

I. PHILOSOPHY AND SCHOOL POLICIES

Mission Statement

Oshkosh Christian School/Valley Christian High School advances the Christian faith and ministry through the education of children and youth.

Vision Statement

Oshkosh Christian School/Valley Christian High School will be known for excellence in spiritual training and academics. It will be a ministry where Christians join together to serve and glorify God.

Statement of Purpose & Philosophy

“Blessed is the man who walks not in the counsel of the ungodly, nor stands in the path of sinners, nor sits in the seat of the scornful; but his delight is in the law of the Lord, and in His law he meditates day and night. He shall be like a tree planted by the rivers of water, that brings forth its fruit in its season, whose leaf also shall not wither; and whatever he does shall prosper.” Psalm 1:1-3.

We believe the Christian school should be based on a philosophy of education, which recognizes that the child has a spirit and a soul as well as a body. We want that education to meet the needs of the whole person. (*Proverbs 25:28; Hebrews 4:12, 10:39; 1 Thessalonians 5:23*)

As Christian parents and educators, we want that nurture to be complementary to our efforts, working mutually and with the efforts of the churches we attend. **Our goal is to train our children to live the Christian life as the Bible describes it.**

We believe that the task of “planting” children is primarily the responsibility of parents, not the church, nor the state. We recognize the need to enlist the support of other members of the community of believers, including teachers and pastors, who share our goal and our commitment to God.

Being “planted” means that our children will acknowledge God as their Father, their Creator; and Jesus Christ as Lord of their lives. As Christian parents and educators, we want them to know God personally, as we know Him, and to know that all of life is to be lived as unto the Lord. Every act of life is a testimony of allegiance, loyalty and worship, knowing that God made all things and that He guides and controls them. He asks that *we trust Him with all our heart and lean not on our own understanding; in all our ways acknowledge Him and He will direct our paths.* (*Proverbs 3:5-6*)

We believe in challenging and motivating students, not coddling and indulging them. We think that education can be summarized in just two words: *Godliness and knowledge.* Therefore, our purpose is to teach academically qualified young people who are capable of offering leadership and direction in a confused, sin-stricken world. The times in which we live demand more than intellectual mediocrity and spiritual indifference. Therefore, **we appeal for excellence in every area of a student’s life: spiritual, mental, physical, emotional, and social.** (*Luke 2:52*)

We believe the Bible to be infallible and the final authority for faith and life. We seek to teach

our children to bind their consciences to its authoritative truths. Therefore, every subject in the school's curriculum will be taught from distinct Biblical perspectives. The whole spectrum of man's world and life will be related to the unchanging decrees of a sovereign God.

We desire to provide an excellent academic experience, which includes a mastery of basic skills, a grasp of both the uniqueness and unity of creation, an awareness of who man is, why he/she is here, and where he/she is going. We also seek to teach students to think independently and to test ideas and presuppositions in the light of Scripture. We desire that our students creatively apply their knowledge to human needs as an act of service and as fruits of faith.

"Fruitfulness" is also a key to our vision of education. ***We believe that God has called us to serve Him and the needs of mankind throughout the world. All of our training is aimed at preparing our children for a life of service, ministry and reconciliation.*** As our culture becomes more and more complex, the training becomes all the more crucial. We want to prepare students to make significant contributions to people's lives, to their communities, to their nation and to their world. This work is to be carried on in every vocation, for we believe that God ministers to a diverse world through the diverse talents and abilities of all His people.

Statement of Faith

We believe:

- The Bible is the Word of God, inspired, inerrant, infallible, and the sole authority for faith and practice (2 Timothy 3:16-17; 2 Peter 1:21).
- God as triune, His personality and external existence expressed in three persons: Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
- In the deity of our Lord Jesus Christ (John 10:33), His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35), His sinless life (Hebrews 4:15; 7:26), His miracles (John 2:11), His atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9), His resurrection (John 11:25; 1 Corinthians 15:4), His ascension to the right hand of the Father (Mark 16:19) and His personal return in power and glory (Acts 1:11; Revelation 19:11).
- In the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace through faith alone we are saved (John 3:16-19; 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).
- The present ministry of the Holy Spirit is to indwell and fill the believer for witnessing, learning, and living a Godly life (Romans 8:13-14; 1 Corinthians 3:16; 6:19-20; Ephesians 4:30; 5:18).
- In the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
- In the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5:28-29).

Scriptural Objectives (Core Beliefs)

These objectives are the principles of godliness and Christ-like character that we intend to reproduce in our students through the ability of the Holy Spirit.....

1. Relation to God...

And this is eternal life, that they may know You, the only true God, and Jesus Christ whom You have sent. John 17:3.

The child should come to know Jesus in the initial salvation experience and then grow in his knowledge and understanding of Him.

2. Relation to all of life...

For of Him and through Him and to Him are all things, to whom be glory forever. Amen. Romans 11:36.

The child should gain a view of all things that is God-centered, with the Lord as the Source, Support and Purpose of all that there is. Our curriculum demonstrates how this Christian world view will be set before the child at each grade level of growth.

3. Relation to the home...

Children, obey your parents in all things, for this is well pleasing to the Lord. Col. 3:20.

The school will uphold the reverent and respectful view of the parents that the Word of God commands. Obedience to parents, teachers, and all that are in authority will be stressed. The goal is that home, school and church will work together to support God's end and purpose for the child.

4. Relation to others...

And be kind to one another, tenderhearted, forgiving one another, just as God in Christ also forgave you. Ephesians 4:32.

Therefore, whatever you want men to do to you, do also to them, for this is the Law and the Prophets. Matthew 7:12.

Finally, all of you be of one mind, having compassion for one another; love as brothers, be tenderhearted, be courteous; not returning evil for evil or reviling for reviling, but on the contrary blessing, knowing that you were called to this, that you may inherit a blessing. 1 Peter 3:8-9.

The students should gain a respect for the life and property of others, both internal and external. Forgiveness, respect, and a good attitude should be the fruit that we see as we grow into a corporate body for the Lord to inhabit fully. See *Ephesians 2:19-22*.

5. Relation to the church...

And let us consider one another in order to stir up love and good works, not forsaking the assembling of ourselves together, as is the manner of some, but exhorting one another, and so much the more as you see the Day approaching. Hebrews 10:24-25.

The child should grow up to honor the assembling of the saints together and cherish the local church to which he/she belongs. All students should see that God's purpose is going to be fulfilled in and through the local church. Students should also see that commitment of one another in Christ is important to our life together.

6. Relation to vocation...

And whatever you do, do it heartily, as to the Lord and not to men, knowing

that from the Lord you will receive the reward of the inheritance; for you serve the Lord Christ. Colossians 3:23-24.

As the child matures he/she should increasingly see his present student vocation as a calling from the Lord and strive to please the Lord in his school work. This will help prepare him/her to have God-centered and productive attitudes for whatever vocation and accomplishments the Lord ultimately calls him/her to.

7. Relation to the community, town and state...

Therefore, I exhort first of all that supplications, prayers, intercessions, and giving of thanks be made for all men, for kings, and all who are in authority, that we may lead a quiet and peaceable life in all godliness and reverence. For this is good and acceptable in the sight of God our Savior, who desires all men to be saved and to come to the knowledge of the truth. 1 Timothy 2:1-4.

The child should see that his Christian life works from the inside out and needs to be reflected externally. A Christian view of civil government is essential so that, at the local level through prayer and conscientious action, a peaceful society can be maintained for the purpose of spreading the Gospel.

8. Relation to the nation and the world...

Go therefore and make disciples of all the nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age. Matthew 28:19-20.

The child should see his relation to the nation and world from God's eternal purpose. The discipling of nations and world evangelism should be foremost in the child's mind as he/she finds his place in God's plan to fulfill the Great Commission.

9. Relation to personal growth...

Let the words of my mouth and the meditation of my heart be acceptable in Your sight, O Lord, my strength and my redeemer. Psalm 19:14.

Therefore, whether you eat or drink, or whatever you do, do all to the glory of God. 1 Corinthians 10:31.

Finally, brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy – meditate on these things. Philippians 4:8.

I can do all things through Christ who strengthens me. Philippians 4:13.

As the child matures in the Lord, he/she should strive to develop and maintain purity of mind, heart, and body. Self-discipline is important to spiritual growth and can be achieved through Jesus Christ our Lord.

School Definition by the State of Wisconsin

118.165 Private Schools

1. An institution is a private school if its education program meets all of the following criteria:
 - The primary purpose of the program is to provide private or religious-based education.
 - The program is privately controlled.
 - The program provides at least 1173 hours of instruction each school year.
 - The program provides a sequentially progressive curriculum of fundamental instruction in reading, language arts, mathematics, social studies, science and health. This subsection does not require the program to include in its curriculum any concept, topic or practice in conflict with the program's religious doctrines.
 - The program is not operated or instituted for the purpose of avoiding or circumventing the compulsory school attendance requirement under s.118.15 (1)(a).
 - The pupils in the institution's educational program, in the ordinary course of events, return annually to the homes of their parents or guardians for not less than 2 months of summer vacation, or the institution is licensed as a child welfare agency under s.48.60 (1).

2. An institution may request the state superintendent to approve the institution's education program as a private school.

Child Abuse and Neglect Policy

We are liable by State law to report any indication of possible neglect or abuse, which comes to our attention. ***Please be assured that we respect your integrity as a family.*** If inquiries are ever to be made, however, it is done with our concern for the student and to fulfill our legal obligations.

Nondiscrimination Policy

With regard to discrimination, OCS/VCHS shall have no restrictions concerning a student's race, national origin, or sex. Each student and each parent, sponsor, or guardian of a student shall accept and conform to the guidelines of behavior and deportment as established by OCS/VCHS. Each student and each parent, sponsor, or guardian of a student shall recognize without reservation OCS/VCHS right to uphold its "Statement of Faith" and to fulfill its "Purposes" as set forth in the corporation's By-laws. Each family shall have one member who is a professing Christian and who holds without reservation the corporation's Statement of Faith.

OCS/VCHS admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. OCS/VCHS does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admission policies, financial assistance programs, extra-curricular programs and other school administered programs.

The Living Curriculum

Parents who send their child off to school are in effect asking a group of teachers to help "train up" their son or daughter. The choice of teachers is without a doubt one of the most important parental decisions because we know that God will ultimately hold parents accountable for the education of children. We know that often life-long values and priorities are cemented during the crucial elementary and secondary school years. At the same time, we also know that dominant parental influence on children is declining while the influence of peers and other significant adults—often teachers, coaches and sponsors—is growing. Accordingly, to whom will parents trust their sons' and daughters' hearts and minds during these school years?

We believe Christian parents are looking for a special type of teacher, one we call the Living Curriculum. Parents understand these teachers will have awesome responsibilities and opportunities to shape their children's lives. But, how do we identify a Living Curriculum teacher? First of all, there is no prototype. They come with different personalities from different types of families. They were raised in different environments in different parts of the world. They attended different colleges or universities and enjoy different styles of worship. Today, they are a wonderful mix of people rooted in Evangelical Christianity but with different heritages and different experiences. We do believe, though, that Living Curriculum teachers share a number of identifiable beliefs and qualities.

1. Are Mature and Growing:

Living Curriculum teachers are born-again, growing, followers of Christ. They are men and women of prayer, in love with God's Word. They are active participants in a fellowship of believers. They look at all of life through the lens of scripture while modeling a Biblical world-view that guides their thoughts, words and deeds. Patterns in their lives reflect fruits of the Spirit. They model spiritual as well as professional, personal growth. They desire to be part of the on-going work of discipleship in student's lives. Most importantly, Living Curriculum teachers desire that young people experience the same rich and deep personal relationship with Jesus Christ that dominates their lives.

2. Are Joyful and Healthy:

Living Curriculum teachers are happy and positive people. They smile and laugh a lot. They see the glass half full, not half empty. They appreciate the affirmation of students, but they do not rely on it. They experience life outside the classroom in order to have something to share. They are known to support other people and other programs. They find the best in students, even when it takes some searching. They catch kids doing right more often than doing wrong. Student successes truly excite them. They like people, especially children. People, especially children, like them. Students trust, respect, and desire to be around Living Curriculum teachers.

3. Are Humble and Trustworthy:

Living Curriculum teachers take to heart the implications of James 3:1 "...we who teach will be judged more strictly." They have an open mind and sensitive spirit. They are approachable, and they really listen. They demonstrate a servant heart by asking, "What can I do to help?" They accept feedback as freely as they give it. When they make mistakes, they understand the process of seeking forgiveness, working towards reconciliation and making restoration. They believe the Matthew 18 principle, of going directly to a brother, applies to them as well as others. Consequently, they talk to students, parents and colleagues, not about them. Students, parents, and colleagues trust Living Curriculum teachers.

4. Are Relationship Builders:

Christ modeled a powerful type of mentoring relationship with his students, demonstrating that there is more than content to be taught. Living Curriculum teachers also understand relationships are a key to good education. Given the ever changing nature of our society which touches even the Christian home (broken marriages, situation ethics, the media's bombarding message of promiscuity, drugs, alcohol, an pornography), we see positive, Biblically based relationships between children and teachers and coaches as essential. The growth in Christian character often occurs more as a result of modeling through relationships

than it does through preaching and teaching. Character is caught as well as taught.

Living Curriculum teachers are uniquely equipped and given the opportunity by mom and dad to replicate, replay and live the Biblical values that have been previously taught by the home and church. They take the time to know students as whole people. Living Curriculum teachers also understand much education happens outside the classroom. Consequently, they attend games and performances in order to support and build up young people. They even welcome young people into their own homes. They take the time to support and encourage. Living Curriculum teachers pay attention to the individual needs of students as they work at building meaningful and appropriate relationships.

5. Are Facilitators of a Nurturing Environment:

Living Curriculum teachers understand students thrive when treated with dignity within an orderly and respectful environment. All students are not only given the opportunity to participate but are encouraged to participate. It is a safe environment, safe for students to share and be themselves. Sarcasm and embarrassment are not a part of this culture. Effort is recognized and creativity rewarded. Goals are clearly stated, and time is used wisely. The focus of the classroom remains on educational objectives. Students understand the “law of natural consequences” is in effect. Choices bring logical and predictable results. Although standards and expectations are known to be reasonable, understandable, and consistently followed, the real focus is on self-discipline and self-control. When students miss the mark, the teacher knows how to gently correct, provide just consequences and encourage restoration. Students know they can count on a predictable, nurturing, and stimulating environment in the Living Curriculum teacher’s classroom.

6. Are Parent Partners:

Living Curriculum teachers desire to work with parents because they understand they are serving *in-loco parents*. They understand that parents crave feedback not just information about grades. Consequently, they continually communicate with mom and dad. They communicate in a timely way, bad news before it becomes serious and good news even when it does not seem that big a deal. They notice emerging qualities in kids and encourage parents by sharing their observations. They understand parents know more about their children than the educational theorists and tap into that understanding. They show respect even when they may have a difference of opinion. They respect the privacy of families and exercise confidentiality. They believe the best education is one where parents and teachers work together supporting students from both sides.

7. Are Facilitators of Quality Instruction:

Living Curriculum teachers are never content with mastery of their subject area. They desire to stay current and know more. They actively read, attend conferences, and develop professional contacts in order to further their professional development. They naturally connect their subject to life outside the classroom and bring life outside the classroom into the classroom. They know how to plan, and they have a plan. They have routines, but they never become routine. Activities are designed to make efficient use of time and remain focused on instructional objectives. They are reflective. They understand theory and use it, but they also adjust according to what works. They never stop getting better at the art and science of teaching.

Living Curriculum teachers are effective communicators. Students find them easy to understand. Although they represent a variety of personalities, they each have a presence.

Students find them interesting and worthy of their attention. Students imitate their strengths and passions instead of mocking their idiosyncrasies. They know how to explain things a variety of ways to a range of students. They work at teaching to a variety of learning styles. They listen and continually check for understanding. Students find them approachable and accessible.

Living Curriculum teachers understand teaching content is essential but not the only goal. Rote learning is foundational but not enough. Study skills, higher-level analysis, critical thinking skills, and problem solving abilities should all be taught and practiced within the study of each subject area. Creativity is evident in good instruction. Technology, various forms of media, and the Socratic approach are examples of resources and methods used by Living Curriculum teachers to enhance instruction and ultimately improve understanding.

Living Curriculum teachers understand effective assessment is critical to learning. They work hard to give students the opportunity to demonstrate understanding in a variety of ways. They take time with the slower student while they avoid wasting the time of the faster student. Assignments are necessary and meaningful, challenging and reasonable, and not busy work. Cross disciplinary efficiencies are created. Feedback is personal, prompt and helpful. When creating assignments, teachers are mindful of balance-of-life issues. They are careful not to intrude on family responsibilities or church activities. They recognize that life learning may at times be even more important than their particular school subject. Living Curriculum teachers use meaningful assessment to extend learning.

8. Are Motivators:

All Living Curriculum teachers have an inner motivation that drives them to nurture growth in students through relationships, excellence and service to the glory of God. They are passionate about helping students discover their gifts. They take time with students one on one. They write notes of encouragement and provide helpful suggestions. Living Curriculum teachers encourage students to be actively involved in the local church. They seek to point them in a direction matching their aptitudes, abilities, and heart's desire, all within the framework of God's guiding principles. To see a student end up serving God, using his or her gifts clearly within the will of God, provides an indescribable joy to the Living Curriculum teacher. At the end of the day, students exposed to Living Curriculum teachers become not just passionate about a particular subject area, but they learn to be passionate about pleasing God with their life and gifts.

