



The Wheeler School

Student Parent Handbook 2019-2020

The Wheeler School Student Parent Handbook Disclaimer

The Wheeler School Student Parent Handbook (“Handbook”) is published for members of the Wheeler School (“Wheeler” or the “School”) community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. The Handbook provides guidance on aspects of student life within the context of the School’s core values. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands the expectations of students within our community. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Wheeler and any parent, guardian or student affiliated with or attending the School. Wheeler reserves the right, in its sole discretion, to alter, amend, delete or modify the policies and procedures in this Handbook at any time.

Upper School Administration

Head of Upper School - Neeltje Henneman

Dean of Students - Matthew Boyd

Scheduling - Kate Collard

Division Assistant - Lynne Bell

Attendance Line 401-421-8100

Director of Student Activities - Sarah Berthiaume Leduc

Community Service Learning Coordinator - Ange Strom-Weber

Co-Directors of Peer Support - Sarah Palomo and Felipe Ferreras

Director of College Counseling - Amy Baumgartel Singer

Co-Director of College Counseling - David Michel

Associate Director of College Counseling, Student Support Coordinator - Sharonda Dailey

Student Officers 2019 - 2020

Community Council Co-Presidents - Gabe Insler & Morgan Prescod

Community Standards Board Head - Ben Thornton

Community Standards Board Secretary - Giselle Virga

Senior Class Co-Presidents - Maddie Lee & Arvind Sridhar

Junior Class Co-Presidents - Evan Harrison & Victoria Wassouf

Sophomore Class Co-Presidents - Max Homer & Lila Rizvi

Freshman Class Co-Presidents - To be elected in the fall

Student Senate President - Elizabeth Poku

Student Senate Vice President - Alex Marootian

Student Senate Representatives

- 12th grade: Rhessa Weber-Langstaff & Brandon Zhang
- 11th grade: Urvi Mehta & Sahil Surti
- 10th grade: Tim Chirkov & Ella Levine
- 9th grade: To be elected in the fall

Mission Statement

To learn our powers and be answerable for their use.

Vision Statement

Through exploration of Wheeler's transformative curriculum—which actively cultivates voice, social conscience, passion, and interest—students will unlock their powers of mind, body, heart, and spirit. While all our paths of discovery are unique, each of us will develop the empathy, knowledge, and skills needed to lead a life of joy, meaning, and impact as ethical, engaged, and creative citizens of our school, community, and world.

Statement on Diversity and Community

At Wheeler we actively seek students, faculty and staff from diverse backgrounds in the belief that a broad range of experiences and viewpoints enhance learning, enriches life on campus, and better prepares us all for full participation in a pluralistic, democratic society.

We also are working toward an inclusive curriculum and pedagogy necessary to support all our members and build our abilities to flourish in a diverse, multicultural nation and world. To reach this goal we know we must confront overt and hidden biases, such as racism, sexism, and homophobia, in ourselves, others and the institutions and systems in which we work and live.

We believe that these goals can only be reached with an open and continuous dialogue between all members of the Wheeler community, including families and students. We recognize that our diversity - whether based on race, ethnicity, religion, economic status, gender identity, sexual orientation or other socially significant identity - can sometimes lead to conflict, and we also believe that such tension can provide the catalyst for the growth and change we seek.

We are supported in the pursuit of diversity by Wheeler's long tradition of respect for the dignity of the individual and our shared sense of responsibility for the well-being of each other and the larger community.

Philosophy

The Upper School at Wheeler is committed to developing students who are critical thinkers, scholars with integrity, and citizens of compassion. To this end, we hope to instill the values of integrity, compassion, responsibility, and respect for learning in our students. In all that we do, these values comprise our goals in both our academic and co-curricular programs. In helping students grow and prosper, we can succeed when all of us work together and hold ourselves and one another to the highest standards of conduct. The Wheeler community expects all members - students, faculty, and parents - to show respect for others and for school property as well as support for the academic program, policies and philosophy of the School. We expect all students to make a contribution to the well-being of the community and to conduct themselves both on and off campus, when school is in session and when it is not, in a way that is consistent with the standards of the School.

Standards of Conduct

We have divided the school rules into two sections, Major School Rules and Community Expectations. The four major school rules are identified under “Major School Rules” on page 7; our community expectations may be found under “Community Expectations” on page 10. The School reserves the right, in its sole discretion, to hold those who choose not to abide by our standards, or who otherwise affect the community negatively, accountable for their actions according to the procedures detailed in this handbook. The rules and procedures outlined in this book apply under normal circumstances. From time to time, however, there are situations that require immediate, non-standard responses. The School, therefore, reserves the right to deal with instances of inappropriate behavior in a timely and efficient manner, taking actions deemed to be in the best interests of the School, its faculty and its students. This document as written does not limit the authority of the School to alter its rules and procedures to suit any unusual or changed circumstances.

Discipline Guidelines

General

The purpose of consequences for violations of our rules is to educate the individual who violates community standards and, in a broader sense, to reinforce expectations for the entire Wheeler community. Membership in this community is voluntary and predicated upon abiding by our shared standards and values. The School reserves the right to apply its discipline guidelines to all conduct (or attempted conduct) by students, whether on or off campus, as long as they are enrolled at the School.

The School community expects all its members to promote the values of integrity, compassion, responsibility, and respect for learning. Behaviors or actions which damage morale, disrupt the learning of others, or run counter to the School motto, “The Spirit Giveth Life,” are not acceptable. Minor violations of our Community Expectations may be handled when and where they occur by the faculty or staff member with responsibility in the situation. These situations may be handled individually or in consultation with the student’s advisor and/or the Dean of Students (or his/her designee). Often, faculty or staff members will follow up by email to the advisor, Dean of Students, and the student in question.

Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. The School reserves the right, in its sole discretion, to contact parents or guardians to address both minor and more serious instances of misconduct, at any stage of the discipline process.

The Community Standards Board (CSB)

The Community Standards Board (CSB) is a representative body generally comprising students from each grade in the Upper School, at least two faculty members, and a student head. The members are chosen as representatives of the student body. The CSB serves as the body through which the Wheeler community’s standards are voiced, upheld, and reinforced. The CSB hears about situations brought before them by the Dean of Students and then recommends appropriate consequences to the Head of Upper School. Wheeler is a small community, and it is imperative that CSB members maintain a high level of integrity and refrain from sharing any information concerning situations put before them. Information concerning situations may be discussed between CSB members, faculty representatives, and the administration. If a CSB student member discloses information inappropriately, the student will likely be asked to resign from the Board, and may be subject to serious disciplinary consequences. We advise students appearing before the CSB to safeguard their confidentiality by discussing their situation only in private. Students should be aware that sharing information with their friends may result in unwanted publicity.

Process for Determining Rules Violations and Consequences

When a major school rule is violated, we generally use the following procedure.

1. The Dean of Students compiles all available and appropriate information concerning the alleged violation and interviews the student(s) involved. The student's advisor or another faculty member is typically present at this interview. The Dean of Students will generally notify parents/legal guardians of the rules violation after the interview of the student(s) has taken place, as appropriate.
2. The Dean of Students, after consultation with the student's advisor, typically informs the student's family and outlines possible consequences according to the student handbook.
3. The Dean of Students presents the matter to the Community Standards Board with a request for a timely hearing. Advisor and student(s) in question are informed of the hearing date and time.
4. The CSB meets to hear about the situation, to consider the information about the matter, and to recommend a course of action to the Head of Upper School. The Dean of Students attends the first part of the hearing to answer questions posed by the CSB and to clarify the situation. The student's advisor also may be present at the hearing to act as an advocate for the student. Student and advisor will leave while the CSB deliberates appropriate action. The Dean of Students may be asked to stay to provide additional clarification, but does not participate in the CSB deliberation or vote. CSB deliberations conclude when the Board has reached a unanimous decision.
5. The Head of the CSB submits the CSB's recommendation for consequences to the Dean of Students. The Dean of Students takes the recommendations to the Head of Upper School.
6. The Head of Upper School, in consultation with the Dean of Students, will make the final decision on the appropriate consequences for the individual student.

Consequences for Violations of Major School Rules

Violations of major school rules may be addressed administratively or by the Community Standards Board at the discretion of the Dean of Students and the Head of Upper School. A student's appearance before our CSB is educational and does not constitute being subject to a disciplinary process or disciplinary action. The administration reserves the right to remove from elected office, program or committee any student who violates major school rules or is placed on Disciplinary Probation or Academic Probation.

Typical consequences for violations of our rules and/or community expectations may include, but are not limited to: warnings, restriction of privileges (sign outs, movement around campus, use of Student Union, and participation in social and extracurricular activities), assignment of detention, and work duty for the School.

Because the School recognizes the health and safety concerns related to drug and alcohol violations, the consequences will likely include a required drug and alcohol evaluation. This evaluation is expected to be completed thirty (30) days after an incident. The recommendations within this evaluation will be shared with the School.

Academic honesty is so fundamental that violations of this standard will likely result in serious consequences and may result in a zero on the submitted work. Please refer to Tutoring Guidelines for Families, Students, and Teachers on page 18 for clarification regarding academic honesty and tutoring.

In consultation with the Head of Upper School, the Dean of Students may utilize any of the following methods to address student misconduct.

- **Letter of Caution:** In certain cases, the Dean of Students will write a cautionary letter of warning to a student and their advisor. Letters of Caution do not constitute reportable discipline.
- **Restricted Status:** A student who is placed on Restricted Status may have their privileges restricted for a limited time. They may serve their restricted status either on or off campus. Restricted Status does not constitute a form of reportable discipline.
- **Disciplinary Probation:** A student who is placed on Disciplinary Probation will typically be notified by letter of the terms of probation. At the end of the probationary period, the advisor, the Dean of Students, and the Head of Upper School will review the record of the student's behavior. Students on Disciplinary Probation do not have the sign-out privilege, nor may they hold elective student office. Student officers placed on Disciplinary Probation are typically required to resign their office. Failure to abide by the terms of probation may result in dismissal from the School.
- **Suspension:** A student who is suspended from school is not permitted to attend any academic or extra-curricular functions for the duration of the suspension. A suspended student is not to visit the campus, the Farm, or an off-campus school event for the duration of the suspension.
- **Dismissal:** The School may decide that Wheeler is not the appropriate place for a student. We take this step rarely, reluctantly, and with great care and concern for both the student and the school community.

Reporting Violations to Colleges

Although we believe that consequences for rules violations are a part of the educational process and fundamentally an internal school matter, rules violations may, however, have consequences beyond the confines of the School. When asked, students and college counselors are expected to respond honestly regarding serious rules infractions that rise to the level of reportable discipline. A student whose conduct results in the receipt of a Letter of Caution or being placed on Restricted Status does not rise to the level of reportable discipline. We define consequences as disciplinary (and, as such, reportable) when they result in disciplinary probation, suspension or expulsion. In such cases, reporting will occur at the time a college application is submitted, while the application is being reviewed, after the admission decision has been made, or at the end of the school year, depending upon when the disciplinary action is taken. Although we generally only report disciplinary consequences to colleges when asked, certain circumstances may compel the School to contact the institutions to which a student has applied. In these cases, the School reserves the right to exercise its judgment. The School will remain the student's advocate and advisor in reporting changes in status to colleges.

Behavioral Expectations While Away From School

Students should be aware that they represent the School community at all times, both on and away from campus. While it is not the School's intention to monitor students in all of their off-campus activities, the School reserves the right to take disciplinary action, including suspension or expulsion, in response to inappropriate conduct occurring outside of campus.

Major School Rules

1. Honesty and Integrity

Personal and Academic Integrity:

Integrity is valued in all aspects of school life. Dishonesty in any form, including lying, falsifying a signature, being deceitful as to one's whereabouts, or misrepresenting the status of an assignment as being turned in when it has not, is a most serious violation of our rules. When a student places his or her name on an assignment (e.g., homework, lab report, essay, project, test, quiz, or examination) it is assurance that the work is the result of the student's own thoughts and labors, unless the student specifically acknowledges the use of outside sources or assistance. When a teacher requires or permits collaboration on an assignment, the fact and nature of the collaboration must be clearly indicated by the student.

Academic Dishonesty:

Academic dishonesty normally falls into one of two categories: cheating or plagiarism. Cheating is giving or receiving help in any form on a test or exam, or on any assignment for which the teacher has not specifically permitted collaboration. Plagiarism is presenting the work, words, or ideas of another as one's own.

Cheating is not limited to copying or cribbing homework or test answers. If students in more than one section of a course are given the same quiz or test, passing information about test questions or items is also cheating. Collaboration on homework to be handed in for credit, without the explicit consent of the instructor, will be considered cheating.

