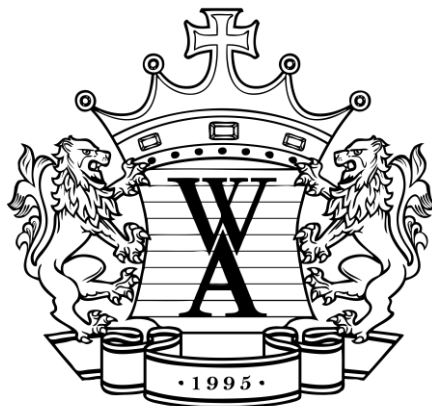


WHITEFIELD ACADEMY

Parent and Student Handbook

2022-2023



Graduating Christ-centered

Critical Thinkers, Clear Communicators, and Compassionate Leaders

The Mission of Whitefield Academy

Our mission is to equip students to be Christ-centered critical thinkers, clear communicators, and compassionate leaders, through the pursuit of academic excellence, in the tradition of classical Christian education.

Accreditation

Association of Classical Christian Schools

Affiliations

Society for Classical Learning
Independent School Management

Whitefield Academy does not discriminate on the basis of race, color, or national or ethnic origin in the administration of its educational or administrative policies, financial aid and scholarship programs, athletics or other school-administered programs. Students are enrolled based on evidence of their ability to thrive in Whitefield Academy's Christian, classical, and college preparatory course of studies and culture.

Whitefield Academy
8929 Holmes Road
Kansas City, Missouri 64131
www.whitefieldacademykc.org

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SCHOOL HOURS

Pre-K/TK/Kindergarten – Half Day	8:00 a.m. - 12:00 p.m.
Pre-K/ TK/Kindergarten – Full Day	8:00 a.m. - 3:00 p.m.
Grades 1 – 6	8:00 a.m. - 3:00 p.m.
Grades 7 – 12	8:00 a.m. - 3:20 p.m.
After Care	3:30 p.m. - 5:30 p.m.
Office Hours	7:30 a.m. - 4:00 p.m.
Summer Office Hours, Mon. - Th.(June)	8:00 a.m. - 12:00 p.m.

CONTACT DETAILS

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Address: 8929 Holmes Road,

Kansas City, Missouri 64131
Email: offices@whitefieldacademy.org
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WHO'S WHO AT WHITEFIELD ACADEMY

Board of Trustees

Permanent Members

Mr. Todd Jones
Mr. Tim Swift
Mr. Matt Weeks
Dr. Ted Williams
Mr. Phil Veltkamp

Three Year Term

Mr. Casey Dent (2023)
Mrs. Shelley Perkins (2023)
Mr. John Hutson (2024)
Dr. Nathan Sanderse (2026)

Academic Administrators

Mrs. Lisa Bowe, ThM	Head of School
Mrs. Erica Arbuckle, MA	Lower School Dean
Dr. Matthew McIntosh, PhD	Upper School Dean

Faculty & Staff

Mrs. Diane Amos, BA	Second Grade
Mr. Matthew Appling, MDiv	Art, Art History
Mr. Kevin Berger, JD	Civics, Debate P/T
Mrs. Erin Calloway, BA, BS	Teacher's Aide P/T
Mrs. Raquel Carley	Athletic Director
Mrs. Christa Castro, BA	Kindergarten
Mr. Jason Chace, BA	Fourth Grade
Mrs. Jill Coates, BS	Human Resources P/T
Mrs. Kea Cole, MA	Receptionist, Financial Assistant
Mrs. Susie Coonrod, BA	Physical Education
Mrs. Amber Cordell, BA	Development Director
Mrs. Jessica Evans, BA	Upper School Spanish and Mathematical Arts
Mrs. Kristina Guensche, BS	Librarian
Mrs. Elizabeth Hermann, MS	Transitional Kindergarten
Mrs. Heather Huettner, MA	Lower School Art P/T
Mrs. Christina Hunt, MA	First Grade
Mrs. Rachel Hutson, BA	Third Grade
Mrs. Carolina Jones, MA	Teacher's Aide
Mr. James Laney, BA	Family Outreach Educator P/T
Mr. Alex Lovely, BS	Buildings and Grounds Manager
Mrs. Kara Martin, BA	Lower School Music
Dr. Matthew McIntosh, PhD	Upper School Bible
Mr. Michael Meador, BS, MDiv	Upper School Mathematical Arts and Bible
Mr. Derek Metcalf, MDiv	Upper School Greek and Bible
Mrs. Katie Metcalf, BS	Pre-Kindergarten
Mrs. Sharon Mugg, MA	Upper School Language Arts
Mrs. Linda Murry	Lunchroom Administrator P/T
Mrs. Rebekah Norkus, BS	Kindergarten
Mrs. Rachel Obenhaus, BS	Third Grade
Mr. Spencer Peng, BS, MBA	Upper School Mathematical Arts
Mrs. Becky Peterson, BA	Business Manager
Ms. Allison Pitkin	Teacher's Aide P/T
Mrs. Karen Porteous, BS	Academic Assistant
Ms. Jessica Powell, M.Ed.	First Grade
Dr. Anne Rabe, PhD	Latin
Mrs. Heidi Skinner, MA	Executive Assistant, Registrar
Mrs. Katy Slankard, MA	Music, Choir Director
Mr. James Selby, MDiv	Upper School Language Arts
Mrs. Corrie Stone, BS	Second Grade
Mrs. Sarah Swanson, MA	Upper School Mathematical Arts P/T
Mr. Christopher Stewart, BA, JD	Upper School Language Arts and American History
Mrs. Kathryn Theiss, MS	Upper School Logistics, SSPs, College Advisor
Mr. Douglas Veltkamp, BS	Sixth Grade
Mr. Mark Wampler, MA	Upper School Language Arts and Bible
Mr. Nathan Williams, BA	Fifth Grade
Mrs. BJ Williams, BA, BS	Admissions and Marketing Director

Our School

MISSION STATEMENT

The mission of Whitefield Academy is to equip students to be Christ-centered critical thinkers, clear communicators, and compassionate leaders, through the pursuit of academic excellence, in the tradition of classical Christian education.

HISTORY

In 1995, a small group of families decided their children needed an education with a specific emphasis on developing critical thinking and communication skills, taught from a Christian worldview.

Through much research, these families settled on the educational philosophy developed in Plato's and Socrates' tutoring sessions, commonly referred to today as the classical method. What resulted from their efforts is Whitefield Academy, a non-denominational, private Christian school.

When the school opened, sixty plus students were enrolled. Space was initially leased from several churches, but growing enrollment required that we relocate. In 2004, Whitefield Academy purchased the current building located on five acres on Holmes Road in Kansas City, Missouri. Since that time, we have added a further 15 acres creating a campus that reaches east to Troost.

Whitefield Academy is named in honor of George Whitefield, pronounced "Whitfield," who was one of God's anointed servants in The Great Awakening of eighteenth-century America. Through his exceptional oratorical skills and zeal, he led thousands to the reality of the Lord Jesus' saving grace.

EDUCATIONAL PHILOSOPHY

The fear of the LORD is the beginning of wisdom; all who follow His instructions have good insight. His praise endures forever. (Psalm 111:10)

True knowledge begins with a reverent and loving desire to please and serve the One True and Living God as He is revealed in the Holy Scriptures (Proverbs 1:7; 9:10 and 8:13).

John Milton synthesized the truth of the matter when he wrote:

The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith makes up the highest perfection. (Tractate on Education)

At Whitefield we teach from a self-consciously Christian perspective with God at the center of our thinking. This forms the basis of how students are taught to understand the world through the material they are learning (II Timothy 3:16-17).

The faculty and staff seek to be positive examples of living "Christianly," presenting a life that is consistent with what is taught in the Scriptures and the classroom (Matthew 22:37-40).

Whitefield, serving as an extension of the family *en loco parentis*, offers students positive Christian training. We encourage students to grow in their own relationship with Jesus Christ (Matthew 28:18-20).

EDUCATIONAL APPROACH

Contrasting with the current educational environment of nationally mandated curricula, decades of unsuccessful pedagogical experimentation, and the often-uncritical embracement of technology, Christian and Classical education has successfully developed exceptional scholars for more than two millennia. Focusing on teaching students how to think critically, communicate clearly, and lead compassionately, our instruction aligns with a child's intellectual development, producing outstanding results for students over a wide ability range.

As a Classical Christian school, we are seeking to implement what historically was called a "Liberal Education." This education sought to create "free" (liberal) graduates who could think critically and communicate persuasively, and who were no longer limited, that is "enslaved," to their innate or natural abilities alone.

Using the Seven Liberal Arts¹ (historically divided between the Trivium and the Quadrivium), which served as the foundation of a Liberal Education, Whitefield seeks to instruct students in ways that help them critically think through a problem, communicate a solution persuasively, and thus, to be wise.

However, to be truly “wise” must also include a Biblical sense of wisdom. True wisdom, in terms of the Scriptures, means gaining an understanding of God’s design for human growth and flourishing.² Becoming wise in this sense presumes first a deep respect for God—or the “fear of the Lord” (Pr. 1:7). This wisdom also includes: listening to the wise among us, treating our fellow man ethically; choosing our friends carefully, becoming a skillful worker, and cultivating skills related to the gaining of understanding and knowledge (Pr. 9:9; 22:17-21).

Applying the pursuit of wisdom for the liberally educated then, requires that individuals master the skills that allow one to see or discern (critical thinking), as well as the ability to assess and choose between alternatives (decision-making), across a variety of situations (different contexts). Becoming the wise person, while never a guaranteed outcome, is pursued at Whitefield through the Liberal Arts, along with Religious, Moral, Fine Arts and Physical education.³

The first three Liberal Arts, called the Trivium Arts, train the Mind to comprehend (Grammar), analyze (Logic), and then to synthesize (Rhetoric) texts in order to solve particular problems with wisdom.

Whitefield teaches the Art of Grammar in Pre-K through 6th grades, the Art of Logic in 7th through 9th grades, and the Art of Rhetoric in 10th through 12th grades. Throughout this progression, skills acquired in the earlier arts are reviewed and broadened through repetition and the application of these skills in new contexts. For example, in 11th and 12th grades the skill of phonogram mastery which was introduced early in Grammar school, receives fresh study as students deepen this skill by writing original poetry and mastering the ability to write in various prose styles with attention to sound, cadence and rhythm.

The Quadrivium refers to the four Liberal Arts that pertain to Matter:⁴ Arithmetic, Geometry, Music, and Astronomy. Training in these arts require students to learn about numbers, mathematical and scientific concepts with their specific vocabulary, and how to read the unique “texts” of math and science. In our day and age, training about Matter is expanded to include Algebra, Trigonometry and Statistics, Calculus, Biology, Chemistry, and Physics. These subject areas provide unique “contexts” for the exploration of new areas of knowledge and require ongoing development of the skills learned each year and reinforced through our vertically integrated curriculum.