Just as soil, water and sunlight work together to nourish the plant, the Christian home, the Christian church and the Christian school provide similar, consistent and fertile nourishment. We believe Living Curriculum teachers have a limitless opportunity to help shape the minds, hearts, and souls of the next generation. Consequently, we are passionately committed to providing Living Curriculum teachers for OCS/VCHS parents and their students.

The Board and Administration at OCS/VCHS recognizes this responsibility of selecting and hiring individuals.

As a Board and Administration, our number one responsibility throughout the selecting and hiring process, is to employ individuals who are able to present and live before children, the truth of God's Word. Their total lifestyle (values, attitudes, priorities and practices) should demonstrate a love for their Lord as evidenced by their commitment to live in obedience to His Word (John 21). Finally, each position within OCS/VCHS is to be staffed according to a given individual's strengths, calling, and potential effectiveness.

A potential employee should only be extended a contract if each person involved in the interviewing process has peace and there is unity that the person is God's choice for the job at the particular time.

Communication and Conflict Resolution Policy

An organizational process has been established within OCS/VCHS to accomplish the work of communication and conflict resolution between parents/paid staff, parents/non-paid staff, paid staff/non-paid staff and parents/parents. This process is based on the principles set forth in the Scriptures in Matthew 18:15-17;

“If your brother sins, go and show him his fault in private; if he listens to you, you have won your brother. But if he does not listen to you, take one or two more with you, so that by the mouth of two or three witnesses every act may be confirmed. If he refuses to listen to them, tell it to the church, and if he refuses to listen even to the church, let him be to you as a Gentile and a tax collector.”

All parents, paid staff and non-paid staff will receive a copy of this policy and shall adhere strictly to it at all times. Communication and conflict resolution dealing with students is addressed in the Conduct and Discipline Policies of the Parent/Student Handbook.

Principles

The School Board of OCS/VCHS recognizes that problems, questions and concerns will inevitably arise, even in a well-run school. The following underlying principles are the basis for the procedure to be used in handling all communication involving questions and/or concerns.

1. Unity is important within the school family, which includes the children, parents, teachers, staff, administration, and Board. Psalm 133:1 says, “How good it is when brothers live together in unity,” therefore;
 - a. All questions, problems, and/or concerns must be resolved fairly and quickly.
 - b. An appropriate process must be available for resolving issues while they are small.
2. It is essential to protect the integrity of all parties, therefore;
 - a. All issues must be resolved at the lowest level possible and within the existing organizational process.
 - b. The minimum number of people shall be involved at each level.
 - c. All issues and information must be handled in a confidential manner.
 - d. Harassment of any person for raising a question or concern will not be tolerated.
 - e. No employee can be dismissed by the decision of their immediate supervisor only. This will require approval of the head administrator and the Personnel Committee as well.
3. The Executive Committee of the Board is recognized and accepted as the final authority for the resolution of problems, questions or concerns within the OCS/VCHS organization. I Corinthians 6:1-8 states that believers are not to use secular courts for the resolution of problems between believers.

Procedures

Step 1: The person with the concern will communicate with the person the concern is about and seek to resolve the matter. Each person will write up a summary of the meeting for their own records. If the matter is resolved, nothing further is required. If the matter is not resolved, and an appeal is desired, then proceed to step 2.

Step 2: The person with the unresolved concern from step 1 will meet with a third party (immediate supervisor) to arrange a formal meeting with the person the concern is about.

Appropriate flow of communication when involving a third party:

First Step	Immediate Supervisor
Second Step	Principal
Third Step	Head Administrator
Fourth Step	Chairman of Personnel Committee (administration)
Fifth Step	Chairman of Executive Committee (board of directors)

If the person the concern is about is the immediate supervisor, then the third party will be the immediate supervisor of the person the concern is about.

For example; (a) If the person the concern is about is the principal, then the third party will be the head administrator. (b) If the person the concern is about is the head administrator, then the third party will be the chairman of the Executive Committee of the Board.

(c) If the person the concern is about is a Board member, then the third party will be the Executive Committee of the Board.

Both persons from step 1 will submit records of their first meeting to the third party before the actual meeting takes place. Afterwards, both persons will write up a summary of this second meeting for their own records. The third party will also document the results of the meeting. If the matter is resolved, nothing further is required. If the matter is not resolved, and an appeal is desired, then this process will continue with the next level in the flow of communication above.

If the matter cannot be resolved after the communication process has been exhausted, the person with the unresolved issue will comply with the Professional Ethics Standards as stated in the Faculty/Staff Handbook by resigning his position.

Protocol

1. Persons involved in a conflict are not permitted to skip steps and circumvent the Matthew 18 principle.
2. All persons will be held accountable to the highest degree of confidentiality.
3. No one is to communicate any aspect of the problem to anyone not directly involved (gossip is prohibited).
4. Persons violating the procedures and/or protocol of the communication and conflict resolution policy will be held accountable for their actions.

Emergency Communication Procedures

In the event of an emergency situation at the school, parents will be contacted as quickly as possible by telephone according to the Emergency Contact Information completed at the start of each school year. Parents are asked to keep this information up-to-date during the school year.

Conduct and Disciplinary Policy

***“Train up a child in the way he should go and when he is old, he will not depart from it”
Proverbs 22:6***

“All discipline for the moment seems not to be joyful, but sorrowful; yet to those who

***have been trained by it, afterwards it yields the peaceful fruit of righteousness.”--
Hebrews 12:11***

OCS/VCHS does not seek to create a spirit of the fear of man as its chief approach to social relationships. We want no part of the tyranny of man – even in small doses. We are guided in our social interaction with children by the basic truth that the reverent and worshipful fear of the Lord is the beginning principle and part of knowledge. Therefore, our chief aim in school discipline is to confront the errant student with the standard set forth in Scripture in order to bring about repentance and cheerful submission to the Word of God. Our goal in discipline is not punishment but correction and instruction in righteousness that as Christians we might be complete, thoroughly furnished unto every good work.

OCS/VCHS shall teach children to speak the truth in love. Our policies are founded on confession of wrong-doing and forgiveness. In discipline we will go to the Word of God. This is the spirit of this document, and this spirit elevates the fear of God into predominance over the fear of man.

We will never attempt to interpret Scripture through our circumstances, but will always interpret our circumstances through Scripture.

First Principles

Appropriate to a child’s maturing years, we teach them the following principles as guides to acceptable social interaction:

1. The Lord Jesus Christ is our example of the life perfectly lived. Under the power of the Holy Spirit, we seek to follow His steps.
2. We will consider others first, rather than ourselves.
3. We will regard our physical body as the temple of God, dedicated to Him.
4. We will avoid deliberate confrontations with temptation.
5. We will not engage in behavior in which there is danger of addiction.
6. We will be good stewards of time – a trust committed to us.
7. We will search the Scriptures daily to identify Scriptural principles, which assist us to please the Lord in thought, word and deed.
8. We will respect and obey those that God has placed in authority over us.

I. Disruptive Behavior

Respect for self and for others and respect for property are significant expectations for students at OCS/VCHS. Any behavior which reveals a lack of respect for self, for others, and for property is defined as disruptive behavior since such behavior seriously impairs or severs social relationships. Students involved in this type of behavior will be dealt with in the context of pastoral counseling with a goal of bringing the student to true repentance. While we are always ready to forgive, continually disruptive students will not be permitted to remain in school. The following list is illustrative of disruptive behavior:

1. Verbal or non-verbal manifestations of disrespect to any volunteer or members of the staff or willful disobedience of their directions.
2. Fighting.
3. Carrying weapons capable of doing bodily harm.
4. Demeaning or malicious behavior to other students.
5. Leaving the school grounds or classroom without permission or involving deception.
6. Refusing to do assigned tasks or refusing to report to school personnel as directed.

7. Defacing of, destruction of, or stealing the property of others.
8. Possession of, or using alcohol, tobacco or illegal drugs.
9. Profanity or lying.
10. Sexual immorality.
11. Cheating, including plagiarism and forgery.
12. Committing a serious breach of conduct away from school, which has an adverse affect upon the testimony of the school.

Disruptive Behavior Consequences

Due to the impact that disruptive behavior has on the learning environment, suspension could be the immediate result of such behavior. In all situations, teachers will complete a disciplinary report to be filed with the administrative staff and sent home with the offending student for parental signature and return. The student shall be counseled by a member of the administrative staff with the goal of bringing the student to repentance. Additionally, a parental conference may be requested in order to maintain clear communication regarding the disruptive behavior and its severity.

II. Distractive Behavior

Students are expected to be in the proper place, at the proper time, and properly prepared to receive instruction. The following list is illustrative (not inclusive) of reasonable school/classroom expectations, of which will be considered distractive behavior if not adhered to:

1. Take your seat promptly and quietly.
2. Speak when properly recognized by the teacher.
3. Bring books, pens, paper, pencils, homework, etc. to class.
4. Maintain cleanliness in lockers and around desks.
5. Listen carefully to a teacher's instructions, which includes no sleeping in class.
6. Promptness in following the class routine.
7. Enjoy yourself but not at someone else's expense.
8. Eat at designated times and places.
9. Keep your hands to yourself – no open displays of affection.
10. Do not launch flying missiles.
11. Do not chew gum in school.
12. Do not be tardy to class.
13. Prescription drugs and over-the-counter medications are to be stored with and distributed by a member of the administrative staff.
14. Follow all guidelines connected to the use of technology.
15. Do not use electronic devices, such as but not limited to, game boys, cellular phones, beepers, CD players, games on calculators, stereos or any other disruptive device.
16. Follow all guidelines connected to the dress code.
17. Trading cards are not allowed on school premises.
18. Skateboards and rollerblades are not allowed on school premises.
19. Keep all hard backed textbooks covered with book covers.
20. Student drivers must adhere to all rules established by the school.

Teachers are required to communicate in writing to parents and students any additions to these expectations and their consequences for their classroom.

Distractive Behavior Consequences

Most discipline will be handled by the teacher, as the situation arises, with the intent of holding the student accountable as a Christian for his behavior. This will follow the Matthew 18 example provided by the Scriptures. Failure to resolve the problem at this level will result in the filing of a discipline report with the administrative staff, which will be sent home with the offending student for parental signature and return.

Disciplinary Reports

The following guidelines will be followed concerning discipline reports for disruptive and distractive behaviors:

1. Five disciplinary reports during a semester period for any disruptive/distractive behavior or combination of disruptive/distractive behaviors will result in a 1-day suspension from school. A parental conference may be requested in order to maintain clear communication regarding the pattern of disruptive/distractive behaviors.
2. Ten discipline reports during a semester period for any disruptive/distractive behavior or combination of disruptive/distractive behaviors will result in a 2-day suspension from school. A parental conference will be requested to examine the pattern(s) of behavior and determine the future enrollment of the offending student.

Disciplinary Suspension

Students that are suspended for any type of behavior will forfeit their right to receive credit for all assignments due on, taken on and assigned on the day of suspension. Exceptions to this would include any assignments that are a part of a long-term project.

Expulsion

The School Board may expel a student. When an expulsion is anticipated, the expulsion committee will review and make a recommendation to the School Board. The School Board has the right to and may choose to expel a student for the following reasons:

- Repeated refusal to or neglect of school rules and regulations.
- Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives.
- Conduct while at or not at school or while under or not under the supervision of a school authority which endangers the property, health, or safety of others at school or under the supervision of a school authority.
- Conduct which endangers the property, health, or safety of any employee or school board member of the school district in which the student is enrolled.
- Harassment of any kind.
- Attitudes reflecting a “flaunting of sin”. As mandated by the School Board, students may be asked to leave if they continue to flaunt and/or glamorize sin or choices which would reflect a non-Christian life style. If a student’s attitude towards a personal sin remains repentant and serious about change, the administration may allow the student to remain in school and work toward change. If a student’s attitude begins to transmit an undercurrent of glamorizing sin, or sets a continuing non-Christian tenor, he/she may be asked to leave the school. This type of wrong attitude and conduct may include possible “bragging” about sinful conduct that may

or may not be true.

Prior to the expulsion hearing, the student's parent/guardian will receive an Expulsion Notice of Hearing by first class mail. Once the hearing has taken place, a letter stating the decision will be sent by first class mail.

Students under suspension or expulsion status from OCS/VCHS are deemed to be unauthorized persons and are not permitted to be in the school building, on school grounds, or at any school sponsored function. A student under the order of suspension or expulsion, whose presence is required on school grounds or in the school building, shall obtain prior permission from the principal or his designees.

Harassment/Sexual Harassment Policy

OCS/VCHS does not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline, suspension, and/or expulsion. It is the policy of OCS/VCHS to maintain a learning environment free from any form of harassment or intimidation. It is essential that school district employees and students have a clear understanding of behaviors that fall within the definition of sexual harassment.

Definition of Sexual Harassment

"Sexual harassment" means any unwelcome:

1. Sexual advances.
2. Requests or demands for sexual favors. This may include, but is not limited to subtle or blatant expectations, pressures, or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequences.
3. Verbal or physical contact of a sexual nature. This may include, but is not limited to such actions as:
 - a. Physical contact such as patting, pinching, hugging, brushing against another's body, pulling at another's clothing, forcing another to a wall or corner through body position or movement.
 - b. Displaying foul, obscene, printed, or visual material in any form (i.e. photographs, drawings, pictures, cartoons, posters, and magazines).
 - c. Foul or obscene language or gestures.
 - d. Sexually oriented comments about an individual's body or appearance that go beyond mere courtesy, verbal kidding or teasing, sexually suggestive or abusive talk, or telling "dirty" jokes or jokes that demean.
 - e. Other material or conduct that inappropriately raises the issue of sex.

Policy Dissemination

Parents/guardians of students enrolled in OCS/VCHS receive a copy of this policy in the Parent/Student Handbook each school year. This policy is distributed and reviewed annually with all school district employees. Questions regarding this policy should be directed to the administrator or the OCS/VCHS school board.

Confronting and Reporting Harassment

It is everyone's responsibility to confront behaviors and tell the individual that such actions are unwanted, unwelcome, and need to stop immediately. Remaining silent is not appropriate.

It is the policy of OCS/VCHS to investigate all allegations of harassment. Students who experience or witness harassment or parents/guardians who believe their child is a victim of sexual harassment should immediately report the harassment to the principal or administrator. If the student is uncomfortable reporting the harassment to the principal or administrator, the student may report the harassment to a teacher of OCS/VCHS.

Persons alleging harassment will be asked to present a formal complaint in writing to the principal or administrator. The complaint should include a specific statement of the alleged behavior and details such as date, time, location, and any other pertinent information. The principal or administrator will review the complaint and conduct a thorough investigation by notifying the person who has been accused of harassment and obtaining a response to the allegation.

Following the investigation, the principal or administrator will determine if harassment has occurred and what corrective or disciplinary action should be taken. This determination will be shared with the parties involved.

If any party is not satisfied with the outcome of the investigation, a written appeal may be submitted to the OCS/VCHS school board and an appointed member will conduct an independent review of the complaint. The appeal must be submitted within twenty calendar days after receipt of the final determination.

Confidentiality

Harassment complaints will be treated as confidential as possible in light of OCS/VCHS' need to fully investigate the complaint and take appropriate corrective action. In all cases, great care will be taken to preserve the dignity and privacy of the persons involved.

Retaliation

Retaliating or discriminating against anyone for reporting harassment or for cooperating with an investigation of a harassment complaint is a violation of this policy and will not be tolerated. Any individual who engages in retaliation will be subject to disciplinary action up to and including expulsion. Individuals who believe they have been retaliated against are urged to report it immediately to the principal or administrator.

Accreditation/Membership

OCS/VCHS is recognized by the State of Wisconsin and accepted by the Wisconsin Department of Public Instruction. We meet or exceed all public school and state curriculum standards to best prepare our students for post high school life.

OCS/VCHS is accredited by the Association of Christian Schools International (ACSI) and is currently a member in good standing with this organization.

OCS/VCHS is a member in good standing of the Wisconsin Council of Religious and Independent Schools (WCRIS).

OCS/VCHS is an accredited charity as determined by the Better Business Bureau (BBB), determined by meeting the 20 Standards for Charity Accountability.

Before / After School Club Procedures (Elementary School)

Before and After School Club is provided at the school for a nominal annual membership fee (per family) and hourly charge in order to assist parents. All members of the club have a reduced hourly charge per student. Public school bus riders need to be members of the club, but hourly charges will be waived on the days the student is arriving from or waiting to ride the bus.

Before Club begins at 7:00 am and ends at the start of the school day. After Club begins at 3:15 pm and ends at 5:30pm. All PreK-5 students not picked up by 3:30 pm will be expected to report to After Club (fees will apply). All PreK – 5th grade students waiting for the public school bus must proceed to After Club immediately following their dismissal from their classrooms. Students are not permitted to roam the halls of the school after the school day has ended and should only be in the different areas of the facility if they are involved in a school sponsored activity. Please contact the school office for details of this program.

In the event that bad weather would not permit us to start school on time or require us to be released early from school, Before/After School Club will be cancelled.

Attendance Policies and Procedures

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study to achieve the goal of maximum educational benefit for each child. Essential to this process is the regular contact of students with one another in an appropriate learning environment and their participation in planned instructional activities under the leadership of a teacher.

