaching into the newly acquired property which adjoins the school. A cafeteria is planned, probably on the east. Construction awaits the assembling of several million dollars.

The Child Care program began in 1989, enabling more children with working parents to utilize the school. Child care hours extend from 6:30 a.m. until 6 p.m. year round, including weekly day camp programs throughout the summer.

## **ON THE ABSENCE OF NATIONAL SYMBOLS IN OUR SCHOOL**

Along with its sponsoring Mennonite Churches, WRCS affirms that the Christian's first loyalty is to Jesus Christ, ruler of the church, which has no national boundaries. As God's "holy nation," the church embraces fellow-citizens "from every nation, tribe, people, and language" (Rev. 7:9). Christians are to reverence God and love fellow believers first, then honor rulers and governments in the same way we honor all people (I Peter 2:17).

We choose to live without flags and other national symbols in our places of worship and education, since they tend to elevate one group above others in the family of God. We believe that we honor flag and nation best by living justly, praying for national leaders and citizens, and affirming our allegiance to the King of Kings, Jesus Christ.

## WHAT MENNONITES BELIEVE

Warwick River Christian School is a ministry of the three Mennonite churches in Newport News and is affiliated with the Virginia Mennonite Conference and the larger Mennonite Church USA. The school does not require students or their families to be members of any church. Christian teachings and values will be a vital part of their school experience.

As part of the Anabaptist movement during the Protestant Reformation, the Mennonite Church traces its beginnings to Zurich, Switzerland in 1525. The church was eventually nicknamed for Menno Simons, who left the Roman Catholic priesthood in 1536 and gave major leadership to the movement until his death in 1561. Major points of the Mennonite expression of Christianity may be summarized as follows:

- We believe in Jesus Christ as the Son of God, our personal Savior, and model for life. All other allegiances are secondary to this.
- We believe in the Trinity: God, the Father; God, the Son; and God, the Holy Spirit.
- We believe that reading and following the Bible is central to a Christian life.
- We believe we can have new life in Christ and forgiveness for sins.
- We practice "believer's baptism," a voluntary decision to join the church and commit oneself to a lifetime of following Jesus.
- We reach out to the whole world, regardless of racial or political differences.
- We belong to each other through caring, confronting, and supporting.
- We seek to live peacefully with all people in the world, following Christ's command to love enemies along with our family and friends, pursuing justice and mercy, and refusing violence against anyone.

Everyone is welcome to participate in our congregational fellowship, worship, and teaching, with particular invitation to the activities of:

**Huntington Mennonite Church**, 785 Harpersville Road, NN VA 23601      595-6889

**Providence Mennonite Church**, 13101 Warwick Blvd, NN VA 23602      249-2702

**Warwick River Mennonite Church**, 250 Lucas Creek Road, NN VA 23602      874-0794

# *Warwick River Christian School, Inc.*

252 Lucas Creek Road  
Newport News VA 23602-6251

School Phone: 757-877-2941  
Child Care Phone: 757-877-0130  
Email: [info@warwickriver.org](mailto:info@warwickriver.org)  
Website: [www.warwickriver.org](http://www.warwickriver.org)

## **PROGRAMS AND SERVICES**

- Full-day Child Care for ages 3 and 4, from 6:30 a.m. to 6 p.m.
- Before- and after-school Child Care through Grade 8
- Half-day Preschool for 3-year-olds
- Half-day and all-day Preschool for 4-year-olds
- All-day Kindergarten for 5-year-olds (5K)
- Elementary School: Grades 1-5
- Middle School: Grades 6-8
- Resource Enrichment Programs for 5K thru Grade 8  
[Library, Art, Music, Computer, Foreign Language, Physical Education]
- Children's Chorus, Grades 2-5 [after school]
- Middle School Inter-Scholastic Athletic Competition [after school]
- Middle School Band and Orchestra Instruction, Chorus
- Weekly chapel programs
- Opportunities for community service
- Bus Transportation

## **School Hours**

- Half-day Preschool 8:45 – 11:30
- All-day Preschool & Kindergarten 8:45 – 3 p.m.
- Grade School 8:45 – 3 p.m.
- Middle School 8:35 – 3 p.m.

***Doors are unlocked to admit students from 8:25 until 8:45 a.m.***

Half days for all-day preschool – grade 8 dismiss at 12:30. Snack and lunch times still observed.

*Warwick River Christian School is incorporated under the laws of Virginia as a 501 (c) (3) organization, and all donations to the school (but not payment of fees) are tax deductible.*

*WRCS does not discriminate on the basis of race, color, nationality, or ethnic origin in the administration of its educational policy and program.*