Our approach to education, therefore, does not teach “subjects” but rather “Arts.” The difference between teaching Arts with the goal of graduating students who have the ability to learn any subject, and teaching subjects with the goal of imparting knowledge of a

topic, profoundly impacts educational outcomes. We have chosen our classical approach in large part due to the failure of contemporary schools, whether “traditional” or “progressive,” to impart the reading, writing, and math skills necessary for our children’s basic success in the twenty-first century, let alone undergraduate success.

This fundamental difference between our classical model of education and a “modern” approach lies in whether the mental skills of each student are assumed or are explicitly developed. While the contemporary approach assumes verbal and quantitative skills are already present or that they will emerge on their own, our methodology recognizes that the skills associated with learning must be gradually, explicitly, and thoroughly taught.

Through the Seven Liberal Arts, Whitefield’s classical Christian education focuses on successfully developing verbal and quantitative reasoning skills in each and every child. We intend and purpose that students will be better “reasoners,” as a result of this education—to the glory of Christ.

¹ Grammar, Logic, Rhetoric, Arithmetic, Geometry, Music, and Astronomy

² Pr. 3:13, 4:6-7; I Cor. 1:30; Col. 2:2-3; James 3:17

³ The fivefold division of education included Liberal, Moral, Religious, Physical, and Productive. Plato, Laws VII, 795-6; Plato, Laws I, 644; Augustine, Confessions IV.30; Francis Bacon, Advancement of Learning, II.1.8. We categorize our education into four “Domains” Moral (faith); Liberal (academic); Physical (athletic); and Productive (artistry).

⁴ Joseph, *The Trivium*, p.3 Knowledge of the Physical Creation

SCHOOL MOTTO

Omnis Scientia Ad Dei Gloriam

(All Knowledge to the Glory of God)

SCHOOL COLORS

Navy Blue and Hunter Green

ACCREDITATION

Whitefield Academy is an accredited and charter member of The Association of Classical Christian Schools. ACCS is comprised of schools from across

the United States that are committed to developing a Pre-K-12 program based on a classical Christian model. For more information see www.accsedu.org.

SCHOOL GOVERNANCE

Whitefield Academy is governed by a Board of Trustees elected from among the parent community and others who are equally passionate about the provision of classical Christian education in Kansas City. Board members fall into two categories, five permanent members with one member on sabbatical each year, and five members elected for a three-year term. The board governs through established policies and the office of Head of School, its only directly hired employee.

The Head of School is responsible for the day-to-day governance of the school and the development and implementation of procedures consistent with the mission and vision of the school.

FAITH AND PRACTICE

The theological confession of Whitefield Academy is our Statement of Faith. Our Statement of Faith does not exhaust the extent of our faith. We affirm that the 66 books of the Holy Bible are the only inspired and infallible Word of God, that it speaks with final authority concerning truth, morality, and the proper conduct of all mankind, and that it is the sole and final source of all that we believe. For purposes of school doctrine, policy, practice, and discipline, our Board of Trustees is the school's final interpretive authority on the Bible's meaning and application.

As a corollary to our Statement of Faith, Whitefield Academy affirms that our faith has practical implications. We believe all need to be stated in the context of our desire lovingly, yet Biblically, to represent Christ and His kingdom here on earth.

The school does not intend to bind the conscience of any sincere Christian believer in matters of doctrine. In order to preserve the mission and integrity of Whitefield Academy as a local expression of the Body of Christ, and to provide a Biblical role model to the students and the community, all employees, volunteers, parents, and students must understand and consent that the "Statement of Faith," "Affirmations of Faith and Practice," and "Statement on Marriage, Sexuality, and Gender Identity" are the standards used by Whitefield Academy to teach, and upon which decisions are made concerning policies, practice, employment, enrollment, and discipline.

STATEMENT OF FAITH

We Believe:

- The Bible to be the only inerrant, authoritative word of God
- That there is one only totally sovereign God, eternally existent in three Persons; Father, Son, and Holy Spirit
- In the deity of the Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory
- That for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely necessary
- That salvation is by grace through faith alone
- That faith without works is dead
- In the present ministry of the Holy Spirit whose indwelling at the moment of salvation enables the Christian to live a godly life
- In the resurrection of both the saved and the lost: they that are saved to the resurrection of life and they that are lost to the resurrection of damnation
- In the spiritual unity of all believers in our Lord Jesus Christ

AFFIRMATIONS OF FAITH AND PRACTICE

A. Scripture

Scripture, the revealed written Word of God, is without error in all that it affirms. As the truth of God, it is the final authority in matters of faith and practice. Consequently, Scripture is an indispensable tool of scholarship for integrating the Christian faith with all academic disciplines.

B. Ethics and Ethical Behavior

Holy Scripture provide the foundation to guide our behavior and to evaluate the behavior of others. Our institution seeks to develop policies and practices that reflect a biblical worldview and patterns of behavior consistent with God's design for human flourishing.

B. Origins

In keeping with Genesis, Chapters 1 and 2, we affirm that, "in the beginning God created the heavens and earth," and that the creation of human beings was a

special creative act of God. We do not believe naturalistic or theistic evolution to be the mechanism by which God ordered His creation.

C. Gender

God created the two genders (or sexes), male and female, in His own image. While different in some roles, men and women are equal in dignity as bearers of that image. Headship, and all authority, is to be modeled on Christ's sacrificial service for the Church. We are to refer to God as we are taught in Scripture. Jesus was himself a male, and He teaches us to refer to God as "our Father."

D. Sexuality

The Biblical standard for expressing sexual behavior is heterosexual marriage. Scripture explicitly rules out pre-marital and extra-marital sex, and homosexual sexual activity. While Christians must exhibit compassion to those whose sexual behavior the Bible describes as sinful, they are not to support any public policy or view that legitimizes such sinful behavior as an appropriate lifestyle.

E. Sanctity of Life

We believe that all human life is created by God in His image and is therefore of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to value all human life.

F. All People Created in God's Image

Each person is made in God's image, is equal in God's sight, and therefore must be esteemed equal by all mankind. Hence slavery and wrongful discrimination is not compatible with a biblical worldview.

G. Compassion

Christians are to exhibit compassion informed by a social conscience in which there is Biblical concern for the economically, socially, and politically disadvantaged (e.g., the poor, widows, orphans, and aliens). Strategies for expressing this concern should emphasize personal responsibility.

H. Cultural Diversity

Diversity and unity are both manifested in God's person and His creation. Cultural and ethnic distinctions that properly reflect such diversity and unity are deserving of respect. The truth of Christ, which transcends such distinctions, is the standard for judging all cultural and ethnic expressions and values. Believers of all races and cultures enjoy unity in Christ, which enhances their personal and ethnic identity.

STATEMENT ON MARRIAGE, SEXUALITY, AND GENDER IDENTITY

The following statement is intended to expand upon the "Affirmations of Faith and Practice" "C. Gender," "D. Sexuality" and "G. Compassion."

- We believe that every person must be afforded compassion, love, kindness, respect, and dignity. Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the policy of this school. (Ephesians 4:29-32)
- We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Genesis 1:26-27)
- We believe the term "marriage" has only one meaning and that is marriage sanctioned by God, which joins one man and one woman in a single, exclusive union, as delineated in Scripture. (Genesis 2:24; Mark 10:6-8; Ephesians 5:25-33)
- We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe that God has prohibited intimate sexual activity outside of a marriage between a man and a woman. (1 Corinthians 6:18-20)
- We believe that any form of sexual immorality is sinful and is therefore offensive to God. (1 Thessalonians 4:1-12)
- We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (1 John 1:5-10)

PORTRAIT OF THE GRADUATE

Knowing that mankind's purpose is to glorify God and enjoy him forever (Revelation 4:11), Whitefield Academy seeks to equip our graduates so that they are virtuous and:

- capable, through the skills of reading comprehension, analysis, and synthesis, to confirm truth and correct error in themselves and their communities;
- competent to communicate, both in writing and conversation, with respect and wisdom, recognizing the needs and interests of an audience in order to build community;
- confident in thinking mathematically and scientifically, respectful of the objective nature of patterns and relationships, able to inquire into and pursue new areas of learning and thought;
- captivated by Christ, equipped to read and interpret Scripture well in order to live in God's Kingdom, under Christ's Lordship, by the Holy Spirit's power;
- compassionate to serve in their families, the local church, community, and in the world: purposeful, self-sacrificing, and confident;
- committed to making prudent choices in relation to their duties in every aspect of their productive lives;
- committed to make wise choices for a healthy lifestyle for their physical, emotional, and mental wellbeing, to become a flourishing adult.
- compelled by the objective nature of Truth, Goodness and Beauty in Music and Art and its value in the rich and flourishing life of the human imagination and spirit.

STANDARDS OF CHRISTIAN CONDUCT

Whitefield students are expected to display positive Christian character traits (1 Timothy 4:12). This is the overriding principle relative to all the rules for student behavior. Every effort is made to guide the Christian student to live each day in such a manner as to manifest both his love for and faith in the Lord Jesus Christ.

Students, by virtue of their enrollment, agree to live within the framework of the school's Biblical standards of conduct. Agreeing to these standards obligates the student to assume responsibility for honorable adherence to them while under the jurisdiction of the school. This is a matter of integrity.

It is our policy to involve the parents of our students when there is a continued difficulty at school or related activities. Consistent support of the faculty and administration by parents, both publicly and in private, is greatly appreciated and is of great importance in our work of teaching and training.

Any behavior, either on or off campus, that indicates a student has little desire to live a life honoring to God, or any conduct that gives evidence of disregard for the spirit of the school standards, especially violations of the Seven Major School Rules (p.8), is sufficient cause for disciplinary action, including suspension or expulsion.

Faculty, staff, and students are expected to operate within the rules and policies of the school. While individual teachers may have additional classroom policies, no one has the authority to give students permission to violate the written rules and policies of the school. While rules and policies are occasionally changed for good reasons, everyone is expected to follow all rules and policies while they are in place.

The school generally follows the discipline procedures contained in the Handbook. However, there are circumstances in which the school administration may determine that it is appropriate not to follow progressive discipline steps. In cases in which a student has engaged in egregious, immoral, or other unacceptable behavior, the school reserves the right to suspend or expel the student immediately.

PHILOSOPHY OF DISCIPLINE

We strive to base our discipline policies on our understanding of the Holy Scriptures and how God's inspired and authoritative Word speaks normatively to every aspect of life and thought. To help us work this out in the classroom and all of school life, we primarily make use of the "Love and Logic" methodology.