Policies and Procedures

1. Each student will be permitted **20** excused absences per year. If a student exceeds this amount of absences, he/she could face the possibility of repeating the coursework for that year. The principal and/or administrator will determine the proper course of action in such cases as the **20** days has been exceeded.
2. In order to assist the school office in the determination of an excused absence and to inform the absent student's teachers, it is required that parents phone the school office between **7:45 am** and **8:45 am** the day that a student is absent (leave a message if necessary). On the day of an excused absence, parents/students are responsible for making arrangements to acquire the student's missed assignments and any additional materials needed to complete the missed work. All teachers will complete a generic 'Missed Assignment Form' for their class/course, which will be available between **3:30 pm and 3:45 pm** each day in the school office. Students that have a planned absence for whatever reason are responsible for obtaining their missed assignments from all teachers before they leave the school for the planned absence. **Under no circumstances are absences allowed to be communicated by a third party.**
3. A standard make-up work policy for excused absences is as follows: A student is allowed one day for each day they were absent due to sickness to turn in make-up work. Any make-up exams must be scheduled by the teacher within (3) school days after the student returns. (For example: If a student is absent three days, they have three days to turn in make-up work.) When a student will be out of school for another reason, and the time of the absence is known ahead of time, it is the responsibility of the student to contact his teachers, and secure the class assignments for that period of

time.

4. Any absence for whatever reason shall be charged against the student's record except when a student participates in an approved school activity at which his/her presence is required, such absence is not counted against the student's record.
5. When parents are aware of special problems concerning their child, which are of a continuing nature and are related to patterns of absence, the parent must apprise the school of the special nature of the problem in order that school authorities can arrange for alternative educational experiences which insure that minimum course requirements are met.
6. If it is absolutely necessary to schedule medical or dental appointments during school hours, these appointments should be late in the afternoon. Any planned absences during the day must be arranged through direct communication between the parent and the school office. This could also be accomplished by a note sent with the student or a phone call by the parent to the school office. The student will receive an Exit Slip that will allow leaving the classroom at the prearranged time. Teachers will not allow students to leave the classroom unless the student has an Exit Slip. All planned absences must be communicated to the school office by **8:45 am** the day of the planned absence. As with early departure, late arrival must be cleared with the school office in exactly the same manner. The student is required to receive an Admit Slip from the school office upon their arrival at school. No student will be permitted entry into a classroom without an Admit Slip.
7. The school will not grant an excused absence to events in which the school does not have a vested interest as determined by the principal and/or administrator. All academic work missed during an unexcused absence will receive a "0". This includes tests and quizzes.
8. Teachers may promulgate their policies for late and missed work within the guidelines outlined above. These policies will be covered through written communication by the teacher to the student.
9. When children miss school for several days or more it creates a hardship on them as well as on the teacher and the parents. Therefore, we discourage family vacations during the school year. However, if your child is to miss classes for this reason, he/she may be required to do his/her homework and take any quizzes or tests before he/she leaves for vacation as designated by the teacher(s). Teacher(s) may choose to have students complete work after the absence. Arrangements may be made by contacting the student's teacher(s) several weeks in advance. Work missed must be made up in the time allowed by the teacher(s) as set by the guidelines above.
10. Students should arrive in sufficient time so that they are ready to begin working at **8:15 am** (classrooms will be accessible at 8:00 am). Students arriving after 8:15 am will be marked tardy and must obtain an admit slip from the school office in order to be admitted to class. *See Tardy Policies and Procedures Below.*
11. **Truancy** is an absence without the knowledge and consent of parents and/or school staff. This includes not coming to school, leaving school without permission before the end of the school day; or staying out of a scheduled class or activity without permission. Such action will not be tolerated and will be dealt with according to the procedures set forth in the Discipline Policy.

12. Extra-curricular activities will not be a legitimate excuse for absence or missed class work. Because of the nature and variety of extra-curricular activities, this should be a consideration of parents and students before committing to participating in such activities.

We hope that these policies reflect our desire to always be certain where your child is, for his/her safety and ours and your piece of mind. It is not our intention to overburden parents with unnecessary paperwork or guidelines, but it is our intention to proactively take every step possible to ensure the safety of your children.

Tardy Policies and Procedures (Elementary School)

1. Students that arrive late to school must enter their classroom as quietly as possible, so as not to disrupt the teaching taking place in the classroom. Teachers will note the tardy on their attendance sheet or notify the office if attendance has already been sent to the office. In the case of bad weather, etc. the office will notify teachers if tardy students are to be excused.
2. Students are permitted 5 tardies per grading quarter. The principal will carefully monitor the circumstances of student tardies. Depending upon the situation, a student could be suspended for 1 day from school according to the guidelines of the *Discipline Policies and Procedures*.

Tardy Policies and Procedures (Middle/High School)

1. Students that are tardy to school at the start of the day or to any class during the day, must report to the school office and have a Tardy Report Form completed on them. An Admit Slip will be given to the student, which will be required by his/her respective teacher for admittance to class. Teachers will not allow tardy students to enter classrooms without an Admit Slip from the school office at any time throughout the day.
2. Students will have **five minute passing periods** between each class, allowing sufficient time to be expected to be where they are supposed to be at the start of each class.
3. Tardy reports, just as discipline reports, require the signature of the student, parent and principal in order to maintain the lines of communication. Tardy reports will be sent home for parental signature and returned the following day by the student to the school office.
4. Each student will be allowed 3 tardies during each nine-week grading period. If a student exceeds 3 tardies in a given grading period, the consequences will be a 1-day suspension from school. If a student accumulates 4 additional tardies during a nine-week grading period after a suspension, a two-day suspension from school will be applied and a parental conference will be required to determine resolution procedures for the pattern of disobedient behavior. Please refer to *Discipline Policies and Procedures* for the details of a suspension.

Breakage or Loss Policy

The cost of replacing broken or lost items is a tremendous burden to the school and affects the cost of tuition that must be charged at OCS/VCHS. Therefore, the student is responsible for breakage

(or loss) of a door, book, or any school equipment, and shall be responsible for payment and replacement.

A fee will be assessed for all school textbooks, library books or other school property, which are lost or damaged. The amount of said fee shall be determined by the principal and/or the school board, and may include full replacement cost for the lost or damaged items. Fines on textbooks will be assessed at the end of the year, based on the condition of the book compared to expected normal wear.

Bus Behavior Policy

Students who attend OCS/VCHS are expected to act in a manner that is fitting to the lifestyle of a Christian. Behavior that is not acceptable at school is not acceptable on the bus. Each bus driver may add additional rules for the safe conduct of students while on a bus. We expect OCS/VCHS students to follow these guidelines as well as the guidelines and rules for behavior as outlined by the school. The school discipline policy is in effect for all school trips.

Dress Code Policy

We stress that it is the **parent's** responsibility to see that students are properly dressed before leaving for school. OCS/VCHS encourages modesty, decency, and good taste in the students' appearance. The administration and/or appropriate staff members have the right to deem any clothing item inappropriate to the Christian school atmosphere. If a student is asked not to wear a particular piece of clothing, the student will abide by the request.

Students at OCS/VCHS are expected to live and conduct themselves in a manner that will be pleasing to God and glorifying to the name of Jesus Christ (II Thes. 1:11-12). We must be mindful that the testimony of our school is important, and in the eyes of the world Christians are expected to be different. We believe that a neat and properly attired student will help create an atmosphere which is conducive to study and good school work. The OCS/VCHS dress code is in effect at school and at all school-sponsored events.

Scriptural Principles governing the OCS/VCHS dress code include:

1. Modesty – 1 Timothy 2:9; Titus 2:4-6
2. Not following worldly "fads" – Romans 12:2; James 4:4
3. Glorifying Christ in all areas – Colossians 3:1-2; 1 Peter 1:15-16
4. Beauty comes from within – 1 Peter 3:3

Acceptable Attire and Appearance (minimum guidelines):

1. All clothing should be clean, neat and in good repair (no holes, frays, etc.).
2. Jeans, capris and varieties of khakis are permissible, but should not have holes in them, nor be too tight. No low riding pants or overly large/baggy pants allowed. Warm-ups, sweat pants and flannel pants are not permissible.
3. Shorts are permissible, but must be no shorter than mid-thigh in length. Athletic shorts are permitted, but nothing transparent, with holes, too tight (spandex) or too baggy will be permitted. Undergarments must be worn and should not be seen.
4. Skirts and dresses must be no shorter than knee length. Slits in skirts and dresses are not permitted above the knee. Skorts are not permitted.
5. No sexually suggestive (intentional or unintentional) clothing will be permitted, including shirts/dresses that are sleeveless, shirts/dresses showing abdomen and/or back and shirts/dresses with low cut neck lines. Because of the current trends in clothing, it will

not be permitted that any area of the mid-section of a student be visible regardless of what the student is doing. If a student bends over and exposes any area of the mid-section, it will be considered a violation of the dress code policy. Transparent clothing is prohibited.

6. Messages on clothing that promote ungodliness, controlled substances, alcohol, tobacco or other negative ideas will not be permitted.
7. Hats (including bandanas) and coats must be left in student lockers during the school day.
8. Shoes are mandatory. Elevated shoes (>2" soles) are not permitted. Flip-flops and athletic sandals are permitted, but not during chapel.
9. Hair should be neat. Extreme cuts are not acceptable (mohawks, rats, shaved heads, shaved logos or lines). No extreme hair colors or color combinations. Boys are to be cleanly shaven or facial hair must be well-groomed.
10. No body piercings are permitted except girl's earrings. No tattoos. No wallet chains.
11. During extra-curricular activities, students must wear the appropriate attire (uniform if required) as designated by the school staff or adult volunteer.
12. All PE students must wear tennis shoes. Additionally, students may be required to have specific uniforms as determined by the PE teacher.
13. Chapel attire will be as follows (every Wednesday):

Grades PreK-5

Same as guidelines outlined above and variations described below.

Grades 6-12

Students should dress as they would when they attend church services. Since this may vary considerably for individuals, females should wear a dress, skirt or nice slacks and a blouse. Males should wear nice slacks and a collared shirt. Flip-flops and athletic sandals are not permitted during chapel.

14. Some variations to the guidelines above apply to **grades PreK-5**. Parents should speak with their child's classroom teacher if they have any questions.
 - High heels, flip-flops, sandals and backless shoes are not permitted for safety reasons.
 - Skirts and dresses must be no shorter than mid-thigh in length and skorts are permissible.
 - Shorts must be no shorter than mid-thigh in length and worn only during hot weather.
 - Cosmetics are not permitted.

School Dance Dress Code Policy

Female students are permitted to wear spaghetti strap dresses to dances and activities related to dances at school. Strapless dresses are not allowed. All other components of the dress code above will be followed. Students found not complying with these guidelines will not be allowed to participate in school dance activities and may be subject to further discipline.

Chapel Policy

Chapel is held every Wednesday morning and is intended to provide a meaningful worship experience for the students. Three chapels will take place; grade PreK, grades K-5 and grades 6-12. Students will have the opportunity to participate in the services as much as possible. Parents and family members are always welcome during chapel. Some goals of our chapel service are:

- To stress the importance of worship in our lives.
- To bring the students together in a spiritual family setting.
- To hear challenging Christian messages.
- To give opportunity for students to accept, or make a recommitment to, Jesus Christ as their Lord and Savior.

Chapel is mandatory for all students and students are requested to bring their Bibles.

Healthcare Policy

All children are required to be up-to-date on school immunizations, unless a waiver based on health, personal, or religious reasons has been submitted.

For the welfare of your student and others in the school, all students who are sick should be kept at home. There is a 24 hour requirement before your child can return to school if they have had a fever, have been vomiting or have had diarrhea. They must be symptom free without the aid of medicine.

1. **Accidents and Injuries:** Routine first-aid procedures will be followed for minor injuries from an accident. **In case of an injury, students are to report immediately to their teacher or supervisor.** If the injury appears to be serious, school personnel will contact the parents immediately and seek proper medical treatment as required (“911” and/or other skilled professionals may be called in). Emergency information cards are to be signed by all parents for all students. The cost of any emergency medical treatment will be the parents’ responsibility.

2. **Communicable Disease:** The Winnebago County Health Department requires us to have a record of immunizations for each student. These records should be supplied by your doctor on a form we shall provide or may be faxed to the school by your doctor’s office.

The role of OCS/VCHS in communicable disease prevention is to work closely with the school, county, and state health departments to:

- Maintain a healthful and safe school environment;
- Promote the good health of students and staff;
- Educate students and staff to observe good health practices; help students and staff develop a sense of responsibility for personal and community health.

Students or staff suspected of having reportable communicable diseases may be sent home by the principal or school nurse (with appropriate consultation) until diagnosis and/or adequate treatment has occurred. The student will be kept at school until the parent/guardian or the designated emergency contact person is notified.

Upon having the following diseases, a student must have written consent from either a physician or Health Department to return to school, or be subject to school office approval for re-admittance:

Chicken Pox	Scabies
Measles	Ringworm
Mumps	Impetigo
Pneumonia	Pink Eye
Whooping cough	Pediculosis (head lice)
Pinworms	Hepatitis

OCS/VCHS shall comply with state and local health, fire, and safety laws.

3. **Illness of a Student:** If a student becomes ill during the day, the classroom teacher will send the student to the school office and the parents will be notified. No student is allowed to use the telephones without permission from the school office. The ill student may only leave the school with parent or parent-authorized contact person. If the student drove to school, then he/she may only leave with parental consent.

4. **Blood-borne Pathogens:** We have three biohazard clean-up kits in the school for the use of universal precautions (use of gloves/protective eyewear, etc.) when there is a blood-related injury on campus. There is a kit in each of the school offices and one in the middle/high science laboratory. In the event of a blood-related injury/accident, our MCMR team would address the circumstances, including the contacting of medical authorities.

5. **Medications:** A Medical Release/Parental Permission form must be signed by a parent/guardian and kept on file in the office for each student for all prescription and over-the-counter medication. Every dosage administered will be documented in the student's record. This record is available for your review upon request. If your student has a fever, the office will contact you immediately.

If your child has occasion to take an antibiotic, please work the time schedule around school hours. Home administration is safer. If however, a medication needs to be taken during school hours, send a note indicating time and dosage. The medication container must bear the student's name and the name of the drug. **All medication is to be given to the office and will be dispensed through the office only.**

Transportation Policy

Due to the cost of transportation, OCS/VCHS will require parental support to meet transportation needs of students to and from different events and activities. If the transportation need is high, OCS/VCHS will arrange for transportation by bus (additional fees apply).

School News and Communication Policy

Please make every effort to stay informed of school events, general information and communication with staff and teachers. Information will be communicated in the following ways:

1. All-School Newsletter – This monthly student publication is created by the high school Journalism class and provides a unique perspective of our school.
2. Screaming Eagle – The elementary school will publish a newsletter weekly. This is created by the elementary office and inserted into Friday Folders.
3. Friday Folders – Grades PreK-5 will have a folder that goes home to parents each Friday containing a variety of information from the school and class teachers.
4. Email News – Emails will be sent periodically to our families via a master email listing. Please make sure that your email address is updated and on file with the school office.
5. Phone Tree – Phone calls will be made periodically to our families via a master phone listing. Please make sure that your phone number is updated and on file with the school office.
6. School Bulletin Boards – Please check the bulletin boards throughout the school for up-to-date information regarding different activities.

7. Website – Information is made available through the website in all areas of school operations. The school website address is: www.OshkoshChristian.com.
8. Staff Email – We have developed an email system for all staff to use at the school. Please understand that this form of communication may not solicit an immediate response, as a phone call would, but is more convenient.
9. Telephone – The telephone is a direct way in which to communicate with teachers, staff and the administration. Please call the school whenever you are in doubt about anything.
10. Face-To-Face – Personal conversations/discussions/inquiries face-to-face are still the best mode of communication that we have available to us. There is not another form of communication that permits us to avoid so much of the misinformation that seems to arise so often. We would encourage that all parents and students use this form of communication whenever possible.

Emergency School Closings Policy

When it is necessary to call off school due to weather related conditions, listen to WEMI, WORQ, WOSH, and local networks (ABC – 2, CBS – 5, FOX – 11, NBC – 26) for the school closing information. We will normally follow what Oshkosh public schools will do, however, make sure that you follow directions specifically for Oshkosh Christian School and/or Valley Christian High School.

In the event that bad weather would not permit us to start school on time or require us to be released early from school, Before/After School Club will be cancelled.

Lockers and Other Inspection Rules Policy

In grades 6-12, lockers will be assigned to students at the beginning of each year. Priority will be given to older students. Lockers are to be used for school supplies, coats, etc., only. Lockers are to be kept neat and clean, and free of writing and stickers, both inside and out. Students may use specified adhesives (magnets) to mount pictures in the lockers. Periodic inspections will be made. The lockers are the property of OCS/VCHS and we retain the right to open and search a locker at any time. The administration reserves the right to search students, backpacks, gym bags and cars while at school or at a school sponsored event if reasonable suspicion has been established.

In grades PreK-5, the administration reserves the right to search students, backpacks and desks while at school or at a school sponsored event if reasonable suspicion has been established.