Plagiarism is not limited to copying whole entries from an encyclopedia or other published source. Quoting another person's words without footnoting and quotation marks, paraphrasing someone else's ideas without footnoting, or using another person's theories, ideas, or expertise without specific written acknowledgment are all forms of plagiarism. In the absence of proper citation, a student declares that everything in a piece is his or her own. While intentional plagiarism is a conscious act of dishonesty and constitutes one of the most serious breaches of integrity possible in the academic world, unintentional plagiarism is also blameworthy. It is the student's responsibility to avoid any unattributed use of another writer's language or ideas, whether that writer is a published scholar or another student. Submitting the same work for credit in different classes is also a form of academic dishonesty.

When using computers, students may not assist others in the processing of academic assignments for credit unless such collaboration is permitted. Dishonest assistance includes typing another student's work and creating graphics. Providing technical assistance is permissible as long as the content and expression of information is not altered.

Information, including images, downloaded from databases or websites, etc., must be correctly and completely documented with footnote and bibliographic citations. Failure to do so is plagiarism. The use of online or electronic translation services similarly will be considered plagiarism.

Electronic Submission of Work:

If a student submits an assignment electronically, it is his or her responsibility to insure that the teacher receives the assignment on time and in a format that the teacher can access.

The best way to avoid confusion and a late penalty is to follow teacher instructions carefully and/or hand in a hard copy of the assignment in class on the day that it is due. Below are three examples of excuses that will not be accepted by the teacher (this is NOT an exhaustive list):

“I forgot to attach the assignment.”

“I sent it to the wrong email address.”

“I submitted it to the Google Classroom site, I don’t know why you didn’t get it.”

Furthermore, computer-related failures are the responsibility of the student. Computer crashes and printer malfunctions can happen; students must make the effort to back up their work and to print out assignments in advance so that they can adapt to changing circumstances. Failure of computer equipment does not absolve a student of the responsibility of turning work in on time.

2. Respect for Others: Harassment, Bullying, Dating Violence, Sexual Assault, Hazing, and Fighting

Every member of the Wheeler community has the right to work, to learn, and to grow in an environment of mutual respect, compassion, and support. This is especially true when considerations of socially significant identities are involved, such as those based on race, class, ethnic origin, religion, gender, disability, and sexual orientation. Our community must be free from verbal, physical, and psychological intimidation of any kind. Behavior that seriously disregards the self-esteem of others and that is uninvited and unwanted will not be tolerated. Acts of harassment, bullying, dating violence, sexual assault, hazing, and fighting which take place on or off campus, over the phone, through the mail, or via electronic means (e-mail, text messages, instant messaging, any social networking sites, such as Facebook, Twitter, Instagram, etc.), are considered most serious offenses. Physical and verbal confrontations are a violation of the School’s rules. Slapping, hitting, and/or punching are strictly prohibited. Students are cautioned that physical play (rough housing) escalates quickly and may be subject to disciplinary action.

Although bullying and harassment share similar characteristics, not all bullying is harassment and not all harassment is bullying. Importantly, harassment is defined by unwelcome conduct based on socially significant identities, race, class, ethnic origin, religion, gender, disability, and sexual orientation. Harassment is most often (but not always) severe, repeated, and contributes to creating a hostile environment. Harassment and Sexual Harassment include, but are not limited to the following conduct:

- A. Derogatory or discriminatory remarks or gestures;
- B. Displays of sexually explicit, offensive, or demeaning materials such as photographs, cartoons, or calendars;
- C. Slang names or labels that others find offensive;
- D. Obscene or suggestive gestures, remarks, innuendoes, or jokes;
- E. Inappropriate personal questions or remarks about a person’s clothing, body, or sexuality;
- F. The electronic posting or publishing of demeaning materials as defined above, including remarks, innuendoes, or jokes as described above;
- G. Unwanted or suggestive touching;
- H. Unwelcome sexual advances or requests for sexual favors;
- I. Verbal or physical conduct of a sexual nature.

Bullying means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

- A. Causes physical or emotional harm to the student or damage to the student’s property;
- B. Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
- C. Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
- D. Infringes on the rights of students to participate in school activities;
- E. Materially and substantially disrupts the educational process or the orderly operation of school.

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by socially significant identities or by any other distinguishing characteristics.

Bullying most often occurs as repeated behavior, but also may occur as a single incident between the offender and victim.

Behaviors that would constitute dating violence or sexual assault are also violations of our rules. Dating violence most typically

consists of a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Sexual assault includes behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include:

- A. Intentional touching of someone in ways that are unwanted;
- B. Voyeurism;
- C. Exposure to exhibitionism;
- D. Undesired exposure to pornography;
- E. Public display of images that were taken in a private context or when the victim was unaware.

In an electronic environment, harassing behavior or cyber-bullying includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to electronic mail, internet communications, instant messages or facsimile communications.

Forms of electronic harassment or cyber-bullying may include but are not limited to:

- A. Creating and posting offensive documents, including photographs and videos;
- B. Creating offensive groups on social networking sites, giving files, folders or disks offensive names;
- C. Creating a web page or blog in which the creator assumes the identity of another person;
- D. The knowing impersonation of another person as the author of posted content or messages;
- E. In general, using any aspect of the technology in a way that hurts others.

Please refer to the Photography/Videography Policy on page 13 as well as our "Internet Acceptable Use Policy" on page 28, for further information regarding this issue as it relates to electronic technology.

A victim of harassment, bullying, dating violence, or sexual assault, anyone who witnesses an incident of these behaviors, or anyone who has credible information that such an act has taken place should report the conduct to the Dean of Students. Targets of these behaviors are advised to follow the procedure outlined below (when possible), but bear in mind that serious consequences may result even when the target does not follow this procedure.

If you feel you have been subjected to any of these behaviors, you should:

1. Let the offending person know that you want the behavior to stop. Say NO firmly. Give a clear message about how you feel. Do not apologize.
2. If you do not feel comfortable confronting the person alone, take a friend along or write a letter. If you are still not comfortable, ask a trusted adult for advice.
3. Keep a record of when, where, and how you have been subjected to the behavior(s). Include witnesses, direct quotations, actions, evidence, and any written or electronic communications.
4. Promptly contact one or more of the following about the situation: Advisor, Director of Peer Support, Director of Counseling and Student Health Services, Dean of Students, or the Head of Upper School. You will be listened to and supported.

If you have been accused of any of these behaviors, typically the Dean of Students and at least one other faculty member will interview you. If, after a fair and thorough investigation by the Dean of Students, it is determined that harassment, bullying, dating violence, or sexual assault has taken place, you will be subject to appropriate consequences as outlined under Consequences for Violations of Major School Rules, page 6, in this handbook. Targets of these behaviors are not required to confront the perpetrators of the behaviors. Depending on the severity of the offense, or the number of offenses, perpetrators of these behaviors may be subject to dismissal from the School.

The language on bullying, dating violence, and sexual assault contained in the above section of the handbook is drawn primarily from the State of Rhode Island, Department of Elementary and Secondary Education's "Safe School Act: Statewide Bullying Policy." Effective: June 30, 2012, and Rhode Island's "Lindsay Ann Burke Act."

The possession of any weapons, tools, or objects to threaten the well-being of others (including firearms, knives, etc.), poses a severe threat to the safety of the entire community. The School administration reserves the right to summarily suspend or dismiss a student for an offense which endangers life or health, or poses a special threat to any member of the School community. Toy or replica weapons are also not allowed.

Hazing is any conduct or method of initiation into any student organization, whether on or off campus, which willfully or recklessly endangers the physical or mental health of any student or other person or behavior that is intended, or should reasonably be expected,

to have the effect of humiliating, intimidating, or demeaning the student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in such acts. Hazing occurs regardless of the consent or willingness of a person to participate in the activity. Hazing is strictly prohibited.

3. Drugs and Alcohol Use or Possession

A student who possesses, uses, distributes, or is under the influence of alcohol or illegal drugs or prescription medication for which they do not have a prescription, while on school property, or participating in a school function, or is in any way under the School's jurisdiction, has committed a most serious offense and is potentially subject to dismissal. Students are considered to be "in possession" if they have alcoholic beverages, illegal substances, edible drug products, or drug paraphernalia on their person or in their locker, book bag, or automobile. Vaping devices and associated supplies may be considered drug paraphernalia and their use or possession subject to similar disciplinary consequences.

No student may give any form of medication to another student and students may only take medication at school under the supervision of the school nurse.

4. Theft or Vandalism

A student who steals or vandalizes property of a member of the community or of the School has committed a most serious offense and is in violation of our rules. As part of any consequence, the student will be expected to pay for stolen or damaged property. Theft includes the taking of possessions or property from another's locker, gym locker, book bag, sports bag, or equipment storage areas without specific permission. Photographic or video images also constitute a form of property. Taking and/or distributing photos or images in violation of the school's Photography/Videography Policy, page 13, will typically be considered theft.

Theft or vandalism as it applies to computer technologies typically include but are not limited to the following:

- A. A student's possessions, including his/her passwords, personal image, computer files and folders, whether on a local disk drive or on the network.
- B. Obtaining another's password without permission.
- C. Erasing or modifying another student's work or relocating files so as to diminish the owner's access to them.
- D. Copying an application or other copyrighted material without permission can be considered theft even if the original file is left intact. Proper licenses or registration are required for software a student wishes to use. The School secures proper licensing for its software and students may not copy it.
- E. Hacking system files or making unauthorized changes to the way a workstation operates is typically considered vandalism. Workstations must be shared by a number of users, and everyone expects the system to work the same way each time.
- F. Attempting to log onto databases or other secured parts of the network is typically considered a violation of our rules, whether or not the attempt was successful.

Community Expectations

Classroom Behavior

Students are required to be on time to all classes. Tardy arrival to a class is unacceptable and teachers do not have to admit tardy students to class. Students refused entry because of tardiness will not typically have an opportunity to make up any missed tests, quizzes, labs, or other classwork and may be assigned to detention. A student who interferes with the education of others by rude or disruptive behavior will be reprimanded and potentially subject to appropriate consequences. All community and academic policies are to be observed in the classroom. Students who are asked to leave class should go directly to the office of the Dean of Students.

Students may only use cell phones in classroom spaces with specific instruction or permission by a teacher. Similarly, students are prohibited from taking photographs, video, and/or audio recordings in Upper School classrooms without direct instruction or the expressed consent of a teacher. Please see Photography/Videography Policy on page 13 and Internet Acceptable Use Policy on page 28 for more information.

Common Spaces

Wheeler is a small campus, and we share our common spaces with each other. The responsibility for keeping the campus neat, clean, and in good order lies with each of us. We ask that everyone take personal pride and ownership of the common spaces on our campus.

Smoking and E-Cigarettes The use or possession of tobacco or tobacco products, including smokeless tobacco and electronic nicotine delivery systems, is not allowed on campus, in cars parked near the campus, on the streets bordering the campus, at the Farm, or at any official school function on or off campus. Use of these products on school grounds by any person, anytime, is illegal in Rhode Island.

Off-campus use by students while they have signed out is prohibited as well. Students caught smoking or being in possession of tobacco or tobacco-related materials, or smelling distinctly of tobacco smoke will typically lose the sign-out privilege for two weeks and we will typically make parental notification. Second offenses will most likely result in a loss of sign-outs for the next quarter.

Loitering Wheeler students are not to congregate on school property, including the Hope or Angell Street parking lots, after school hours. School property is not to be used as a meeting place for students outside of the school day.

Littering Littering is not permitted. A clean campus is everyone's responsibility. Clean up after yourself and others when necessary. If you see trash where it does not belong, put it in a trash basket.

Locker Area The halls of the School need to be kept clean and clear for traffic. Possessions are to be stored inside lockers, not on the floor. Book bags and athletic equipment left in the common areas, including the foyer, the Union, and the hallways, will be removed. The School cannot take responsibility for personal property left in common spaces or in unlocked lockers.

Foyer Classroom furniture, including desks and chairs, is not to be taken from classrooms. No classroom furniture (desks, chairs, tables) or other furniture is to be placed in Morgan Foyer. Any student group which leaves a mess in the Foyer may be prohibited from using the space for as long as the remainder of the school year.

Food and Drink outside the Union No eating or drinking is permitted in Morgan Hall foyer, hallways, or classrooms without the explicit consent of a member of the faculty. Students are expected to eat in designated areas of the Student Union and its patio only.

Sexual Conduct Behavior that is clearly sexual in nature, i.e., public displays of affection, is not permitted anywhere on campus including the Senior Room or during school-sponsored events or trips. We expect our students to recognize the difference between acceptable shows of affection among friends and those behaviors that are obviously sexual in intent. Upper School students must bear in mind that they are modeling behavior for the many younger students on our campus.

Gambling Gambling for money or other valuable personal property is not allowed on campus.

Profanity Obscene or profane language is not permitted.