A. Core Beliefs

Perfect behavior does not equal Christian faith or eternal salvation, neither does the profession of Christian faith assume perfect behavior. Disciplinary situations are God-given opportunities to show the grace, goodness, and redemption of God in Christ set against the sinful deceitfulness of our fallen natures. They are spiritual occasions to lead a child to understand his or her own sin, and to find grace from God in repentance and forgiveness.

Each student is a unique individual with his or her own personal, spiritual, social, and educational needs. As a result, every disciplinary situation becomes distinctive in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the specific situation. We therefore seek to individuate disciplinary procedures knowing that children learn best from their mistakes when they see a reasonable connection between their own behavior and the resulting consequences.

We believe that:

- Teachers and students should seek to glorify God in all they do
- A teacher's primary responsibility is to reflect the love of Christ in his or her love for students
- Students must be encouraged to make sound decisions and live with the consequences
- With adult guidance, students must be responsible to solve the problems they create in a way that does not make a problem for others
- Mistakes must be considered as opportunities for learning, and spiritual and personal growth
- While not all mistakes are sinful, where sinful mistakes have been made, it is the duty of the one in error first, in prayer, to confess and repent before God and seek His forgiveness, then to seek reconciliation with the offended party and to make appropriate reparations
- Where there is sin, it represents an opportunity for redemption and reconciliation
- In the discipline process a teacher must seek to preserve students' dignity

B. Expectations

In the disciplinary process, it is imperative that clear expectations are expressed and understood. To this end we have set out what we believe to be reasonable

expectations parents and students should have of the school and reasonable behaviors the school expects from its students.

The school will:

- Maintain an orderly school operation
- Establish a clear set of behavioral norms against which students may measure their own behavior.
- Maintain optimal learning opportunities for students. School facilities and classrooms will be free of behaviors that interfere with teaching and learning
- Help students learn how their decisions affect the quality of their lives and the lives of others
- Help students understand that sin breaks covenant with God and man, and that their duty is to God first and then to man; to seek forgiveness from, and reconciliation with God, and then with the offended party
- Emphasize personal accountability to God's will as recorded in Scripture, self-discipline, and Christian virtues and graces that will foster Christian character and responsible citizenship
- Help students develop skills and behaviors necessary for healthy social interaction, both present and future
- Maintain a Christian character in all that we do

The student will:

- Treat others with the same respect with which the adults in this school treat them
- Ensure that his or her actions, dress, possessions, etc. will not cause a problem for anyone else
- Respond swiftly and in Christian humility when asked to solve any problem that their

actions create, remembering that a sin is first an offense to God and second to man

- If a student chooses not to solve the problem, staff members will impose consequences appropriate to the situation and the person or persons involved using their best judgment based upon the information available
- If necessary express dissent politely, discretely and privately. The teacher will arrange a time for them to talk later if needed.
 - If a parent is uncomfortable with a consequence, a conference may be requested. This does not need to be formal in nature. It is simply a time for concerned individuals to meet together and share information related to the situation in question

C. Consequences

The school generally follows Love & Logic in our approach to student discipline. This approach protects relationships, connects consequences with actions, and provides the scaffolding necessary for students to grow in wisdom. Teachers practice a series of classroom interventions to assist students in wise decision making. Interventions may include gentle reminders, relocating students within the classroom, temporarily remove a student from the classroom, meetings during and/or after school with students and/or parents. In cases in which a student has engaged in egregious, immoral, or other unacceptable behavior, the school reserves the right to suspend or expel the student immediately. The Head of School determines if and when the child will return.

PARENTAL INVOLVEMENT

We believe that God tasks parents with the primary responsibility for their children's education, and that in carrying out that task they may utilize the resources that a school can provide without in any way abdicating their responsibility. Consequently, we encourage parents to be involved in the educational process through assisting teachers in the classroom, the Parent Teacher Fellowship, and serving on the School Board or its committees.

Whitefield thrives with the active engagement of our parents giving of their time, talents, and treasure to further our mission. Throughout the year there are many opportunities to provide for the immediate needs and long-term future of our school. Please be prayerful how you and your family may become active partners with us in this regard.

PARENTAL COMMITMENT

In joining the Whitefield Academy community, we ask the following of our parents:

- Pray for the school, its teachers, administration, staff, programs, and activities
- Make it a priority to be involved in the life of the school through attendance at school events, meetings and parent functions, and where possible, serving as a volunteer
- Cooperate fully in the educational purpose and model of Whitefield, doing your best to make classical Christian education effective in the life of your child
- Support and abide by Whitefield's policies
- Have a clear understanding of Whitefield's Statement of Faith
- Accept the Biblical challenge to "train up a child in the way he should go" (Prov. 22:6) and agree that this training will be carried on in the home
- Reinforce with your child that Christian behavior and attitudes are expected while they are at school
- Nurture habits of punctuality, thoroughness, neatness, honesty, resourcefulness, independent reading, and study in your child. Expect your student to complete all

homework daily and to make sure all books and completed homework are returned to the school the following day

- Cooperate with Whitefield's mission to teach all subjects with academic excellence, and from a Biblical worldview consistent with the Statement of Faith
- Grant the school authority to discipline children in accordance with this Handbook and to enforce school policies
- Fulfill financial obligations to Whitefield Academy on a timely basis and understand the policies related to tuition and fees, including the withdrawal policy
- Support the school through fundraisers and gifts, in addition to tuition and fee payments, as the Lord enables
- Promote a spirit of unity in our community by not criticizing the school in front of others or your child, and resolving problems through the principles of Matthew 5:23-24 and 18:15-17 as detailed in Whitefield's "Conflict Resolution Policy" (p.15)
- Immediately inform the administration concerning any of the following occurrences in the life of their Whitefield scholar: psychiatric counseling, separation or divorce of the parents, involvement with the law or juvenile authorities, any prescribed program of behavior-controlling medication, pregnancy or marriage, or any use of illegal drugs or alcohol

AFTERCARE PROGRAM

Whitefield Academy's Aftercare Program provides flexibility for parents, teachers, and staff who need to extend their child's day at school on an ongoing basis. The program is open to students in grades Pre-K – 6 and affords a safe, loving and nurturing environment for children.

Enrolled students report to Aftercare at the end of the school day. The program operates every day that school is in session, from 3:30 p.m. – 5:30 p.m. If there is no school scheduled, school is in session a partial day, or if school is dismissed early for any reason, including snow days, the program is closed. Students may be enrolled for the full semester for one to five

days a week.

Detailed instructions and the fee schedule may be obtained from the school office, or from your FACTS family portal/resource documents.

CONFERENCES

Teachers inform parents of their child's progress on a frequent basis. Teachers are encouraged to reach out to parents each school year to discuss struggles and successes. These times provide an opportunity for teachers and parents to be updated on student concerns at school and at home. A conference may be scheduled at any time, bearing in mind the teacher's schedule and workload.

Parents are encouraged to visit their child's classrooms. Please pre-arrange your visit with the teacher to avoid testing periods or other such occasions. In the interest of the safety and security for our students, please sign in at the office.

CONFLICT RESOLUTION

Whitefield Academy recognizes disagreements are inevitable in the life of every vital organization. The important issue is not the fact disagreements exist, but the manner in which they are expressed and resolved. We believe that the process for dealing with conflicts and disagreements given by Christ to believers (recorded in Matthew 18:15-20) applies to our school community. Whitefield Academy thus requires the school community to use the following procedures in dealing with grievances. The school will attempt to promptly resolve all disputes that are appropriate for handling under this policy.

1. If conflict should occur, the concerned party should approach the person with whom they have the concern. To ensure thoughtfulness and accuracy, either party may request that both parties, following their conversation, write out the concern and the resolution, if any, that was agreed upon. If approaching the staff member directly would not be appropriate based on the situation, parents or students may bring the matter directly to a school administrator.
2. If the concern is not resolved after discussion, the matter should be taken up with the person's direct report: Deans for all teachers, Business Manager for all office staff.
3. If the matter remains unresolved, parents, staff member, and supervisor should bring the issue to the attention of the Head of School who will be

the final arbiter in cases that do not involve a personal conflict of interest.

4. If an investigation or mediation is required, it may be necessary for both parties to present a written statement of the concern.
5. If a parent or student declines to talk to the individual staff member, and no appropriate extenuating circumstances are deemed to exist, the Head of School may decline to consider the matter further.
6. If a parent or student writes a letter to the appropriate administrator, it will be shown to the faculty or staff member.
7. If the case involves the Head of School, and after the initial personal conversation (per Matthew 18 principles) it remains unresolved, it should be brought to the attention of the Board President who will assume authority for its resolution.
8. If the case involves a dean and after the initial personal conversation (per Matthew 18 principles) it remains unresolved, it should be brought to the attention of the Head of School who will assume authority for its resolution.
9. If the case involves the spouse of a board member employed by the school, the case will be handled by the Head of School. If counsel is sought from the Board, the board member will recuse himself/herself from the discussion.
10. If the case involves a board member's actions in the discharge of their board duties, and after the initial personal conversation (per Matthew 18 principles) it remains unresolved, the matter should be brought to the Board Chair who will assume authority for the resolution of the case.

Final decisions on disputes will not be precedent setting or binding on future cases unless they are officially stated as school policy. Information regarding a case should be limited to those parties who have a need to know or who are involved in its resolution.

EDUCATIONAL AND HEALTH SERVICES

Whitefield Academy falls within the area of the Center School District which has requested that we include the following Public Notice.

Center 58 School District, 8701 Holmes Road,
Kansas City, MO 64131

All responsible public agencies are required to

locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. Center 58 School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/ intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

Center 58 School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

Center 58 School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

Center 58 School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act

(GEPA).

EMERGENCY SITUATIONS

In the unlikely event an emergency arises that requires the evacuation of the school, parents will be notified as soon as possible via FACTS Parent Alert. Our evacuation destination is Center High School.

If you receive an emergency Parent Alert, please do not call the cell phone of any student, staff or faculty member. Pick-up details will be communicated via FACTS Parent Alert.

FACTS (formerly RenWeb)

School Management Software

FACTS embraces the needs of students, parents, teachers, and administration. We use this software to communicate with parents and students about lessons, homework, grades, report cards, email, inclement weather, school calendar and accounting. Every family is required to register.

New families who are enrolled will be connected to FACTS by mid-July.

At this time the FACTS website runs best on Chrome.

First Time User Instructions

- Provide your primary email address to school office. Providing an email address for both parents ensures that both receive email information from the teachers and administrators
- Click on the FACTS link located on the school's website - www.whitefieldacademykc.org. This opens a new window. Click on the link that says "Create New ParentsWeb Account"
- You will see a screen where you enter your primary email - the one you gave the school office. FACTS will send a password to this email that can be used for future logins
- You may want to save this log in screen to your "favorites."

Alternate Method to Login

You may also login by using www.FACTSmgt.com.

