



2019 - 2020 Student - Parent Handbook

TABLE OF CONTENTS

Conceptual Framework	4
Who We Are	4
Staff Directory	5
Administration	5
Specials Teachers	5
School Board Members	5
Mission Statement	6
Vision Statement	6
School Philosophy	6
Philosophy of a Christ-Centered Education	7
Statement of Core Family Values	8
Statement of Faith	8
The Scriptures	8
The Trinity	8
Man, his fall and redemption	9
Eternal life and the new birth	9
Hell and eternal retribution	9
Water baptism	9
Baptism in the Holy Spirit	9
Sanctification	9
Sexuality	9
Divine healing	10
Resurrection of the just and the return of our Lord	10
Educational Philosophy	10
Inquiry	10
Constructivist Approach	11
Student Initiated Action	12
Expected Student Outcomes	12
Inquirers	12
Knowledgeable	12
Thinkers	12
Communicators	12
Principled	12
Open-minded	13
Caring	13
Risk-takers	13
Balanced	13
Reflective	13

Educational Policies	14
Student Assessment Policy	14
Assessment Philosophy	14
Purpose of Assessment	14
Assessment Practices	15
Formative Assessment	15
Summative Assessment	15
PYP Exhibition	16
Student Portfolios	16
Reflections	16
Recording and Reporting	17
Academic Support Program Policy	17
Language Policy	18
Language Philosophy	18
English Language Instruction	18
Spanish or Korean as a Second Language	19
Mother Tongue Support	19
Community Approach to Language Development	20
Attendance Policy	21
Academic Honesty Policy	21
Academic Honesty Philosophy.	22
Responsibilities of VWCS' Academic Honesty Policy.	22
Student Responsibilities.	22
Teacher Responsibilities.	23
School Responsibilities.	23
Referencing and Citation.	23
Discipline Policy	24
Grading System	27
Elementary Grades Homework Policy	28
Library Policy	28
Physical Education	28
Progress Reports	29
Report Cards	29
General Policies and Information	29
Financial Policies	29
Tuition and Fees	29
Policies and Notes	30
Multiple-Student Family Discount	30

Early arrival and Late Dismissal Programs:	30
Refund Policy	31
Arrival and Departure Information	31
Delivering Items to School	31
Emergency Drills	31
Field Trips	32
Inclement Weather	32
Learning Community Fellowship	32
Lost and Found	33
Meals	33
Medication	33
Parent/Teacher Conferences	33
Personal Appearance and Uniforms	33
Posting Signs	34
School Business Office	34
Stewardship of School Property	34
Student Illness	34
Transportation	34
Parental Visit of the School and Classroom	35
Withdrawal	35

Conceptual Framework

Who We Are

Victory World Christian School is a multicultural community of learners committed to: christian discipleship, academic excellence, and world transformation.

VWCS' vision is to purposefully provide a rigorous academic and discipleship program that emphasizes practical application; develop partnerships which mobilize church and community human and capital resources to optimize learning for everyone; create a caring and safe environment that stimulates and facilitates learning

- **Motto:** “And what does the Lord require of you? To act justly, love mercy and walk humbly with your God.” Micah 6:8
- **Philosophy:** Biblical foundation, Christ-centered, Christian worldview
- **Professional Affiliations and Accreditations.** VWCS is privately incorporated and governed by a Board of Trustees. VWCS is a member in good standing and fully accredited by the Association of Christian Schools International ([ACSI](#)) and also accredited by and in good standing with AdvancED. In addition, VWCS has been certified by AdvancED as a STEM certified school.
- **Instructional Goals:** The broad instructional goals of Victory World Christian School are threefold:
 - To train children in the ways of the Lord so that they will develop Godly character;
 - To train children toward excellent academic performance in all of the essential disciplines so that they will thrive as an individual in God’s calling, and;
 - To encourage the development of each child’s God-given talents and abilities to influence their generation.
- **Core Values:** Selflessness (Service), Creativity, Community, Justice, Stewardship, Humility, and Servant Leadership.
- **Core Beliefs:** Students at Victory World Christian School are:
 - Sons and daughters of God
 - Friends with God
 - Successful self-directed learners and leaders
 - Passionate worshippers
 - Committed to making disciples

Staff Directory

Administration

Jeff LeMay, EdD	jlemay@vwcs.org	Head of School
Mei Fan, MEd	meifan@vwcs.org	Elementary School Assist Principal
Jermal McCoy	jmccoy@vwcs.org	Middle School Assistant Principal
Debbie Fulkerson, MEd	dfulkerson@vwcs.org	Director of Curriculum & Instruction, and IB Coordinator
Beth Edwards	bedwards@vwcs.org	Business Manager
Kelleen Basden	kbasden@vwcs.org	Director of Development
Deseree McGee	dmcgee@vwcs.org	Director Student Support
Catherine Jordan	cajordan@vwcs.org	Director of Admissions
Dawn White, EdD	dwhite@vwcs.org	STEM Coordinator
Stacie Abdallah	sabdallah@vwcs.org	M.S. Academic Counselor
Mary Greene	mgreene@vwcs.org	Librarian
Kat Sanford-Creary	ksanford@vwcs.org	Administrative Assistant
Michael Munoz	mmunoz@vwcs.org	Administrative Assistant
Ronnie Clayton	rclayton@vwcs.org	Administrative Assistant

Specials Teachers

Domingo Guyton	dguyton@vwcs.org	Music/Art Teacher
Jenny Savoy	jsavoy@vwcs.org	Drama/Chapel Coordinator
Jackie Chavez	jchavez@vwcs.org	Spanish Teacher
Jill Munoz	jlmunoz@vwcs.org	Spanish Teacher
Charity Pulliam	cpulliam@vwcs.org	Computer Science Teacher
Young Ran Song	ysong@vwcs.org	Korean Teacher
Austin Russell	arussell@vwcs.org	Robotics/Fam Lab Teacher

School Board Members

Gary Walderich	President
Quincy Johnson	Treasurer
Dave Nowak	Secretary
Susannah Benjamin	Member
Debbie Price	Member

Mission Statement

Victory World Christian School is a multicultural community of learners committed to: christian discipleship, academic excellence, and world transformation.

Vision Statement

The vision of VWCS is to purposefully: provide a rigorous academic and discipleship program that emphasizes practical application; develop partnerships which mobilize church and community human and capital resources to optimize learning for everyone; create a caring and safe environment that stimulates and facilitates learning

School Philosophy

As an educational institution, we provide a quality education with a Christian worldview. We believe that we are to love the Lord with all our heart, mind, soul and strength. We believe that it honors God when we study His creation and His ways and acknowledge God's wisdom and power as evident in the things He has made and in His acts recorded in history. We endeavor to integrate Biblical principles in our policies, in curriculum selection, and in the way we relate to one another and to students. We participate in standardized achievement testing, in part, to have an outside witness to the quality we strive to achieve.