Lunch Duty

All members of the Wheeler community (students, faculty, and staff) have a shared responsibility for keeping the common areas of the Union, the Café and the Student Activities Center clean and attractive. Because these areas are used by all divisions for lunch in succession every day, it is particularly important that they are cleaned up at the end of each lunch period. Every Upper School student is assigned Lunch Duty for one week per academic year and, along with the other members of their Lunch Team, is responsible for cleaning off and wiping down tables, sweeping the floors, and rearranging the chairs and tables in the communal areas of the Union, the Café and the Student Activity Center at the end of Upper School lunch period. Each Lunch Team is charged with getting these areas ready for the Lower School lunch which begins immediately following the Upper School lunch period.

When a student has Lunch Duty he or she is responsible for reporting in each day at 11:20 to the on-duty faculty member in charge of clean-up for that day. Students are required to check in each day they have Lunch Duty. Students who have conflicts because they have a class scheduled during lunch are excused from Lunch Duty for that day, if they have informed one of the Lunch Duty faculty in advance of the day that they will miss. Attending a scheduled class is generally the only valid reason for a student being excused from Lunch Duty. Club meetings are not typically considered a reason for missing Lunch Duty.

Because the entire Wheeler community depends on having the communal areas in the Union clean for lunch, not showing up for your assigned Lunch Duty is considered a serious breach of community expectations. As a consequence, students who miss assigned Lunch Duty may lose sign-out privileges or be reassigned Lunch Duty at a later time.

Standards of School Attire

While we value students' rights to express themselves, we expect all members of our community to conform to certain standards of cleanliness and suitability for school. Parents play a vital role in helping their children understand what sort of dress is suitable for school. In general, students' clothing, hairstyle, jewelry, and general appearance should allow for full and comfortable participation in all school activities and a full range of motion – including bending, sitting, and stretching – without the need for frequent readjustment. Clothing should keep the student's undergarments and their torso, including their abdomen, covered. Clothing with offensive messages or graphics, including references to drugs or alcohol, is not allowed. Hats, caps, visors, and other headgear are not to be worn in classrooms, the Student Union, Isenberg Auditorium, or other non-Upper School space. The School administration may send a student home to change into suitable clothing.

On days designated as "Dress-Up Days" students are expected to dress appropriately for a semi-formal occasion. Students who are

inappropriately dressed may be sent home to change or excluded from the special event or assembly.

The School may send a student home to change at any time. Students sent home are responsible for all missed class work.

Automobiles

The Wheeler School maintains a strict policy on the use of automobiles for the safety of our community. Violations of this policy are considered to be most serious offenses.

- A. Students may not enter a car (as either passenger or driver, unless they are accompanied by their parent or guardian) until ready to go home. No student may enter a car to move it to comply with Providence parking regulations.
- B. Athletes may only drive to and from athletic practices and games at the Wheeler Farm when a “Driving Contract” has been accepted by the Upper School administration and the Athletic Director. Violation of the specific rules laid out in the Driving Contract will typically result in the suspension of this privilege for four weeks and possible action by the Community Standards Board. All questions concerning this policy should be referred to the Athletic Director and/or the Dean of Students.
- C. Athletes not returning to Wheeler after practice or a home game may drive other athletes home.
- D. No athlete may drive to an away game. When games are scheduled for evenings or Saturdays, coaches, with the approval of the Athletic Director, may allow athletes to meet them at the game site.
- E. At the conclusion of an away athletic contest, athletes are expected to return to Wheeler with the team. Exceptions will be made, however, if an athlete leaves the game site with his or her parent, or previous arrangements have been made in writing to leave with another player’s parent.

Note: Athletes who live far from Wheeler should find alternatives to driving to school if they wish to go directly home from an away game.

Use of Technology in Common Spaces

The Wheeler School provides members of the school community with access to various communications technology and media and permits students to bring their own electronic communications technology to campus. Supporting the School’s educational mission through technology is primary in our consideration of the use of any technology on campus. To this end, the School may limit any use of technology which distracts from our fundamental educative purpose.

We are all responsible to ensure that our classrooms and our public spaces are productive and safe environments which allow everyone to participate in all aspects of school life without disruption. At the same time, we recognize the importance of the social setting school life provides as well as the need for solitude and quiet study. We seek to create a school environment which encourages respectful face to face interaction, spontaneous conversation, and a quiet place to study. All members of the community are expected to model good judgment as to what is appropriate in a communal school environment, and to act respectfully and responsibly in using technology on campus.

In keeping with this philosophy, personal electronic communication devices (including but not limited to cell phones, tablets, and laptop computers) may be used on our campus. The use of these devices is acceptable in the Library, Union, Senior Room, and when working in hallways. Any audible beep or ring will be considered disruptive. Students may also use these devices in the classroom with specific instruction or permission from a teacher. Students may not leave classes to communicate electronically. Please note that while engaging with others in any setting the wearing of headphones or earbuds is disrespectful.

For a more detailed description of the School’s guidelines regarding the use of technology on campus refer to Computer Center Guidelines starting on page 27.

Campus Safety

Visitors: No visitors are permitted on campus unless cleared with the admissions office, the Head of Upper School, or the Dean of Students. This does not include, of course, athletic, dramatic, and other special events to which the public is welcome.

Evening Events: Students may leave a Wheeler event before its conclusion, but they may not return to the event following their departure. Should students leave campus following their attendance at an event, they are no longer under the care and supervision of the faculty chaperones. For example, students waiting to be picked up after an event may go to Thayer Street before their rides arrive, but they will no longer be the responsibility of the School or its agents for the remainder of the evening.

It is important to note that while many Wheeler personnel are on campus after school, students who are not involved with an organized school activity are not formally supervised after 3:00 PM.

Photography/Videography Policy

The intent of this policy is to maintain respect for the rights and privacy of our students, faculty, staff, and guests by preventing the taking or dissemination of pictures or video without their consent.

Photography or videography is permitted in the classroom setting under the direct instruction of or by specific permission granted from a teacher.

Any individual or organization (other than agents of the School) engaging in photography or videography on Wheeler property for broadcast or public dissemination of any type (including by electronic means) needs advance permission from the School's Director of Strategic Communications. In the case where videotaping or photography for broadcast or public dissemination of any type is permitted, the following conditions must be met;

- All the participants (including faculty, students, staff, or audience members) must be notified of and have given written permission to the photographic or videographic recording.
- Alternative seats must be available for any audience member who does not wish to be videotaped.
- Images or depictions of Wheeler students must be in keeping with the School's Photographic Restrictions Policy which allows parents and guardians to opt out as stated in the enrollment contract.
- Copyright permissions must be granted from all potential copyright holders.
- All representations of Wheeler School must be consistent with the School's policy on the use of the School's brand.
- Because of the trademark implications, any photography or videotaping which portrays official signs, insignia or emblems of Wheeler School needs advance permission from the School's Director of Strategic Communications.
- The names and trademarks of Wheeler School may not be used in titling or promoting a video or other project without specific advance permission of the Director of Public Relations, even when permission to photograph or videotape has been given.

Students who violate these policies may be in violation of our Major School Rules and subject to appropriate consequences. The School reserves the right to enforce its legal rights to protect and maintain the rights and privacy of our students, faculty, staff, and guests.

Attendance

Attendance is required for all academic obligations, assemblies, special events, class retreats and class trips. Cutting classes is not acceptable behavior for Wheeler students. Class cuts will be considered as unexcused absences. Teachers are not expected to provide notes or make up work to students who cut class. If a student misses a quiz, test, or due date for a presentation or paper, the assignment may receive a zero and no opportunity to make up the grade may be expected. As a consequence, work duty or detention will be performed for each class cut, and parental notification will be made. Second class cuts may be considered a violation of our Major School Rules.

1. Punctuality and Tardiness

The school day begins promptly at 8:00 a.m. with an assembly, advisor meeting, class meeting, or class. All students are expected to be seated in assembly or in their homeroom each morning when the 8:00 a.m. bell rings. Arrivals after 8:00 a.m. will be considered tardy. A late student must report immediately to the Upper School office. A parent should call the office if a student is going to be more than 15 minutes late. If a student is to be late because of a doctor's appointment, the student or parent should give the school twenty-four hours advance notice. If no advance notice is given, the student must return to school with a note from the doctor's office indicating the time and date of the appointment. Failure to do so will result in a "tardy."

Parental notification will not, however, excuse a student's tardiness. Prompt arrival to school is an important life skill and a responsibility of each member of our community. We understand that at times unforeseen circumstances delay arrival to school. Thus we allow three tardies per quarter without consequence.

The Administrative Assistant to the Upper School publishes a daily attendance sheet. Students may request to see their personal attendance record. Requests should be directed to the Upper School Administrative Assistant or the Dean of Students.

There will be no excused tardies except in cases of emergency or extreme weather conditions. Note: A telephone call from a parent notifying the School of a late arrival will not cause a tardy to be excused.

Fourth Tardy: Upon receiving a fourth tardy the student is required to serve a one-hour detention to be held after school. Detentions will typically be held on the fourth and eighth Mondays of each quarter. When no school is held on the respective Monday, the

detention will typically be held on Wednesday. This obligation takes precedence over any other afternoon obligation, including sports practices and games. On some occasions students may be assigned to work duty in lieu of a detention.

Sixth Tardy Notice: Upon receiving a sixth tardy, sign-out privileges will typically be suspended and a letter will be sent home notifying parents of the attendance problem. Sign-out privileges may be restored when a student demonstrates that they can arrive at school on time and on a consistent basis. Seniors with four or more tardies in the fourth quarter jeopardize a prompt start to their Senior Project.

The administration reserves the right to review the attendance records of students who are excessively tardy to school or who miss a substantial number of classes because of tardiness and may recommend that the students in question be placed on Academic Probation and/or not return for the following year. If the student in question is a senior, the administration may recommend that the School withhold a diploma. Note: The School is sensitive and responsive to absences or tardiness caused by serious or chronic illness. Please see, on page 15, policies regarding Doctors' Appointments, Illness, Injury, and Hospitalization.

Attendance of all academic classes is typically required for participation in after school activities, including a performance of any sort or an athletic event that afternoon or evening. Students who have missed classes should sign in in the Upper School office and report directly to the Health Center. At that time a decision will be made about the suitability of after school activities.

2. Absences

Daily attendance to school is an integral part of a Wheeler education. If a student is absent for fifteen or more days in a school year, the administration reserves the right to review the student's attendance record, and may recommend that the student in question be placed on Academic Probation and/or not return for the following year. If the student in question is a senior, the administration may recommend that the School withhold a diploma. Note: The School is sensitive and responsive to absences caused by serious or chronic illness. Please see, on page 15, Doctors' Appointments, Illness, Injury, and Hospitalization.

- A. Absences for family or personal reasons and religious holidays: If a student is to be absent for reasons other than illness or family emergencies, he or she must obtain a special request form (Intended Absence Form) from the Upper School office. This form must be signed by the parent/guardian, the student's advisor, the student's teachers, the student's Class Dean, and the Dean of Students, and then returned to the Upper School Administrative Assistant. Without this form, an absence will typically be considered unexcused, and teachers will be under no obligation to accept late work or to reschedule quizzes or tests, labs. The School encourages families to avoid planning early departures for and late returns from vacations and long weekends.
- B. Absences for college visits: The student must pick up the necessary form (Intended Absence Form) from the Upper School office, have it signed by the teachers whose classes will be missed, and submit it to the College Counseling office for approval. The Intended Absence Form must then be returned to the Upper School office.

3. Leaving Campus and the Sign-out Privilege

Wheeler is a closed campus and we expect that students will remain on campus between 8 a.m. and 3 p.m. Students who have the sign-out privilege may leave campus during the school day, providing that they sign in and out. The sign-out privilege is extended to Juniors and Seniors. Seniors may sign out on an unlimited basis. Juniors may sign out five times during the course of a week. Seniors who receive engagement marks of two or more IE's (Insufficiently Engaged) in any marking period will lose their sign-out privileges until they can demonstrate that they are no longer receiving those marks. Sophomores or Juniors who receive any engagement marks of IE (Insufficiently Engaged) in any marking period will lose their sign-out privileges, if applicable, until they can demonstrate that they are no longer receiving those marks. Sophomores may petition as a class for sign-out privileges in the second semester.

Keeping accurate track of the whereabouts of our students is of paramount concern, as the safety of our students, faculty, and staff (and possibly rescue personnel) depends upon it. ALL STUDENTS who leave campus MUST signout prior to leaving and sign in immediately upon returning to campus. Sign-in/sign-out forms are available in the Upper School office. Failure to sign out will typically result in the loss of the sign-out privilege. No student may enter an automobile or go to a private home (their own or that of another person) during the period in which they are signed out without the explicit consent of the Dean of Students or Head of Upper School.