- Hover over the "Logins" icon on the toolbar and select "ParentsWeb Login."
- Click "Create New ParentsWeb Account"
- Enter the school's code in the "District

Code” box: “WA-MO” Enter your primary email, then click “Create Account”

If you have any difficulties, please contact the office.

PHILOSOPHY OF PHILANTHROPY

Philanthropic gifts from families, friends and foundations are an important source of income for the school. While tuition covers the majority of operating expenses at Whitefield Academy, other expenses such as professional development, financial aid, building enhancements and special projects are supported by donations made to the Whitefield Fund, formerly called the annual fund. Our hope is that all faculty, staff, and families make an annual gift towards this fund.

HOT LUNCH, MILK, FOOD AND DRINK

Whitefield offers a variety of lunch options, including made-from-scratch hot lunches and lunches from outside vendors.

- Students in grades 6 - 12 are permitted to use the microwave ovens located in the cafeteria.
- Lunches are to be eaten only in the cafeteria or on the patio unless permission is given for another venue.
- In an effort to keep our rooms clean and our students focused on their lessons, no food, or drink other than water, is permitted in the classrooms and multi-purpose room. Food and or drink may be permitted by teachers in their classroom for special occasions and in designated areas during brunch.

INCLEMENT WEATHER / SNOW DAYS

Because our students are not bussed to school, we may elect to remain open even if local public-school districts are closed if the roads are clear and the school building is operational.

Procedure

If inclement weather is likely to occur before or during the next school day, a decision regarding school cancellation will be made as early as possible. Families will be notified via text and email using FACTS Parent Alert. Please ensure your contact information is up to

date with our school office.

If the evening review finds that school is possible for the next day, the decision will be deferred until morning and the announcement made by 6 a.m. via local media and FACTS Parent Alert.

Check WDAF Fox Channel 4, KCTV Channel 5, KMBC Channel 9 for school closing information. Note that in our experience Missouri tends to take a little longer than Kansas to get the roads cleared.

We do not normally schedule late starts, although there have been occasions when we have cancelled school before the end of the normal school day.

The safety of our students is of paramount concern; therefore, parents must use their own judgment about whether or not to send students to school if the weather or roads are particularly bad in their local area. If you decide to keep your student at home, please call or email the school by 8 a.m. The absence will be recorded as an excused absence.

When we know of a school closing in advance, we encourage teachers to have students take their school books home and to assign homework that should amount to no more than a total of two hours per day. Parents are asked to check FACTS for any assignments and help facilitate their completion.

Extra-curricular Activities

On the days school is closed due to inclement weather, all school activities will be cancelled, unless special permission to proceed has been given by the Head of School. Students will not be penalized for failure to attend activities when school is closed, even when special permission to proceed has been granted.

Inclement weather conditions may also cause after-school activities to be cancelled on a day school closes at the regular time. These closings will be announced via media outlets and or FACTS.

MESSAGES AND DELIVERIES

To contact the office or leave messages for a student please call (816) 444-3567 or send an email to offices@whitefieldacademy.org. To maintain classroom decorum and continuity, deliveries of lunches, books, assignments and other items should be made to the school office.

PARTY INVITATIONS

Families are encouraged to plan activities outside of school that involve fellow classmates, however invitations to parties or activities that are passed out at school should include all boys in the class, all girls in

the class, or the entire class in order to be inclusive and respectful of every student.

PHOTOS AND VIDEOS

No videos or photos taken at school or school-related events may be posted to a website without explicit permission from the administration.

Whitefield maintains a Facebook and Instagram page and permission to administrate that site will be given at the discretion of the Marketing Director or Head of School.

PICK UP AND DROP OFF

Each school year, Pre-K-6 grade parents are assigned a number that identifies their car to school personnel. These numbers should be placed in the passenger side window or on the visor. As a courtesy to the school, please do not use handwritten numbers or visual signals to communicate your number as this may delay the pick-up process. If a replacement number is needed, contact the school office for a replacement.

Drop Off

Please use the north entrance on Holmes Road to the parking lot and follow the one-way system behind the school to the south side cafeteria entrance. Students must not be dropped off at the front door before school. If a parent needs to come into the school, first drop off student(s) and then park in the southeast parking area near the playground.

When visiting the school for 10 minutes or less, parking is available in the front driveway.

Pick Up

Parents of Pre-K-6 grade students: Use the north entrance on Holmes Road to the parking lot and follow the one-way system behind the school, lining up in the *right-hand* pick-up lane. Faculty members on parking lot duty will see your vehicle's number and call into the cafeteria where all elementary school students will be waiting. Students exit directly into the pick-up area.

Parents of 7 - 12 grade students: Enter using the north entrance on Holmes Road to the parking lot and follow the one-way system behind the school, lining up in the

right pick up lane. Students should be careful when walking to their parents' car.

Parents may also park in the southeast parking lot near the playground and wait for students. If you park and are picking up a Pre-K - 6 student, please come into the cafeteria as we do not permit younger students to walk unsupervised in the parking lot at this time. Please do not arrange to pick up students at the front door after school.

The *left* lane at the cafeteria entrance is for drive through only. Please observe posted speed limit of 5 mph.

Arrival and Departure During School Day

Sign In: Parents of students in grades Pre-K-6 must sign in the student at the school office when arriving after 8 a.m. whether due to tardiness or returning from an appointment.

The late arriving student must remain in the school office until the teacher is contacted. Children 2nd grade and under will be accompanied to the classroom.

Sign Out: Parents must sign students out in the school office when leaving for an appointment. An office staff member will call the child from class.

Appointment Notification: Please notify the teacher (by email or handwritten note) of the time if you need to take your child from school during the school day for an appointment. Please give 24-hour notice if possible.

VISITORS TO CAMPUS

All visitors to the school must sign in at the office and receive a visitor pass. Student visitors wishing to attend class and who are not conducting a scheduled shadow day, should pre-arrange their visit at least one day in advance with class teachers and the school office. If the visitor is not a prospective enrollee, visits are limited to lunchtime. The Lower or Upper School Dean must approve exceptions.

If the visit is over the lunch hour, visitors will wait in our foyer until students are dismissed for lunch. Visitors will sign out when they leave campus.

Our Academics

Whitefield Academy is comprised of a “Lower School” that refers to grades Pre-K–6 and an “Upper School” that refers to grades 7–12.

ACADEMIC GOALS

The goals of our academic program include:

- Displaying the harmony of Biblical faith and learning that will demonstrate the necessity of humility in gaining true knowledge and wisdom (Proverbs 9:10)
- Encouraging the development of Biblical moral and ethical standards, and setting academic standards that will challenge all students
- Establishing a curriculum that meets the requirements of college entrance or career
- Hiring capable and qualified teachers who profess a living faith in Christ, and who will equip students to achieve high standards
- Evaluating students at regular intervals for continuous assessment of academic achievement
- Offering activities for the development of the spiritual, physical, cultural, recreational, civic, and creative interests of students
- Fostering creative thinking, problem solving, self-discipline, and constructive collaboration

ACADEMIC RESPONSIBILITY

It is a fundamental axiom of education that students are responsible for their own learning. While teachers are accountable for lesson creation, delivery, guided practice, and student assessment, students must take upon themselves the role of active learners. To do this it is expected of a student that he or she will be attentive, self-motivated, complete homework and other assignments on time, and persevere through difficult tasks. Students have the right and responsibility to seek clarification on any aspect of their learning from their teachers.

ATTENDANCE, ABSENCE, MAKE-UP WORK AND TARDINESS

Full attendance is encouraged in order that academic

performance is maximized. Should your child need to be absent for a previously scheduled event (as opposed to sudden illness), please give your teachers as much time as possible to gather work. A minimum of one week is appreciated.

To simplify communication, faculty and staff email addresses generally conform to the following convention:

“FirstInitialLastName@whitefieldacademy.org”
(e.g., jsmith@whitefieldacademy.org).

Absence

If Upper School students miss six class periods (twelve days for Lower School students) in a semester a Head of School’s conference may be scheduled with the parents and their student to discuss a plan to correct the situation. If academic achievement has been significantly compromised, it may be determined by the Head of School that it is best for the student to repeat the class the following year. Missed periods include excused or unexcused absences but exclude absences incurred for school-related activities. A written note, email or phone call to the office from a parent is required for an excused absence. In-school or out-of-school suspension is considered an unexcused absence.

Lower School If a child is absent from school for any reason, parents should (1) email their student’s teacher and (2) the school office at offices@whitefieldacademy.org by 8 a.m. Teachers are not responsible for repeating material for students who have missed class. The responsibility for make-up work and notes for classes missed resides with the student or his or her parent. Please refer to FACTS for work assigned during the child’s absence. If requested by 8 a.m., the school will gather homework for Grammar School students. Please inform the office if you will pick up the assignments at the end of the day, or if they should be sent home with another student.

Upper School If a student misses more than 30 minutes of any class, the student will be marked as absent, not tardy. Without parental permission, this is an unexcused absence. If a student will absent from school for any reason, parents should email their student’s first hour teacher, and the school office at offices@whitefieldacademy.org by 8 a.m.

Make-Up Work

Students are responsible for any pre-assigned material (tests, assignments, etc.) the day after they return from an absence. Generally, one school day for every day of excused absence is allowed to make up any work that is not pre-assigned. In order to complete make-up work as quickly as possible, please make use of Saturdays where possible. Parents or students should consult FACTS for homework or other assignments.

Assignments and tests occurring during an unexcused absence may be made up at the teacher's discretion.

Tardiness

Every tardy disrupts the class and teachers will mark students arriving late to class as tardy. After five tardies the office may notify the teacher(s), parents and the Dean. After ten tardies, the student will be charged a day's unexcused absence and the parents may receive a phone call from a Dean. If the tardiness is willful, the student may be suspended for a school day at the Dean's discretion. If the tardiness persists a conference will be scheduled with the parents, their student, and, if necessary, the teacher(s). The student may be subject to further appropriate corrective discipline.

AWARDS

Whitefield makes two special awards to deserving students each year.

The Jill Shannon Excellence in Classical Education Award

This Award was originally given by the class of 2000 to honor one of the school's founders. Jill Shannon demonstrated an unusual and unflagging desire to promote and provide classical Christian education to our community. The award's recipient is selected by the Whitefield faculty. It is awarded to the twelfth-grade student who best represents a Christian and classical mindset. The recipient will have excelled in academics and extra-curricular activities while demonstrating Christian character and the ability to be a critical thinker, clear communicator, and compassionate leader.

The Amy Francis Excellence in Fine Arts Award

This Award was originally given by the class of 2007 to honor one of our former school parents. Amy Francis was delightfully creative, a loyal supporter of classical Christian education and actively involved in the cultural events in our community. This award's recipient is selected by the Whitefield faculty and is given to the twelfth-grade student who most visibly impacts the fine arts culture at Whitefield and in the greater community.