Having a Christian philosophy of education, our goal in education is to transform students into the image of Christ and to foster within them a desire to use the gifts, talents and abilities that God has given them to serve others for God's glory. We desire that our students will move on to public and private secondary schools to be witnesses to their generation. We believe they will be equipped to minister the love of Christ to their peers while living at home with parents who can support and assist them in navigating a secular world and not be conformed by it. It is our goal that all students are active members of the local church and find a place of service where they are a blessing to others and bring honor to God, their creator. Students will also learn the value of community service by practicing service with their families and the church. We desire that our students become leaders in Christian service and that they excel in life.

Victory World Christian School is a partner with parents as an extension of the Christian home in training young people in a Christian environment. VWCS is a ministry offered to the people of God whereby the church, school, and the home become co-laborers in fulfilling the commands found in the Word of God regarding the training of children. Our goal is to create a community of learners composed of parents, teachers, students, volunteers and members of the church. The school staff will endeavor to work closely with parents in every aspect to train the whole child. Parent orientation, parent-teacher conferences, and progress reports are all efforts designed to fulfill this aspect of our mission. Parents also demonstrate their support for the school by paying tuition, actively participating in VWCS programs, fundraising, volunteering in the school and attending school-sponsored activities.

Victory World Christian School is committed to creating an environment that is caring and safe for everyone in our community of learners. Our staff and faculty care for children as Christ cares

for His church. Our facilities, including our library and computer lab are inviting and comfortable for both parents and children. In addition, VWCS has classrooms that are bright, spacious, and conducive to learning. Kids need to play, so our outdoor and indoor play areas are designed to facilitate age-appropriate recreational activities. Technology is used to enhance the learning process for parents and students alike.

Philosophy of a Christ-Centered Education

“But seek ye first the kingdom of God and His righteousness, and all these things will be added unto you.” Matthew 6:33

There is no education of greater significance than that which we acquire by first seeking God’s Kingdom and His righteousness, so that we may advance the Kingdom of God in this world. We believe that the Bible is the source of all true knowledge and wisdom as educators who know Jesus as the Way, the Truth, and the Life. In addition, we understand that a very significant outcome of seeking first His Kingdom is our inheritance of great wisdom in both academic and non-academic pursuits. Jesus exemplified a life of discipline, study, commitment, and sacrifice. He studied the scriptures diligently, he prayed consistently, walked in close relationship with God, and modeled a life of sacrifice.

We believe that every child is a gift from God and has the capacity to learn and grow. Our role is to nurture and draw out the gifts, talents and abilities of each child.

We believe our lives speak louder than words. Our teachers are a “living curriculum” within their classrooms and serve as role models for Christian living and thinking for our students, their families, and all that are associated with our school. Teachers model a process of challenging and supporting both parents and students in their spiritual, intellectual, emotional, social and physical development. Teachers intentionally integrate scripture and scriptural principles into our educational program. Our volunteers are vital “ministers” in VWCS and, ultimately, the Kingdom of God.

We believe that a critical biblical principle is that parents are the primary instructors of their children. Parents are charged with the responsibility of training their children. The VWCS role in educating our students is based on the idea that we are to partner with parents to equip, facilitate, and encourage them in fulfilling these responsibilities.

We believe that what happens in the classroom should be creative, interesting, and hands-on. Teachers will use a variety of methodologies to keep students curious, engaged, and excited about learning. Academic excellence is important to us.

We believe that the learning process includes curiosity, exploration, discovery, imagination, comprehension, critical thinking and application. All of these processes are vital to our student’s educational success. We believe Jesus’ example of telling stories and parables serves as an example to us in how we should teach.

The goal of instruction for students is threefold:

- To train children in the ways of the Lord so that they will develop Godly character.
- To train children toward excellent academic performance in all the essential disciplines so that they will thrive as an individual in God's calling.
- To encourage the development of each child's God-given talents and abilities to influence their generation.

Statement of Core Family Values

All members of the School Board, administration, faculty, and staff of Victory World Christian School believe that the Bible is the Word of God and without error in all its teachings. Because of our understanding of Old and New Testaments, our school teaches the following Core Family Values:

- It is unacceptable for Christians to teach hatred towards any group, or individual.
- Human life begins at conception, and that an unborn child, at any stage of development is fully human, and should be treated as such.
- All sexual activity outside of heterosexual marriage, such as homosexuality/bisexual practices, adultery, fornication, bestiality, incest, polygamy, pedophilia, and pornography are sin.
- Marriage is a covenant made between two people, one who is born a man, and one who is born a woman, with God.

Statement of Faith

The Scriptures

The Bible is the inspired Word of God - the product of men who spoke and wrote as they were moved by the Holy Spirit. The New Covenant (New Testament) is what we accept as our infallible guide in all matters of life and doctrine. (I Timothy 3:16; I Thessalonians 2:13; II Peter 1:21)

The Trinity

There is one God, eternally existing in three persons - the Father, the Son, and the Holy Spirit being coequal. (I John 5:6-8; Philippians 2:6) God the Father is the sender of the Word. (John 16:28; John 1:14) The Son is the Word made flesh, and has existed with the Father from the beginning. (John 1:1; John 1:18; John 1:14) The Holy Spirit proceeds forth from both the Father and the Son, and is eternal. (John 15:26)

Man, his fall and redemption

Man is a created being, made in the likeness and image of God, but through Adam's fall, sin came into the world. "All have sinned and come short of the glory of God". Jesus Christ came in the form of man and gave His life to restore us back to God, undoing the work of the Devil. (Romans 5:14; Romans 3:10 & 23; I John 3:8). Salvation is the gift of God to man, which we receive by faith in Jesus Christ. (Ephesians 2:8)

Eternal life and the new birth

Man's first step toward salvation is godly sorrow through repentance. The New Birth is necessary for all men, and when experienced, produces eternal life. (II Corinthians 7:10, I John 5:12; John 3:3-5; Romans 10:9-10)

Hell and eternal retribution

The one who dies in his sins without accepting Christ is hopelessly and eternally lost in the Lake of Fire and, therefore, has no further opportunity to hear the Gospel or repent. The terms "eternal" and "everlasting" which are used in describing the duration of the punishment of the damned in the Lake of Fire, carry the same meaning of endless existence as used in denoting the duration of joy and ecstasy of the saints in the presence of God. (Hebrews 9:27; Revelation 20:15)

Water baptism

Baptism in water by immersion is a direct commandment of our Lord, and is for believers only. The ordinance is a symbol of the Christian's identification with Christ, His death, burial, and resurrection. (Matthew 28:19; Romans 6:4, Colossians 2:12; Acts 8:36-39)

Baptism in the Holy Spirit

The promise of the baptism in the Holy Spirit as a commensurate experience is available to all believers with the evidence of speaking in other tongues, as well as the demonstration of spiritual power in daily life. (Acts 2:4; Acts 10:44-46; Acts 19:6; Acts 1:8; Matthew 3:11)