Students may leave campus under the following circumstances:

- A. Students who have written permission from their parents for a doctor's appointment.
- B. Students fulfilling a school obligation such as community service.
- C. Seniors in good standing, who have sign-out privileges, have finished their last class, and fulfilled all other academic or

athletic obligations before last period, may sign themselves out. Juniors must remain on campus until 3 p.m. Students on Academic, Attendance, or Disciplinary Probation, or who do not have the sign-out privilege may not leave campus early.

- D. Students who choose to leave school sponsored events (dances, concerts, etc.), before the end of the event may not return to those events. The School cannot be responsible for student conduct once that student has left the campus.
- E. Any other student who has not received special permission from the Dean of Students or Head of Upper School who is found off campus will most likely be considered in violation of our rules and subject to appropriate consequences.

4. Missing Classes

Students who know they must miss a class for an athletic event or a doctor's appointment are obliged to inform their teachers the day before the scheduled class meeting. The student is responsible for assignments, rescheduling missed quizzes and tests, and making up any other missed work (see Absences, page 14)

5. Falling Ill at School

If a student falls ill at school, they must report to the Health Center. Upon arrival in the Health Center, the student must describe their symptoms of illness and inform the staff as to what class they are missing and indicate if they are missing a test, quiz, or a presentation. Students must receive a Health Center Visit slip to be given to the teacher of the missed class on the day the class is missed. Once dismissed from the Health Center, students are to proceed directly to class. If the student is ill and must go home, a parent or person whose name is on the Emergency Form will be notified to give permission for the student to be dismissed.

Students who go home sick during the school day must receive permission to do so from the Health Center.

Students Turning 18 Years of Age

Some students enrolled at the school will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that legally, an 18 year old student is able to enter into contractual obligations on the student's behalf (and is required to abide by those obligations). Therefore, the school requires all students, upon their 18th birthday, to review the Enrollment Agreement that their parents or legal guardians signed on the students' behalf and execute an Addendum to that Agreement, which provides as follows:

- permission for the school to discuss and release information and records to the student's parent(s) and legal guardian(s) about any issues relating to the student's enrollment at the school, including, but not limited to, academic records, academic performance, health matters, disciplinary issues and financial matters; and
- authorization for the school to interact with the student's parent(s) and legal guardian(s) as if the student were under the age of 18.

The student's parent(s) or guardian(s) will also continue to be responsible under the terms of the student's Enrollment Agreement.

Health Issues

Doctors' Appointments, Illness, Injury, and Hospitalization

- A. Doctors' Appointments. Please schedule doctors' appointments after school or during vacations. If a student must miss all or any part of a school day for a doctor's appointment, the parent or guardian must call the Upper School Administrative Assistant to notify the School of the date and time.
- B. Illnesses: If a student is to be absent because of illness, a parent or guardian (NOT the student) must notify the Administrative Assistant in the Upper School office by 8:15 a.m. If a student arrives late at school due to illness, the student must go to the Health Center when they arrive at School.
- C. Serious Illness, Injury and Hospitalization. Should a student suffer a serious illness or be admitted as an in-patient to a treatment facility for either physical or behavioral health concerns, families should inform the School of the nature of the hospitalization. The student will be readmitted to our campus with a letter from their physician.

Medications

It is important that the Health Center know all medications a student is taking in order to use the best judgment in the case of illness or accident at school.

School Policy requires that no student is allowed to carry medication on their person. The only exceptions are a prescribed rescue

inhaler and/or epipen. A physician's order is needed to self-carry these medications. Under other circumstances, such as a student with serious allergy or diabetes, the School will make an exception after communication between the Health Center, parents, and physician.

For a student who may forget their daily medications, it is recommended that extra medications be kept in the Health Center. All medications must be delivered in a correctly labeled pharmaceutical bottle accompanied by a physician's order.

Behavioral Health Issues

The health and safety of our students is our primary concern. Under certain circumstances and with careful consideration, relevant information about a student's health and wellbeing may be shared with certain appropriate members of the Upper School administration and/or faculty.

If for any reason in the judgment of the school administration, Director of Counseling, School Nurse or Consulting Psychologist, a student is in psychological distress and poses a threat to themselves or others, that student will be assessed by the Director of Counseling, School Nurse or Consulting Psychologist to determine the need of care/treatment.

If the student needs emergent care they will be transported to the hospital and the parents/guardians will be notified. If the student does not require emergent care the parents/guardians will be notified to come and pick up the student and will be advised to seek consultation from a health care provider to determine a treatment plan for the student. Once a physical/psychological evaluation has been conducted and communication with the Director of Counseling, School Nurse, Consulting Psychologist or school administration has occurred and a treatment plan is in place the student will be readmitted to school. The Health Center will require a signed consent form from the parent/guardian to speak to the various providers to ensure that we all are working together to support the student's re-entry to school.

Extended Absences

If a student is absent for more than three days because of illness, the student's parents/guardians must inform the school nurse and the student's advisor so that special arrangements can be made concerning missed work. Students absent for more than five days because of illness must bring a note from their parents/guardians to the school nurse for readmittance to classes. Students absent for more than seven days must bring a note from their physician to the school nurse for readmittance to classes.

Becoming Ill at School:

See Falling Ill at School, page 15.

Academic Policies

Learning Preferences, Learning Differences, Learning Disabilities

Extended time for tests is an accommodation that is available to students who qualify for assistance based on a documented disability. The purpose of extended time, as for all academic accommodations, is to insure access to all academic programs provided by Wheeler. The Wheeler School recognizes the individuality and uniqueness of all learners. This individual variation can span from learning preferences to learning differences to learning disabilities.

At the point when a difference is significantly discrepant from expectations based on the student's age, level of development, academic background and academic aptitude, the learning problem constitutes a learning disability. At this point, again, based on appropriate documentation, students who qualify are protected by law from discrimination based on their disabilities. Academic accommodations are one way to assure this protection.

Wheeler is not required to alter fundamentally any parts of its academic program especially if a requirement is considered an essential component of the Wheeler degree. Often the accommodation required is minor and is related to a very specific aspect of a task, e.g., spelling for a student with dyslexia who has no opportunity to edit his or her work before submission. Another example is the use of a computer for taking written tests for students with severe handwriting problems. A final example is a change in the Modern Language requirement for students diagnosed with language-based learning disabilities. For more information about accommodations for the Modern Language requirement, see Modern Language Accommodations, page 17.

Since Wheeler is a private institution and receives no federal or state funding to provide services, it is the obligation of the student and their family to provide appropriate documentation. Information about the educational evaluation process can be obtained from the Academic Support office. Students do have a right under federal law to be evaluated by the school district where they live. For

Wheeler, this is the Providence School District and information about this process is available through the Providence School District office.

The Academic Support Department of the Upper School reviews the documentation submitted and a meeting is convened with the parents or guardians, the student's advisor, the student (if appropriate), the Head of Upper School, and a member of Academic Support. The purpose of the meeting is to discuss the student's needs and the help that can be provided by the School. The advisor will discuss the findings with the student's teachers and the members of the Academic Support Department will discuss the results with the student. At the meeting with the student, the procedures for arranging for accommodations will be discussed, as well as the student's responsibility in the process.

Extended Time Policy

Wheeler's policy on extended time for in-class tests and standardized tests is as follows:

1. The student must have on file in the Academic Support office an evaluation completed by an appropriate professional qualified to diagnose the student's disability that specifically states the diagnosis, the functional limitation or significant educational difficulty experienced by the student, and recommends extended time as an appropriate accommodation for the disability.
2. The evaluation must be current, which normally means it was completed no more than three years earlier and is still appropriate given the child's current developmental level. For some impairments such as hearing and vision, the length of time since the last evaluation may vary.
3. Extended time on in-class tests is limited to 50% additional time unless otherwise specified and supported by documentation. (Standardized tests follow similar guidelines)
4. Students who qualify for extended time on tests must regularly and routinely use this accommodation in order to qualify for similar accommodations on standardized tests such as the SAT and ACT exams. If not, the student will have to file a petition of appeal to the College Board or ACT. Instructions for the appeal process are available from the Academic Support office.

There are two major categories of disabilities that qualify for extended time:

1. Learning disabilities (LD) and Attention Deficit-Hyperactivity Disorder (ADHD).
2. Physical and medical disabilities.

Learning disabilities include language-based disabilities such as dyslexia and dysgraphia (reading, writing, spelling and handwriting disabilities) and spatial and mathematical disabilities such as dyscalculia, constructional dyspraxia, and non-verbal learning disabilities (calculation and spatial-representational disabilities). ADHD affects what are referred to as executive functions, which include attention, organization, planning, and task initiation. Listening ability as measured by tests of auditory processing and listening comprehension can also be affected

Physical and medical disabilities include learning problems related to hearing and vision impairment, significant motor problems and psychological/psychiatric problems. Severe anxiety is included in the last category as is depression. While many physical impairments are considered life-long and unchanging, medical problems, especially psychological/psychiatric problems can vary in length of impairment. As a result, the latter will require regular, more frequent assessment to qualify for services. When the time comes for a student to prepare for applying to and entering college, the Academic Support Department will be able to assist in the transition. An important early step in this process is applying to the College Board for accommodations for any College Board test (SAT, SAT Subject tests, and AP exams) as well as the ACT. (See College Counseling, page 32).

Accommodations requested for medical reasons will require initial documentation from the student's health care provider and a quarterly assessment by the Health Center, Head of Upper School, and Dean of Students. Further medical documentation from the student's health care provider may be required at that time. Additionally, students seeking accommodations for standardized tests such as the SAT and ACT will need to contact the Academic Support office to discuss the documentation requirements, which generally include a neuropsychological evaluation.

Modern Language Accommodations

Graduation from the Upper School requires every student to complete the study of a modern foreign language. To fulfill this requirement, the Upper School offers Chinese, French and Spanish. Successfully completing level three in one language or completing level two in two languages can satisfy the Modern Language requirement. Wheeler recognizes that there may be special circumstances that will make it difficult for certain students to fulfill this requirement. Generally, qualified professionals have diagnosed these Upper School students as having a language-based learning disability. Based upon the results of student's psycho-educational evaluation, the

professionals may have recommended the need for adjustments to the Modern Language requirement.

Once a student qualifies for a language waiver, the Modern Language requirement may be waived, delayed, or altered depending upon the specific need of the student. A student's need may be met in one of the following three ways:

- A. The student will elect to take the Modern Language waiver, keeping in mind that it is necessary to maintain at least 5 major courses each semester in the Upper School.
- B. The student will attempt a modern language, attending all classes. Before the end of the first marking quarter of school, the student can choose to continue the class and receive a grade, to drop the class, or to continue with the class on a pass/fail basis. The deadline for students who are attempting a modern language for the first time is the end of the first semester. The decision to change the course status should be made in consultation with the student, the student's parents/guardians, the student's advisor, the language teacher, the Head of the Modern Language Department, the Director of Academic Support, and the Head of Upper School. Students who drop modern language must replace the class with a fifth major at the start of the second semester.
- C. Election to take the class on a pass/fail basis provides the student with five majors and relieves any negative academic consequence. The course will appear on the student's transcript as a major but will not be considered in calculating the student's GPA. A contract must be signed and handed in to the Head of the Modern Language Department before the end of the first quarter if the pass/fail option is chosen.

Upon the successful completion of the first or second year of a Modern Language course, the decision to continue language study will be made in consultation with the individuals previously mentioned. At this time, all of the choices listed above are again available to the student.

If the student has taken two years of modern language and has received a passing grade in both years, the student may proceed to level three of that language. The student's decision to continue will be based upon obtaining permission from the Modern Language Department, and a conversation between the Head of the Modern Language Department, the student, and the parents. The student may elect to begin an entry-level class of a different modern language in lieu of continuing at the third level. If the student does not continue a modern language, it is necessary to replace the modern language major with a different fifth major.

In all years of Upper School study, it is imperative that the student consults, on a regular basis, with their advisor to insure that all graduation requirements are being met.

Tutoring at Wheeler

We believe that a student's teacher is the first resource for a student or a family especially when a student is struggling in a subject area. We encourage students to make use of common frees to consult with their teachers about their understanding, assignments, and performance.

Under certain circumstances, students, teachers/advisors, and families may recognize that a student needs additional support either in study skills, skill building or in a subject area. In cases where a teacher or an advisor determines that a student needs support beyond what the subject area teacher can reasonably provide there are two specific options available: Academic Support and peer tutoring (Math Mentors, Science Mentors, Writing Mentors). From time to time, the School may further recommend that the family and student seek out the aid of a professional tutor. In these cases, the School can provide a list of tutors; however, the relationship between the tutor and the family is a private and contractual one, independent from the School. When the School has recommended the use of a private professional, teachers and advisors can work with the tutor. In cases where the family has sought out a professional tutor's services without the recommendation of the School, there is no expectation of collaboration between the tutor and the teacher.