Universal Parent Involvement (UPI) Policy

Just as each of us has one body with many members, and these members do not all have the same function, so in Christ we who are many form one body, and each member belongs to all the others. We have different gifts, according to the grace given us.” Romans 12:4-6a

The school is a part of the Body of Christ, and the Body of Christ will only function well when all members give of their gifts. While your financial support is important, giving of your time and talent is also necessary to meet the needs of the school. We have two volunteer levels that are available for parents, students and grandparents to give of their time to benefit the common good of those who embrace this ministry.

Level I Volunteers – these opportunities may/may not require a criminal background check

depending on if supervision of children will be taking place. Examples include, but are not limited to, lunch monitor, playground monitor, field trip chaperone, classroom assistance, concession helper, fundraiser volunteer, etc.

Level II Volunteers – due to the sensitive nature of these opportunities we require a signed confidentiality agreement, a brief application and a criminal background check. Examples include, but are not limited to, office worker, committee participant, athletic coach, etc.

The Universal Parent Involvement (UPI) program requires each family to make an annual commitment of either twenty hours of service to the school **OR** a \$200 UPI buy-out **OR** a combination of both. At the start of each school year, you will receive a UPI packet which lists the many ways you can meet your UPI requirement throughout the school year.

Although we call this a mandatory obligation, it is really an opportunity to become closer to this wonderful place which God has provided for our children.

Notification and Consent Policy

Routine School-related Purposes

Photos, videos, and other images along with limited information such as name, grade, and activities of students are used for school-related publications and school-related activities and may be distributed within or outside the school community. If a parent / guardian has any question or concern in regard to the routine use of student images and information for school-related purposes and school-related publications, please contact the administrator.

Advertising Materials

The school does not consider advertising materials (*brochures, print ads, billboard, website, etc.*) to be a routine use for student images and information. Therefore, parents / guardians will be asked for permission on an individual basis to use student images for this purpose.

School Arranged Media Visits and Press Releases

Each year the school sends press releases along with photographs and student information to the media to share with the community the good news of what is happening at OCS/VCHS. The school also encourages the media to visit the school campus and school-related events to report on school programs and activities.

Media Coverage in Public Settings and Public Events

The school has no control over the use of student images, interviews, etc. obtained by the media or other individuals while students participate in sporting events, field trips, service projects, or any other activities in public settings or which are open to the public.

Visitors

As the school encourages parent and family participation in the classroom and at school events, individuals other than school staff may take photos of classroom activities and / or school events. The school can not control the use of these photos.

If a parent / guardian has any question or concern in regard to the use of student images and / or student information, please contact the administrator. Consent can be changed at any time by contacting the school office.

Closed Campus Policy

Students

OCS/VCHS is a closed campus and students are not permitted to come and go without having prior permission from their parents and the school office. Whenever a student arrives after the school day has begun or leaves before the school day has ended, the student must sign in at the school office. Teachers will be notified of the student's plans so that they can plan accordingly.

Only those persons who have been authorized by parents (and listed in school files) will be allowed to pick-up students from the school.

Visitors

All visitors, including parents and siblings of students, must report to the Main Office before proceeding to a classroom or any other area of the building. Volunteer or Visitor badges will be given to each visitor and must be worn at all times.

Students that are interested in attending OCS/VCHS are permitted to visit and shadow classes only after arrangements have been made between the parents of the interested student and the school office.

Students that have graduated from OCS/VCHS are permitted to visit during the lunch hour only after arrangements have been made with the school office.

Past students that are not currently enrolled at OCS/VCHS will not be permitted to visit the OCS/VCHS campus while school is in session. OCS/VCHS students are not permitted to open locked school doors for anyone to gain entry into the OCS/VCHS facility.

Pet Policy

Pets will not be permitted in the school facility at any time unless permission has been granted by the appropriate principal.

Holiday Celebrations

Due to the fact that we are an interdenominational school representing families with many different perspectives, we understand there are many preferences of practice regarding holidays. As a result, we will keep our focus on our Lord, Jesus Christ, and leave practices associated with holidays up to the families. We will not embrace ghosts, goblins, jack-o-lanterns, Santa Claus, the Easter bunny, leprechauns, etc. We hope our families understand our position on this as we seek to remove any stumbling blocks that would prevent unity within our school.

II. ENROLLMENT AND BUSINESS PROCEDURES

OCS/VCHS Board of Directors

The OCS/VCHS School Board consists of 9 members, both men and women, who are dedicated to the Lord Jesus Christ and to the ministry of Christian Education. Those desiring to serve on the school board should speak to the school board chairman.

All school board meetings are open to parents and friends of OCS/VCHS. Parents who have a specific concern to bring to a meeting are requested to submit it in writing to the president of the board at least one week prior to the board meeting.

Enrollment Criteria

The following is a list of our enrollment criteria and the method of measuring each qualification. Because we have high expectations:

A. *Academically, we require that our students have:*

- a) demonstrated appropriate grade-level through placement testing given at the discretion of the appropriate principal and/or teacher.
- b) basic competency as demonstrated.

B. Spiritually, we expect our students to:

- a) have a relationship with God through Jesus Christ or at least be open to the idea.
- b) relate to other students and staff in a manner consistent with Scriptures.

C. Attitudinally, we think our students should:

- a) want to be at OCS/VCHS.
- b) demonstrate a cooperative spirit.
- c) take their educational responsibilities seriously.
- d) be willing to develop a serious work ethic.

OCS/VCHS will consider the enrollment of special needs students on an individual basis. Enrollment will be determined by the principal and/or administrator based upon the ability of the school and parents to provide services necessary for the student to succeed.

With regard to qualifications and enrollment, this corporation shall have no restrictions concerning a student's race, national origin, or sex. Each student and each parent, sponsor, or guardian of a student shall accept and conform to the guidelines of behavior and deportment established by the corporation. Each student and each parent, sponsor, or guardian of a student shall recognize without reservation the corporation's right to uphold its "Statement of Faith". Each family shall have one member who is a professing Christian and who holds without reservation the corporation's Statement of Faith.

Enrollment Timeline

January 1 to January 31	Priority Re-Enrollment (current students/siblings)
After January 31	Open Enrollment (new students)
May 1	Level 1 Financial Assistance Application Deadline
May 15	Level 1 Financial Assistance Disbursement Notifications
June 15	Level 2 Financial Assistance Application Deadline
July 15	Level 2 Financial Assistance Disbursement Notifications

Enrollment Procedures

1. Call the school to arrange a tour, visitation and student shadowing. At this time only will enrollment packets be distributed.
2. Send all completed forms (detailed instructions are included in the enrollment packet) and the registration fee to the school office.
3. The school will contact you for an interview appointment with the appropriate administrator after all completed forms have been received and reviewed.
4. Some testing may be required depending on the grade placement requested and past conditions of the student's school performance.
5. A decision will then be made. The parents and student will be informed of the decision as soon as possible.
6. In the event that a potential student cannot be accommodated, registration fees will be refunded.

Re-Enrollment Procedures

Complete all the necessary forms in the re-enrollment packet and pay the registration fee by

the deadline indicated above to reserve a place for your student. Failure to abide by the deadlines indicated above may cause a forfeiture of a student's place in a class.

Tuition and Fees

Tuition Information - Current tuition and fee information may be obtained from the OCS/VCHS business office. Our tuition is based upon a 9-month period.

Tuition and Fee Payment Policy - Payment of registration fees, athletic fees, tuition and any other fees are necessary for the school to function properly. Among other things, such fees help to pay our teachers' salaries and for the textbooks used in class. Prompt payment, in full, is an obligation, which parents have agreed to and which must be carried out (Proverbs 3:27-28; 1 Timothy 5:18).

Payment Plans – Payments of tuition may be made in one of three ways:

- A. Annual Payment – Full year's tuition paid on July 15th directly to OCS/VCHS (3% discount applied).
- B. Semi-Annual Payments – Half tuition paid on July 15th and January 15th directly to OCS/VCHS (1% discount applied).
- C. Monthly Payments – We offer payment plans for 12, 11, and 10 month periods if registration takes place prior to September; (no discount).

Monthly tuition is paid through FACTS Tuition Management Program (automatic debit system).

There is an annual FACTS enrollment fee (determined annually) that will be automatically debited from the applicant's account after the FACTS financial form is submitted. The FACTS financial form must be completed and submitted to the business office after acceptance into OCS/VCHS has been established. Payment due date options are the 5th or the 20th of each month.

Payments not collectible on the agreed upon date will incur a FACTS missed payment fee (determined annually), plus any fees established by the individual's banking institution. FACTS will automatically attempt a second debit from your account on the next possible due date (Example: you choose the 5th as your payment date; insufficient funds on the 5th will attempt to be collected on the 20th). Your child will be subject to dismissal from OCS/VCHS if delinquency of payment occurs over a two-month period.

MasterCard and Visa are accepted by the school for payment of tuition (3% convenience fee will be added).

Registration Fees and Deadlines:

Priority Re-Enrollment Registration	Jan. 1 st thru Jan. 31 st	\$300.00/family*
Open Enrollment Registration	After Jan. 31 st	\$300.00/family

*please be aware that a child's re-enrollment is not guaranteed after Jan. 31st

All registration fees are non-refundable unless the following circumstances would arise; (1) a child is not admitted as a student to OCS/VCHS or (2) a child is prevented from becoming a student at OCS/VCHS due to a waiting list. The enrollment process cannot be completed until the registration fee has been paid.

Partial Enrollment

Partial enrollment will not be permitted at OCS/VCHS. Students in the middle school and high

school have some choices of what courses to take, but do not have the choice of how many courses to pay for. In order to plan accordingly and pay the expenses involved in a full-service educational facility, full tuition will be required for all students enrolling at OCS/VCHS. An exception to this would be our limited enrollment service for homeschooled children (see *below*).

Homeschool Limited Enrollment

In order to provide homeschooled students with access to our programs and facilities, OCS/VCHS offers limited enrollment for homeschooled children. All families must follow the enrollment procedures for new students and be accepted into the OCS/VCHS program. After acceptance into the program, costs will be based on the programs being utilized. Classes are based on a credit hour rate, while extra-curricular activities are based on a one-time, per activity fee. For more information, please contact the school office. A diploma from OCS/VCHS cannot be obtained through limited enrollment.

Withdrawals

All student withdrawals must be arranged through the school office. A withdrawal request must be completed, and all tuition due must be paid. School records will not be given directly to the parents; the student's new school must request, in writing, that such records be transferred. **School records will not be sent if owed fees have not been paid.**

A withdrawal fee of \$200.00 (does not include the registration fee) will be assessed for each child withdrawn during July and August. This covers the cost incurred for preparations made for the upcoming school year. School materials are the property of the school and will not be given to a withdrawing student.

A full month's tuition will be assessed for students withdrawn anytime during the school year. (Example: If withdrawn on October 6th, October tuition must be paid assuming that the student's account is current)

Our tuition is based upon 9 months, but we offer payment plans for 12, 11 and 10 month periods if registration takes place prior to September.

OCS/VCHS Tuition Reduction Plan (TRP)

The tension between keeping tuition and fees affordable for our current and future families and having a balanced budget will always be with us. OCS/VCHS is offering the opportunity for our families to fund a portion of their Christian education by utilizing the Tuition Reduction Plan. This plan allows you to purchase items you would normally purchase using Scrip gift certificates, Market Day and Entertainment Books. Additionally, specific fundraisers have been developed that allow those that participate to accrue tuition credit during the year.

These are tried and tested ideas from our own families to help you catch the vision of how TRP can significantly help you. Please contact the OCS/VCHS business office for more information.

Tuition Discounts

Pastor Tuition Discount – We provide a 25% tuition discount for the children of all qualified pastors that apply. Please contact the OCS/VCHS business office for more information.

Distance Discount – We provide a discount to families that must travel to the school according to the following guidelines;

Less than 20 miles from the school	no discount
20- 30 miles from the school	\$150/family
31 + miles from the school	\$200/family

Please contact the OCS/VCHS business office for more information.

Referral Discount – We provide a \$500 tuition discount per child, to families that recruit children into the school. The discount is applied upon acceptance of the referral into the OCS/VCHS program. The referred family must list the referring school family on their application for enrollment. This discount is transferable. If a recruited child enters after the start of the school year or withdraws during the school year, the referral discount will be adjusted accordingly. Please contact the OCS/VCHS business office for more information.

Financial Assistance

We have two levels of financial assistance that are available to our families. Please contact the OCS/VCHS business office for more information.

Level I Financial Assistance

Financial assistance for families is available from budgeted school funds through an application process overseen by FACTS Grant and Aid Assessment. Application forms can be obtained from the OCS/VCHS business office (paper applications must be sent directly to FACTS) or the application process can be completed on the website www.factstuitionaid.com. Our school is listed as **Oshkosh Christian School/WICS**. Applicants will need to pay a non-refundable application fee that is determined annually. **The timeline for Level I financial assistance is as follows:**

Application due by May 1st of current school year

Grant notification by May 15th

Level II Financial Assistance

In the event that a family has applied for Level I financial assistance and determines that their circumstances do not permit them to enroll their children due to special financial reasons, we encourage you to complete an application (no fee) for Level II financial assistance. Our Tuition Assistance committee will review your application and meet with you to discuss any options that may be available. Before a Level II application will be considered, an applicant must have applied for Level I financial assistance through the FACTS program outlined above. **The timeline for Level II financial assistance is as follows:**

Application due by June 15th of current school year

Grant notification by July 15th

Parent Responsibilities

As parents, you have the following responsibilities:

- *Support the school and staff with your prayers, cooperation, and financial faithfulness.*
- *Set a godly example in your home, in church attendance and involvement, and in service.*
- *Encourage your children in areas of respect, obedience, responsibility, orderliness, punctuality, and positive attitude.*
- *Provide adequate and nutritious breakfast, lunch, dinner, sleep, and rest.*
- *Participate in your child's education, both at home and by volunteering to help at school*

when you can.

- *Promote your school in the community, church, and circle of friends.*
- *Always support the policies, procedures, and disciplines of the school. Concerns should be addressed through proper channels - and never in the presence of children.*
- *Use the OCS/VCHS Communication and Conflict Resolution Policy when working with the teachers, staff, School Board, and Administration of OCS/VCHS.*

School Hours

The school office hours are from 7:45 am to 4:00 pm, Monday thru Friday. The school classroom hours are as follows:

Grades PreK-5: 8:15 am to 3:15 pm
Grades 6-12 8:15 am to 3:30 pm

Waiting Lists

Once a maximum number of students have completed the registration process, a waiting list will be started. Acceptance will be granted as spaces become available. If space does not become available for those on the waiting list, the Registration Fee will be refunded.

III. ACADEMIC INFORMATION

Class Size

Class sizes are limited to provide optimum learning and teaching supervision. As a general rule, OCS/VCHS will provide for a student/teacher ratio of 12:1 in PreK, 20:1 in grades K-5 and 24:1 in grades 6-12. Our traditional educational program (teacher led instruction) emphasizes teaching methods that produce mastery of subject matter, the development of study skills (problem solving and critical thinking), and growth in self-discipline.

As students transfer into OCS/VCHS, parents may expect a time of adjustment to new curriculum, new procedures, and new friends. Be in close contact with the teachers to monitor this time of transition.

New Student Academic/Behavior Probation

All students new to OCS/VCHS are automatically placed on a one semester academic/behavior probation. If, during that time, the administration and/or faculty feel the student is not responding positively to the school policies or academic regulations, the student and his/her family will

participate in a conference. At that time, a decision will be made for future enrollment at OCS/VCHS. After the probationary period, a student can still be released for conduct unbecoming the betterment of OCS/VCHS through the discipline policies and procedures.

Dyslexia Tutoring Program

Dyslexia is a common learning disability. A person with dyslexia has difficulty with language skills, especially reading. According to Bright Solutions for Dyslexia, Inc., dyslexia is an inherited condition that makes it extremely difficult to read, write and spell – despite at least average intelligence. There is no cure, but people with dyslexia can still be successful learners. The key is to diagnose them early and implement a method of learning that meets their special needs. OCS/VCHS is committed to providing a dyslexia-tutoring program that gives our students the best opportunity to succeed. If you suspect that your child has dyslexia, please contact the school principal to arrange for a screening of your child.

We have a list of trained screeners in the area that can determine if your child has dyslexia. The screener will provide you with the necessary documentation to transition your child into the OCS/VCHS dyslexia-tutoring program. OCS/VCHS has trained tutors (additional fees apply) who will work with students for 30-50 minutes a day, 2-5 days a week. Classroom teachers also work closely with the student, parents, and tutor to provide support and the much needed classroom accommodations.

Modifications for Students with Special Learning Needs

The following list of modifications is meant to assist parents, faculty and students in the process of working together to ensure the success of the student in the classroom. While these modifications are not specific to any particular student, they are designed to be pursued collectively through a collaborative effort of all involved. All modifications may or may not be possible in every subject area and may result in the extension of grade reporting. Parents must communicate with each faculty member in order to have a clear expectation of what will take place under these unique circumstances. Discretion will be practiced by all involved when accommodating student modifications.