Sanctification

The Bible teaches that, without holiness, no man can see the Lord. We believe in the Doctrine of Sanctification as a definite, yet progressive work of grace, beginning at the time of salvation, and continuing until the return of Christ. (Hebrews 12:14; I Thessalonians 5:23; II Peter 3:18; II Corinthians 3:18; Philippians 3:12-14; I Corinthians 1:30)

Sexuality

God's plan is for us to walk in holiness in all areas, especially in what we do with our bodies. God's Word affirms heterosexual union for married persons and committed celibate behavior for unmarried persons as the only Biblical options for human sexual conduct. All alternative sexual activity outside of heterosexual marriage, such as homosexuality/bisexual practices, adultery, fornication, bestiality, incest, polygamy, pedophilia, and pornography are sin. (Genesis 1:27; 2:24, 1 Thessalonians 4:3-8; Hebrews 13:4; Romans 1:18-32; 1 Corinthians 6:9-11)

Divine healing

Healing is for the physical ills of the human body, and is available to us by the power of God through the prayer of faith and the laying on of hands. Jesus Christ made this available to all believers at Calvary. (Mark 16:18; James 5:14-15; I Peter 2:24; Matthew 8:17; Isaiah 53:4-5)

Resurrection of the just and the return of our Lord

The angels said to Jesus' disciples, "This same Jesus, who was taken up from you into heaven, will so come in like manner as you saw Him go into heaven." His coming is imminent. When He comes, "... And the dead in Christ will rise first. Then we who are alive and remain shall be caught up together with them in the clouds to meet the Lord in the air..." (Acts 1:11; I Thessalonians 4:16-17) Following the Tribulation, He will return to the earth as King of kings and Lord of lords, together with His saints, who will be kings and priests. He will reign for one thousand years. (Revelation 20:6)

Educational Philosophy

Inquiry

The process of inquiry is at the foundation to the VWCS approach to teaching and learning. Inquiry is the process of learning, initiated by the students or teacher, which guides the students from their current level of understanding or knowledge to a new, deeper, and more meaningful level of understanding.

By allowing students to inquire in their learning, they become responsible for and actively involved in their own learning. The process of inquiry provides each student the opportunity to develop a fuller understanding of the world in a manner and pace that is unique to each student's needs.

What might inquiry look like in a classroom?

- Students exploring, wondering, and questioning.
- Students experimenting and playing with possibilities.
- Students who make connections between old and new knowledge.
- Students making predictions and acting purposefully to see what happens.
- Students collecting data and reporting findings.
- Students researching and seeking information.
- Students taking and defending a position.

- Students solving problems in a variety of ways.

Constructivist Approach

Beginning with the knowledge that students learn best when their learning is connected to prior knowledge or experience, VWCS teachers seek to support students' efforts to construct new meaning and understanding from the world around them. Known as the constructivist approach to education, teachers lead the inquiry process to draw on students' prior knowledge, provide for new experiences through exciting learning opportunities, and to allow students the time and opportunity for meaningful reflection. With this perspective in mind, VWCS teachers must integrate a range of learning experiences that includes an awareness of the diverse nature of the students' prior knowledge and experience.

VWCS places importance on students making connections between their experiences and the new information they encounter at school. It is our desire to support our students' struggles to gain an understanding of the world and learn to function comfortably within it, to move from not knowing to knowing, to identify what is real and what is not real, and to have a clear understanding as to what is appropriate and what is not appropriate.

To support our students' learning, VWCS teachers strive to:

- Ensure that the curriculum promotes students making connections, thinking conceptually and critically, and reflecting on their own learning.
- Ensure support is available for students with diagnosed special needs.
- Ensure the balance between transdisciplinary and disciplinary learning.
- Ensure that the knowledge component of the school's curriculum is worth knowing.
- Ensure the use of inquiry as a pedagogical approach to learning.
- Ensure that the curriculum provides opportunities for student-initiated actions.
- Ensure that assessment helps students to think about how they learn and to become more proficient and self-directed learners.
- Ensure that summative assessment in a unit of inquiry is an effective way of assessing each student's understanding of the central idea.
- Ensure that students know and understand the assessment criteria

Student Initiated Action

One of the hallmark aspects of the VWCS educational philosophy is the explicit connection that should exist between successful inquiry and student initiated responsible action. This action, whether it extends learning, or has a wider social impact, is one which helps students to have meaningful connections between learning and application in the real world.

Expected Student Outcomes

While students will be expected to have fully expressed their content knowledge and skills within each classroom in accordance with the scope and sequence of each grade level. Additionally, in concert with the IB Learner Profile, all VWCS students are also expected to exhibit the following character traits:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Proverbs 9:9 - “Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning.”

Knowledgeable

They explore concepts, ideas, and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Proverbs 18:15 - “An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.”

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Proverbs 14:15 - “The simple believes everything, but the prudent gives thought to his steps.”

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Colossians 4:6 - “Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.”

Principled

They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Psalm 15:2 - “He who walks blamelessly and does what is right and speaks truth in his heart.”

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Proverbs 14:6 - “A scoffer seeks wisdom in vain, but knowledge is easy for a man of understanding.”

Caring

They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Philippians 2:4 - “Let each of you look not only to his own interests, but also to the interests of others.”

John 13:35 – “By this all people will know that you are my disciples, if you have love for one another.”

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Ecclesiastes 11:4-6 - “He who observes the wind will not sow, and he who regards the clouds will not reap...”

Balanced

They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Luke 10:27 – “And he answered, “You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbor as yourself.”

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

*Psalm 51:10 - "Create in me a clean heart, O God, and renew a right spirit within me."*¹

Educational Policies

Student Assessment Policy

Assessment Philosophy

Learning is a continuous journey where assessments play an important role in identifying students' needs and informing their next stage of student learning. At Victory World Christian School (VWCS), we believe that a community approach to assessment that involves parents, administrators, teachers, community partners, and students, allows for the assessment practices to be relevant and reliable. Because the members of the school community can change, it is important to reflect on current practices and evaluate the assessment policy regularly to determine how effective VWCS is in fulfilling its commitment to its mission and vision for students.

Purpose of Assessment

Victory World Christian School has identified the following objectives for assessment:

- To promote student learning,
- To provide information about student learning, and
- To assist teachers to understand what students know, understand, can do, and value at different stages of the learning process.

In keeping with the central goal of the PYP, VWCS teachers should use assessments to thoughtfully and effectively guide their students through five essential elements of learning:

- The acquisition of knowledge;
- The understanding of the various concepts associated with what is being taught;
- The mastering of skills;

¹ International Baccalaureate Organization. Making the IB PYP happen. Pedagogical leadership in a IB PYP school, page 4.