CLASS SIZE

In order to provide the personal attention, small group work, and the appropriate social dynamic our classical Christian education calls for, we plan for a relatively small student/teacher ratio. Class size is limited to 20 in 1-12 and 14 in Pre-K and TK.

The class size limit may be raised if warranted by exceptional extenuating circumstances and provided there would not be an inordinate burden placed on the teacher or facilities, or when restoration of the approved ratio is expected in the foreseeable future.

COLLEGE VISITS

Juniors and Seniors are encouraged to visit colleges. We recommend students and parents plan well in advance and check with teachers to ensure that, if possible, no important tests or classes are missed. Students are expected to make up all required work. College visit absences are considered school related absences. Parents and students are expected to follow the regular absence and school leaving policies (page 31).

CURRICULUM

A strenuous selection process and high standards are used in choosing the textbooks and teaching materials in use at Whitefield Academy. However, we understand that all of our techniques, methods and materials are simply tools to be used in the process of gaining knowledge and wisdom. Wherever possible, preference is given to using original source documents, and we make use of textbooks from both secular and Christian sources. We systematically re-evaluate our choices and look for better ways to educate students and are always pleased to receive parent comments about curriculum materials.

ENGLISH LANGUAGE LEARNERS

Students for whom English is not their primary language may be enrolled, however benchmarks will be established in order to ensure that promotion to the next grade level is appropriate. Whitefield does not offer an ELL program, so students should enroll in an external ELL program. In certain circumstances, such enrollment may be required as a condition of acceptance to Whitefield.

EXTRA-CURRICULAR ACTIVITY ELIGIBILITY

To retain eligibility for extra-curricular activities students must maintain a “C” (70%) average or above (calculated across all core classes) and be passing each core class at every mid-term progress report and end-of-term report card. A student failing to meet this standard will lose eligibility for one week. The grade will be reviewed on the Tuesday following the week’s ineligibility and if it meets the eligibility standard the student will be reinstated to the team. The grade will be reviewed weekly until the next progress report or report card. Failure to maintain the eligibility standard will result in another week’s ineligibility.

While ineligible students may not participate in team practices, they are expected to attend games with their team but will not wear team uniform. This policy applies to all activities in which a student may represent the school such as Student Council, athletics and debate, but excludes choir, Shakespeare and Antigone.

GRADUATION REQUIREMENTS

A minimum of 24 Carnegie Units is required for high school graduation. One Carnegie Unit is equal to one academic credit which typically is a class offered for one period each day over two semesters.

- Math (4 units)
- Science (3 units)
- English (4 units)
- Humanities or History (4 units)
- Logic (1 unit)
- Foreign Language (1 unit for each year enrolled)
- Bible (1 class for each year enrolled)

All high school students take the six Core Classes offered each year they are enrolled. Transfer students will make up the remaining units with eligible courses from their previous schools.

The Core Classes are:

Ninth Grade

- English III
- Humanities III
- Geometry
- Bible III
- Logic II (22-23 sch year)
- Greek I

Tenth Grade

- Rhetoric I
- Humanities IV
- Algebra II
- Bible IV
- Biology
- Spanish I or Greek II

Eleventh Grade

- Rhetoric II/
English Language and
Composition AP
- Humanities V
- Pre-Calculus
- Chemistry
- Spanish II or Greek III
- Bible V (½ unit)
- Music History (½ unit)

Twelfth Grade

- Rhetoric III/
Senior Thesis
- American History
- College Algebra, Calculus
or agreed class
- Physics
- Spanish III or Greek IV
- Bible VI (½ unit)
- Art History (½ unit)

Classical Honors

Students successfully completing the core classical courses (below) will qualify for the Classical Honors designation on their diploma and granted the privilege of wearing the Classical Honors cord at graduation.

Latin, taken in the 7th grade, fulfills one half of the requirement for two units of classical language needed to receive the Classical Honors distinction. Logic I is taken in 8th grade.

The core classical courses are:

- Math—Algebra I & II, Geometry, Pre-Calculus, College Algebra or Calculus or approved by the Head of School
- Science—Biology, Chemistry, Physics
- Humanities I - V
- Rhetoric I - III
- Two years of Classical languages—Latin or Greek
- Logic I & II

Valedictorian & Salutatorian

The Valedictorian is the student who:

- Meets all requirements for graduation.
- Is eligible for the Classical Honors designation.
- Has attended Whitefield Academy grades 9-12.
- Maintains satisfactory deportment and attendance during his or her senior year.
- Attains the highest GPA in all core classes over

Grades 9 - 12. Independent study grades are not included in this calculation.

- In the event of a tie, core coursework percentages will be calculated to the hundredth percentage for grades 9-12. If there is a tie and thus, no single recipient can be named, we recognize that the Valedictorian honor rightfully should be shared. In this case a Salutatorian will also be named.

The Salutatorian is the student who meets the above criteria and attains the second highest GPA. The system of differentiation used to identify the Valedictorian will also be used to identify the Salutatorian.

HOLY BIBLE

The Bible, which is the normative guide for all of life and thought, the building of virtuous character, and for salvation, is both the foundation of our thinking and a required subject at Whitefield Academy. For consistent memorization of Bible verses and reading in class, we require students in grades Pre-K - 8 to utilize the NIV Bible. (2 Timothy 3:14-17)

HOMEWORK

Younger Grammar School students will, for the most part, complete their work at school, although there will be occasions when homework is assigned to be completed at home. Older Grammar School students likely will have homework assignments, projects or papers to work on at home. Upper school core courses will warrant homework.

If you feel your child is spending too much time on homework, please contact the teacher. Our goal is to have homework time not exceed ten minutes per night per grade level. For example, a third-grade student may expect an average of 30 minutes homework per weeknight.

While Whitefield Academy places great emphasis on the academic achievement of its scholars, each family must determine how they will balance the academic workload with energetic participation in extra-curricular activities and other obligations. We believe that if extra-curricular activities or other obligations interfere with homework, then homework should be placed as the higher priority.

HONESTY, ACADEMIC

Introduction

Whitefield Academy expects students to be honest. This expectation is one of our community's Major School Rules (p.8) and reflects our conviction that God in Scripture commands honesty, and it is thus crucial to each student's moral growth and essential to creating a healthy, respectful learning community.

Dishonesty can assume many different forms, all of which the school takes very seriously. This section of the Handbook, however, is specifically devoted to Whitefield's policy on academic dishonesty. Students should be thoroughly familiar with the rules and expectations about academic dishonesty, as contained in the Handbook and in any supplemental documents prepared by each academic department.

Cheating and plagiarism are the two primary forms of academic dishonesty. Both are serious violations of our community's expectations and may subject a student to disciplinary action.

Cheating

Cheating is copying someone else's work or giving or receiving unauthorized assistance on an exam, test, paper, or other academic exercise in an intentional effort to deceive the teacher into thinking the work is one's own. Cheating is a Major School Rule violation reportable on a student's permanent record.

Plagiarism

Plagiarism occurs when another person's creative or intellectual products (words, ideas, insights, images, etc.) are presented as your own, without explicitly acknowledging their influence on your work. While particular facts that are "common knowledge" usually do not require a citation, copying a lengthy factual summary from a source and presenting it as the product of your own factual synthesis can also constitute plagiarism. For further clarification on what constitutes "common factual knowledge," consult with your teacher. Do not make assumptions. When in doubt, always include a citation.

HONOR CODE

Whitefield Academy is a learning and worshipping community where the love of learning and desire for God are united. Students must be willing to cheerfully abide by the policies of the school and have as a rule of thought, conduct and conversation a desire to engage in those things that are true, good, and beautiful (Philippians 4:8).

Students grades 7 - 12 must:

- Read the Statement of Faith and agree to cooperate with Whitefield's desire to teach all subjects with academic excellence from a Biblical worldview consistent with our

Statement of Faith

- Agree to conduct themselves in a manner consistent with a Christian man or woman
- Agree to be truthful, trustworthy, and respectful of the staff and their fellow students and not to support or protect those who choose not to abide by these rules
- Understand that they will be held accountable for violations of any standards or policies set forth in the handbook

LEXILE TESTING

Students in grades 2 - 10 are tested during the school year for reading proficiency in order to establish personal reading goals. Information to teachers, parents and students on suitable Lexile reading levels is available on lexile.com.

LITERATURE LIST

Grades 3 - 6 often use the literature list to select books for book reports. Others may find the literature list to be beneficial in presenting challenging ideas beyond those of everyday experience and evaluating those ideas in the light of a Biblical worldview.

Criteria for selection includes books:

- Of acclaim; not necessarily the most popular
- With varied ideologies, genre and subject matter
- From a variety of historical time periods
- That have had an impact on culture or history
- That are classics, meaning they have lasted three generations or fifty years
- That are syntactically, grammatically, and verbally excellent
- That are edifying

LEARNING DISABILITIES

Due to staffing and facilities limitations, Whitefield Academy is unable to enroll children with a learning or physical disability, such as would require building accommodations, a separate classroom, program, or staff in order to provide the educational services

desired by the parents.

Children who have been diagnosed as having a learning disability not requiring building accommodations, a separate classroom, program, or staff in order to provide the education services desired by the parents (e.g., ADD/ADHD, dyslexia), are expected to meet the same academic standards as the other children in their grade level. Students in the same class may expect equal amounts of individual instruction.

PROBATION, ACADEMIC

Lower School

If a student is failing in any of the four major subjects (Reading, Language Arts, History, or Math) at the end of any quarter, the student will be placed on academic probation. If grades are not passing at the end of the next quarter, a conference will be held. The Head of School will determine whether to give additional time to improve, require the student to repeat the grade or ask the student to withdraw.

If a student fails in any of the four major subjects at the end of school year, Whitefield's summer school or an approved course of study must be successfully completed before advancing to the next grade.

Upper School

Students must maintain a "C" (70%) average and be passing each course for every quarter. If a student drops below this grade average, or is not passing in one or more courses, the student will be placed on academic probation for the next four weeks. If grades are not improved at the end of that period, a conference will be held. The Upper School Dean will determine whether to give additional time to improve or ask the student to withdraw. During the probation period, unless exceptions apply, the student will be ineligible for athletics, student council, drama, or other extra-curricular activities in order to allow time for additional study.

PROMOTION

Current students must meet the following criteria to be promoted to the next successive grade:

Lower School

Whitefield considers the most recent grades and the most recent standardized test scores to determine if a student is ready for the next grade level. The student should have evidenced no learning disabilities or behavioral problems not previously addressed. In addition, special emphasis should be given to the appropriate level of mastery of the skills listed in the

Curriculum Guide. For English Language Learners, mastery of sufficient English to succeed in the next grade is mandatory.

To help with next grade readiness, it may be that a student will be required to successfully complete Whitefield's summer school at their parent's expense.