Tutoring Guidelines for Families, Students, and Teachers

Parents who are considering tutoring for their children beyond meeting with the teacher should contact the advisor.

The following guidelines have been set up to clarify what kind of support and assistance is encouraged and what is discouraged. In addition to looking at these guidelines, please be aware of our guidelines for Personal and Academic Integrity found on page 7. The tutoring guidelines provided here are for students and those providing extra help.

For Parents and Students:

- Expect tutoring to be about skill building and understanding of material rather than the production and perfection of actual classroom assignments.

- Remember the Academic Integrity guidelines. Tutors and others can help you better understand how to work a math equation, write a thesis statement, or conjugate a verb, but the work that you produce needs to be your own. If a teacher asks you how you arrived at the answer to a problem or how your thesis statement relates to your understanding of the novel, you should be able to show your process.
- Be very clear about when you receive extra help on an assignment; always check with your teacher in advance.

For Tutors:

- Be aware that the School expects you to help students build their skills but not actually to do the assignments or edit or create a paper for a student.
- Be aware of Wheeler’s Academic Integrity policy.
- The School asks that tutors are respectful of the needs and requests of Wheeler faculty, staff, and administrators.

Tutoring Session Guidelines

The following are specific tutoring practice recommendations for tutors, parents, peers, and siblings who are working to help a student academically.

- Extra help should focus on review, remediation, and reinforcement of skills.
- Syllabi, textbooks, rubrics, and class notes should guide a student’s work.
- Students should be able to communicate their understanding of an assignment.
- Open-ended questions should be used rather than actual interpretation for the student.
- Use exercises and explanation to fill in gaps of a student’s understanding. The goal should be to develop a student’s ability to complete the work independently.
- Although you may identify errors or flaws in thinking, the student must be able to identify why the thinking/answer/writing needs work and be able to make the changes independently.
- Homework, essays, lab reports, projects, and all assignments should be the student’s own work and should be indicative of strengths and weaknesses. An accurate portrayal of the student’s work gives the teacher a real and accurate sense of what that student understands.

Alternate Programs Away From Wheeler School

Wheeler offers students the opportunity for semester or year-long programs as an alternative educational experience in the junior year only. Such programs often include an experiential component and provide an experience beyond the curriculum of Wheeler. Students wishing to apply to these programs should consult with their parents and advisor about the feasibility. Recognition that a student’s experience at Wheeler will be affected is essential. Students should communicate their intention to apply for such programs to the Upper School Office no later than the end of January of their sophomore year. Wheeler supports the following programs: The Mountain School as a Charter Member, CITYterm, High Mountain Institute, The Island School, and School Year Abroad (SYA). Placement in Studio Art, Performance, Honors, and/or AP classes cannot be guaranteed for students studying away from Wheeler.

Course Changes: Course Withdrawal Policy

At Wheeler the academic year is broken into two Terms: Semester 1 and Semester 2. Each Term has two marking periods, 1st Quarter and 1st Semester marking periods in the Semester 1 Term and 3rd Quarter and 2nd Semester marking periods in the Semester 2 Term. The Add/Drop period, when students may withdraw from an academic course, occurs during the first two weeks of a Term, i.e., the first two weeks of the 1st Quarter marking period or the first two weeks of the 3rd Quarter marking period. Withdrawing from or adding a course to one’s schedule requires completing an Add/Drop form with signatures from the student’s parents, advisor, the faculty teaching the classes, and, for seniors, the student’s College Counselor.

As students must carry a minimum of five major courses, only students enrolled in 6 or more major courses can drop a major course after the last day of the designated Add/Drop periods. Students may not add a new major course after the Add/Drop period, as they will have missed too substantial a portion of the course.

If a course is dropped after the quarterly marking period, the grade earned for the quarter will appear on the Interim Report. Students requesting to withdraw from courses after the last day of an Add/Drop Period must petition, in writing, the Head of Upper School. In certain circumstances, students may withdraw from yearlong courses after the end of the Semester 1 Term. These withdrawals will be reflected on the transcript as a “Withdrawal” and the grade earned in the first semester, including failing grades, will be noted as well.

Students enrolled in Advanced Placement courses may not drop the courses after the last day of the 1st Quarter Add/Drop period.

Similarly, seniors enrolled in yearlong courses may not drop the course after the end of the 1st Quarter Add/Drop period.

Academic Probation

If a student receives a semester grade of C- or below in two or more classes, the student will generally be placed on academic probation for the following semester. A student may also be placed on academic probation if there is serious concern about the student's ability or willingness to meet the academic demands of the school. Academic probation serves to heighten a student's awareness about the quality and timeliness of their work. During the probationary period the student, their advisor, teachers, and the administration will work in concert to determine the best course of action. Students whose work places them on probation for more than semester jeopardize their continued enrollment at the School.

Extra Credit Policy

If extra credit work is to be given, it must be made available to all members of a class. For example, an extra assignment, paper, or re-test must be made available or given to all students, no matter their individual performance on an assignment. Extra credit work is to be made available only to students who have successfully completed all the required "for-credit" material and assignments.

Make-up Tests

See The Library: Make-up Tests on page 20.

Homework and Test Policies

Assignments: Teachers will help students make up work missed during an illness, but it is the student's responsibility to arrange for such help. Make-up work will typically not be given for unexcused absences.

On school days following major vacations and some religious holidays (e.g., Thanksgiving, Winter Recess, Spring Break, Yom Kippur, Passover), no homework of any sort is to be due. On school days following religious holidays that fall on a weekend (e.g., Easter) no more than one regular night's homework is to be expected. Major projects, tests, and papers are not to be due. On days following weekends designated as "homework-free" no assignments are to be due. Please see the calendar for dates. Note: This policy applies to non-AP courses only.

Students may have no more than two major tests, papers, or projects due in a school day. Faculty must post their major assessments on the online test calendar. If a student has more than two major assessments due in a single class day, the student should make their last teacher-of- record aware of the conflict and arrange an alternate date. Please keep in mind that the alternate date should be at both the student's and faculty member's convenience.

Major Assessments:

- An in-class written assessment that is designed to be taken in more than 25 minutes.
- Papers, essays, and large lab reports. (These are generally typed assignments longer than 2 pages in length.)
- Extended projects that require multiple days of preparation.
- Any presentation that requires significant preparation, as left to the discretion of the teacher, and that is counted as a test grade. Even if a presentation is shorter than 25 minutes, it may be counted as a major assessment.

Minor Assessments:

- An in-class written assessment that is designed to be taken in 25 minutes or less
- A "mini-project" or very brief presentation that does not require large amounts of preparation
- Any assessment that does not fit under the above definition of a major assessment

The Advisor System

Every student at Wheeler has an advisor, a faculty member to whom the student turns for advice. All 9th grade students are assigned an advisor. Before September of their 10th grade year, students will be assigned to a new advisor with whom they will work for the next three years. Students who join Wheeler in the 11th or 12th grade will be assigned to an existing advisor group. The advisor monitors the student's progress at Wheeler and communicates with the parents when communication is in order. The advisor processes the student's grades and comments at the end of each marking period (four times a year). It is the advisor to whom a student's teacher will turn when things are going poorly in the classroom, and the student will seek the advisor's advice when he or she is concerned about something. The advisor is the link between the School and the home, the person to whom the student, his or her teachers, and the parents will turn when they have the need.

In addition to the advisor, students may come to any member of the faculty or administration for advice and help, and we encourage them to do so. There is also a functioning and effective Peer Support Program, page 25, of which many students have taken advantage. When anyone; advisor, teacher, administrator, or peer support person, feels that psychological or other professional consultation is needed, the School will communicate that to the parents.

Advisors of new students contact the parents early in the school year simply to get acquainted. Over the years we have found that the parent/advisor relationship is most effective when both parties get to know each other in a routine way, rather than having contact only when there is some emergency.

Parents are encouraged to be in contact with their child's advisor. Parent-Advisor conferences may be held at any time during the school year, whenever a parent requests. Advisors welcome the opportunity to talk with parents about their children's progress. Questions concerning the advisor system should be directed to the Dean of Students.

Advisors are assigned in the following ways:

- 9th Grade Advisors: Assignments are made by the 8th grade team, the Head of Middle School, and the Director of Admissions in conjunction with the Dean of Students.
- 10th-12th Grade Advisors: Advisors are matched with advisees in consultation with the 9th and incoming 10th grade Class Deans and the Dean of Students. In the late spring, 9th graders complete a questionnaire with an eye toward reflecting on their year and the kinds of qualities they value in an advisor. Taking into consideration the student questionnaires, and the advice of 9th and incoming 10th grade advisors, the Class Deans and Dean of Students place students with an advisor and advisee group that is the most appropriate possible for each individual student.

Although we go to great lengths to match advisors with advisees, a change is occasionally necessary or desired. If an advisee (or their parents) or an advisor feels that the advisor/advisee relationship has deteriorated beyond repair, the student or the advisor should see the Dean of Students to facilitate an advisor switch. More frequently, a student will develop a particularly positive relationship with a member of the faculty who is not their advisor.

Students may request to make an advisor switch if the following conditions are met: The requested advisor must be a member of the appropriate grade level advisor team, the student must make a personal request to the proposed advisor, and the parents and Dean of Students must concur with the change. Advisors are under no obligation to take on additional advisees at a student's request. The School's goal here is to establish strong working relationships with students and their families.

Grades, Report Cards, and Transcripts

Upper School students and their parents/guardians receive grades four times a year and comments for each of their courses at the end of the 1st Quarter and 3rd Quarter marking periods. Students earning a C- or below or an engagement mark of "IE" (Insufficient Engagement) will receive comments for the marking period in which they received that grade/mark.

1st Quarter and 3rd Quarter report cards contain advisory grades and narrative comments. These grades are informal indicators of a student's progress up to that point and do not appear on the student's permanent record.

1st Semester and 2nd Semester report cards contain permanent End of Term grades for single-semester courses. However, for two-semester courses, only the Final grade (which appears on 2nd Semester report card) appears on a student's permanent transcript.

Wheeler's grades are letter grades with A indicating top quality work and F a failure. In general an A indicates exceptional, unusually good work. B indicates solid accomplishment with no serious problems. C indicates average work with room for improvement. D

indicates work needing serious, extensive remediation. An F indicates unsatisfactory, failing work.

In their comments, which are addressed to the student, our teachers discuss the strengths and weaknesses of the student's work, stressing what's needed for improvement.

Engagement marks accompany letter grades:

- *Appropriately Engaged: AE*
- *Insufficiently Engaged: IE*

At the end of each marking period a copy of a student's report card is added to his or her Academic Records file. In the fall of the student's senior year, an official transcript is created and forwarded, with the School's recommendation, to the colleges to which the student is applying.

Transcript Policies

1. Credit for course work completed at other institutions:
 - a. Students presenting coursework from school-supported programs (see page 19) will receive graduation credit for classes equal to that of relative courses in our curriculum.
 - b. Students will be offered graduation credit for summer course work courses if they take the course with prior department approval and if, after completion, they successfully take Wheeler's departmental examination in the subject, or demonstrate proficiency in another departmentally approved manner.
2. Our GPA reflects student performance in Wheeler Upper School courses only. Neither course work completed prior to ninth grade, nor course work presented from other affiliated high school programs (academic year or summer school) will be included in our GPA calculation. Students who take these courses (including first year algebra and/or modern language in Wheeler Middle School, Middle School students taking Upper School courses, and transferable courses from one of the approved semester or year long programs) will receive graduation credit for the work. A separate transcript for students attending other high schools or other academic year programs will be part of the student's file and will show courses taken and grades achieved in these programs.
3. Wheeler will calculate a Grade Point Average for both internal and external use by the College Counseling Office. A student's average will be calculated at the end of each academic year. Wheeler does not calculate class rank.

School Closings

Blizzards, ice storms, etc.: If Wheeler School will NOT be in session on a given day, an announcement of the closing of school will be made on radio stations WLKW and WPRO, posted on the school website (<http://www.wheelerschool.org>), and available as a message on the school's phone. Only a Wheeler School announcement will pertain to this school. NOTE: Radio stations will not announce that a school WILL be in session. They will only accept notices of closings. If nothing is said about Wheeler, then you may assume that we are in session that day.

The Library

The Prescott Library's mission includes both supporting the academic program of the school and providing a quiet place where students and faculty can read, work on homework, and catch up on the latest news in magazines and newspapers or over the web. Proctoring of make-up tests is also offered most periods.

While the resources in the library are support personal and academic interests, the library is a common space on campus and the responsibility for keeping it quiet, neat, clean, and in good order lies with each of us.

Library Hours:

The library is open every school day, and closes early on Tuesdays.