- The development of attitudes for effective lifelong learning; and
- The improvement of student decision-making to take action on what they are learning.

Assessment Practices

VWCS teachers should recognize the importance of assessing their students' process of inquiry as well as the results of that inquiry and that their assessments accurately evaluate students' learning processes. Teachers at VWCS use a range of strategies to assess student learning and the application of knowledge.

Formative Assessment

Formative assessments are used to assess short term, or daily, student knowledge of the subject matter being taught. Using the result of formative assessments, teachers, students, and their parents are able to evaluate students' learning and make any necessary adjustments in teaching and learning that can help guide the student to achieve their greatest understanding of the subject matter being assessed. Formative assessments are also used during the new student enrollment process to better understand the reading and math needs of each incoming student. Teachers at VWCS use a variety of formative assessments in an effort to use best practices to monitor student learning. Here are some examples of formative assessments:

- Pre- and Post- assessments such as KWL charts
- Provocations such as Walk and Wonders
- Labs
- Tests and Quizzes
- Student observations
- Class discussions with the teacher and other peers
- Responses to open-ended questions or tasks
- Graphic Organizers
- Exit Tickets
- Role Play
- Interactive Notebooks
- Accelerated Math and Reading assignments

Summative Assessment

Summative assessments are given to students at the end of a unit of teaching or concept for the purpose of evaluating a student's mastery of learning the learning objectives being assessed. VWCS teachers use a variety of summative assessment types in order to fully assess students' level of learning. Here are some examples of summative assessments:

- Student presentations
- Written responses
- Actions
- Real-World Applications
- Multiple-choice questions

PYP Exhibition

The PYP Exhibition is a culminating summative assessment in which the 5th graders at VWCS will participate. The students will study a unit of the Programme of Inquiry in-depth and brainstorm a real-world problem that they can take action towards. With the help of teachers and parent and community mentors, students will share their knowledge with the school and community.

Student Portfolios

Portfolios are a way for students to share their learning with each other, their parents, and the community. When used effectively, portfolios can show students' understanding and growth in their knowledge, skills, concepts, and actions towards their learning. At VWCS, students use an online application called SeeSaw to record and capture both their formative and summative learning experiences. With SeeSaw, student learning is assessed in the following ways:

- A record of their summative performance assessments are produced with each unit in the programme of inquiry.
- Students provide peer to peer feedback the processes and products of learning.
- Teacher comments are recorded and used by students as a part of their reflection.
- Student reflections on their learning are recorded.
- The process of student thinking and understanding are captured on video.

Reflections

Teachers at VWCS should provide students with opportunities to participate in the assessment process and then be afforded time to reflect on the results of their various assessments. One

positive outcome of proper student assessment is that students see for themselves their ability to understand concepts being taught, their acquisition of knowledge, and their proficiency of skills. This allows students to develop a positive attitude and ability to take responsibility of their own learning. Students reflect with the class as a whole and individually. They record their reflections in their interactive notebooks and in SeeSaw.

Recording and Reporting

Each year, VWCS publishes a school calendar that informs parents and teachers when the reporting of grades will occur. Currently, the school distributes report cards at the end of each quarter, and this is done four times in the school year. The grades of all classes are reported with teacher comments. To better align with the standards of the PYP and to better assess the five essential elements of learning, the school will assess the transdisciplinary skills and learner profiles associated with each of the units of the programme of inquiry in subsequent years to come. The following are tools VWCS uses to record and report grades and student performance to students and families:

- RenWeb: An online gradebook tool used to record formative and summative assessments on a weekly basis
- Teacher and school created rubrics
- Renaissance Place: This web-based program provides summative and formative assessments throughout the year of standards-based objectives.
- SeeSaw: A daily tool for teachers and students to post evidence of student learning
- Student-Parent-Teacher Conferences
- Standardized Test Score Reports

Academic Support Program Policy

At Victory World Christian School, we seek to create an individualized learning plan to support the academic growth of every student. Whether the need is more support to help homeroom teachers bring students up to grade level, or subject area enrichment opportunities to challenge students, or somewhere in between, we have dedicated academic support teachers who provide homeroom teachers with extra support for both reading and math.

At the beginning of the school year all students take an assessment in Math and Reading from 1st grade through 8th grade with the STAR Math and STAR Reading assessments from the Renaissance Learning Suite. Students in Pre-Kindergarten and Kindergarten take the Early Literacy Assessment using Renaissance Learning as well. Based on these test results, students who score below the grade level equivalent in Math or Reading are given priority in meeting with our academic support teachers. Typically, students meet with these specialists for at least two sessions a week for 20 minutes each session. After an introduction and consultation with the specific students, their parents, and teachers, the student will begin the support program. When

the student has progressed to being on grade-level, the academic support teacher will discuss the results with the homeroom teacher and in collaboration, they will come to a decision about whether the student is ready or not to exit the math and/or reading support program. These discussions will include the parent as well. As students cycle out of the math or reading support program, a determination will be made as to what other students will be enrolled in the student academic support program as the schedule allows.

Within the math support program, opportunities also exist for students who excel in that subject area to continue their progress. By using the STAR Math and Reading assessments to better understand what objectives these students are ready for, the math support teacher will work with accelerated students on those recommended learning objectives in STAR Math to help them master those objectives. Once those objectives are mastered, those students will cycle out and other students who would benefit from the program would be enrolled.

Each child has their own unique talents and academic journey. The goal of VWCS is to help our students fully realize their gifts and prepare them with the academic skills necessary for them to walk in God's calling for their life.

Language Policy

Language Philosophy

The effective development of language is fundamental to learning and communication, supporting and enhancing our ability to think and understand. With this idea in mind, Victory World Christian School (VWCS) places a particular emphasis on the role that the school and the teachers play in the development of language for each student in the areas of English, foreign languages, and mother tongue. All teachers are considered teachers of language as it is central to learning within VWCS. The development of the language learning program at VWCS includes the oral, visual, and written language strands with students both receiving and expressing these language strands in English, a second language, and their mother tongue.

Effective language teaching and learning are social acts, most frequently dependent on relationships with others. Because environments are subject to change, the VWCS language policy is not static, but evolves and develops with the changing needs of the school. The teachers and school staff have ongoing collaboration and reflection of their language instruction to share feedback in order to better develop the language needs of all students. In this manner, VWCS is better positioned to fulfill its mission and vision.

English Language Instruction

The primary language of instruction, English, is to be supported by all teaching staff with the primary responsibility of instruction resting on the grade level teacher. VWCS takes a standards-based approach to teaching English literacy skills to equip students with the reading, writing, listening, and speaking skills necessary to communicate ideas in a transdisciplinary manner. These language skills are to be even further used and applied in our students' literacy in media and technology within their grade level and specials classes.