General

- Books on audiotape or in electronic format can be utilized
- Closed caption videos
- Seat in the front of the class
- Course syllabus
- Student agenda for assignments
- No reading out loud or exchanging homework in class
- Class notes provided by teacher or another student
- Foreign language exemptions

Written Assignments and Homework

- Reduced length for book reports and projects
- Reduced length for homework when possible
- Extended deadlines
- Printed by student, typed by student, dictated by student and typed by another
- Spelling, grammar and penmanship errors not counted against student
- Electronic spell checker can be utilized
- Electronic equation editor can be utilized

Testing

Given orally by others (outside of class), but respond in written form
Extended time limits (outside of normal class time)
Reduced length
Modified structure/format

Memorization

Calculator/chart use (math calculations are difficult, but math concepts are not)

Standardized Testing

A battery of standardized achievement tests will be administered each school year. These will include: the Stanford Achievement Test (ACSI) for grades 1, 3, 5, 7 and 9 given in April and the PSAT for grades 10 and 11 given in October (additional fees apply). Students will be given information on taking the ACT and SAT in grades 11 and 12. Test dates will be announced in advance. A copy of test results will be sent home to the parents.

Entrance Testing

All new students in PreK will be at least **three** years of age by Sept. 1st and must be toilet trained.

All new students in grades K-5 will be tested for proper grade placement. The following Readiness Assessment will be followed in determining if a child may be admitted to our Kindergarten:

- child will be at least **five** years of age by Sept. 1st
- child scores at least a 15 out of 17 on the kindergarten screening test
- child directs attention to instruction for a reasonable amount of time
- child can manage bathroom needs
- child can talk in complete sentences (at least five to six words)
- child can identify some letters, numbers and shapes, count to ten and can cut with scissors
- child is capable of independent activity
- child shows ability to understand and respect rules
- child shows ability to play cooperatively
- child shows self-control

New students in grades 6-12 may be tested for proper grade placement. After consideration of prior testing and grading material and discussions with parents, teachers and staff, a decision will be made as to the proper grade placement.

Homework

Homework is an integral part of OCS/VCHS and is assigned to aid the students in learning self-discipline, as well as to advance their studies. Homework is considered to be both vital and necessary for the school day and to prepare students for the demands of higher education. It can be expected almost every night, especially at the start of the school year as each student adapts to new teachers and their expectations.

Because of our interdenominational policies, accommodations of decreasing homework on specific nights to coincide with church activities will not be considered. Churches today utilize a variety of different schedules and we have chosen to be as consistent as possible in not showing partiality to any particular denomination. We recognize that church activities will take priority over school work

at different times, just as family activities will also take priority over school work at different times. Failure to complete homework could result in the dropping of academic grades and/or consequences from the discipline policy, but this is a decision that must be handled between parents and their children in the setting of priorities.

We request parents of older school students to weigh the wisdom of allowing their children to work week nights during the school year. It often becomes impossible for students to achieve academic excellence when they attempt to hold a part-time job and handle class work demands. A low grade point average and minimum coursework selection makes it much more difficult to procure assistance in college, military, or work site placement after graduation.

Daily classroom assignment sheets for all grades and classes will be available at the school office between 3:30 pm and 3:45 pm each day for those students that have been absent.

Bible Memorization

Bible memorization is an important part of many of our classes, including Bible. The verses to be memorized will come from the curriculum being covered in each class and will be discussed and understood as well as memorized.

As a general rule, the NIV version of the Scriptures will be used in the classroom, but teacher discretion is acceptable.

Report Cards – Parent/Teacher Conferences – Progress Reports

Report Cards will be issued four times during the academic year. They will be sent home for you to examine and discuss with your child. They will indicate your child's progress, performance in the various classes/subjects, behavior, and attitudes. In addition to report cards, Parent/Teacher conferences will be held at the end of the first quarter for grades PreK-12. For grades PreK-5, teachers will arrange appointments with parents through a sign-up sheet sent home in Friday Folders. For grades 6-12, parents will make individual appointments through the high school office to meet with specific teachers. As the date of these conferences approach, parents will be informed of the details.

You always have the opportunity to speak with teachers about how your child is doing, to ask questions, and to have a better understanding of your child's abilities in the school setting. In addition, you are always welcome to come and visit the classroom and see firsthand what "goes on" in the normal course of a school day. The teachers request that you notify them of your visit a day or two ahead of time so that they may plan accordingly.

Progress reporting is a continuous process. In order to ensure continuous communication with parents, the following guidelines are followed:

1. Reporting to parents, other than at the time of conferences or report cards, shall take place either by additional meetings, telephone, email or written communication.
2. Parents will be notified if a student falls below a C- at any time during the school year. All attempts will be made to maintain communication with parents regarding below average performance in order to resolve the problem. Parents must understand that reciprocal communication is necessary so that teachers can be aware of any problems that may be hindering performance outside of the school environment.

3. Email addresses of teachers at the school will be made available to parents to accommodate the communication process.

Book Covers

Students must utilize book covers for all hard-backed textbooks in order to extend the life of the textbooks. Students are expected to fit all of their hardback textbooks with an appropriate cover. If a cover is damaged and needs to be replaced, it is the responsibility of the student to fit the textbook with the new cover. **This requirement must be accomplished by the end of the first week of classes at the start of the school year.**

Daily Planners/Syllabus

Each student in grades 1-12 will be provided with a daily planner to be used throughout the school year to write down assignments and keep track of important dates. Parents are encouraged to monitor the use of their child's daily planner, so that they may be aware of assignments and assessments.

Teachers in grades 6-12 are required to create a syllabus for their subjects/courses. These will normally be handed out at the start of the school year, posted on our school website and updated as needed.

School Pictures

School pictures will be taken in the fall and spring by a professional photographer. All pictures will be taken on the designated day, so if a child is absent, make particular note of the retake date. Money for pictures is due on photography day in the fall and when picture packets arrive in the spring. If no payment is made in the fall, pictures will be taken for our records, but no package will be printed. It takes 4 - 6 weeks for pictures to be developed and returned.

Telephone

Please arrange all matters ahead of time. In case of an emergency, the secretary will take a message and notify the student. Students will not be released from class to receive a phone call. Phone calls from the office will only be permitted in an emergency. Forgotten books, permission slips, lunch, gym or sports clothes, or arranging for a ride home do not constitute an emergency. In the event of a cancelled school sponsored event or activity, calls may be made.

Emergency Drills

During the school year, students will be required to practice the safety techniques necessary to respond to a variety of emergencies. Teachers will assist the students in learning how to follow safe procedures in order to ensure procedure compliance and student safety. Each member of the faculty and staff is trained in comprehensive emergency response procedures on an annual basis.

Hall Passes

All students are required to have a hall pass from their teacher whenever leaving the classroom. Students are to go only to the place approved on the hall pass. Normal procedures will not permit students to leave the classroom for any reason, unless it is found necessary by the teacher.

Personal Items

All personal items must be kept in lockers or backpack during the school day. Personal items are defined as, but not limited to, all electronics, musical instruments (except for lessons), games, toys, magazines, in addition to any other items a teacher or staff member deems a hindrance to learning. Calculators may be used only with permission from the teacher, but games on calculators will be erased. During lunch time the use of all electronics is prohibited.

Please label all of your child's belongings. The school is not responsible for the loss or damage of personal property. Lost and Found boxes will be kept at the school, so that children or parents may find any lost items. All lost and found items that are not claimed within a reasonable amount of time will be given away or disposed of. Please check periodically to make sure your student's items have not been misplaced.

Playground/Recess

When children are on the playground, they will be expected to play without being rough and aggressive with one another. Cooperative play will be expected. If at any time a ball rolls into the street, the recess supervisor will retrieve it. If a ball ends up in a neighbor's yard, it will be left for the neighbor to return to the school (jumping fences is not permitted). **No snowballs or king-of-the-mountain games are allowed.** Teacher approval is needed for equipment/toys brought from home for use on the playground. After recess children will be expected to always enter the school quietly and orderly, putting belongings away and going to classrooms quickly and quietly. When children are in the school, they will be expected to be quiet and keep their hands to themselves. No running, pushing, shoving, or tripping is allowed. See Titus 3:1-2; Rom. 12:17-18. Classroom teachers may have additional playground rules as the season warrants.

Lunch Rules

OCS/VCHS offers a hot lunch program as an alternative for students, that is catered daily by outside vendors. This must be ordered on a monthly basis, prior to the month of delivery (an example would be that to have lunches for the month of November, order forms and payment must be received by the deadline provided by the lunch coordinator during the end of October). Details are available through the school office. All students have the option of bringing their lunch daily. Beverages, snacks and ice cream are available for purchase during the lunch hour.

Lunchroom rules include:

- No pushing, shoving, running, or throwing food is permitted.
- Noise must be kept down. Shouting and loud noise are not allowed.
- Students are to remain seated at all times, with feet under the table.
- Food is not to be taken out of the lunchroom (gymnasium and/or The Commons).
- No sharing or trading lunches.
- Students may be assigned to help with cleanup on a rotating basis.

A disruptive student will be removed from the lunchroom.

If your child has any food restrictions or physical limitations, please bring it to our attention upon registration. It would also be helpful to remind the teacher of these restrictions when a class is preparing for a field trip.

Students are not permitted to leave the school facility during the lunch period, unless permission is granted by school staff.

Open Lunch (High School Only)

1. All students in grades 9-12 are eligible for participation.
2. Available every Thursday during lunch hour (11:30 am to 12:10 pm).
3. Students must have permission communicated to the high school office in written form from a parent/guardian to (a) participate in this activity and/or (b) drive other students and/or (c) ride with other student drivers. A permission slip must be completed and submitted to the high school office.
4. Students must sign in and out at the high school office on the day they leave and return for lunch.
5. If a student is late for their 5th period class after lunch, they will lose their open lunch privileges and receive a tardy.
6. Students must leave the parking lot promptly after signing out at the office.
7. Students are not permitted to go to another student's home when parents are not present.
8. No students from surrounding schools or persons not attending OCS/VCHS may come to OCS/VCHS to pick up OCS/VCHS students for lunch.
9. Students must not carry more passengers than the legal limit for their vehicle or that allowed by driver's license restrictions.

Students that skip any portion of class will be dealt with according to the conduct and discipline policies in the student handbook.

Guidance / Counseling

Spiritual, career, academic, and personal counseling is available to all students at OCS/VCHS. Furthermore, students are encouraged to use the staff and teachers for matters of guidance and counsel. Specific personal counseling will be referred back to the parents for further professional counseling outside school.

Grading System

PreK-Kindergarten:

- E = Excellent
- VG = Very Good
- S = Satisfactory
- IP = Improving
- NI = Needs Improvement

Grades 1-12: Letter Grade/Percentage/Grade Point Value Scale

Letter Grade	Percentage	Grade Point Value
A	94-100	4.00
A-	90-93.99	3.67
B+	87-89.99	3.33
B	84-86.99	3.00
B-	80-83.99	2.67
C+	77-79.99	2.33
C	74-76.99	2.00
C-	70-73.99	1.67
D+	67-69.99	1.33
D	64-66.99	1.00
D-	60-63.99	0.67

F	<60	0.00
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Some subjects in grades 1-5 utilize components of the Kindergarten grading scale.

Incomplete Grades

All incomplete grades must be made up within two weeks of the close of the relevant grading quarter. If the incomplete is not made up, the student's grade will be calculated and recorded with zeros assigned to the uncompleted work.

Extra Credit

Extra credit is allowed in each class only to the extent that it raises a student's grade by no more than ½ of a letter grade. Within this guideline, teachers promulgate their extra credit policies.

Late Work

Each teacher will promulgate their late work policies, but will follow the general guideline of progressively decreasing the point value of work that is turned in late. Late work does not have to be accepted by the teaching staff.

Honor Roll

The purpose of the honor roll is to encourage and reward academic excellence. The honor roll is evaluated for semester grades only and recipients are recognized at the end of the school year.

High Honors – This award is given to a student that has all grades at an A- level or higher, for a given semester.

Honors – This award is given to a student that has all grades at a B- level or higher, for a given semester.

Academic Probation/Failure/Repeat

Grades 1-8:

Students who do not maintain a C (2.0 GPA) average will be placed on academic probation for the following grading period. Tutoring or other intervention may also be required at the parent's expense as appropriate to the individual situation. Students who have not achieved a C (2.0 GPA) average by the end of the year and who have not demonstrated a satisfactory level of knowledge on the annual standardized testing battery (Stanford Achievement Test) will not normally be recommended for advancement. Such a recommendation is only made after careful evaluation of the child's performance, ability, social, and physical development, along with his/her age – grade placements. A conference will be held with parents to inform of such a recommendation.

Grades 9-12:

Semester courses that are failed, must be repeated in their entirety. Yearly courses that are failed in either of the two semesters must be repeated in their entirety (if a yearly course is failed in one semester and passed in another semester, the entire yearly course must be repeated).

Considerations will be made for those that obtain remediation outside of the school or during the summer months.

Students that fail (grade of F) any required course will be required to repeat the course, thereby substituting the new grade in place of the old grade in the calculation of the student's GPA. The student's transcript will reflect an FX for the F of the failed course when it was initially failed after it has been repeated. The repeated course will have a new grade that will be used in the calculation of the student's GPA. FX designations are not included in the calculation of student GPA's, but are used for tracking purposes of course activity.

Students that fail (grade of F) any non-required course will not be required to repeat the course, but will be encouraged to do so. A failed course not repeated is included in the calculation of a student's GPA.

Students that do not fail a course but wish to repeat the course to obtain a better grade are permitted to do so. Once the course has been repeated, an average of the two course grades will be calculated and will replace the old grade in the calculation of the student's GPA. The student's transcript will reflect an RX for the grade of the course when it was initially taken. The repeated course will have a new grade (average) that will be used in the calculation of the student's GPA. RX designations are not included in the calculation of student GPA's, but are used for tracking purposes of course activity.

Certain considerations will be made when students seek and obtain remediation outside of the school or during the summer months. All considerations must be pre-arranged with the school office and verified with the necessary documentation before they are permitted and changes to permanent transcripts are made. Transfer of any work done outside of the school will be subject to the standards set forth by OCS/VCHS. Many of our course selections are 1 year in length and failure in either semester would require retaking the course for the entire year.

Course Drop/Add Procedures (Middle/High School Only)

The following possibilities exist for drop/add procedures:

1. Drop a course only.

The student must complete a Drop/Add form whereby teacher, parent and principal are required to sign off on the change. This could take place at any time during the school year. The student will be required to attend a study hall in place of the dropped course unless other acceptable arrangements can be made. Credit for coursework taken will only be given on a semester basis. If a course is dropped before a semester is completed, no credit will be given for the course. Report cards and transcripts will reflect courses that are dropped with a WX, unless the course is dropped within the first two weeks of the start of a semester.

2. Add a course only.

The student must complete a Drop/Add form whereby teacher, parent and principal are required to sign off on the change. This could take place within the first two weeks of the start of each semester, understanding that credit will only be given for the semester taken. If the course is one school year in length, second semester addition of the course will only be allowed on the basis of being audited, where no credit or grade will be given.

3. Drop a course and add a course (replacement).

The student must complete a Drop/Add form whereby teacher (of each class), parent and principal are required to sign off on the change. This could take place during the first nine weeks of the school year if it is found that the course currently enrolled in is not a good match for the student's level of performance. An example of this would be moving from one math class to another. The student's current grade in the dropped course will be the starting point of the student's grade in the added class.

Auditing a Course

In the event that a student chooses to audit a course, no credit will be given for the course but it will be noted on the student's transcript that the course was audited. Circumstances in which this option may be permissible would be that a student chooses to revisit a particular subject matter after having taken the course in the past or in another format.

Curriculum Resources

Grades PreK-5

Bible (ACSI, Positive Action)
Math (ACSI, A Beka)
Language (Silver Burdett)
Spelling (BJUP, ACSI)
Reading (A Beka, BJUP, ACSI, Chapter Books)
Social Studies (A Beka)
Science (Einstein, CSI)
Computer Applications
Spanish
Physical Education (A Beka)
Art, Music, Drama, Worship Team

Grades 6-8

Bible (ACSI – 3 yrs.)
Mathematics – Transitional Math (BJUP – 1 yr.), Pre-Algebra (BJUP – 1 yr.), General Math (1 yr.), Algebra (BJUP – 1 yr.)
Language Arts – Grammar/Literature/Vocabulary/Composition (BJUP/A Beka/Silver Burdett) – 3 yrs.
Social Studies – World Studies (BJUP – 1 yr.), American Republic (BJUP – 1 yr.), Geography (BJUP – 1 sem.), Civics (CSI – 1 sem.)
Science – General Science (BJUP – 1 yr.), Life Science (BJUP – 1 yr.), Earth Science (BJUP – 1 yr.)
Spanish
Technology – Microsoft Applications 1, 2, 3 (McGraw/Hill – 3 yrs.)
Fine Arts – Drama, 2D Drawing I, Painting I, Ceramics/Sculpture I, Choir, Honor Choir, Worship Team
Physical Education
Health

Grades 9-12

Bible/Theology (Various Sources – 4 yrs.)
Mathematics – Algebra (BJUP – 1 yr.), Geometry (BJUP – 1 yr.), Algebra II (BJUP – 1 yr.), Trigonometry (BJUP – 1 sem.), Pre-Calculus (BJUP – 1 sem.), Calculus (Addison-Wesley – 1 yr.)
Language Arts – Grammar/Literature/Vocabulary/Composition (A Beka/BJUP – 4 yrs.),

Journalism (Glencoe – 1 yr.), Forensics (1 sem.)
 Social Studies – World History (BJUP – 1 yr.), US History (BJUP – 1 yr.), Government (CSI – 1 sem.), Economics (BJUP – 1 sem.)
 Science – Physical Science (BJUP – 1 yr.), Biology (Holt – 1 yr.), Chemistry (Holt – 1 yr.), Physics (Prentice Hall – 1 yr.)
 Foreign Language – Spanish I (BJUP – 1 yr.), Spanish II (BJUP – 1 yr.), Spanish III (BJUP – 1 yr.)
 Fine Arts – Drama/Musical Theatre, Stage Craft, Choir, Honor Choir, Worship Team, 2D Drawing II, Drawing III Open Studio, Painting II, Painting III Open Studio, Ceramics/Sculpture II, Black and White Photography I, Advanced Photography and Digital Memory II and III
 Physical Education (1 yr.)
 Health (BJUP – 1 sem.)
 Teacher Assistant – by teacher recommendation only
 Driver Education (Destination Driving School – 1 sem.)