Upper School

Students must maintain at least a 2.0 GPA and pass every class for promotion to the next successive grade. If a class is failed, the student may be required to make it up over summer or repeat it the following year. If more than one class is failed, the student may be required to repeat the year at the discretion of the Upper School Dean.

READING FLUENCY INTERVENTION

Whitefield Academy uses the Read Naturally Strategy as an intervention program to help struggling readers.

The Read Naturally Strategy combines three effective research-based stratagems that improve a student's reading achievement. These are: Teacher Modeling, Repeated Reading, and Progress Monitoring.

Working with a specialist three times a week for 30 minutes a day, students learn and reinforce "what good readers do." They identify key words, make prediction, practice, answer comprehension questions, and retell the story in their own words.

Students who score below 40% nationally are required to enroll in the program. The program is also available to students who score between 40 - 60%.

For more information, please speak to your student's teacher, or visit www.readnaturally.com.

REPORT CARDS & GRADING SCALES

An academic progress report is issued at the mid-term and a report card at the end of each quarter.

Grades K - 1 use the following ESNU Scale for grading class grades while the Numbered Scale is utilized for skill set grades.

Grades 2 - 6 use the Standard Grading Scale for class grades and the Numbered Scale for skill sets.

Numbered Scale

- 1 = Excellent
- 2 = Good/Great
- 3 = Satisfactory
- 4 = Needs Improvement
- 5 = Unsatisfactory

ESNU Scale

- E = Excellent
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Courses in the Lower and Upper Schools are graded on a 4.0 scale. Our coursework is rigorous in all core classes and it is not necessary to differentiate certain classes as "Honors" classes. Elective classes are also graded on this scale.

Standard Grading Scale

- | | | |
|-----------------|-----------|------------|
| A+ = 98-100 | A = 92-97 | A- = 90-91 |
| B+ = 88-89 | B = 82-87 | B- = 80-81 |
| C+ = 78-79 | C = 72-77 | C- = 70-71 |
| D+ = 68-69 | D = 62-67 | D- = 60-61 |
| F = 59 or Below | | |

GPA Scale

- | | |
|-------------|-----|
| 90-100 | 4.0 |
| 80-89 | 3.0 |
| 70-79 | 2.0 |
| 60-69 | 1.0 |
| 59 or Below | 0 |

DRESS CODE

Our dress code contributes in an important way to the overall sense of unity as a Christian school community. The dress code enhances the learning atmosphere, adds a sense of pride, and reduces negative competition among the students. Whitefield students are expected to wear their uniform in a manner that portrays a positive and modest self-image, conveys personal neatness and cleanliness, and demonstrates a willing attitude of excellence in performance and achievement.

Because of our belief in how God has made us, students must dress according to their biological gender.

Students are expected to be in the full appropriate uniform throughout each day whether on campus, on field trips, or other school events (including school events scheduled after normal school hours) unless otherwise specified.

Please give special attention to the “Notes for All Girls and Notes for All Boys” paragraphs.

Designated uniform items may be purchased from the stores listed in the “Where to Purchase” section below.

GIRLS, Lower School

- Designated jumper or skirt in Grammar school plaid, available only from Dennis Uniform
- Designated shorts, skorts, skirts or slacks in solid navy blue
- Shirts:
 - Designated short or long-sleeved white or hunter green polo shirt or turtleneck
 - Plain white blouse with plain, not ruffled, peter pan collar – short or long-sleeved
 - Designated sweater or vest in navy or hunter green with school logo over collared shirt
 - Designated crew or quarter zip sweatshirt in navy, hunter green or gray with school logo/crest over collared shirt
- Shoes and socks:
 - Socks that cover the ankle, plain tights or leggings: in black, navy, hunter green, or white. Conservative

tennis shoes in predominately one color, either navy, black, or white

-
- Dress Uniform:
 - Pre-K - 3: Jumper, long-sleeve, peter pan collar blouse, white tights, dark dress shoes
 - 4 - 6: Plaid skirt, long-sleeve oxford or peter pan collar blouse, white tights, dark dress shoes
 - Dark dress shoes in navy, black or brown, closed toe and solid back.

GIRLS, Upper School

- Skirt in navy or designated upper school plaid. For 9th-12th: also khaki
- Designated slacks or designated Lands' End shorts in navy. For 9th-12th: also khaki
- Shirts:
 - Designated button-down white oxford, short or long-sleeved
 - Polo shirt or turtleneck in white, hunter green or yellow. For Rhetoric School: also navy
 - Designated sweater or vest in navy, yellow or hunter green with school logo/crest over collared shirt
 - Designated crew or quarter zip sweatshirt in navy, hunter green or gray with school logo or crest over collared shirt
- Shoes, socks, tights & hose:
 - Dark, single color, dress shoes which may include Topsider/Boat Shoe style; closed toe, solid back, or conservative tennis shoes in predominately one color, either navy, black, or white.
 - Socks that cover the ankle, plain tights, or leggings: in black, navy, hunter green, or white. When wearing a skirt, crew socks, knee socks, plain tights, hose, or leggings must be worn. When worn with pants or shorts, socks must cover the ankle. Leggings must be without embellishments such as patterns, lace or buttons. They must be worn with white or same-colored socks that cover the ankle and overlap the hem of the leggings.
- Dress uniform:

- Plaid skirt, long-sleeve white button-down oxford shirt, white or navy tights, white knee socks, dark dress shoes

Notes for All Girls

- Navy or khaki skirts may be plain front or pleated
- Plaid skirts may be pleated or kilted
- Skirt and skort length should be less than 5" above the floor when kneeling
- Nails should not be excessively long
- Headbands should coordinate with the school uniform; no bandanas or visible ornamentation such as sports logos
- Earrings should be discrete

BOYS, Lower School

- Designated shorts or pants in solid navy with plain dark belt. (Pre-K and K are not required to wear belts.)
- Shirts:
 - Designated button-down white oxford shirt, short or long-sleeved. Polo shirt or turtleneck, in white or hunter green
 - Designated sweater or vest in navy or hunter green with school logo over collared shirt
 - Designated crew or quarter zip sweatshirt in navy, hunter green or gray with school logo or crest over collared shirt
- Shoes and socks:
 - Conservative tennis shoes in predominately one color, either navy, black, or white
 - Socks: navy, black or white, must cover ankle
- Dress uniform:
 - Navy pants, white long-sleeve button down oxford shirt, dark dress shoes, plain dark belt
 - Dark dress shoes in navy, black or brown, dark soles, closed toe and solid back

BOYS, Upper School

- Designated pants or designated Lands' End shorts in solid navy with plain dark belt. (9th-12th also khaki)
- Shirts:
 - Designated button-down white

oxford shirt, short or long-sleeved. Polo shirt or turtleneck in white, hunter green, or yellow (9th-12th: also, navy)

- Designated sweater or vest in navy, yellow or hunter green with school logo or crest over collared shirt
- Designated crew or quarter zip sweatshirt in navy, hunter green or gray with school logo or crest over collared shirt
- Shoes and socks:
 - Dark, single color, dress shoes which may include Topsider/Boat Shoe style; closed toe, solid back, or conservative tennis shoes in predominately one color, either navy, black, or white.
 - Socks: navy, black or white, must cover ankle (9th-12th: also, khaki).
- Dress uniform:
 - Navy pants, white long-sleeve button down oxford, dark socks, dark dress shoes, plain dark belt (9th-12th khaki pants)

Notes for All Boys

- Hair should be combed and tidy, a conservative cut above the eyebrows, ears, and collar, with no extreme styles
- No facial hair
- No earrings or pierced jewelry

ALL STUDENTS

Physical Education Uniform (Upper School)

- Athletic shorts or athletic long pants in solid navy or black (stripe or small logos permitted). No short shorts—shorts should be at mid-thigh.
- T-shirt with school logo/crest in gray – short sleeve (one shirt and pair of shorts provided by school, additional items are available for purchase)
- School sweatshirts may be worn outside

Spiritwear

- Spiritwear items are clothing with our school logos, crest, or house, purchased through the school. These include t-shirts, shirts, hats, scarves, jackets. Spiritwear does not include

Athletic or WA Event wear.

Athletic Wear

- Athletic wear items are clothing designed for use by athletes in the normal course of their season. These include official uniform items, shooter shirts, and warm-up pants and jackets.

WA Event Wear

- Clothing such as shirts for Serve Day, class trips, debate, soccer camp, athletic championships, the MCAA league, Student Council, Shakespeare, and Antigone, etc.

Additional Dress Code Directions

- Unusual or outlandish styles in clothing, jewelry, hair, nails, or shoes are not permitted.
- Facial jewelry such as nose-rings or studs, eyebrow or lip piercings is not permitted.
- If hair is dyed, it should be within the naturally occurring range of hair color.
- Visible tattoos are not permitted while in school uniform or when at extra-curricular activities.
- Hats or scarves (except spiritwear scarves) may not be worn in class or chapel.
- Undershirts/t-shirts must be solid white and short-sleeved.
- Shirts should be tucked in at all times and may have the top button only unbuttoned.
- Shooter shirts or team jerseys may be worn by team members and managers on game days only.
- Whitefield warm-up jackets, approved spiritwear and letter jackets may be worn in class or chapel. Non-uniform shirts, jackets, sweaters or sweatshirts may not be worn in class or chapel.
- Shorts and pants must have belt loops and a plain dark belt must be worn (except PK, TK, or K).
- Pants, slacks, shorts or skirts must be worn modestly (including sportswear and during games). Cargo and mini-styles are not permitted.
- Socks should be of one color with no stripes or other designs.
- Shoes should be predominately one color, with no designs, bright colors or bright laces. No sandals, booties, clogs, or soft-soled moccasins.
- Shorts: Active Chino Shorts available only from Land's End. Socks covering the ankles must be worn with shorts.
- School uniform will be worn on field trips unless designated differently by the teacher.
- Students participating in choir, athletics or debate may be expected to wear a specific uniform.

Dress Code Infractions

Dress code infractions are subject to disciplinary action. Infractions include:

- Incomplete uniform or non-uniform including clothing, hair, and jewelry
- Unwashed, unkempt, or inappropriately styled hair.
- Unclean, sloppy, or improperly worn attire
- Frayed, torn, stained, or excessively worn items
- Wearing clothing items not designated for a student's biological gender

Where to Purchase

Designated uniform items may be purchased from the school's approved uniform providers:

- Dennis Uniform, 6322 College Blvd, Overland Park, KS 66211.
www.dennisuniform.com
- Lands' End, www.landsend.com, 1-800-469-2222, Preferred School #: 9000-2700-4

SPECIAL DRESS DAYS

Spiritwear Days

Upper School students may wear spiritwear items on "top" with uniform bottoms and shoes, or blue or black jeans and athletic shoes.