Mondays, Wednesdays, Thursdays, and Fridays: 7:45am – 4:30pm

Tuesdays: 7:45am – 3:00pm

Atmosphere

In order to maintain a productive library atmosphere for all members of the Upper School community, students are generally held to a high standard of behavior in the facility. It is important that the library remain a place where students and faculty can work quietly and

without disruption. The main floor includes fiction, reference, and some nonfiction titles. There is seating for reading and group work, and the space can be quite busy. We ask that voices stay low even if you are with your class.

The third floor houses nonfiction stacks, feature films, and study carrels, as well as the Upper School's Academic Support Program.

The primary purpose of the library's third floor is to provide a place for quiet, individual work. At times tutoring activity may conflict with the primary focus of the area. When this occurs, either due to distraction or lack of space, those tutors and students may be asked to find another place to work by either Academic Support or Library faculty.

Circulation

The Library's collection is a shared resource of school property. Our policies and procedures are general practice in independent school libraries, and are established at Wheeler in order to create a sense of responsibility in students using these materials.

The Library is operated on an honor system; there are no electronic security barriers to prevent you from taking materials out of the building without checking them out. A check-out kiosk is available to sign out items using your school ID in a self-serve manner.

Circulating books are usually due back after three weeks and media are due back after one week. Library materials may often be renewed as needed unless requested by another patron.

Books designated as class reserves can usually be checked out overnight for return by 8:15am.

Reference books and periodicals require librarian permission for check-out and are also generally due back the following day.

The Library also has a small collection electronic devices students may borrow either for one day or longer, depending on the item. Students are welcome to check out Kindles for a three week period provided we have a permission form on file. These forms are available on the Wheeler portal or from the Library staff.

At any time, Upper School Students may borrow up to 15 items from the library collection including fiction books, non-fiction books, magazines, DVDs, CDs, Kindles, and laptops.

At the end of the quarter, books checked out for school projects from that quarter are due back. At the end of the year, unreturned items remaining on a circulation record may be billed to a patron's account and marked as lost.

Make-up Tests

There is a faculty proctor in the Library nearly every period. There is no proctor available in the Library during lunch. Students sent to the Library to take a make-up test or quiz need to check in with the proctor in order to get their tests. The proctor will tell the student where in the Library they should sit to take the test and the time limit for taking the test (usually the time limits for classroom testing apply to make-up tests). Students assigned to spend study hall periods in the Library also need to check in with the proctor.

Proctor Hours:

Mondays – Fridays: 8:15am – 4:30pm;

Closed during LUNCH (11:00 – 11:35)

After school proctoring hours will be announced at the beginning of each semester.

Additional Guidelines

The Library is an academic building, and school-wide expectations concerning, hats, cell phones, etc., apply there, with the popular exception that students are welcome to listen to music with headphones provided the volume does not disturb others. **Talking on the phone while in the library is not permitted as is non-academic group work that involves videos, gaming, music or other disruptive elements.**

Some computers, laptops, headphones, iPads and other digital resources are available for in-Library student use. Students who use these are expected to follow the school's Internet Acceptable Use Policy. Patrons are welcome to bring their personal computing devices to the Library, but should be aware that outlets and technical support are limited.

Printers in the library are available for student use. For more information, contact the library staff or visit the library FAQ page at <http://wheelerschool.libguides.com/faq>.

Everyone using the Library is expected to be there because work or testing needs to be done. All students need to find a seat; students are not permitted to sit on the floors of the Library. If students move any furniture, it is important that they return it to its original

place.

Water bottles and covered drinks are welcome in the Library, but other foods and uncovered drinks are not allowed. Snacks and drinks, open or not, may be confiscated if visible to a staff member.

The Library is open from 8:15am until 4:30pm on school days with the exception of Tuesdays when it closes at 3:00pm.

Access to Prescott's electronic and print collection is available online at anytime by visiting the online Destiny catalog through the School's website or at <https://wheelerschool.follettdestiny.com>.

Access to many resource guides is also available through our LibGuides at <http://www.wheelerschool.libguides.com>.

Database user IDs and passwords are available to the Wheeler community by asking a librarian or visiting <http://goo.gl/wqxtKF>.

Online Library Resources

The Prescott Library maintains an active online presence. We subscribe to various electronic resources to aid our users in research and reading. In 2013, we acquired an online service called OverDrive for patrons to borrow materials on personal devices. The Wheeler community can currently find us online at the following locations:

The Prescott Library website is

<http://www.wheelerschool.libguides.com/library>

- Search the catalog at <https://wheelerschool.follettdestiny.com>
- Borrow an eBook or audiobook to your own device at <http://thewheelerschool.lib.overdrive.com>
- Search for book lists and class resources with LibGuides: <http://www.wheelerschool.libguides.com>
- Find answers to frequent library questions at: <http://wheelerschool.libguides.com/faq>
- Database passwords can be found on this Google doc: <http://goo.gl/wqxtKF>
- Facebook: Prescott Library at the Wheeler School (<https://www.facebook.com/PrescottLib>)
- Twitter & Instagram: @PrescottLibrary

For additional tips and tricks, to share a comment, or address a concern, contact the Upper School Librarian directly via email:

katecovintree@wheelerschool.org

Co-Curricular Program

The Co-Curricular program at Wheeler consists of athletic, academic and special interest activities which are open to all students. The intention of this program is to allow students to shape pieces of their Wheeler experience through a commitment to ideas and activities outside of their daily class work.

Our programs are designed to develop the skills of emerging leaders. By strengthening individual leadership skills and by empowering our students to take on meaningful leadership roles, these programs help our students develop the fundamental skills to participate actively in the Wheeler community and as citizens in our broader communities. We strongly encourage all of our students to participate in our co-curricular program or to found new clubs and activities if they so desire.

The Upper School's co-curricular program reflects our commitment to the school mission to celebrate and respect Individuality, Commonality, Opportunity, and Awareness. Wheeler offers a myriad of avenues for students who wish to pursue interests outside of our academic course offerings. Each activity, publication, and club is advised by a member of the Wheeler faculty and is supported by all available school resources.

We are dedicated to ensuring that all co-curricular opportunities are available to all our students, irrespective of financial need, through the financial support of the Carrie Waters '86 Memorial Fund. The school, therefore, provides monies to any student with demonstrated need for whom the cost of participation in an activity, class trip, dance, or social event is excessively burdensome. Students (or their parents) in need of funding for such activities should make their need known to their advisor, the Director of Student Activities, the Dean of Students or the Head of Upper School. Strict confidentiality will be maintained.

Students Clubs and Organizations: Community Council

The Community Council is led by two community-selected officers ("CC Heads"). The leadership group consists of all elected class officers for grades 9-12 as well as the leaders of the student-run clubs. Responsibilities of the two Community Council Heads include organizing the clubs and supporting their events, maintaining democratic elections, running morning assemblies, planning the Club

Fair and Septemberfest in the fall, and maintaining the club and activities page on the school website. Clubs are open to all students, and student leaders present information about their clubs and recruit new members at the annual Club Fair in September. A list of all open student-run clubs is available on the school website.

Faculty Selected and Elected Leadership Positions

Athletic Association

The Athletic Association bolsters school spirit and raises awareness of interscholastic athletics. The Athletic Association organizes two major school events: Jamboree in the fall and Field Day in the spring. Every member of the School is assigned to either the Purple or Gold team which helps unite every division of the School. The Athletic Association is synonymous with hard work, school spirit and athletic excellence. The AA is run under the auspices of the Athletic Department.

Community Standards Board

See The Community Standards Board (CSB), page 5.

Student Alumni Ambassadors

The Student Alumni Ambassadors familiarize prospective students, their parents, Wheeler alumni, and friends with the School by giving tours, hosting students as they make admission visits, and by volunteering at events sponsored by Alumni Relations, Public Relations and Admission Office. The club also plans activities to help new students feel welcome and comfortable at Wheeler.

Student Philanthropy Board

The purpose of this group is to introduce students to the intricacies of philanthropy. Members organize and execute a plan to invite nonprofit organizations to apply for grants. Students review proposals, conduct site visits and make grant decisions. The program is designed to give students a role in improving life in Rhode Island and to enhance leadership, team building and communication skills.

Student Senate

The purpose of the Student Senate is to act as a legislative body to create, pass, and follow through with proposals that will benefit the students attending Wheeler's Upper School. Two senators from each grade are elected to serve each school year, as well as an overall Senate President and Vice President. The leaders run Senate meetings and take responsibility for the productivity of the Senate.

Social Committee

The Social Committee plans and runs events that promote community and school spirit. All interested students are encouraged to join the club, and the Social Committee leadership consists of a president and one elected representative from each grade. Yearly events run by the Social Committee include the Halloween Dance, Winter Ball, Senior Send Off, and the Junior-Senior Prom. Social Committee is also involved in planning other smaller activities, including candy and flower sales, throughout the year.

Mentoring Programs

Peer Support Program

The Peer Support Program has three primary functions. First, Peer Supporters are involved in helping 9th graders through their transition to high school. They organize and run the 9th grade orientation in September and work with 9th grade advisor groups throughout the school year. Second, Peer Supporters help plan and facilitate our Upper School and Middle School Unity and Diversity Days. Third, Peer Supporters work weekly in training sessions to develop listening and leadership skills. While Peer Supporters are never encouraged to take a counseling role, they learn how to use their skills to support friends and fellow students when they are facing difficulties. Peer Supporters also work together toward the goal of making the community a better one. Peer Supporters are selected through an application and interview process from the rising 11th and 12th grades.

Math Assistants

The Math Assistant program provides multiple opportunities for students looking for help with mathematics. Math Assistants are Upper School students who give support to their peers as well as younger students through one-on-one tutoring, running review sessions prior to tests, helping teachers in the classroom, or working with students in other divisions. Each Math Assistant will develop their own ways of contributing to the program in conjunction with the Math Department.

Science Mentors

The Science Mentors program provides peer-based assistance for students needing help with science classes. Science Mentors are

selected by the Science Department faculty through a written application process, and are assigned to provide help in a specific area of science. Science Mentors do not keep regular office hours, but students seeking help can make arrangements with a Science Mentor on their own or be paired up by their teacher.

Writing Mentors

The Writing Mentors program is sponsored by the English Department as an editing service to Upper School students. Eleventh and twelfth grade peer editors, chosen by the English department faculty, assist students with their writing at any stage of the writing process, including providing help with rough drafts, final drafts, critical essays, creative writing, editing and proofreading.

Community Action Program (CAP)

The Community Action Program is a four-year graduation requirement. This program is designed to foster individual social responsibility, allow students the opportunity to learn about their communities, and strengthen leadership skills through a commitment to service. Upper School students are exposed to many areas of community service learning throughout their high school experience: primarily in the classroom in 9th and 10th grade and through service projects as upperclassmen. As they become involved with the ethics of service, critical needs in the community are met, and unique educational opportunities provide a way for young people to expand their understanding of themselves and the world around them. Structured reflection encourages students to realize the impact of their commitments to the agencies, their communities, and themselves at all grade levels. Founder's Day offers an opportunity for all Upper School students to work together with their Lower and Middle School counterparts on art and service projects.

Grade 9

Community Service is first explored for 9th grade as part of the Unity & Diversity and Environmental Science curricula. In U&D, students develop an understanding of the issues and consequences of food insecurity and poverty in RI through readings and discussions in class. In Environmental Science, students study a range of environmental issues from those that threaten our local ecosystems to those affecting our planet as a whole, and what they can do to address these problems.

Grade 10

The tenth grade seminar (CAP 10) will set the stage for future community service work at Wheeler as well as laying a foundation for lifelong habits. Seminars will cover topics such as why we value community service, what kinds of service opportunities exist and how to match them to individual skills and interests, and how to communicate professionally and make the practical arrangements necessary for individual service projects. The final assignment is for students to develop a proposal for an individual community service project to take place the following year. Each sophomore is assigned to a CAP teacher who will guide and support them through the process in 11th and 12th grade

Grade 11

Juniors continue with the program philosophy of engaging in sustained and meaningful work in the community. Juniors commit to a minimum of 6 hours of service each quarter as an expression of their concentration. Students may also complete hours over the summer. Students are expected to manage their own projects and are responsible and accountable for documenting their work in cooperation with their assigned CAP teacher.

Grade 12

Seniors may satisfy their requirements to complete 4 hours of service work per quarter for the first three quarters of the year through independent work with an outside organization as they did in junior year, or they can complete some hours within the Wheeler community, with prior approval from a CAP teacher. They may also complete projects that are tied to classes, clubs, teams, affinity groups, performance groups, etc., that they participate in, again with prior approval from a CAP teacher. Tying community service into a student's ongoing activities lays a foundation for lifelong participation in service.