At VWCS, the school recognizes that students in a classroom may be at different levels in their English language development. Based on a student's reading assessment at the beginning of the year and ongoing assessments throughout the year, differentiation in classroom instruction allows teachers to better meet the language needs of each student. Instruction in small groups and the use of various resources to address different learning modalities are best practices utilized in the classrooms. For students who need further support in English language instruction, a reading support teacher provides one-on-one instruction tailored to the student's specific needs.

English literacy skills will be taught within the context of the programme of inquiry in grades K4 through 5th grade as the unit of inquiry lends itself to the use and application of reading and writing skills across and beyond to other disciplines in formative and summative assessments. English language instruction occurs daily for all students in all grade levels. Because we believe that language learning occurs in community, an inquiry-based approach to learning English in a collaborative group setting is what VWCS seeks to promote in all of our classrooms.

Spanish or Korean as a Second Language

All students at VWCS currently learn either Spanish or Korean as a second language. Both languages are supported by all teaching staff with the foreign language teacher assuming primary responsibility of instruction. The second language instruction is taught daily, with Spanish starting at Pre-Kindergarten and Korean beginning at Kindergarten; both progressing through 5th grade. The VWCS Spanish and Korean language instructors follow a scope and sequence that takes into consideration the program outlined in their curriculum support textbook and the programme of inquiry, seeking to collaborate with grade level teachers in a transdisciplinary approach to teaching Spanish and Korean, as well as in the teaching of the IB learner profile. In the development of a second language, students use and apply Spanish or Korean to read, write, listen, and speak within a collaborative group setting.

To further promote an inquiry-based and authentic learning environment in the development of Spanish or Korean, students are encouraged to read a variety of Spanish or Korean language books available in the school library, teachers are open to supporting Spanish or Korean in their classrooms as it relates to their instruction and classroom setting, and the school seeks to promote Spanish and Korean in its chapel services, school-wide events, and even on the mission trips that students take. The goal of VWCS in learning a second language is for students to be better equipped in serving the community and world around them.

Mother Tongue Support

At VWCS, the school and teaching staff collaborate with students' families to celebrate and develop students' mother tongue languages. VWCS has families from diverse ethnic backgrounds spanning the world in Africa, North America, Asia, South America, and several Caribbean island nations. With the international and multicultural nature of the school, many students come from homes where a language other than English is spoken, including Chinese, Indonesian, Japanese, Spanish, and French as well as a variety of African languages. English may not be the first language of parents; therefore, the school seeks to support the communication between home and school by making known and offering language translation help from the VWCS staff. The staff at VWCS is linguistically diverse as Cantonese, Mandarin,

English, Spanish, and Amharic languages are spoken in their homes. Our parent community may also be able to support one another's mother tongue and the communication between the school and home by partnering bilingual parents who are fluent in English with parents who need English language support.

VWCS supports the diversity of mother tongues within the school in various ways. Through parent language surveys, books in mother tongue languages are made available in the VWCS library. The librarian and classroom teachers work together with parents to promote and borrow books to read at home and at school. The IB coordinator also works with families to contribute articles written for the school newsletter that highlight and share the culture and language of the mother tongue to the rest of the school community. Students are also encouraged to share their mother tongue at school-wide and classroom events throughout the year.

Community Approach to Language Development

VWCS believes that all students should learn in the context of a caring language community that provides access to all three of these areas of language learning to all students, regardless of their language background. The school seeks to ensure that all students have an equal opportunity to these language learning environments so that students are enabled to excel academically and to transform the world around them. Teachers are not alone in this effort of providing language instruction; VWCS takes a community approach to language learning by involving administrators, librarians, other school staff, as well as parents, in each child's language development.

When students have challenges in their language development, teachers and parents at VWCS can recommend that their child be referred to the school's student support team, also known as G.R.A.C.E. (Grace Required For Children Everyday). This team consists of the pedagogical leadership team, the classroom teacher, school psychologist, reading support teacher, and parents. Observations and data are shared concerning the area of need and the appropriate steps are taken to help better provide for the needs of the student. At times, the child's reading support may need to increase with the help of our reading support teacher.

The school staff seeks out professional development in language learning and teaching using outside resources that include IB workshops. The school also recognizes that teachers and administrators within the school are sources of professional development as well in language learning. Teachers and administrators collaborate with one another to share ideas on language development weekly during staff morning meetings, grade-level planning with IB and STEM coordinators, and during teacher work days.

Parents take part in their child's language development at home and at school by attending parent-teacher conferences and learning opportunities provided by the school. Quality reading materials are sent home weekly, if not daily, for students to practice and receive reading support from parents. For those students who stay after-school, VWCS has after-school teachers who provide further support in both English and Spanish language skills.

Attendance Policy

Regular attendance is essential to a student's educational success.. Accordingly, parents are expected to schedule family vacations during school vacation periods. A student is expected to be in attendance except when ill or when unable to attend because of emergency circumstances or a death in the family. If a student knows in advance that he/she will be absent he/she should bring to the school office a note from the parent explaining the anticipated absence.

Non-emergency appointments should be scheduled when school is not in session. If you need to pick up your student during school, please go to the school reception area. They will then contact your student's classroom and the teacher will dismiss your child.

No student is to leave the school premises without first obtaining permission from the VWCS office. It is essential that the school be aware of a student's location at all times.

Student Makeup Work: For absences, make-up work may be sent home with a sibling, another student, or picked up at the end of the school day. Check RenWeb for your child's homework assignments. Students will have one day for each day absent to complete makeup assignments.

Tardiness:

Student Check-in:

Between 8:30-10:30	Tardy
Between 10:30-12:00	½ day absence
Between 12:00-3:25	Full day absence

Student Check out:

Less than 1 hour	No penalty/excused
Up to 2 ½ hours	½ day absence
More than 2 ½ hours	Full day absence

Elementary students arriving after 8:30 a.m. will be considered tardy. When a student is tardy, parents MUST sign in their child at the school office.

When a student receives 5 unexcused tardies they will be given ½ day absence. When they receive 10 unexcused tardies, the parent will meet with a member of the administration. After 13 or more unexcused tardies, the family may be unenrolled from the school.

Academic Honesty Policy

Academic Honesty Philosophy.

The foundation of the VWCS Academic Honesty Policy requires that all students, teachers, and other VWCS staff members adhere to this policy as a matter of displaying the four main attributes that reflect our school's academic honesty. The four main attributes are:

- **Principled:** To act with integrity, honesty, and with a strong sense of fairness and justice. To have respect for the dignity and rights of people everywhere.
- **Caring:** To show empathy, compassion, and respect. To have a commitment to service and to make a positive difference in the lives of others.
- **Risk-takers:** To approach uncertainty with forethought and determination.
- **Thinkers:** To use critical and creative thinking skills to analyze and take responsible action on complex problems.