Due to the variety of publishers and changing course offerings at the high school level, please inquire at the school office for possible updated course offerings.

Graduation Requirements (High School Only)

<u>Course</u>	<u>Academic Diploma</u>	<u>Honors Diploma (3.0 over-all GPA required)</u>
Bible	4 credits	4 credits
Language Arts	4 credits	4 credits
Mathematics	3 credits	4 credits
Science	3 credits	4 credits
Social Studies	3 credits	3 credits
Foreign Language	2 credits	3 credits
Technology	1 credit	1 credit
Physical Education	1 credit	1 credit
Health	.5 credit	.5 credit
Fine Arts	1 credit	1 credit
Bible Portfolio	1 credit	1 credit
<u>Electives</u>	<u>3.5 credits</u>	<u>3.5 credits</u>
Total	27 credits	30 credits

Students must have completed all of OCS/VCHS credit requirements to receive a diploma from OCS/VCHS and to participate in the graduation ceremony.

Special circumstances may allow a student to receive an Honorary Diploma and still participate in the graduation ceremony. All special circumstances must be approved by the principal.

OCS/VCHS will not issue a diploma to students that have left the OCS/VCHS campus and obtained credits elsewhere, without being enrolled at OCS/VCHS.

Academic diploma foreign language requirements must be two years of one language or one year of one language and one year of a second language.

Honor diploma mathematics requirements exclude Algebra ½ and Consumer Math as qualifying math courses.

Honor diploma foreign language requirements must be three years of one language or two years of

one language and two years of a second language.

Honor diploma recipients will receive honor cords based on the following GPA distribution:

Silver/Blue Cords	3.600 – 4.000 GPA
Blue Cords	3.300 – 3.599 GPA
Silver Cords	3.000 – 3.299 GPA

CAPP Courses-Cooperative Academic Partnership Program (High School Only)

We have partnered with the University of Wisconsin to provide college credit for some of our upper level high school courses. These courses allow the student to obtain high school credit and college credit at the same time. There is a per credit hour additional fee for these courses. These courses may also be taken without college credit, thereby eliminating the additional fee. Please inquire at the school office for courses available and current costs.

Valedictorian and Salutatorian (High School Only)

A student must have been in attendance at OCS/VCHS for 6 quarters and currently enrolled in 5 credits of coursework in order to qualify as valedictorian or salutatorian. Each will receive a special medal to be worn during the graduation ceremony.

Transcripts/Letters of Recommendation (High School Only)

Transcripts are available from the school office in the amount of 3 per calendar year. Additional transcripts cost \$3.00 each. A 48 hour notice is required. Transcripts include all coursework attempted/completed on a semester basis.

Letters of recommendation are available from the principal's office upon request. A two-week notice is required for deadlines to be met.

Student Drivers (High School Only)

A student with a valid Wisconsin Driver's License may drive a vehicle to school. The student must park in the student assigned parking area (south side of parking lot on south side of building in spaces away from the building). The student must obtain a parking permit (removable) from the school office to be hung on the rear-view mirror of the car driven by the student. Information required to obtain a parking permit includes the following:

- student name,
- student driver's license number,
- make, color and license plate number of all vehicles student may drive to school

The student's parking permit must always be hanging from the rear-view mirror of the car driven to school by the student. The student is not allowed to 'hang out' near or in the car during the lunch hour. No other students will be allowed to ride in the vehicle without written permission from parents. Students are not permitted to leave the school grounds during the school day without permission. Any student found violating any aspect of driving safety (reckless driving, not following traffic flow signs in parking lot, not yielding for buses and pedestrians, etc.) will have their privileges suspended.

Drivers (non-students) that are found violating any aspect of driving safety (reckless driving, not following traffic flow signs in parking lot, not yielding for buses and pedestrians, etc.) will have their

driving privileges on OCS/VCHS property suspended and the police department will be notified. This privilege must be renewed with the school office each year.

General Course Planner (High School Only)

Grade 9	Grade 10	Grade 11	Grade 12
Bible	Bible	Bible	Bible
Language Arts	Language Arts	Language Arts	Language Arts
Algebra or Geometry	Geometry or Advanced Algebra	Advanced Algebra or Trigonometry/ Pre-Calculus	Trigonometry/ Pre-Calculus or Calculus or Consumer Math
World History	US History		Government/ Economics
Physical Science	Biology	Chemistry	Physics
	Spanish 1	Spanish 2	Spanish 3
Physical Education	Health		
Fine Arts	Fine Arts	Fine Arts	Fine Arts
Electives	Electives	Electives	Electives
Bible Portfolio	Bible Portfolio	Bible Portfolio	Bible Portfolio
7-8 credits	7-8 credits	7-8 credits	7-8 credits

The general course planner serves as a general guideline as to where we would like to see your child during a particular school year. There is flexibility in our scheduling process that will allow for modifications to fit each student's circumstances. Electives, options and scheduling for the following school year will be communicated to parents and students at the end of the current school year so that student schedules may be established in advance. During the month of August, confirmations will be sent home to parents to be checked in advance of the start of the school year and changes made if necessary.

Transfer Credits (High School Only)

It is the policy of OCS/VCHS to require students attending OCS/VCHS to take the courses offered by OCS/VCHS when completing requirements for graduation and not substitute courses offered by other institutions. The reasoning behind this is to assure the authenticity of our course offerings within the Christian worldview as stated in our philosophy of education. This provides OCS/VCHS with the best possible position to guarantee that the recipients of a OCS/VCHS diploma have had the education that is represented by a OCS/VCHS diploma.

If the circumstances would arise where OCS/VCHS cannot offer the courses needed by the student to complete the requirements set forth by OCS/VCHS, considerations will be made to accommodate the student. This will be done on a case-by-case basis.

When a student transfers into the OCS/VCHS school system, the student's coursework and credits must be conformed to the system being used by OCS/VCHS. Previously completed coursework may not qualify for coursework required at OCS/VCHS and credit amounts may have to be manipulated in order to align with requirements at OCS/VCHS. All incoming students will have to go through the process of having their previous transcript transformed into a new OCS/VCHS transcript if they desire a diploma from OCS/VCHS. Once this has been completed, OCS/VCHS and the incoming student will be in a better position to determine the necessary course of action to be taken regarding course selections.

Bible Portfolio Requirements (High School Only)

The transforming power of the Holy Spirit in a believer's life is truly amazing. It provides a way for the Christian to see the real world, which is different from the way that a non-believer views the world. In God's creation, everything has meaning and purpose. This world is filled with both order and complexity in all its detail; it is not the result of random, impersonal forces. Education for a Christian, then, means becoming more sensitive to God's hand in every area of our lives. Since His hand is in everything, Christian students and teachers must be challenged to make every course a 'Bible' course.

This is our intent at OCS/VCHS, that students will have had many different sorts of experiences and have applied themselves to creating things which capture part of this knowledge of God's work in its many forms. We think that students should have a record of these experiences and accomplishments as a way of remembering what they have learned, as a way of encouraging them to see their work as having lasting value and as a way to present themselves to others when seeking employment or applying to college. To accomplish this, each student will compile their own personal portfolio over a four-year period at the high school level. This portfolio will draw from all parts of a student's coursework, which will mainly consist of assignments already incorporated into the curriculum within each subject area. Students may also submit their own ideas that lie outside of the assignments within the curriculum. This portfolio is a requirement for graduation at OCS/VCHS and is worth 1 credit (1/4 credit per year in grades 9-12).

Each student will be assigned a faculty advisor to help manage the portfolio. This advisor will be responsible for approving all parts of the portfolio, including any projects the student may choose to complete over summer or vacation breaks. **All students must receive approval from their faculty advisor before completing any portion of the portfolio.** During the summer, if the faculty advisor is not available, the principal will be the contact person for students to receive approval. **Portfolio items that result from class assignments must be approved by the teacher of the class from which they arose.** All students will keep their portfolio items within page protectors in a binder, both of which will be provided by OCS/VCHS and will remain at OCS/VCHS at all times in the possession of the faculty advisor. When students leave OCS/VCHS, they will be given their portfolio to take with them.

For each year of involvement with OCS/VCHS at the high school level, a student will compile four items, which demonstrate a Christian approach to learning in four areas; knowledge, analysis, creativity, and service. One item will be due to the student's faculty advisor at the end of each grading quarter during the school year. **Our incomplete policy will apply to student's report cards each quarter that have not completed a portfolio requirement. Please note that this could prevent a student from qualifying for graduation.** The four areas are explained below:

1. Knowledge (1 assignment). An in-depth documentation of some aspect of Biblical history revealing a high level of understanding of Biblical knowledge. This could include topics such as, the life of a missionary, church leader, prophet or apostle; a word/subject/topic study; an aspect of church history. A bibliography is required where the work of others has been used.
2. Analysis (1 assignment). A careful examination of some topic of interest in light of what Scripture has to say about it. This could include topics such as, capital punishment; abortion; the roles of men/women; the role of the modern church; denominationalism; government authority; cultural issues; etc. The important aspect of this assignment is to show an understanding of the difference between

how Christians view these issues as opposed to how non-Christians view these issues. A bibliography is required where the work of others has been used.

3. Creativity (1 assignment). The development of a unique contribution by the student in a production of his own artistic performance or work of art. This project must be accompanied by a minimum 1-page explanation of how this creativity project fulfills the requirements of being a part of the portfolio. It is possible that this type of project may not fit into a portfolio binder. In this case, the student's advisor will take a picture of the project with the school's digital camera so that it can be copied.
4. Service (1 assignment). Documentation of at least 20 hours of unpaid, service per year. Two forms must be completed for this area; a service proposal (to keep track of total hours) and an hour log (to document each act of service). In addition, the student must submit a 1-page explanation of how this act of service fulfills the requirements of being a part of the portfolio. In a case where the entire 20 hrs. are completed in only one act of service, only one analysis is required. The details of this analysis will differ depending on the nature of the act of service, so students must communicate with their advisor as to what is appropriate in each case. In general, however, the following kinds of items will often be addressed:
 - (a) What people benefited from the service? What did this experience teach you about the people that benefited?
 - (b) What difference did the service make in the student's life (short and long term)? Contrast initial impressions with later understanding. What did the student learn about himself? How did the service experience affect the student's understanding of the purpose of his life?
 - (c) What did the service have to do with Christ? What kinds of challenges did this kind of work present for Christians trying to be obedient to Christ's call for them to be servants? In what ways can Christians make a difference?

In order to encourage both students and faculty to be distinctly Christian in all areas, each student will at some time in their four years of high school develop a portfolio item from every major subject area required of students. This would include; Bible, Language Arts, Mathematics, Science, Social Studies and the Fine Arts. This portfolio project will become a valuable tool for the graduate to use once high school has been completed. It must be professional in appearance. Some things to keep in mind when putting the assignments together:

1. Each project must have the name of the student, the date and the area of learning the project is meeting the requirement of (Knowledge, Analysis, Creativity or Service) in the upper right hand corner of the first page.
2. All projects should be typed, except in the case where a form is being used (completion of forms should be done very neatly and have all of the necessary signatures).
3. Do not staple papers together (they will be put into page protectors).
4. Where applicable, save all work on a disk so that corrections and copies can be made.
5. Please utilize your faculty advisor – they can save you a lot of time and can answer all of your questions.

In the event that a student transfers into the high school, adjustments will be made to this requirement so as to represent the time spent at OCS/VCHS.

All full-time faculty teaching courses in grades 9-12 will be assigned a group of students at the start of the school year that they will be responsible for during the school year. Please maintain close

contact with your faculty advisor. All efforts will be made to keep the assigned faculty advisor with the assigned student throughout the student's high school career.

Class Funds (High School Only)

OCS/VCHS desires to provide funds to each high school class. In order to oversee the allocation of funds to each class in the high school and the use of the funds in a Christian manner, the following guidelines will be utilized;

It is the intention of these guidelines to succeed in the following:

1. Provide budgeted funds to each high school class to be used for a variety of activities.
2. Administrative oversight of the use of class funds.
3. Parental involvement in the planning and use of class funds.
4. Elimination of multiple fundraisers used by each class to obtain class funds.
5. Elimination of competition between classes for limited funds.
6. Provide a more equitable distribution of funds between classes.
7. Establish a connection between the mission and ministry of the school and the use of class funds.

Guidelines:

1. Each class will receive a set amount of funds each year based on the number of students in the class during the current year. The amount will be equal to \$50 per student. The class funds to be allocated will be established for each class after the start of the school year by September 15th. The class fund amount will always be dependent on the number of students in the class on a yearly basis, but the amount allocated per student will remain the same from year to year.
2. The class funds will be deposited into an account for each high school class and will be overseen by the school business manager.
3. Class funds will be allowed to accumulate from year to year. Funds not used upon the completion of the senior year of a particular class will revert back to the school to be used in future class fund allocations.
4. Each class will have parent volunteers as class sponsors that will assist in making wise recommendations regarding the planning and use of the class funds.
5. Each class will submit a budget outlining possible uses of the class funds on a yearly basis. This budget may include a four-year prospectus of the use of the class funds.
6. To use the class funds, the leadership (officers) of the class must submit a Class Fund Requisition form to the administrative staff overseeing the funds; the principal and business manager. The requisition form must include a complete outlined proposal for the use of the requested funds and be able to connect the mission and ministry of the school with the proposed use of the class funds.
7. Upon approval, the funds will be released to the parent class sponsors for use according to the outlined proposal that has been approved.
8. Donations from sources other than the school may be deposited into the fund of a specific class with the understanding that the administrative oversight of the funds remains the responsibility of the administrative staff and all guidelines above remain in effect.

High School Course Descriptions

Bible

Bible/Theology 9 (1 yr.) – This course focuses on building the basis for a knowledge of the Bible and theology in which will allow the students to build their spiritual and intellectual lives. This main objective of this class, along with all the Bible classes is threefold: (1) To have the students discover what they believe (2) To internalize their beliefs (3) To be able to defend the reason for their beliefs. In 9th grade, they focus mainly on the Old Testament, especially the Pentateuch. This will be followed with a study of the book, “Toward an Old Testament Theology,” by Walter Kaiser, Jr. In this book Kaiser shows an inner plan or center to which each Old Testament writer consciously and deliberately contributed: the promise of God.

Bible/Theology 10 (1 yr.) – This course continues the three part objective started in the 9th year course. In this course we cover an equal amount of Old Testament books and New Testament books. In addition to this, we study the book, “How to Read the Bible for All Its Worth,” by Gordon Fee and Douglas Stuart. In this book Fee and Stuart explain how to accurately understand the different types of literature in the Bible – their meaning for ancient audiences and their implications for us today.

Bible/Theology 11 (1 yr.) – This course continues the three part objective started in the 9th year course. In this course we cover an equal amount of Old Testament books and New Testament books. In addition to studying the former books, the students will also be going through the book, “A Theology of the New Testament,” by George Ladd. In this book we focus on Ladd’s discussion as he tracks the different aspects of Paul’s thought, including such topics as Christology, Ecclesiology, and Eschatology.

Bible/Theology 12 (1 yr.) – This course continues the three part objective started in the 9th year course. The students will be focusing mainly on the New Testament and particular Old Testament books. In addition, the students study the book, “Mere Christianity,” by C.S. Lewis. In this book Lewis provides a powerful, rational apologetic case for the Christian faith. Lewis’ work is the beginning for the class to study and understand additional apologetic writings.

Mathematics

General Math (1 yr.) – This course uses practical applications in mathematics for students that have a difficult time making the transition into the math core sequence.

Algebra (1 yr.) – This course uses general knowledge of basic math concepts including number systems, operations and geometry to develop problem solving abilities using linear and quadratic equations, linear functions and systems of equations. Included in this are polynomials and radicals with the operations that affect them.

Geometry (1 yr.) – This course, a Euclidean geometry, emphasizes the relationship between measurements and real numbers and reasoning skills leading to and including proofs. There is also an introduction to right triangle trigonometry.

Advanced Algebra (1 yr.) – This course reinforces and expands basic algebraic concepts of Algebra, adds polynomial functions, complex numbers, rational equations, beginning trigonometry, logarithms and matrices.

Trigonometry (1 sem.) – This course is a full trigonometric sequence. The trigonometric functions are developed as a new class of functions. The course explores the behaviors of the trigonometric functions using previous techniques of graphing, proofs and story problems. Applications of trigonometry covered include right triangle story problems, vector analysis for motion and electricity and triangulation techniques.

Pre-Calculus (1 sem.) – This course generalizes the exploration techniques of function behavior, begun in trigonometry, to the functions the students were familiarized with in Advanced Algebra; lines, parabolas, circles and ellipses. Graphing skills and algebraic analysis are combined to develop curve sketching skills. Proof methods of determining function behavior of classes of function are introduced. These proof methods are practiced on familiar functions and on new classes of functions introduced. Function behavior is combined with the intuitive idea of the limit to prepare the students for calculus.