Senior Projects

It is the philosophy at Wheeler that learning occurs beyond the classroom. Qualified seniors who have fulfilled their classroom and community obligations will have the opportunity to pursue either:

- A group community engagement project

- An independent project of their own design that fulfills specific guidelines

All projects are designed to honor a Wheeler education and require a community engagement component. Senior Projects take place during the last three or four weeks of the academic year and culminate in a required Presentation Day when students demonstrate what they have learned, accomplished and contributed. Over the past several years, students have created written works, visual art installations, interned at area businesses, or volunteered at community engagement agencies. Ideas for on-campus projects could include: a student-run athletic/academic tutorial program or a teaching internship. Juniors are required to attend Presentation Day to formulate ideas for their own projects.

A clear, structured and well-publicized process for Senior Project applications and proposals will be presented to the graduating class in December of their senior year. The Senior Project Packet will also be available on the Senior Class Google Classroom site at that time. The Senior Projects Committee will be responsible for the review of group project applications and approval of individual proposals. Each group community engagement project and individual will have a project advisor to guide and supervise the project.

- Seniors must have a C- or better in each class, no more than two engagement marks of IE
- Participants may not be on Attendance Probation in the Third Quarter, nor can they have more than four tardies in the Fourth Quarter.

Senior Projects allow students to explore interests and make an impact beyond the Wheeler classroom. Participation in this program is an earned privilege as well as a unique and valued opportunity.

Computer Center Guidelines

Standards of Conduct

The Standards of Conduct and other expectations of behavior have specific definitions in the context of the use of computers at school, the campus-wide local area network and Internet access. These Standards of Conduct are specified in other sections of this document. In particular, expectations related to Academic Dishonesty can be found on page 7, expectations regarding Theft or Vandalism on page 10, and those concerning online Bullying and Harassment are on page 8. In addition to the Wheeler School's Standards of Conduct and their application to the use of technology at school, students need to be aware of the many State and Federal laws and regulations that pertain to use of networks and communications technologies on page 29.

Other Expectations

The Upper School Computer Lab is a resource for all members of the Upper School. Therefore students are expected to abide by the following guidelines as they relate to shared use of the Computer Lab's systems and its common space.

1. Food and beverages are not allowed in the computer labs.
2. Students are expected to push in chairs, throw away their trash, and recycle waste paper.
3. The use of the Upper School Computer Lab's systems for game-playing, including, but not limited to online video games, is not permitted during the academic day, 8:00 AM - 3:00 PM.
4. Printing is limited to one copy of a document per computing session. Students should use a copier to duplicate documents.
5. When turned on, the desktop systems in the Upper School Computer Lab automatically logon as a generic user, usstudent. It is strongly recommended that students, when using these systems, open the Chrome browser and logon to their Wheeler Google account. This will provide them with the most secure and consistent means of managing their personal work and resources.
6. Students who use the Upper School Lab computers for creating documents and doing coursework have a number of options for saving their personal work:
 - a. The best option for students is to store/save their personal work to their Google Drive, accessed through their Google account. Google Drive can be accessed remotely from any computer that has internet access and therefore is ideal for managing documents whether at school or at home. The folders and documents in a student's Drive are accessible only to that student through their personal Google login and are secure from others.
 - b. Some courses, through their Google Classroom portal, may provide online course folders for students enrolled in those courses to store work in. Student should not use course folders for saving work not related to that specific course.
 - c. Students may save their work to a personal USB flash drives.
 - d. Students can send documents to themselves in the form of an attachment using their email accounts.

7. Students may not install or download any applications on any Wheeler School computer.
8. In compliance with general school policy, music may not be played in the Upper School Computer Lab.
9. Students should not attempt to repair, service or troubleshoot a computer, printer or other piece of equipment that malfunctions. Students should inform the Computer Center staff or the Technology Facilitator of any equipment that is not working properly.
10. Teachers may schedule the Upper School Computer Lab for use by their classes. Though workstations may be available during these classes, it will be at the discretion of the teacher whether or not the lab is open for general use.
11. The Upper School Computer Lab is first and foremost a place for academic research and study. Students will conduct themselves in a quiet and courteous manner in the lab. Students engaged in loud talking, distracting or unruly behavior may be asked to leave the lab in the interest of other students.
12. Students have the responsibility to manage (save, backup, delete) all documents they store on their Google Drive. The School is not responsible for lost work.
13. Students may not use a computer designated as a faculty workstation, including those in offices, classrooms, and the teaching workstations in the computer lab.

Internet Acceptable Use Policy

All members of the Wheeler community are expected to abide by the School's policies regarding the use of the Internet.

1. Students need to be aware of the fact that many websites capture user and workstation information while you are logged on to them. While using these online resources you are identified as a Wheeler School representative. Therefore, you bear responsibility for representing the School in an appropriate manner in your communications, reflecting the School's commitment to integrity, honesty, and respect for the dignity of others.
2. Students may not access any Internet site that contains material that would be offensive to any member of the Wheeler community.
3. Students may not send instant messages (aka DMs, texts, etc), email or solicit correspondence that would be offensive, harassing, or hurtful to others.
4. All information downloaded from the Internet for use in academic work must be properly cited to comply with copyright laws and the School's policies regarding academic integrity and plagiarism, page 7. Students should check with the Upper School librarian if they have questions concerning copyright issues.
5. Students should not use the School's computers for registering for online web sites unless instructed by a teacher to do so.
6. Students may not publicize their home address or telephone number over the Internet using the School's computers or network. While this policy relates specifically to the use of school equipment, it is strongly recommended that students not publish or provide personal information on Internet sites in general.
7. While sending/receiving personal email using school workstation is acceptable, students may not use applications such as Twitter, Snapchat, or a texting app on those systems.
8. Students may not enroll the School or a student organization for membership in any online organization nor subscribe to an online service without the prior approval of the Dean of Students and the Director of Student Activities.
9. The School's internal networks are managed by the Technology Department. Because the School's networks are critical to both the academic and administrative operation of the School they are constantly being monitored in order to assure that the many components of our network infrastructure are operating properly. The administration of the School's networks includes being able to monitor individual systems connected to the networks, what online sites are being accessed and bandwidth being used. It is important that students be aware of the fact that while they are connected to any of the School's networks their online activities can be monitored.
10. The School reserves the right to block different sites during the academic day in order to regulate the amount of bandwidth being used and/or to support the network's primary purpose of being used as an academic resource.
11. Use of proxy sites to circumvent the School's network restrictions, e.g., blocked sites, is prohibited.

Student Email Policies

Wheeler School creates personal Gmail accounts for students to facilitate the School's educational mission and goals. The School requires that Gmail and the other associated information resources, e.g., Google Drive, Calendar, Classroom, that the School provides be used in accordance with the guidelines and regulations established by the School. Students using the School's digital information systems agree to comply with this policy as well as City, State and Federal laws and regulations. General Standards of Conduct with respect to the School's computers and technology resources are given in the previous sections. More specific expectations and

guidelines relevant to the use of student email are given below.

Guidelines for Student Electronic Mail

1. Students may only use the Wheeler student Gmail account issued to them. Using another student's Gmail account for sending and receiving messages is not allowed.
2. Students may not conceal their identity or impersonate others when communicating using their school Gmail account.
3. Students are expected to check their Wheeler Gmail accounts on a daily basis in order to stay current with school-related communications. Faculty will determine how Gmail is used in their classes, and may specify their requirements in the course syllabus or verbally. Similarly, advisors, coaches, and co-curricular activity advisors may establish their own policies regarding electronic communication.
4. Students should keep their Gmail password private. In the event that a user's Gmail account becomes compromised that user should change his or her password to block further unauthorized access.
5. Wheeler School does not provide users of the school's local area network (WheelerGuest) with the assurance that information sent or received over the network is secure from interception by third parties. Users should exercise the utmost caution in using Gmail and other network services to communicate confidential or sensitive matters. In particular students should not assume that Gmail is private and confidential.
6. Wheeler School reserves the right to read the contents of any student Gmail files without permission of the user.
7. It is strongly recommended that students not use their Wheeler School Gmail address as their point of contact when signing on to commercial sites or joining online user groups in order to avoid getting spam sent to their email accounts. Spam and other forms of junk mail waste system resources and are often used as means of transmitting viruses from one computer to another over networks. Students should delete junk mail whenever they receive it.
8. Currently enrolled students are responsible for managing their own Gmail accounts.
9. The School's policy with respect to management of students Gmail accounts, mail and other resources associated with those accounts is as follows:
 - a. A. The School reserves the right to delete student mail if they withdraw from the school
 - b. B. Wheeler Gmail accounts of graduating seniors and all the resources associated with those accounts including mail and Drive folders and files will continue to be active for one academic year post graduation. The School reserves the right to expunge all student wheelergmail.org-related resources after the one year archiving period.
10. If you receive threatening or what you feel is inappropriate email from another person, you should contact the Dean of Students immediately. As in any other form of communication, threats, harassment, and/or inappropriate email not only violate Wheeler's Standards of Conduct, but may also violate City, State and/or Federal laws and regulations.
11. Students are expected to communicate using Gmail in a courteous and appropriate way for school related activities. Examples of appropriate uses include:
 - Communicating meeting time and information
 - Lost and found announcements
 - Wheeler School team results
 - General program information

Examples of inappropriate uses include, but are not limited to:

- Information unrelated to School business
- Private business or commercial activities
- Fund-raising or advertising on behalf of non-Wheeler School organizations
- Promoting political viewpoints
- Personal information
- Surveys that are not school sanctioned
- Messages containing confidential information such as course grades, financial aid award amounts, or tuition/fee payment amounts

There are many Federal and State Laws that pertain to the use of electronic networks and communication technologies. Students are expected to comply with all applicable laws in their use of their Wheeler Gmail accounts, including but not limited to:

- Federal Copyright Law
- Federal Wire Fraud Law

- Federal Computer Fraud and Abuse Law
- Federal and Rhode Island Child Pornography Laws
- Pyramid schemes/Chain Letters
- Defamation
- Common Law actions for invasion of Privacy
- Public Disclosure of Private Facts
- False Light
- Wrongful Intrusion

Further information can be found at

<http://www.upenn.edu/computing/policy/aup.html>

Wheeler School credits the following institutional websites for email policy information: Cathedral Preparatory School, Columbia University, Arizona State University, Saint Francis College, Case Western Reserve University, Cornell University, Emerson University, New Jersey Institute of Technology, Northwestern University, University of California, University of Pennsylvania, University of Wisconsin, Wake Forest University, Virginia Shea.

Participation in On-Line Communities

Wheeler presumes that, all students “...make a contribution to the well-being of the community and conduct themselves both on and off campus, when school is in session and when it is not, in a way that is consistent with the standards of the School.” (see “Philosophy” on page 5). Students are responsible for all material posted on their personal web pages and profiles, especially those which specifically identify students as members of the Wheeler community, either by formal association (e.g. Facebook, Twitter, Snapchat, etc.) or by inference (e.g., wearing of Wheeler clothing).

Should the School become aware that a student has posted inappropriate material or material referencing illegal activities, the School reserves the right to inform the student’s parents and/or speak directly with the student. Should the School become aware that a student has posted material suggesting that they are a danger to themselves, to others, or that they are the target of abuse, the School may deem it necessary to take action to ensure the safety of all of our students. The School’s response may include the possible notification of State authorities and/or Child and Family Services.

The School reserves the right to institute a disciplinary response to any online conduct inconsistent with Wheeler’s standards.

Use of Personal Computers at School

In the Upper School students are required to bring their own personal computers, tablets, or laptops to school on a daily basis in conformance with the School’s “Bring Your Own Device” initiative. It is the School’s expectation that the use of personal computers by students while at school is primarily for academic purposes and that they abide by all of the School’s guidelines and policies regarding the use of technology at school. As with all personal property, students are responsible for the security of their own devices.

Students can access the School’s public network, WheelerGuest, with their personal devices. Instructions on how to connect to this network are given to incoming students at the beginning of the year during orientation. Use of the School’s network is a privilege and students are expected to follow the guidelines and policies specified in this handbook with respect to its use.

Students are responsible for the maintenance and repair of their personal computers or other electronic devices. Wheeler’s technical support personnel will not repair or troubleshoot students’ electronic devices. However, should a student’s personal device become inoperable during the school day, they can obtain a loaner system from the Technology Department in order to continue with their academic activities.

Athletics and Physical Education

All Upper School athletic teams compete in the Rhode Island Interscholastic League (RIIL) and student athletes are expected to adhere to RIIL rules and regulations. Students must have an annual physical exam in order to participate in RIIL sports.

Athletics

FALL

Girls' Soccer

Boys' Soccer

Girls' Tennis

Field Hockey

Cross Country

Football (w/ PCD and Juanita Sanchez)

WINTER

Girls' Basketball

Boys' Basketball

Squash

Indoor Track

Swimming

Boys' Ice Hockey (w/ PCD and St. Raphael Academy)

SPRING

Girls' Lacrosse

Boys' Lacrosse

Boys' Tennis

Track & Field

Softball

Baseball

Golf (co-ed)

Special Note: Attending all academic classes is required of students as a prerequisite for participation in a performance of any sort or an athletic event that afternoon or evening. Students are expected to attend all practices and games. A student who is too ill to attend a practice must be excused by the Health Center and notify their coach before practice.