By adhering to these attributes, students are choosing not to take part in academic misconduct. By choosing not to take part in academic misconduct, students are actively demonstrating their commitment to learning and working in accordance with the IB learner profile. In addition, they are presenting themselves as principled, caring, risk-taking, and thinking individuals in all areas of their academic effort.

It is the responsibility of all teachers and other VWCS staff members to be aware of the content of the VWCS Academic Honesty Policy to the extent that they are able to accurately communicate the policy to the school community at large. If any employee at VWCS is not fully aware of this Academic Honesty Policy, then they should contact the school's IB Coordinator for further details.

Responsibilities of VWCS' Academic Honesty Policy.

Student Responsibilities.

- If you take credit for work, which belongs to you, then you are being knowledgeable. People will know that they can come to you to find out more information about what you are taking credit for your assignments.
- If you share credit for the work which is from a group, then you are being principled. People will see you are an honest and respectful person.

- If you give credit for work which is not yours, then you are a person who has integrity. You know the difference between what is fair and what is not fair. You are an honorable person.
- If you contribute equally while working in a group then you are showing respect for others' opinions and cooperation. People know that you are a good listener and you that you work well with others.
- If you work individually on work which is to be done alone, then you are showing independence and confidence. You know that you can do the work and that you will do your best.

Teacher Responsibilities.

- To exemplify academic honesty in one's own work.
- To support students in developing skills and attitudes required to complete assignments while practicing academic honesty.
- To deal with incidents of academic dishonesty in an appropriate manner.
- To explain what academic honesty means in specific terms to students.
- To engage parents in the process of academic honesty by providing regular and frequent examples of the VWCS academic honesty policy.
- To provide parents with strategies for ensuring student engagement and responsibility.

School Responsibilities.

- To structure the curriculum in a manner that allows students to develop the habits associated with academic honesty.
- To ensure students follow basic principles of academic honesty that are age appropriate.
- To ensure all members of the VWCS community understand the value of academic honesty.
- To ensure that any incidents of academic dishonesty are dealt with in an age appropriate fashion.
- To promote a consistent approach for citation by the use of one common system (APA).

Referencing and Citation.

During the Primary Years Program, students will be progressively introduced to the need for and practice of referencing and citation that follow a basic APA format. Use of quotations for language directly from sources will be required. Rubrics for research include requirements for referencing appropriate to each age and grade level.

Bibliography for Academic Honesty Policy.

International Baccalaureate Organization. 2014. *Academic honesty in the IB educational context*.

Isutrecht International School. 2016. *Academic honesty policy*.

Skagerak International School. 2016. *Academic Honesty Policy: Guidelines for members of primary, middle, and high school community*.

Discipline Policy

The following consequences may be given for violation of school or classroom rules:

- Reprimand: A verbal explanation.
- Reprimand: A written explanation of inappropriate conduct, which **may** become part of a student's record.
- Teacher detention: Students will lose free time and have to stay with teachers for a short period of time. A teacher detention is between 15 and 20 minutes in length. This can be done before school, after school or during recess.
- Administrative detention: Students will have to stay after school for two hours. Administrative detention will be on Tuesday and Thursday.
- In-school suspension: The student will receive and complete class work while separated from his or her class.
- Suspension: The student is not permitted to be on campus for instruction or extracurricular activities while under suspension. Students will receive no credit for academic work missed while on suspension.
- Immediate withdrawal or expulsion: A student will be expelled.

Determination of the administration of these consequences will be under the purview of the Head of School. Parents will be notified when any of these consequences are given.

VWCS is dedicated to the training of children in a program of study, activity, and living that is Christ-centered. We believe that "all things should be done decently and in order²". Disciplinary actions that are utilized include warnings, detentions, withholding of privileges, suspension or expulsion. We believe that a disruptive child upsets the educational process for everyone else in the class. It is our responsibility to protect the rights of all learners. So children that act out or show patterns of disruptive behavior will be removed from the classroom. Parents will be called to meet with the teacher and administrator.

Discipline is the direction of behavior toward established standards of conduct. Discipline and academic achievement are closely related. Ideally, behavior is Spirit-directed and self-controlled, however self-discipline must be both taught and learned. Parents, school staff, and the church share in the task. When self-control falters and self-discipline fails, in school just like in the home, disciplinary forces outside the individual must be imposed to protect the rights of others. The following rules and responsibilities are established to guide students:

- Dress according to the established dress code.
- Attend classes daily unless officially excused.
- Be on time for all classes with the necessary books, completed homework and supplies.
- Do not bring inappropriate items to school, i.e. radios, Walkman, pagers, laser pointers, cell phones, iPods, or any other PDAs, etc.
- Cooperate with all school personnel at all times in a respectful manner.
- Protect the rights of others to study and to work.
- Respect personal, school and church property.
- Ensure that all classroom progress reports and school information intended for parents is received by them.
- Pay for any damaged materials or equipment.
- Eating of candy or chewing gum is not allowed.
- Fighting, stealing and/or finding another person's property and not promptly returning it or turning it into the office, forgery, cheating on tests or assignments,

² 1 Corinthians 14:40

intimidation, harassment, inappropriate public displays of affection, and leaving the school premises without permission from the office, are all strictly prohibited.

- Any items, which would readily be considered a weapon, (guns, knives, razor blades, pepper spray, or Mace, etc.) are strictly prohibited. Having such items on the person of, or in the possession of, any student will result in an immediate expulsion from school. Such weapons that may be in the student's possession will be further described as being in the student's possession if a student has such an item their locker, wall locker, purse, bookbag, or any other similar student owned or managed place.
- The use or possession of tobacco, drugs, or alcohol is strictly prohibited.
- Foul language, written or spoken, or obscene gestures are strictly prohibited.

Disciplinary actions for behavior violations will be taken by classroom teachers, in cooperation with administrators, with parent involvement when appropriate, to correct unacceptable student behavior. We believe that one of the most important roles of Victory World Christian School is to help students develop the characteristic of self-discipline. A person's witness for Christ can be greatly damaged by a lack of self-discipline. We believe that discipline is a learning experience. Consequences are an important part of the learning experience. When students misbehave and consequences are not given, the opportunity to learn from mistakes is greatly reduced. Depending upon the nature of the behavior, some disciplinary options include:

- Counseling and praying with the student leading to repentance, restoration and a commitment, oral or written, for correcting the behavior.
- Student given specific assignments or tasks to be completed.
- Parents informed by phone or written note.
- Student is given a detention with or without assigned work.
- Student is referred to the school office for appropriate action.
- Student is required to serve detention.
- Student is required to make retribution, clean up, or repair damages.
- Student is suspended from extracurricular activities.
- Student is given an in-school suspension.
- Student is suspended from school.
- Student is expelled from school.

The above options are not all-inclusive and are not necessarily listed in the order in which they will be administered. Parents, teachers, and administrators can all be called upon to help solve the problems associated with inappropriate student behavior.