Consumer Math (1 yr.) – This course is a practical math class that will prepare students for financial decisions after high school. Among those decisions would be how to keep track of finances with a budget, checking or saving account, figuring wages and deductions from those wages, income taxes, property taxes, sales taxes, housing expenses, transportation expenses, and various insurance expenses.

Calculus (1 yr. CAPP Course) – The Calculus course is taught as a full 1st semester of college calculus with many 2nd semester topics. The course may be taken just for high school credit or for both college credit and high school credit. The material covered in the course is the same regardless of credit choice. The course begins with a non-calculus analytical geometry introduction. The calculus topics developed in detail include the limit of a function, the derivative and the integral of a function, methods of integration and derivatives of transcendental functions. Applications of calculus through story problems include physics, chemistry, medicine and economics.

Science

Physical Science (1 yr.) – This course begins with an introduction to the Biblical philosophy of science. Students will discover what the universe is composed of by learning about matter, atoms and the periodic table. Other topics include Newton's Laws, machines, electricity, magnetism sound waves and light. This class will introduce students to chemistry and physics.

Biology (1 yr.) – This course offers a detailed understanding of major biological concepts reinforced through laboratory study and experimentation. The first half of the course is devoted to understanding what happens at the cellular level. Topics such as characteristics of living things, cell structure and function, cellular respiration, cell transport, DNA, Mendel genetics, and chemical processes, lay the foundation for further studies. The second half of the course compares and contrasts the six kingdoms from microbes to plants and animals. The student will gain an appreciation of biodiversity and the symbiotic interaction of all organisms empowered by God in His infinite wisdom.

Chemistry (1 yr.) – This course extends the basic chemical principles of Physical Science into the history of the Atomic Theory. The physical and chemical properties of elements and compounds are thoroughly explored. Students will work with a range of chemicals to become familiar with fundamental chemical reactions, as well as chemical safety and good laboratory techniques. This course includes a hands-on laboratory component.

Physics (1 yr. CAPP Course) – The Calculus course is taught as a full 1st semester of college calculus with many 2nd semester topics. The course may be taken just for high school credit or for both college credit and high school credit. The material covered in the course is the same regardless of credit choice. This course introduces students to the mathematical descriptions of motion and the physical properties of the universe. The mathematical skills of Advanced Algebra and Trigonometry are integrated with physical descriptions of motion in the world pictures of Newton and Einstein. Specific topical areas are kinematics, Newton's Laws and universal gravitation,

energy and conservation problem solving, electricity and magnetism, sound and electromagnetic waves and special relativity. This course includes a hands-on laboratory component.

Language Arts

Grammar and Composition 9 (1 yr.) – This course provides an extensive study of grammar, punctuation, vocabulary, and writing skills. Students will practice a variety of writing and revision activities including journals, short stories, poetry, essays, critical book reviews, and research papers.

Grammar and Fundamentals of Literature 10 (1 yr.) – This course provides an extensive study and analysis of short stories, poems, and plays which exemplify the skillful development of the basic components of literature such as conflict, characterization, theme, structure, point of view, and moral tone. In addition, the students will practice a variety of writing and revision activities including journals, short stories, poetry, and essays.

Grammar and American Literature 11 (1 yr.) – This course provides an extensive study of American literature from the early settlers to the Romantic writers of the mid-nineteenth century giving particular attention to the literary and cultural phenomenon known as the American Dream and its archetypal figure, the American Adam. Students will learn the characteristics, genres, philosophies, themes, and literary devices of each literary period discussed. They will study each author in terms of his life, times, and work. In addition, the students will practice a variety of writing and revision activities including journals, short stories, poetry, and essays.

Grammar and English Literature 12 (1 yr. CAPP Course) – This course provides an extensive study of English literature from the Anglo-Saxon Era to the early Romantic period. Students will learn the characteristics, genres, philosophies, themes, and literary devices of each literary period discussed. They will study each author in terms of his life, times, and work. In addition, the students will practice a variety of writing and revision activities including journals, short stories, poetry, and essays.

Journalism (1 yr.) – This course focuses on the study of the art of reporting and the profession of journalists. It incorporates the oversight of the school newspaper and the school yearbooks. Some of the areas covered are interviewing, beat reporting, feature writing, news stories, layout design, advertising, ethics, professional standards and photography.

Forensics (1 sem.) – This course begins in late fall and takes place in the evenings at the school following a schedule that is determined by the instructor at the first meeting. We are a member of the Wisconsin Forensics Coaches Association (WFCA) and participate in speech tournaments at public schools from January through April. Students will be trained in a variety of speaking formats (up to 17 are possible) depending upon their interest.

Social Studies

World History (1 yr.) – Students will receive an overview of world history from Creation to the present, with an emphasis on God's providential hand on events as they unfold to reveal His plan for mankind.

US History (1 yr.) – Students will receive an overview of American History from the reformation to the present. The emphasis will be on God's blessing upon our nation as we develop into the globe's leading world power.

Government (1 sem.) – Students will discuss the issues of the day, examining and developing a Christian worldview. They will also become familiar with the major documents that shaped our

government from the *Edict of Milan* to the *Constitution*.

Economics (1 sem.) – Students will receive an overview of the three major economic philosophies and will become familiar with the Biblical principles of economics.

Foreign Language

Spanish I (1 yr.) – This course teaches the fundamentals of the Spanish language. Students learn everyday vocabulary words and basic grammar skills, including conjugating verbs into the past, present and future tenses. Class consists of writing in weekly journals, reading from the Spanish New Testament, memorizing Bible passages, conversing with other classmates, watching Spanish television and learning from book activities.

Spanish II (1 yr.) – This course builds on the fundamentals of Spanish I. It begins with a review of the basic grammatical concepts and then builds on them by adding vocabulary words, introducing the imperfect, conditional, perfect and subjunctive tenses. Class consists of writing in weekly journals, reading from the Spanish New Testament, memorizing Bible passages, conversing with other classmates, watching Spanish television and learning from book activities.

Spanish III (1 yr.) – This course reviews and builds upon the concepts of Spanish II and helps students to become more fluent in speaking, writing and listening to Spanish. Class consists of writing in weekly journals, reading from the Spanish New Testament, memorizing Bible passages, conversing with other classmates, watching Spanish television, learning from book activities and translating from one language to the other.

Spanish IV (1 yr.) – This is an independent study offered for the student who desires to have a more advanced command of the Spanish language. It builds the student's fluency in written and spoken Spanish through the use of Spanish literature and media. The student must be able to meet with the teacher regularly and sit in on another Spanish class at least once a week in order to practice his or her command of the language through guest teaching.

Physical Education

Physical Education (1 yr.) – This course fulfills the requirements for PE at the high school level. Students are expected to provide their own gym clothes and shoes according to the requirements set forth by the PE teacher. A variety of different activities will be introduced in this course to develop various physical skills, as well as teach students the principles and rules of different athletic activities so that they may become knowledgeable spectators.

Health

Health (1 sem.) – This course introduces students to the five components of health (spiritual, mental, emotional, physical and social), as well as the principles of nutrition, exercise, disease, injury and health care.

Fine Arts (an additional fee may be required for each of the courses below)

2D Drawing II (1 sem.) – This course seeks to accomplish the following objectives;

- See and recognize shapes, contour lines and use values to create forms in still life
- Demonstrate learning about rendering, composition and still life
- Render drawings which exhibit an understanding of form, contrast, perspective and proportion

- Demonstrate knowledge of positive and negative space and use of tools and techniques of printmakers
- Explore the techniques of self-portrait, profile and full frontal drawing and proportion and demonstrate this understanding in a series of figure drawings
- Explore the techniques of figure drawing and proportion and demonstrate this understanding in a series of figure drawings
- Demonstrate the ability to see pictures to understand what good composition is and to create visual themes

Drawing III Open Studio (1 yr.) – This class is open to advanced students by permission of instructor only. This course is more of a pre-college level, more one-on-one where students will choose which techniques to use. Three major drawings will be accomplished using charcoal, pencil, pen and ink or pastels. This class is also open to advanced MS students by permission of instructor only.

Painting II (prerequisite is Drawing II) (1 sem.) – This course seeks to accomplish the following objectives;

- Understand color theory rendering realistically in colored pencils
- Understand color theory using acrylic paints and abstraction
- Produce a painting which demonstrates advanced understanding of painting skills, skilled vision and enlargement
- Demonstrate drawing ability in a variety of media
- Show knowledge of anatomical drawing, proportion, contrast and detail with reference to the human figure
- Produce an original lithograph
- Complete a painting outside of class done completely with palette knife
- Understand figure drawing from live models in mixed media
- Complete a selected commercial art problem
- Demonstrate the ability to see pictures to understand what good composition is and to create visual themes

Painting III Open Studio (1 yr.) – This class is open to advanced students by permission of instructor only. This course is more of a pre-college level, more one-on-one where students will choose which techniques to use. Three major paintings will be accomplished using oil, acrylic or water color. This class is also open to advanced MS students by permission of instructor only.

Ceramics/Sculpture II (1 yr.) – This course seeks to accomplish the following objectives;

- Explore techniques of hand building as a means for creating a free-standing sculpture developing a greater understanding of sculpture in the round
- Learn casting methods and technique, slip casting, plaster cast and flexible mold
- Participate in a group project creating a large scale installation piece such as a large planter, fountain, tile relief structure, figurative sculpture which will be designed for the beautification of the school
- Create a piece, circular mandala or relief sculpture and test tiles for testing glaze techniques and applications
- Use the pottery wheel as a tool to design functional forms and produce a matched set of mugs or bowls
- Create mixed media mask making techniques based on a plaster mask of student's face

Black and White Photography I (1 yr.) – This course will cover darkroom techniques and camera handling skills that Edward Weston and Ansel Adams developed over a lifetime of experimentation and discovery. Fundamental photographic theory, basic camera handling, developing, printing and

enlarging, and an introduction to photographic aesthetics will be explored.

Advanced Photography and Digital Memory II and III (1 yr.) – These courses will explore advanced techniques in photography and the different areas of photography that offer career opportunities for the professional photographer. Required equipment; 35mm SLR that can shoot fully manual, film 6 to 8 roles, RC paper \$30, fiber paper \$58.

- Learn hand coloring and toning
- Further explore developing with a two part developing process using fiber paper
- Greater experience using a professional digital camera and studio lighting to create creative portraiture and school opportunity

Choir (1 yr.) – The choir focuses on mastering vocal and musical skills, while working toward the performance of two concerts; Christmas and Spring concerts. An important component of the choir is the worship team that is formed from those in the choir. The worship team leads the chapel service that takes place once a week. Tryouts for worship team are held within the parameters of the choir course.

Honor Choir (1 yr.) – The honor choir focuses on the challenge of more difficult music. In order to be in honor choir, a student must go through tryouts and be able to adapt to the necessary schedule. The honor choir will also perform in the two scheduled performances each year; Christmas and Spring concerts, but will also participate in special concerts designed to serve the purpose of outreach into the community.

Worship Team (1 yr.) – The worship team prepares each week to lead our chapel time. In order to be on the worship team, a student must go through tryouts and be able to adapt to the necessary schedule.

Drama/Musical Theatre (1 yr.) – This course will explore the many areas of the theatre over and above rehearsal for a show. There will be hands on tours of area theatres, witnessing of live touring company shows, opportunities to workshop with and talk to professionals in the theatre world. There will also be a component of dramatic and musical theatre history. Two major musicals will be completed; in the fall and one in the spring.

Technical Drama (1 yr.) – This course will explore the world of set and costume design. Students will work closely with the development of all performances produced in other classes at this school, whereby every technical aspect would come through this class. Once the performances enter the technical rehearsal stage, the students in this class would oversee all technical needs of the performance through closing night of the performance. Props, set construction, sound, lighting and backstage management are some the areas students will become acquainted with.

Drivers Education

Drivers Education (1 sem.) – This course is provided by an outside organization to our students on our campus. Details are provided at the start of each school year.

IV. SCHOOL EVENTS

ACSI Events

OCS/VCHS is a member of the Association of Christian Schools International (ACSI). ACSI has several events in which they encourage members to participate. The teaching staff will determine which events their students will participate in on a yearly basis. Parents and students will be notified of these events as they draw near. Additional fees may apply.

Trailways Conference Events

OCS/VCHS is a member of the Trailways Conference. Many events, athletic and academic, are available for our students to participate. The teaching staff will determine which events their students will participate in on a yearly basis. Parents and students will be notified of these events as they draw near. Additional fees may apply.

Graduations

At the end of each school year, OCS/VCHS recognizes four graduations; preschool students passing to kindergarten, kindergarten students passing to first grade; eighth grade students passing to high school and the high school graduation of seniors who have completed the necessary requirements to receive a diploma. Parents and students will be notified of details for each graduation as we near the end of the school year. Additional fees may apply.

Awards

Awards Day for grades PreK-5 will take place during the last few days of school as designated on the school calendar. The teaching staff will provide parents and students with details as the events draws near.

Awards Ceremony for grades 6-8 will take place on Thursday after final exams as designated on the school calendar. Eighth grade graduation will be the culmination of this evening.

Awards Ceremony for grades 9-12 will take place on Friday after final exams as designated on the school calendar. Twelfth grade graduates will be highlighted during this evening.

Fine Arts Performances/Exhibits

OCS/VCHS will have a variety of performances and exhibits in the area of the Fine Arts. Please watch for information regarding these events so that you will not miss the blessing of our students.

V. ATHLETIC HANDBOOK

I. PHILOSOPHY OF ATHLETICS

At OCS/VCHS, we believe that the athletic program is an integral part of a Christian education. It is our goal to live out the truth of Christianity in every aspect of our lives, including athletics. We have a threefold desire for our athletic teams: (1) to represent the Lord well, (2) to learn about the Christian life through lessons learned in sports, and (3) to attain excellence as a team in each sport played.

II. INTRODUCTION

A. TO PARENTS

This material is presented to you because your son/daughter has indicated a desire to participate in interscholastic athletics at OCS/VCHS and you have expressed your willingness to permit him/her to compete. Your family's interest in this phase of our school program is gratifying. We believe that athletics provide a wealth of opportunities and experiences for our students.

When your son/daughter joins one of our sports programs he/she commits our staff to certain responsibilities, such as:

- To encourage spiritual growth
- To provide qualified coaches
- To provide competitive contests with registered officials
- To provide adequate equipment and facilities

This handbook attempts to acquaint you with the responsibilities and obligations associated with a well-organized program of athletics. It is the role of the Athletic Department at OCS/VCHS to develop policies, rules, and guidelines that govern the spirit of competition for the school. Parental support is vital to the administration of the athletic program at OCS/VCHS.

The administration at OCS/VCHS would also like to encourage all parents to be strong Christian role models in the stands. Our fans are watched by visiting teams as much as our players. Please refrain from cheering against the other team; **cheer for our team**. Also, please refrain from yelling at the officials or our own players. We would ask the parents to please be there to encourage and support your son or daughter, as well as the athletic program.

B. TO ATHLETES

When you wear the navy and silver colors of OCS/VCHS, we assume that you are willing to accept the responsibilities that go with them:

1. **RESPONSIBILITIES TO THE LORD:** As a Christian, everything you do is a witness for the Lord. People will not only view your performance as a player, but will view your performance as a Christian as well. Both on and off the court or field, "Let your light so shine before me, that they may see your good works, and glorify your Father, who is in heaven". (Matthew 5:16)
2. **RESPONSIBILITIES TO YOURSELF:** The responsibility to broaden yourself and develop strength of character is very important. You need to develop a desire to get

the greatest possible good from your school experiences. Your participation in academic studies, athletics, and extra-curricular activities prepare you for life after high school.

3. **RESPONSIBILITIES TO YOUR SCHOOL:** By participating in your sport to the maximum of your ability, you are contributing to the positive testimony of OCS/VCHS. Like it or not, athletes are looked upon as leaders. The student body, our opponents, the spectators, and other communities judge our school by your attitude, conduct, and effort on and off the field/court.
4. **RESPONSIBILITIES TO OTHERS:** As an OCS/VCHS athlete, you are responsible to your family, to your teammates, and to your classmates to live up to the training rules, practice to the best of your ability every day, and give your all in every game. Whether you are a “starter” or a “sub” play the whole game and support your teammates from the bench. You can keep a positive outlook when you know in your heart that you’ve placed others ahead of yourself.

III. ATHLETE’S CODE OF ETHICS

Each athlete that competes at OCS/VCHS will be expected to strive at all times to reflect Jesus Christ by doing the following:

- Be committed to Jesus first, then the team (Psalms 37:5)
- Give maximum effort (Colossians 3:23)
- Be disciplined, self controlled and on time! (I Corinthians 9:25)
- Be obedient to authority (e.g., coaches, officials, volunteer helpers, etc.) (Romans 13:1 & 2)
- Leave any locker room, bus, field, court, etc. cleaner than when you found it (Yes, the bus!)
- Promote team unity (Philippians 2:2)
- Strive for excellence (Philippians 3:14)
- Treat teammates and others as more important than yourself (Philippians 2:3)

IV. CHARACTER QUALITIES

Here are some character qualities that all OCS/VCHS athletes should strive to attain. Use this list as a guideline for self-evaluation:

Dependability - Be at all practices and contests unless excused by your coach. Do what is expected of you in all situations.