Lower School students may wear uniform, blue or black jeans, jean shorts or skirts at dress-code length (5" above floor when kneeling), or approved navy mesh gym shorts with logo with their spiritwear or most recent Serve Day shirts. This also applies to Games Day and Field Day.

Spiritwear should be the outermost layer of the ensemble. If it is too cool for a short-sleeve t-shirt, a long-sleeve shirt of the same color may be worn underneath a t-shirt. Only spiritwear crewneck or hoodie sweatshirts, or WA logoed athletic jackets may be worn on spirit wear days. Hats may not be worn indoors.

WA Event Days

WA event wear will be permitted to honor our students' participation in Serve Day, House events, debate, soccer camp, athletic championships, the MCAA league, Student Council, Shakespeare, Antigone and the like.

Tournament Days

After a significant placement in a tournament or competition, team members may be permitted to wear their team jerseys with jeans and athletic shoes. This is not a spiritwear day and is open only to team members.

Team Jersey Days

Team members may wear game jerseys or other pre-approved team apparel on regular season home-game days. Regular uniform shoes and pants/skirts/skorts are to be worn.

EMERGENCY DRILLS

Periodically throughout the year we conduct fire, tornado, and threat drills in order to train for emergency situations.

FOOD AND GUM

In an effort to keep our rooms clean and our students focused on their lessons, no food, or drink other than water, is permitted in the classrooms, multi-purpose room, annex commons, and chapel. With teacher permission, on special occasions, food and/or drink may be permitted in classrooms.

Gum chewing is not permitted anywhere on campus at any time.

ILLNESS AND INJURY

In the event of illness occurring while a student is at school, the classroom teacher is authorized to make the final judgment as to whether a child is too ill to continue participating in classroom activities and thus remain at school.

A child who exhibits a fever or experiences vomiting or diarrhea must remain home from school for at least 24 hours following the incident.

Minor abrasions or nosebleeds will be treated at school without immediate parental notification; however, parents will be immediately informed of anything of a more serious nature.

LEAVING SCHOOL

If a student must leave during the school day, the office requires a note or phone call from a parent.

Students (including athletes and fans) leaving campus during the normal school day will sign out in the office when leaving and sign in upon returning.

Students who provide their own transportation to and from school need not be accompanied by a parent or guardian if leaving campus during the school day; they must sign out in the office. Other students must be accompanied by a parent, guardian, or other authorized individual.

Students should be picked up or leave campus promptly at dismissal. Lower School students who are not picked up by dismissal will be placed in Aftercare supervision and charged for the service. Supervision is not provided for grades 7-12 after 3:30 p.m. Upper School students should be picked up using the cafeteria entrance after 3:30 p.m.

LIBRARY

Whitefield maintains a library for use by students. Books will be checked out to students who are responsible for their return. Lost or damaged books will be charged to the family account.

LOCKER ROOMS AND RESTROOMS

Because of our belief in how God has made us (Psalm 139:13-14), students may use only the locker rooms, changing areas, restrooms, etc., associated with their biological gender.

LOCKERS

Upper School students are assigned lockers at the start of each school year. If a student elects to use a combination lock the office must be notified of the combination. Other locks are not permitted. Because the school rents out its facilities on the weekend, students are advised to secure their lockers or remove valuable items at the end of each school day. The school is not responsible for items stored in lockers or left on school grounds.

Lockers may be adorned with school-related personal items only.

LOST AND FOUND

The school maintains a lost and found area for unattended items. It is the student or parent's responsibility to check for missing items. Items left unclaimed for a few weeks are donated to charity or disposed of.

MARKETING AND BRANDING

Print and digital material must be branded. Designs for group/team clothing, or spiritwear must be approved by Marketing Director or Head of School.

MISSION AND CULTURAL TRIPS

Since the school's founding we have believed it important for our students to engage the world spiritually, intellectually, missionally, and culturally. To this end, each spring, students in the Dialectic and Rhetoric Schools take a full week from their formal studies to embark on mission and cultural trips.

The mission trips in grades seven, nine and eleven are designed to build empathy among students for those less fortunate than themselves, taking them into often unfamiliar environments where they learn to serve the physical and spiritual needs of families and their children. These trips are planned in conjunction with established Christian organizations that provide on-the-ground leadership and hospitality and ensure that our students enjoy a safe and productive excursion.

While all destinations are reviewed annually to ensure they meet our goals, historically...

- Seventh graders serve at the Show Me Christian Youth Home, LaMonte, Missouri
- Ninth graders serve at Sagrada Scholarship Bible Camp in Lincoln, Missouri
- Eleventh graders have co-labored with Trinidad and Tobago Urban Ministry in Trinidad, with Global Orphan Project in Haiti, and with local churches in Bermuda.

The cultural trips in grades eight, ten, and twelve are designed to immerse students in our nation's history and culture. Trip are geared to curriculum, and while students have a wonderful and energizing time, they are also responsible to demonstrate engagement and understanding.

- Eighth graders visit a large Midwestern city
- Tenth graders visit a large Midwestern city
- Twelfth graders select an approved destination

Details of the mission and cultural trips are provided at the Back-to-School Night and are then available from the school office. A faculty member acts as Trip Director for each trip and is helped by selected parent chaperones. Students and parents are expected to be involved in trip planning. The Head of School is the

final decision maker concerning what parents may chaperone.

PHONE CALLS and CONTACTING STUDENTS

There are no public phones available for student use. Students who need to make an emergency phone call home during the school day may request to do so from the school office.

Parents wishing to contact or get a message to a student during the school day, should contact the school office via email or school phone. Students will be in violation of school rules if they check their phones during the day (see "Technology Use," p.33).

RECESS

The playground is used as often as weather permits, even on cold days, to provide children with fresh air, sunshine and room to run. Students should be provided with suitable clothing layers and footwear (hats, gloves, coats, boots) to allow them to participate in outdoor recess. Students in grades Pre- K – 8 have regularly scheduled recess times.

SCHOOL SUPPLIES

A list of items to be purchased by the family will be distributed by August 1. Please ensure that supplies are available for your child.

SERVICE HOURS

Understanding Scripture's admonition to take care of widows and orphans, and by extension all who are in need of Christian compassion, Upper School students are encouraged, but not required, to volunteer their time and talents for the betterment of their community and for the glory of God. (James 1:27; 1 Peter 4:10; Gal. 6:10; Acts 20:35)

While some colleges do look at volunteer service hours in considering applicants, what colleges most look for is passionate and creative service. Whatever is done outside of the classroom, the Scripture's admonition, "Whatever you do, work heartily, as for the Lord and not for men" should be followed. (See Col 3:23-24) Colleges are more interested in a high level of engagement or leadership in one project than hundreds of hours in many different ones. Students should find something that interests them, something they care

deeply about, and pursue that.

Volunteer service may be provided to a church, the public, nonprofit agencies, civic, charitable, and governmental organizations, in school as tutors, and by taking part in projects around the school campus.

Students who wish to have their service hours noted on their transcripts should submit their completed and signed Service Hour Log Sheets (available from the school office) to the school office no later than the last day of the school year.

SPORTS AND EXTRA-CURRICULAR ACTIVITIES

Extra-curricular Activities

Whitefield offers voluntary extra-curricular activities for grades 7 - 12 intended for enrichment beyond the normal academic activities. These activities generally occur outside of regularly scheduled class time.

- Extra-curricular activities do not take priority over the academic program.
- Participation requires written parental permission.
- Participating students must maintain a GPA of 2.0 or above.
- Most costs are included in the annual fees. Items such as extra equipment, uniforms, t-shirts, or special travel may not be covered.

Athletic Programs

Whitefield believes that our primary purpose is to provide a Christ-honoring academic environment for learning. Extra-curricular activities such as athletics can be a good method to teach positive values to students. The following are the key lessons to be learned through the athletic programs at Whitefield:

- Conditioning - Our bodies belong to God (I Cor. 6:19-20). Athletic programs provide a fun way for students to work hard to fit.
- Competition - Scripture compares running a race to win with the spiritual race (I Cor. 9:24). Competition promotes the positive attributes of hard work, discipline and goal accomplishment.
- Cooperation - Working well with others is important in every area of life, whether it is family, work, or friends. Athletics promotes the concept of looking out for the interest of others ahead of your own (Phil. 2:4).

- Character – Athletics teaches key lessons such as how to win well, and how to lose well. Having a good attitude at all times, treating opponents and officials with respect, not show-boating, not bragging, are all lessons to be learned, and attitudes to be expected (Col. 1:10).
- Christ-Honoring - The goal of all that we do should be to learn to be more like Christ and to give Him glory (I Cor. 10:31).

Organized athletics are offered for students in 7th - 12th grades. In specific sports, 6th grade students also have the opportunity to try out for the junior high teams.

Teams organized at the junior varsity or junior high level will be primarily instructional. Whenever possible, all students that want to be involved will be allowed on the teams. Coaches will make a concentrated effort to let all students participate. Students should have the goal to win each game; however, winning will not take precedence over allowing every student the opportunity to be involved.

Teams organized for the varsity level will be approached on a more competitive basis. Coaches will determine the appropriate number of players for each team and will set up tryouts, if necessary, to field the best possible team. Coaches and players will approach each game on a competitive basis and coaches will not be expected to give each student equal playing time.

Coaches and assistant coaches for all teams will be approved by the Athletic Director.

In addition to teaching the skills of the sport, coaches at all levels and on each team, will emphasize the key five lessons discussed above.

Sports Offered

- Fall: Girls Volleyball, Boys Soccer, Crew
- Winter: Girls and Boys Basketball
- Spring: Girls Soccer, Golf, Crew

Students participating in both a sport and an extra-curricular activity will designate one as their major activity and the other as their minor. In the event of a scheduling conflict the major activity will take precedence, unless the conflict is a minor activity tournament conflicting with a major activity's scheduled non-tournament event. This policy does not apply to Shakespeare and Antigone when special arrangements will be made.

An athletic handbook detailing scheduling, uniform check-out, eligibility, volunteer participation, and conduct may be obtained from the Athletic Director.

Extra-curricular Activities Offered

- Debate, choir, yearbook, and Shakespeare

SPORTSMANSHIP

Whitefieldians (students, staff, and parents) respect and applaud the efforts and accomplishments of others—even our closest competitive rivals—and do nothing to demean them. We respect coaches and referees and their judgment and are considerate of the facilities we use.

TECHNOLOGY USE

Our use of technology is intended to dignify all persons, aide in the cultivation of community, and help to reach curricular goals. Technology use is not a private matter, but a public and community one, and its use must be in keeping with the school's mission, vision, values, and biblical ethical standards.

Grammar School students are generally not permitted to bring electronic devices to school, with the exception of 6th grade students participating in school-sponsored sports who may bring a phone.