Victory World Christian School is a school for Christian families and students. As Christians, our conduct in the community as well as at school should reflect our personal belief in God and in His commandments. If a student should at any time at school or outside of school, openly and consistently reject his faith in God, then that student may be expelled from school. If a student should at any time at school or outside of school participate in immoral behavior, sexual immorality, fornication, homosexuality, the use of alcohol or drugs, tobacco use, or any form of disorderly or unlawful conduct, then they may come under disciplinary action by the school, including expulsion. (It is not anticipated that these issues will be dealt with at the elementary level. These statements are for future grades as we add them incrementally each year).

Grading System

Grading Scale for K5 to 8th grade

The following grades are used in the VWCS progress reports and report cards for grades kindergarten through middle school:

A	90 - 100	Excellent
B	80 - 89	Above Average
C	74-79	Average
D	70-73	Poor
F	69 & below	Failure

Evaluation Key for Student Conduct for all Grades

The following evaluations are used on the VWCS report cards for student conduct for all grades:

E – Excellent	U – Unsatisfactory
S – Satisfactory	I – Incomplete
N – Needs Improvement	X – No Evaluation

Evaluation Key for K4

The following evaluations are used on the VWCS report cards for K4:

E – Excellent	U – Unsatisfactory
S – Satisfactory	I – Incomplete
N – Needs Improvement	X – No Evaluation

Honor Roll

- Students who earn A's and B's in each subject for the year will be honored.
- Students who earn an A average for each subject for the year will receive the Principal's Honor Roll medal.

Elementary Grades Homework Policy

Each teacher will communicate homework assignments via RenWeb. Parents should check RenWeb to ensure that their child is writing down all of the homework assignments accurately and completely in their agenda. The agenda is to be returned each day to school with the parent's signature as requested by the teacher.

Library Policy

- Grades K – 2 may check out three books at a time.
- Grades 3 and up may check out four books at a time.
- Books are checked out for a two-week loan period.
- Students may not check out another book if they have an overdue book.
- No eating or drinking in the Library except for special designated events.
- No chewing gum in the library.
- Students must remain quiet and on task in the library.

Students will be responsible for damage or loss of books checked out in their name.

Physical Education

- Physical education is intended to give students an opportunity to have physical exercise, as well as, to develop skills and coordination that are necessary to properly perform tasks later in life. Therefore:
- All students must be dressed appropriately to participate in physical education and to receive credit for being in class.
- Any student missing *more than 10 days* of physical education per semester during any one year may fail physical education and have to repeat it.
- Students who fail to participate in class without a medical or parent/teacher communication may receive deductions from their final grade.
- No jewelry is to be worn during PE class.
- All injuries must be reported to the instructor immediately.

Progress Reports

Progress reports will be sent electronically via RenWeb at the end of the fifth week of each quarter to students who have a grade average below a C in any class. The purpose of the report is to warn both parents and students that there is an academic problem. Parents are encouraged to call the school office and set up a parent/teacher conference to discuss any difficulties the student may be having.

Report Cards

Report cards will be issued quarterly and will be sent home the last day of the term. If there is an outstanding balance report cards will be held at the accountant's office.

General Policies and Information

Financial Policies

Tuition and Fees

Tuition Payment Options:

Tuition may be paid using any **one** of the following five options:

Annual Payment - A single payment of total tuition for the year is due in the VWCS office by July 1st.

Semester Payment - Two payments, with the first payment (1/2 of the total yearly tuition) due on July 1st and the second payment due on December 1st.

Quarterly Payment - Four payments, with the first payment (1/4 of the total yearly tuition) due on July 1st, Oct. 1st, Jan. 1st and April 1st.

10 - Installment Payment - Ten payments (July-April) Each payment is due and payable the first of the month from July 1st through April 1st.

Book Fee: Grades K4 through 8th Grade. A non-refundable fee due by June 1st, this includes, but not limited to: consumable books and materials, ACSI membership fees, Renaissance Flow 360 fees and achievement testing fees.

Additional Fees: There are other fees associated with school attendance. Such fees include, but are not limited to: a new student application fee, graduation fee, activity fee, technology fee, late payment fee, and returned check fee. Specific charges for all fees is included on our Tuition and Fee Information Sheet, available at our Business Office.

Policies and Notes

Tuition payments are due on the date stipulated under the plan chosen on the financial policy. If a student withdraws from VWCS during the school year, tuition payments and/or fee payments will not be refunded.

Students may be suspended if their account is more than 30 days in arrears. All payments must be made on time. Failure to make tuition payments by the published deadlines is grounds for immediate dismissal from the school.

Report cards or transfer of records will not be released for any student with an unpaid account.

Students may be suspended if their account is more than 30 days in arrears. All payments must be made on time.

Report cards or transfer of records will not be released for any student with an unpaid account. Students may not participate in graduation exercises until the school bill for the family is paid in full.

Multiple-Student Family Discount

In an effort to keep tuition more affordable for families with multiple students in the school, a discount is given for families who have more than one student enrolled. The family discount applies only to tuition; it does not apply to any other fees. The family discount is included on the Tuition and Fee Information Sheet available at the Business Office.

Early arrival and Late Dismissal Programs:

Before School Program – To accommodate parents who must be at work prior to the 8:30 a.m. school start time, this service is available. Recreational play will be offered as part of the before school program. Students may be dropped off as early as 7:00 a.m. and any child dropped off between 7:00 - 8:00 a.m. will be charged in accordance with the Before School Program fee schedule..

After School Program - All students remaining after 3:45 p.m. will be taken to aftercare and parents will be billed for the day no matter how long the child stays. Parents who use aftercare services should pick up their children by 6:30 p.m. Any students remaining after 6:30 p.m. will be charged an additional \$1.00 per minute after 6:30 p.m. If you need to reach the school office, please call 678.684.2030.

Fees charged for the Before School Program and the After School Program are included on the Tuition and Fee Information Sheet available at the Business Office.

Refund Policy

The VWCS Annual Operating Budget takes into consideration tuition and fee payments made by member families. Based on these revenues, books are purchased, employees are hired, and financial commitments are made on behalf of the school. If a student withdraws from VWCS during the school year, tuition payments and/or fee payments will not be refunded.

Arrival and Departure Information

VWCS will open at 8:00 a.m. K4-8th grade students will go to their assigned classroom. The parking lot, driveways, and drop off area can be very congested at the beginning and end of the school day. Please be careful as you drop off students to make sure they reach the building safely. If parents need to drop their child(ren) off prior to the school opening, they can take advantage of the VWCS Before School Program.

When dropping off and picking up students, remember:

- Stay to the right of the driveway, drive slowly, be patient. No parking in the drop off lane.
- Students who are picked up at school will be dismissed at 3:30 p.m. All students remaining after 3:45 PM who are not under adult supervision in school-sponsored activities will be taken to the After School Program, and parents will be billed accordingly.
- It is required that you send a note to the teacher if your child will be going home with someone other than the usual person. This person must be listed as a designated pickup person in RenWeb. We will not release a child to anyone without your written consent. Please ensure that your drop off/pick up form is current.