Punctuality - Be on time; never be late!

Enthusiasm - Take an interest in every part of your sport and be glad to quickly carry out every part of the job. (I Thessalonians 5:16)

Faith - Show that you know that the Lord is in control of all circumstances and that He is carrying out His will in your life. (Hebrews 11:1)

Humility - Show the attitude that God is the one responsible for your abilities and success. (I Peter 5:5)

Endurance - You must be able to withstand stress, hard work, and the problems that all

athletes experience. (Galatians 6:9)

Obedience - Jesus was always obedient to His Father's will. Be obedient and responsive to those in authority over you: the Lord, your parents, teachers, and coaches. (II Corinthians 10:5)

Diligence - Use all of your strength and ability to complete each part of your task whether in practice, in a game, or anywhere else. (Colossians 3:23)

Responsibilities - Athletes need to do everything that is expected of them. Coaches need to know that athletes are capable of doing things without direct supervision. Take the initiative to work and make intelligent decisions.

Determination - Make up your mind that you will accomplish your goals regardless of the opposition. (II Timothy 4:7)

Confidence - A good athlete should know that he/she can be a winner in God's eyes as they totally give all they have to Jesus.

Intensity - Give everything you have at all times, focusing your total attention upon the job at hand and putting forth your every effort to complete it perfectly.

Love - Be self-sacrificing and show real concern for team members, coaches, and opponents. Remember, Christ centered His love upon others, not Himself.

V. GENERAL POLICIES, RULES AND GUIDELINES

The OCS/VCHS Handbook, given to all school families at the beginning of each school year, clearly states OCS/VCHS policies, rules, and guidelines. However, the uniqueness of athletics creates the need for the following policies, rules and guidelines, which apply to all students, grades 6 - 12, who are members of any athletic team which represents OCS/VCHS:

A. Eligibility

The student-athlete must maintain a grade point average (GPA) at or above 2.0 in his or her current studies. All athletes will complete an Extracurricular Qualification Form (EQF) before the start of an athletic season according to the timeline set up by the coach or athletic director. If the student's GPA is below 2.0, the student will be considered ineligible. If a student's GPA is between 2.0 and 2.99, the student is considered to be on probation. The student on probation will have to complete an EQF weekly to be submitted to the athletic director for monitoring until the student's GPA reaches or exceeds a 3.0. If at any time the GPA of a student falls below the 2.0 level, the student will be ineligible for the sport until a 2.0 GPA is reached. It is the responsibility of the student to present proof of a GPA change using the EQF. A student that becomes ineligible will be allowed to practice with the team, but will not be allowed to dress for or play in competitions until eligibility is restored. Eligibility will be monitored by the coaches and the athletic director. Also, according to WIAA (Wisconsin Interscholastic Athletic Association, of which VCHS is an active member) a student athlete must not have failed more than one class in the latest regular school year grade-reporting period.

Procedures of using Extracurricular Qualification Form (EQF):

1. Desire to participate in athletic activity in grades 6-12.
2. Obtain EQF from coach.
3. Circulate EQF to all teachers of student's classes to be completed.
4. Submit completed EQF to athletic director.
5. Athletic director will calculate student's GPA and determine eligibility of student.
6. Athletic director will separate students into three categories:
 - a. eligible (GPA is 3.0 or above)
 - b. probation eligible (GPA is between 2.0 and 2.99)
 - c. ineligible
7. Athletic director will provide coaches with the EQF results.
8. Coaches are responsible for enforcing all decisions made by the athletic director; and the necessary monitoring of all of their athletes eligibility status to maintain the integrity of the program.

All school policies and guidelines that apply to non-athletes also apply to athletes. The conduct of the athlete must always be above reproach or the privilege of participating in athletics will be revoked. Whenever applicable, WIAA guidelines will be followed as a minimum standard for our athletes.

B. School Attendance

In accordance with the WIAA, all athletes must be in attendance for a minimum of ½ the school day of the athletic contest. If the contest falls on a Saturday or on a day off of school, the attendance rule applies to the preceding day's school attendance.

C. Sports Offered – High School (this list varies at the elementary and middle school level)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Volleyball (G)	Basketball (G)	Soccer (G)
Soccer (B)	Basketball (B)	Baseball (B)
Football (B)	Wrestling (B)	Tennis (B/G)

D. Athletic Fees

All athletes will be required to pay a fee for each sport participated in. This fee will be determined at the start of each school year by the OCS/VCHS Board of Directors. These funds will be used in conjunction with gate and concession income to pay for the various expenses related to the provision of athletics. In the event that cuts from an athletic team take place, a cut athlete will be refunded their fee. If a student quits a team after the season begins, there will not be a refund of the athletic fee.

E. Physical Exams

All athletes must have a current (less than two years old) physical examination form on file in the school office before they may tryout or begin practices in any OCS/VCHS sport. The WIAA has two forms that are used for physicals that certify parental consent and examination by a licensed physician or advanced nurse practitioner:

(1) The current year physical examination card and (2) the alternate year physical card, which is to be used for year two. Please be aware that physicals occasionally expire during the season. Please monitor the expiration dates and renew physicals to avoid missing a game(s) until the physical is renewed.

F. Practices

1. Because of the mutual commitment required of all players for a successful team, it is

imperative that players be at all practices and be on time to all practices.

2. Absences or tardies not approved by the coach will result in disciplinary measures at the coach's discretion. An example of an approved tardy would be an athlete getting academic help. Whenever possible, an athlete should give the coach prior notice.
3. Each coach will make a practice schedule available to parents at the beginning of the season. With multiple teams participating in a given season it often necessitates inconvenient practice times. In consideration of coaches, parents should be available to pick up students immediately after practices and games, as students are not permitted to be left unattended in the school building or at the practice area.

G. Uniforms

1. Coaches will assign each player a uniform at the beginning of each season.
2. Any player whose assigned uniform is lost or unnecessarily damaged will be charged the replacement cost of the uniform.
3. Laundering of the uniform should be done regularly and with proper care. Please wash in cold water and hang dry.
4. After the last contest of the season, the coach will set up a turn in day. All uniforms should be returned that day to the coach. After this day, a late fee and/or demerits will be issued.

H. Equipment

All school equipment should be treated with care. If given a responsibility for OCS/VCHS athletic equipment, carry out that responsibility completely. Any loss or damage of school equipment due to neglect, carelessness, or abuse will result in payment for repair or replacement by the person(s) responsible.

I. Facilities

We have been greatly blessed at OCS/VCHS with excellent facilities for our athletic teams. It is essential that we take great care of our facilities and use them wisely.

1. Always leave the area cleaner than when you found it. (This includes locker rooms at away games.)
2. Be aware of any destructiveness or misuse of property. If you witness abuse of any facilities, encourage the offenders to stop and report it to the proper authorities.
3. All articles left in the locker room will be taken to the "lost and found".
4. It is your responsibility and our recommendation that you lock up your valuables during practices and games. Unfortunately, not everyone can be trusted with unlocked lockers.
5. You are not to be in any other part of the building during practices and games other than the designated athletic area.
6. You are to be out of the building fifteen minutes after practice is completed. The coach is required to stay until all athletes are gone. Make sure your ride is at the practice location at the designated time. Have a place to go (i.e. another athlete's home) if your ride does not come on time.
7. No other students are to be in the gym while practices are in session. As much as possible, we will keep the gym doors shut.
8. No athletes are to be in the gymnasium or practice area without designated supervision.
9. Students are not to get equipment or supplies without permission from the coach.
10. All spiked or cleated shoes must be put on and taken off outside of the building.

J. Injuries and illnesses

1. All sports-related injuries must be reported to the coach in order for an accident report

to be filed according to school policy.

2. If an injury requires treatment by a physician, the athlete must obtain the attending physician's permission (in writing) to return to active status on the team.
3. Any and all insurance the injured athlete's family carries will be the primary source to cover medical expenses. Insurance through OCS/VCHS is a secondary source.
4. Conditioning is your responsibility prior to the start of the season. Prepare yourself so that you can stand the physical stress that athletics will put upon you.

K. Transportation

1. All athletes must travel to and from out-of-town athletic contests in transportation provided by the OCS/VCHS Athletic Department unless school transportation is not available.
2. Exception to the above stipulation would be if the team is playing near the athlete's home; then that athlete would be allowed to drive their own vehicle to the game.
3. Athletes may ride home from away games with their parents. Parents **must inform** the coach of this arrangement before heading home, preferably before the game.
4. School vehicles are a privilege, not a right. Keep them clean and neat!
5. Athletes who miss the team bus or van will not be allowed to participate in that day's contest unless the coach agrees that there were extenuating circumstances.
6. All regular school bus rules, as explained by the driver and/or coach, will be followed.
7. No stereos, CD players, "Walkmans," or electronic games will be allowed on the bus or van.

L. Day of Game Procedures

1. The OCS/VCHS school dress code is the minimum requirement for game days. At their discretion, coaches may require their players to dress up.
2. For games at which dressing rooms are available (both home and away), athletes are expected to be in school dress code both going to and leaving the game.
3. Athletes are not to wear uniforms to and from games if a dressing room is available at the game.
4. Athletes are encouraged to support other OCS/VCHS teams by attending their games whenever possible. Sub-varsity coaches may require their teams to attend home games of higher level teams in their particular sport.
5. All OCS/VCHS athletes should strive to be an excellent example to others as participants and fans by displaying the character qualities previously listed.
6. Respect and courtesy should be displayed at all times when visiting schools, restaurants, hotels, etc.
7. Students may be asked to bring their own money for food and hotel expenses on long or overnight trips.
8. It is often necessary to dismiss athletes early from school to attend away games and tournaments. In this event, it is the responsibility of the student-athletes to see their teachers ahead of time to arrange for assignments, quizzes and tests to be handed in, explained or completed. Athletes will not receive special treatment when this happens. Extra-curricular activities will never be an excuse to fall short in academic performance at OCS/VCHS.
9. Athletes may be asked to help with set-up of the gym before a game or tear-down after a game. In any event, please help with a willing heart.
10. Parents may be asked to work admission tables and concession stand for home games during the course of each specific sport.

M. Coaching Requirements and Responsibilities

Philosophy Statement:

The first and foremost thought in our coaches' minds should be that we as adults are representing Our Lord Jesus Christ to the young people placed under our charge. We are called to be living examples of Christ. Spiritual leadership with regards to prayer and devotion with athletes should be high priority for our coaches.

Promotion of Program and Personal Appearance

- A. Promote all school activities whenever possible.
 - Encourage students to be involved and support other school teams.
- B. Dress the part of a coach.
 - Wear school colors whenever possible.
 - Come to practice in clothing appropriate to activity.
 - Come to games dressed in a sharp business like fashion.

Practice and Game

- A. Be early for practice and games.
 - 15 minutes for practice
 - 30 minutes for games
- B. You are expected to be at all practices and games. If for some reason you cannot make a scheduled practice, you need to contact the athletic director as soon as possible. Under no circumstances are you to hold a practice without an adult in attendance.
- C. Be aware of, and adhere to, the practice time schedule. Respect other practice times by staying out of the gym until your practice time begins. Make sure your players do this too.
- D. Following a contest or practice, coaches are expected to stay in the building for proper supervision or provide for supervision by another responsible adult until all students have left the school grounds.
- E. If the practice schedule is changed, it is the responsibility of the coach to communicate the change either by notification in a note home or personal contact with each player by a phone call. Always communicate changes to the A.D.
If practices vary during a vacation time, it is the responsibility of the coach to contact each player. Coordinate times with the A.D. Please remember, many parents need to transport their students and need advance written notice.

Officials

Your A.D. is responsible to secure officials for any contest. You have a responsibility to check with the A.D. and verify that an official will be at the contest.

Transportation

- A. Normally middle school athletic teams are transported to games by parents of the players.
- B. Normally high school athletic teams are transported to games by parents of the players.
 - When numbers warrant, transportation will be arranged on a bus and scheduled by the A.D. Coaches are responsible for bus conduct of players.
- C. Coaches are expected to return with their teams to OCS/VCHS or ensure that another responsible adult is at the school when athletes return from all away games.

Equipment

- A. Coaches are responsible for all equipment issued to them.

Storage of equipment after a practice is the coach's responsibility.

Proper care of equipment is a must.

Contact the A.D. in advance for any equipment needs.

Securing of equipment before and after athletic contests is a coach's responsibility.

Report any losses of equipment to your A.D.

Any equipment purchase must be done by A.D.

- B. Coaches are expected to be sure that the gym/field is ready for any contest or practice.
The A.D. will prepare the gym/field in advance.
- C. Proper medical equipment is to be secured from your A.D. in case of athletic injuries.
Each team will be issued their own athletic kit for use during their season.

Uniforms

Each coach is expected to issue and collect all uniforms and record exactly what each athlete has been issued and the condition of the uniform. Return this list to the athletic office.

Uniforms are to be worn for games only - not practices. Uniforms are the property of OCS/VCHS. Replacement costs will be charged for uniforms not returned or returned damaged or unusable.

Forms and Paperwork

Coaches are responsible to collect the following paperwork and return it to the athletic office before allowing an athlete to practice or play in a game:

- A. WIAA physical card must be on file in the athletic office for each athlete.
Physicals are valid for two years.
Green WIAA physical form is used for new physicals.
Cream WIAA alternate year physical card is used for second year.
- B. Athletic Medical History and Athletic Waiver form (form #1) must be on file in the athletic office for each athlete.
- C. Agreement to Participate form (form #2) must be on file in the athletic office for each athlete.
- D. WIAA Athletic Eligibility Information Bulletin (form #3) must be on file in the athletic office for each athlete.
- E. Coaches are expected to supply roster information to the athletic office ASAP so that they can be sent out to all other schools on our schedule.
- F. Coaches are expected to assist the A.D. in collecting grade qualification information of athletes when initiated by the A.D.

Media Information

Coaches at the varsity level are expected to provide pertinent game information and statistics following any contest to the local media. See the A.D. for the list of numbers and media to call.

Coaches' Behavior

- A. Coaches behavior during games must in no way detract from the Christian testimony at OCS/VCHS. Coaches should at all times strive to avoid unsportsmanlike conduct and be a good example to players and fans. Coaches should encourage good sportsmanship by players and participate in accepted traditions which include (but not limited to) shaking hands with opposing coaches and standing with respect and attention for the National Anthem.
- B. Failure to follow these guidelines will result in a written warning for a first offense; possible voiding of contract, for a further offense.

- C. The coach's first and foremost responsibility is to the particular sports team he/she is contracted for. All other areas are the concern of the other coaches and the A.D. Any questions or concerns should be brought directly to the attention of the A.D.

Coaching Requirements

All coaches will submit a coaching application to the A.D.

All coaches will be required to undergo State mandated background checks.

All coaches of WIAA teams will be required to take two courses (Coaching Principles and Sports First Aid) to meet WIAA requirements at the expense of the school. Details of these course offerings will be provided by the A.D.

N. Co-op Agreements

These agreements will be negotiated individually with other schools and must be approved by the OCS/VCHS Head Administrator.

VI. CLOSING COMMENTS

The athletic administration and coaching staff at OCS/VCHS want to wish you the very best in your athletic endeavors. If we can be of help to you in any way, please let us know. The Lord has put us here to help you grow. We want athletics to be fun and profitable in your Christian life, and we want sports to help build the character of Christ in you.

VII. ATHLETE'S PRAYER

Father, I thank You that You care about all the details of my life, even this sports event. Your Word says that I am strong and can do all things because I have Jesus in my heart. I believe that You will guide my performance.

I have practiced diligently, and You have said that the hand of the diligent shall rule. I will run this race and play this game in such a way that I might win. In Philippians 3:14 the Apostle Paul said, I press toward the mark for the prize of the high calling of God... In like manner I strive to win, to do my best, and to compete according to the rules in integrity and purity of heart. I will compete with all my strength and might, because I play for Your glory. Father, I ask You for wisdom, for Your Word says that wisdom is better than strength. Help me to compete skillfully and confidently. I believe I have the mind of Christ. Though others may look to their superior abilities, or their wealth of experience, I look to and trust in You.

I pray for my teammates. I ask that You help us play together as a team, that each one of us will contribute our individual strengths and cover one another's weaknesses. Grant our coach wisdom to make the right call at the right time. Help him/her coach effectively, inspiring us to play harder, edifying us, and building character in us.

Father, build in me the character of a godly competitor that under pressure I may walk in peace, maintaining poise. When I am tempted to become discouraged and give up, I will continue, empowered by Your strength. When faced with overwhelming odds, I will not waver in unbelief, but will walk securely because I know that nothing is impossible with You.

I will not murmur, complain, gossip, or get offended at the officials, coaches, opposing team, or at my own team if something happens that I don't like.

When graced with victory, I will not become prideful, because pride goes before a fall, but will

gratefully give You all the glory. If we should lose, I will resist the temptation to become discouraged, because I know that You always cause us to triumph in Christ Jesus, and that we are always winners through Him.

Father, thank you that both teams can play free from injury. I pray that this will be a fair game and a just game. Thank you that the officials will be fair and impartial and will keep all things decent and in order. Thank you that I can do all things through Christ who strengthens me. No matter what the results of this game, I will exercise the fruit of the Spirit and be a gracious athlete.

In Jesus' name I pray. Amen.