Cell Phones

Cell phones must be kept turned off (not merely silenced) in student lockers or backpacks anytime a student is on campus including before and after school hours—with one exception: after the final bell, students may use their phones while at their locker to arrange for pickup and other like issues. Cell phones may not be carried in pockets.

If a device is heard or seen to be on during the school day, or found not in a locker or bag, it will be confiscated. The student may retrieve the device from the Head of School at the close of the school day. Continued violation—or a single serious violation—of these rules, may result in the temporary, or even permanent, banishment of the device.

Smart Watches

Students wearing a “smart watch” or fitness tracker must turn off any capability for it to interact with the Internet or other devices while at school. As this not possible for the school to monitor, it is a matter of honor. If it is found that a device is sending or receiving texts, calls, or other communication, it will be confiscated, with the same consequences as cell-phones.

Earbuds and Headphones

The use of earbuds or headphones in the company of others tends to encourage social isolation by discouraging healthy conversation and interaction.

Because of this, neither may be used while a student is on campus including before and after school hours, or while on a field trip during school hours. If seen, they will be confiscated and returned at the end of the week. It is at the Trip Director's discretion whether earbuds may be worn while traveling on class trips.

Computing Devices for Personal Study

The use of an electronic device such as a smartphone, tablet, or laptop computer to enhance personal study in the Dialectic and Rhetoric School classroom is at the discretion of the classroom teacher. Earbuds or headphones may be used only if required to listen to material needed for coursework, and only with teacher permission for each specific occasion.

The school has a limited number of Chromebooks available for student use on campus. Typical usage is for research and writing papers. Upper school students are assigned a unique login and password.

The school provides students access to its computer network for educational purposes, including restricted access to the Internet for research associated with their courses of study. All access to the Internet is filtered and monitored using network equipment designed to thwart access to unsuitable Internet content. This protection system undergoes continuous review and modification to accommodate the ever-changing nature of the World Wide Web.

The school is not able to guarantee that a student will never be able to access inappropriate online content, particularly if that student makes intentional, determined, and sustained attempts to do so.

To ensure that computers and the Internet are used in a proper manner, the administration and staff have the authority to monitor all aspects of computer usage which occurs within the school facility.

Students requiring access to the school Wi-Fi network to access the Internet for school related purposes should request their teacher to enter the code into their device.

Internet Use Guidelines

Students are permitted to access the Internet at school only with the permission of a classroom teacher and under that teacher's supervision. Whitefield Academy's networks are to be used in a responsible, efficient and legal manner and use must be in support of our educational objectives.

Users will abide by network etiquette rules, such as:

- Being polite
- Using appropriate language
- Guarding the security of personal

information

- Being aware and considerate of other users

The following is a non-exhaustive list of irresponsible or inappropriate, and thus prohibited, behavior:

- Divulging Wi-Fi access passwords
- Violating copyright laws or transmission of any material in violation of federal or state law
- Giving personal information, e.g. complete name, phone number, address, credit card, driver license, or social security numbers, or identifiable photo, unless with specific permission from a teacher, parent, or guardian
- Posting visual images taken on school property or school events without school permission
- Forwarding personal communications without the author's prior consent
- Using, viewing or sending threatening,

obscene, vulgar, or insulting material, images, or text

- Damaging or modifying computers, computer systems or computer networks
- Using others' passwords, or trespassing in others' folders, work, or files
- Using the network for political or commercial purposes, financial gain, or fraud

TEXTBOOKS

Whitefield utilizes a book rental program for a large portion of our curriculum. Students are responsible for all textbooks assigned to them and must pay for them if they are lost or damaged. Certain books will become property of the students at the conclusion of the school year. Upper School students' fees cover the purchase of their Great Books to use and to include in their personal library.

Scripture Texts Quoted in the Handbook

On the following pages are listed the Scripture texts referenced throughout the handbook. They are printed in the English Standard Version (ESV).

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Psalm 111:10 The fear of the LORD is the beginning of wisdom; all those who practice it have a good understanding. His praise endures forever!

Proverbs 1:7 The fear of the LORD is the beginning of knowledge; fools despise wisdom and instruction.

Proverbs 9:10 The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight.

Proverbs 8:13 The fear of the Lord is hatred of evil. Pride and arrogance and the way of evil and perverted speech I hate.

II Timothy 3:16-17 All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.

Matthew 22:37-40 And he said to him, “You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. On these two commandments depend all the Law and the Prophets.”

Matthew 28:18-20 And Jesus came and said to them, “All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age.”

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Proverbs 1:7 The fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction.

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

Proverbs 22:17-21 Incline your ear, and hear the words of the wise, and apply your heart to my knowledge, for it will be pleasant if you keep them within you, if all of them are ready on your lips. That your trust may be in the Lord, I have made them known to you today, even to you. Have I not written for you thirty sayings of counsel and knowledge, to make you know what is right and true, that you may

give a true answer to those who sent you?

Proverbs 3:13 Blessed is the one who finds wisdom, and the one who gets understanding,

Proverbs 4:6-7 Do not forsake her, and she will keep you; love her, and she will guard you. The beginning of wisdom is this: Get wisdom, and whatever you get, get insight.

I Corinthians 1:30 And because of him you are in Christ Jesus, who became to us wisdom from God, righteousness and sanctification and redemption,

Colossians 2:2-3 that their hearts may be encouraged, being knit together in love, to reach all the riches of full assurance of understanding and the knowledge of God’s mystery, which is Christ, in whom are hidden all the treasures of wisdom and knowledge.

James 3:17 But the wisdom from above is first pure, then peaceable, gentle, open to reason, full of mercy and good fruits, impartial and sincere.

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Ephesians 4:29-32 Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear. And do not grieve the Holy Spirit of God, by whom you were sealed for the day of redemption. Let all bitterness and wrath and anger and clamor and slander be put away from you, along with all malice. Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.

Genesis 1:26-27 Then God said, “Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth.” So God created man in his own image, in the image of God he created him; male and female he created them.

Genesis 2:24 Therefore a man shall leave his father and his mother and hold fast to his wife, and they shall become one flesh.

Mark 10:6-8 But from the beginning of creation, ‘God made them male and female.’ ‘Therefore, a man shall leave his father and mother and hold fast to his wife, and the two shall become one flesh.’ So they are no longer two but one flesh.

Ephesians 5:25-33 Husbands, love your wives, as Christ loved the church and gave himself up for her, that he might sanctify her, having cleansed her by the washing of water with the word, so that he might present the church to himself in splendor, without spot or wrinkle or any such thing, that she might be holy and without blemish. In the same way husbands should love their wives as their own bodies. He who loves his wife loves himself. For no one ever hated his own flesh, but nourishes and cherishes it, just as Christ does the church, because we are members of his body. “Therefore, a man shall leave his father and mother and hold fast to his wife, and the two shall become one flesh.” This mystery is profound, and I am saying that it refers to Christ and the church. However, let each one of you love his wife as himself, and let the wife see that she respects her husband.

1 Corinthians 6:18-20 Flee from sexual immorality. Every other sin a person commits is outside the body, but the sexually immoral person sins against his own body. Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body.

Deuteronomy 22:5 A woman shall not wear a man’s garment, nor shall a man put on a woman’s cloak, for whoever does these things is an abomination to the LORD your God.

1 Thessalonians 4:1-12 Finally, then, brothers, we ask and urge you in the Lord Jesus, that as you received from us how you ought to walk and to please God, just as you are doing, that you do so more and more. For you know what instructions we gave you through the Lord Jesus. For this is the will of God, your sanctification: that you abstain from sexual immorality; that each one of you know how to control his own body in holiness and honor, not in the passion of lust like the Gentiles who do not know God; that no one transgress and wrong his brother in this matter, because the Lord is an avenger in all these things, as we told you beforehand and solemnly warned you. For God has not called us for impurity, but in holiness. Therefore whoever disregards this, disregards not man but God, who gives his Holy Spirit to you.

Now concerning brotherly love you have no need for anyone to write to you, for you yourselves have been taught by God to love one another, for that indeed is what you are doing to all the brothers throughout Macedonia. But we urge you, brothers, to do this more and more, and to aspire to live quietly, and to mind your own affairs, and to work with your hands, as we instructed you, so that you may walk properly before outsiders and be dependent on no one.

1 John 1:5-10 This is the message we have heard from him and proclaim to you, that God is light, and in him is no darkness at all. If we say we have fellowship with him while we walk in darkness, we lie and do not practice the truth. But if we walk in the light, as he is in the light, we have fellowship with one another, and the blood of Jesus his Son cleanses us from all sin. If we say we have no sin, we deceive ourselves, and the truth is not in us. If we confess our sins, he is faithful and just to forgive us our sins and to cleanse us from all unrighteousness. If we say we have not sinned, we make him a liar, and his word is not in us.

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Revelation 4:11 “Worthy are you, our Lord and God, to receive glory and honor and power, for you created all things, and by your will they existed and were created.”

1 Timothy 4:12 Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.

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Proverbs 22:6 Train up a child in the way he should go; even when he is old he will not depart from it.

Matthew 5:23-24 Therefore, if you are offering your gift at the altar and there remember that your brother or sister has something against you, leave your gift there in front of the altar. First go and be reconciled to them; then come and offer your gift.

Matthew 18:15-17 “If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two or three witnesses. 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.

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Matthew 18:15-20 “If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two or three witnesses. 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. Truly, I say to you, whatever you bind on earth shall be bound in heaven, and whatever you loose on earth shall be loosed in heaven. Again I say to you, if two of you agree on earth

about anything they ask, it will be done for them by my Father in heaven. For where two or three are gathered in my name, there am I among them.”

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Proverbs 9:10 The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight.

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2 Timothy 3:14-17 But as for you, continue in what you have learned and have firmly believed, knowing from whom you learned it and how from childhood you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.

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Philippians 4:8 Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.

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Psalms 139:13-14 For you formed my inward parts; you knitted me together in my mother’s womb. I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well.

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James 1:27 Religion that is pure and undefiled before

God, the Father, is this: to visit orphans and widows in their affliction, and to keep oneself unstained from the world.

1 Peter 4:10 As each has received a gift, use it to serve one another, as good stewards of God’s varied grace:

Galatians 6:10 So then, as we have opportunity, let us do good to everyone, and especially to those who are of the household of faith.

Acts 20:35 In all things I have shown you that by working hard in this way we must help the weak and remember the words of the Lord Jesus, how he himself said, ‘It is more blessed to give than to receive.’

Colossians 3:23-24 Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ.

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1 Corinthians 6:19-20 Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body.

1 Corinthians 9:24 Do you not know that in a race all the runners run, but only one receives the prize? So run that you may obtain it.

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

Colossians 1:10 so as to walk in a manner worthy of the Lord, fully pleasing to him, bearing fruit in every good work and increasing in the knowledge of God.

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