Athletic Training

Wheeler employs a full-time athletic trainer who is on the Providence Campus daily between the hours of 10:00 a.m. and 2:00 p.m. and at the Farm from 2:30 p.m. until the conclusion of home games and practices. Student athletes who are injured must report to the athletic trainer. If a student athlete needs to see a physician for an injury, a note from that physician is required for medical clearance. All student athletes are also required to undergo baseline concussion testing annually, which is coordinated through the athletic trainer's office.

Wheeler School Athletic Department Driving Policy

1. Driving to and from athletic practices and home games is permitted when a contract has been submitted and approved by the Dean of Students and the Director of Athletics. Contracts are accepted for juniors and seniors in good standing, provided that they
 - a. take no passengers (with the exception of siblings) to the Farm at any time,
 - b. drive no passengers (except siblings) back to Wheeler after athletics,
 - c. drive with caution and in a safe manner and obey all applicable motor vehicle laws at all times.
2. Athletes not returning to Wheeler after practice or a home game may drive other athletes home.
3. No athlete may drive to an away game. When games are scheduled for evenings or Saturdays, the coach, with the approval of the Athletic Director, may allow athletes to meet him/her at the game site.
4. At the conclusion of an away athletic contest, athletes are expected to return to Wheeler with the team.

However, exceptions will be made if an athlete leaves the game site with his or her parent, or when previous arrangements have been made in writing to leave with another player's parent.

Note: Athletes who live far from Wheeler should find alternatives to driving to school if they wish to go directly home after an away game.

Violation of the terms of the Athletic Department Driving Policy will typically result in the loss of the driving privilege and possible disciplinary action (including possible team-based consequences).

Physical Education

Participating on two or more varsity or junior varsity Wheeler athletic teams in one year fulfills Wheeler's Upper School PE requirement for the year. Any student not participating on at least two Wheeler athletic teams in any year is required to choose one organized PE activity for each term (fall, winter, or spring) in which they are not on a Wheeler team.

Students will be informed of class offerings via email, morning assembly, and postings on the announcement board.

Students are expected to remain in their chosen activity for the entire term.

Independent contracts will be made available for those who participate in out of school lessons or competitions. These contracts must be signed by parents as well as by the student's advisor. Rhode Island requires 100 minutes of physical education per week.

Grading System:

P.E. and athletic teams will be graded Credit/No Credit.

College Counseling

Ms. Singer, Mr. Michel and Ms. Dailey are responsible for guiding the college plans of all students. The process formally begins in December of the junior year with an evening dinner and presentation and the students are assigned to a college counselor in January. Juniors meet with their counselor intermittently throughout the spring and have individual weekly appointments throughout the senior fall. The Office also coordinates the annual 9th & 10th Grade Parent/Guardian Night in January, a Senior Parent/Guardian Night during the first week of school along with a seminar for 9th and 10th grade students in the late spring.

The College Counseling Handbook can be found on the College Counseling webpage on the Wheeler website.

Standardized Testing

SAT

The SAT Reasoning Test (formerly SAT I: Reasoning Test), better known as the SAT, is a three-hour and fifty-minute test (when taken with the essay) that measures critical reading and mathematical reasoning skills. There is also an essay, which is optional, but we strongly advise that students always take the SAT with the essay. We encourage students to take the test once in their junior spring and again in the fall of their senior year. (You may get more information about the test design at www.collegeboard.org).

SAT Subject Tests

The SAT Subject Tests of the College Entrance Examination Board are one-hour tests of knowledge in specific subjects. Many colleges require the scores from the SAT, and some require two or three SAT Subject Tests scores. Students are encouraged to look up the requirements of each college on the website of the particular institutions they are interested in.

Occasionally, it is appropriate for sophomores to take SAT Subject Tests, particularly if terminating the study of a subject at that time. Students should consult with their teachers regarding their preparation for these tests. Normally, students will want to have taken at least three SAT Subject Tests by the end of their junior year. Other tests may be taken in the fall of the senior year.

These tests are given in the following subject areas:

Literature	Latin	Math Level I
Italian	Chinese	Math Level II
French	Spanish	Biology
German	World History	Chemistry
Hebrew	U.S. History	Physics

Keep in mind the following guidelines:

1. For Math Level 1: completion of math at least through geometry and Algebra 2.
2. For Math Level 2: completion of both semesters of Precalculus or Honors Math 2.
3. Any modern language SAT Subject Tests: completion of four years of the language or completion of three years at the Honors level.
4. Biology, Chemistry, and Physics SAT Subject Tests should usually be taken at the end of the year in which the course is taken. The student should consult the teacher several weeks in advance of taking one of these tests.
5. Students taking the U.S. History SAT Subject Tests should have taken AP US History or the equivalent of one year plus one semester of American History.

ACT

The ACT, an alternative to the SAT test that is accepted by most colleges, is offered at various test centers throughout the state. We encourage all students to take the ACT test in December or February of their junior year (and they should always take it with the optional writing section). Since there is no requirement that the score result be sent to colleges, you have the option to send this score IN LIEU of SAT and SAT Subject Tests only if this is a stronger representation of you as a standardized test-taker. Your counselor can help you interpret your results and advise you about which scores to send.

The test consists of 215 multiple-choice questions in English, Mathematics, Reading and Science taken over three hours, including breaks. The additional writing section, which adds 40 minutes, is optional in theory, but we strongly advise students to take the test with the essay option.

General Testing Schedule for Wheeler students

Sophomore Year

- October - PSAT (given at Wheeler during the school day)
- May - practice ACT/SAT Combo test (given at Wheeler during the school day)
- June - SAT Subject Tests (Chemistry or Math - students are notified about their eligibility for this test immediately after spring break.)

Junior Year

- October - PSAT (taken at Wheeler during the school day)
- December or March - SAT with Essay
- December or February - ACT with Essay
- June - SAT Subject Tests

Senior Year

- August - SAT with Essay
- September - ACT with Essay
- October - SAT with Essay
- November - SAT or SAT Subject Tests
- December - SAT Subject Tests

Not every SAT Subject Test is offered at every test administration. For example, language exams with a listening component are only offered at the November test administration. Students should check carefully regarding the specific test dates when each test is available.

Bulletins with information about the College Board Testing programs and sample questions are available in the College Counseling Office. Students with documentation of a diagnosed learning difference that qualifies them for extended time testing should contact Annie White in the Academic Support Program at 401-528-2223 to ensure that the proper forms are filed.

There are many study guides and computer programs available for SAT and SAT Subject Tests preparation. Although it is time-consuming to study for the tests, being familiar with the types of questions asked is essential.

Fire Drills and Emergency Procedures

As mandated by Rhode Island state law, Wheeler is required to perform 15 emergency drills that include fire, lockdown, and evacuation drills during the academic year. At least one drill shall be conducted each month. As part of the required 15 emergency drills, Wheeler must conduct two evacuation drills and two lockdown drills. One lockdown drill shall occur in September and one in January. Fire Safety personnel are notified of each drill and record the duration, weather and other considerations such as blocked egress routes or campus construction.

It is important that all students, faculty and staff follow and practice the appropriate procedures during drills so that genuine emergencies can be handled with confidence. Community safety is everyone's business.

Procedures:

1. Know the safe escape route from your location. Each classroom has a sign indicating the preferred escape route. Be sure to

familiarize yourself with those instructions for classrooms you occupy. Remember that the appropriate route may not be the one you normally use. In the event of a blocked route, move laterally to the nearest available stairwell or exit door.

2. When an alarm sounds, stop talking and begin listening. Never assume that an alarm indicates only a drill; treat each alarm as an emergency. Leave all belongings (book bags and personal items) wherever you are. If you are in a room without a faculty member, turn off the lights and close all windows and doors before leaving. Listen for instructions at all times.
3. Move to your designated meeting area. All alarms should be treated as if they are a real emergency. Never assume that an alarm is just another drill. Walk quickly and silently to your designated meeting place; respond promptly to those taking attendance. Never carry food or any sports equipment to the designated meeting area. Do not carry book bags with you; do not leave those items near doorways or in corridors. Do not use cell phones or other personal communication devices during an emergency or drill.
4. Wait for further instructions. Listening for further instructions is critical. We are concerned for the safety of nearly 1,000 individuals on this campus and accounting for each person (students and adults) is a complex process. With the exception of Maintenance personnel and the faculty advisors taking attendance, there should be NO CONVERSATION at any time. When an 'all clear' signal is given, students may return to classrooms to retrieve their belongings and continue with the day's activities.

Other Considerations:

Morgan Foyer, all corridors and stairwells, and the Student Union must be kept free of book bags and athletic equipment at all times. No exceptions will be made for inclement weather. Athletic equipment must be stored in the Madden Field house, and books stored either in lockers or the Senior Room. Book bags left outside Morgan may be placed against the building and away from the doorways.

Posters, flyers, signs and announcements posted in halls, stairwells, on locker doors, or in Morgan Foyer, are in violation of the State Fire Code and will be removed by faculty and Maintenance personnel. Such materials may be posted only in enclosed bulletin boards.

Consequences:

Book bags, athletic equipment and other personal items can constitute a safety hazard that impedes the timely evacuation of school buildings. Personal items left in unauthorized area will be removed from those areas and held for a period of time.

Individuals who do not respect and follow the procedures listed above may be subject to disciplinary action.

Federal and State Law

The State of Rhode Island and the Commonwealth of Massachusetts have laws pertaining to the purchase, serving, possession, and consumption of alcoholic beverages by persons under the age of twenty-one, and the possession, use, or distribution of a controlled substance by anyone. Both states also have "Social Hosting" laws that include penalties for parents and legal guardians who furnish, procure, or permit underage possession or consumption of alcohol.

The use of tobacco and tobacco products on school grounds (on the Providence or Seekonk campuses) by any person, anytime, is illegal in Rhode Island and Massachusetts.

The State of Rhode Island, the Commonwealth of Massachusetts, and the United States of America also have laws pertaining to harassment and bullying (including electronic harassment and bullying), dating violence, sexual assault, and other forms of sexual misconduct.

The School assumes its students and their families are familiar with all applicable state and federal laws. For more information on these and other important laws, please visit the following websites:

Rhode Island: <http://webserver.rilin.state.ri.us/Statutes/> Massachusetts: <https://malegislature.gov/Laws/GeneralLaws> Federal: <https://www.law.cornell.edu/uscode/text>

FERPA: Notification of Rights Under FERPA for Elementary and Secondary Institutions:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the Head of Upper School a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the

parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend their child's or their education record should write the Head of Upper School, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

GPA Calculations

In the Upper School GPA's are calculated based on a student's letter grades and credits awarded for a specific class. Cumulative GPAs are based on the sum of the final grade Grade Points for all Wheeler courses, taken for all years, divided by the sum of all the credits given for those courses. Cumulative GPAs are rounded to 2 significant decimal places.

Letter Grade gV - The grade Value (gV) for a given letter grade is listed below.

Grade	gV	Grade	gV
A+	4.333	C+	2.333
A	4.000	C	2.000
A-	3.666	C-	1.666
B+	3.333	D+	1.333
B	3.000	D	1.000
B-	2.666	D-	0.666
		F	0.000

Credits (Cr) for a course are assigned based on whether the course is a Major or Minor course and whether it is a one semester or year-long course.

Course Type*	One Semester	Year long
Major	.5	1.0
Minor	.25	.5

*For courses designated as AP or Honors there is an additional weight of +.3333 is added to the grade value: **AP = (gV + .3333)*Cr**

Grade Point Averages are computed **at the end of each academic year** based on the sum of the final grade Grade Points awarded for all of the courses taken that year, divided by the total number of credits taken for that year. The Grade Points (GP) for a class is given by: **GP = gV*Cr**. Note that GP's are computed to three significant decimal places.

Sample GPA Calculation

Course Major/Minor	1/2 Sem Grade	gV + Wgt	Credit	GP
English Major 1	A-	(3.666 + 0)	0.5	1.833
English Elective Major 1	A-	(3.666 + 0)	0.5	1.833
Math Major 2	A	(4.000 + 0)	1.0	4.000
Science Major 2	B+	(3.333 + 0)	1.0	3.333
Spanish Major 2	A+	(4.333 + 0)	1.0	4.333
AP History Major 2	A	(4.000 + .3333)	1.0	4.333
Art Minor 1	A	(4.000 + 0)		

Total 5.25 20.665

$$\text{GPA} = 20.665/5.25 = 3.936 \text{ (3.94)}$$