Delivering Items to School

Any items delivered to school should be given to the school receptionist so that classes will not be interrupted. No mail, parcels, flowers, etc. will be delivered to students in the building. Items addressed to students may be picked up in the school office at the end of the day.

Emergency Drills

Fire - in case of fire, it is imperative that all students, faculty, volunteers, and staff leave the building quickly and calmly. The signal for a fire drill is a verbal message indicating an alarm. Fire drills will be held periodically during the school year to practice clearing the school quickly, and teachers will instruct students on proper procedures during a fire.

Tornado - when a tornado warning is given, the classroom teacher will lead students to a designated area within the building. Teachers will be well versed regarding proper emergency procedures and will dismiss students from the designated area only when an “all clear” signal is given. Tornado warning drills will be conducted periodically.

Field Trips

During the course of each school year, field trips are scheduled and planned by the faculty of Victory World Christian School. Scheduling and planning of field trips will be the responsibility of the classroom teacher, not parents. The following guidelines have been established:

- Students must wear their VWCS uniform. (Specific color may be requested by their teacher)
- Students must be transported to and from the field trip on school transportation.
- The number of chaperones needed for the field trip will be determined by the classroom teacher.

- Students who have not demonstrated self control within the classroom environment may not be allowed to accompany the class on a field trip. Students are expected to adhere to the same rules and expectations on a field trip as they do within the classroom and school.
- Chaperones should report any student's misbehavior directly to the teacher or staff member coordinating the field trip. At no time will a chaperone be allowed to discipline any child. All discipline will be the responsibility of the lead teacher.
- If parents attend a field trip, siblings are not to accompany them.

Inclement Weather

School will be closed if weather conditions pose a hazard to parents and students. Announcements regarding school closings will be posted on Renweb and communicated via email. VWCS will follow the Gwinnett County Public Schools System regarding school closures due to inclement weather. You may check with local TV and radio media to check for school closing. You may also call the school office to hear a recorded message about school closing.

Learning Community Fellowship

The VWCS Learning Community Fellowship (LCF) is made up of all parents, teachers, volunteers and students who desire to be involved in promoting and helping the school continue to grow and expand. Parents are required to participate by serving on one of the three committees: Service, Social or Support.

Lost and Found

Items left in hallways, counters, etc. will be taken to the school office and may be picked up from the office. Any items left at the end of each semester will be donated to charity.

Meals

Each student is required to order lunch or be provided with a lunch packed from home. Students will not have access to a refrigerator or microwave. Parents are asked to minimize sugar content by avoiding sending several juices, cookies, candy, pop tarts, etc. Children are encouraged to bring bottled water and to have it at their desks throughout the day.

Medication

Over-the-counter medications: Only cases in which the student absolutely needs the medication to attend school should the parent send over-the-counter drugs to school. The parent must complete and sign an Authorization for Medication form. Medications must be received at school in the original child-proof container. Medications received in anything other than the original container will not be administered. If the medication is to be administered on a long-term basis, then a doctor's statement must be provided.

Prescription drugs: Taking prescription medications during school hours are discouraged. If prescription drugs must be taken at school, the parent must complete and sign an Authorization

for Medication Form which must be updated yearly. Prescriptions must be in the original child-proof container. If the medication or dosage changes an updated Authorization for Medication Form must be submitted.. Medications not retrieved by the parents by the end of the last day of school will be disposed of in accordance with state pharmacy regulations.

Parents will be notified if there is an adverse reaction to medication(s).

Parent/Teacher Conferences

Teachers are available for conferences by appointment between 3:45-4:00 p.m. Appointments should be made with the teacher. Parents are asked to respect the privacy of teachers and staff members of the school by making inquiries concerning school matters during regular school hours or by email. Please do not call school personnel at home.

Personal Appearance and Uniforms

Uniforms worn to school should be in good condition with no holes or tears, clean, and wrinkle free. Students are expected to dress neatly with shirts tucked in. All students must comply with the school uniform code. Uniform shirts are available for purchase from the school. Also note that students are expected to be dressed appropriately for weather conditions. Students may have to abstain from outdoor activities if they are not dressed appropriately for weather conditions.

Student uniforms are to consist of:

- Khaki pants, shorts (walking length shorts close to the knee), skirts (close to the knee), skorts and jumpers can be worn.
- Sweaters are required to be Navy Blue and should be of a cardigan design.
- Fleece jackets with the school logo can be Grey or Red.
- School shirts are to be purple, red, or gold and must have school logo. No other insignia is permitted.
- Socks can be anklets, knee socks, or tights..
- Leggings can be black or white and can be worn when a child is wearing a skirt. Leggings can be the close fitting stirrup or stretch pants.
- Shoes should be closed toe. Heelies or wheelies are prohibited from being worn while at VWCS.

Posting Signs

No sign or notice is to be posted on school property without the prior consent of school administration.

School Business Office

The school office will be staffed from 8:00 a.m. to 6:30 p.m. during the academic calendar. Hours for summer and non-school days will be announced.

Stewardship of School Property

All students are expected to help maintain the cleanliness of the school. As such, classrooms and desks should be kept clean and in good repair. Textbooks, library books, curriculum, and school owned technology should be taken care of and appropriately maintained. If a student damages or destroys school property, the student's account will be charged for its replacement or repair.

Student Illness

A school administrative assistant or teacher will evaluate students who become ill during the school day. Students with a 100 degree or higher oral temperature, rash, sore throat, or who experience nausea, vomiting, diarrhea, or other acute symptoms of any communicable disease will be sent home with parental involvement. If a student has been ill at home with any of these symptoms, they are to be kept at home until these symptoms have abated for 24 hours.

Medications sent to school are to be accompanied by a completed and signed Authorization for Medication form and are required to be administered by or under the supervision of school personnel.

Transportation

Transportation arrangements are the sole responsibility of the parents of students attending VWCS.

Parental Visit of the School and Classroom

Parents of VWCS students are always welcome to make an appointment to visit the school and/or the classroom. Parents and approved visitors who come to the school during normal school hours, for any reason, are asked to go to the reception area to sign in and get a visitor's name tag. As a means of maintaining student safety, please do not send friends or relatives to pick up your children without notifying us in writing or e-mail and adding them to your Drop-Off/Pick-Up Form. Parents may obtain permission for their students to have adult guests (grandparents, etc.) visit VWCS by making arrangements with the school office at least one day in advance.

It is generally not a good idea for parents of younger children to visit the school and classrooms early in the school year. Please delay your visit until they have fully adjusted to regularly being in school.

Withdrawal

Parents desiring to withdraw their children from the school should inform the school office in writing. The reason for the withdrawal and the last date the child will attend school must be given.