WHEELING COUNTRY DAY SCHOOL

Family Guide & Handbook

2026–2027

"Preparing children not only for school, but for life."

www.wcdsedu.com

Welcome

Dear WCDS Families,

Welcome to Wheeling Country Day School.

Whether your family is joining us for the first time or returning for another school year, we are honored to partner with you in one of life's greatest privileges: helping children discover who they are and who they can become.

At WCDS, we believe childhood should be filled with curiosity, wonder, meaningful relationships, challenge, creativity, and joy. We believe children deserve opportunities to explore the world around them, ask thoughtful questions, take healthy risks, solve authentic problems, and develop confidence in themselves as learners and as people.

Our commitment extends far beyond academic achievement. While a strong educational foundation remains essential, we also strive to cultivate resilience, empathy, character, leadership, creativity, connection, and a genuine love of learning. These qualities prepare children not only for their next school experience, but for meaningful, connected, and purposeful lives.

This guide is intended to help your family understand both the practical routines of school life and the philosophy that guides every decision we make. Policies matter, but they make the most sense when viewed through the lens of our shared purpose.

Thank you for entrusting us with your child. We look forward to another year of learning, growing, and celebrating together.

With gratitude,

Jessica Broski-Birch
Head of School

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Part I — Our School

Our Story

Founded in 1929, Wheeling Country Day School began with a bold idea: an educational experience unlike anything else available at the time — one that challenged children academically while nurturing character, curiosity, creativity, and independence. The school opened with just seven students, and from the very beginning, WCDS believed education should develop the whole child while preparing students for their next step.

Over the decades, education has changed dramatically. Research has deepened our understanding of how children learn, how relationships shape development, and how authentic experiences strengthen both confidence and academic growth. While our classrooms and teaching methods have evolved — including welcoming boys and girls from an increasingly diverse range of backgrounds — the heart of our mission has remained remarkably consistent.

Today, Wheeling Country Day School enrolls approximately 240 students in preschool through eighth grade, reflecting the socio-economic and cultural diversity of our community. We continue to embrace the spirit of exploration that inspired our founding: students are encouraged to think critically, communicate effectively, create boldly, ask meaningful questions, and engage deeply with the people and world around them. Learning extends beyond classroom walls through outdoor exploration, community partnerships, hands-on experiences, and opportunities that connect what students learn with the world they inhabit.

As an independent school, we have the freedom — and the responsibility — to thoughtfully design learning experiences around what children truly need in an ever-changing world. We continually reflect, innovate, and evolve while remaining grounded in our belief that education should prepare children not simply for the next grade level, but for lives of purpose, compassion, curiosity, and contribution. Nearly a century after our founding, that commitment continues to define who we are.

Our Mission, Values & Purpose

Our Mission

Wheeling Country Day School empowers students to think, to create, and to communicate in a nurturing environment where learning and character are paramount.

What We Believe

Education is about far more than preparing children for the next grade level — it is about preparing them for life. At Wheeling Country Day School:

- **Children are inherently good.** We believe curiosity is the foundation of learning. Questions matter, wonder matters, and discovery matters — children should leave school each day with as many questions as answers.
- **Every child deserves to be loved, not simply for what they accomplish.**
- **Relationships come first.** Strong relationships create confident learners, who thrive when they experience trust, encouragement, and connection with peers, adults, and our community.
- **Meaningful learning happens everywhere.** It happens in classrooms, on playgrounds, along the creek, and in our community — through conversation, failure, reflection, and authentic experiences that connect learning with real life.
- **Childhood deserves protecting.** Children need time to imagine, create, play, move, laugh, wonder, and build friendships. These experiences are not separate from learning — they are essential to it.
- **Every child can grow.** Success looks different for every learner.

Our Values

- Embracing each moment with a generous spirit, modeling kindness and compassion without expectation.
- Encouraging curiosity to reveal the potential and possibilities in every learner and every moment.
- Offering a sense of belonging and building a community that is part of something bigger.
- Infusing growth into each opportunity to learn something new, with an eye toward the future and deep respect for our roots.
- Using our independence as a private school with a public purpose to do what's best for learners while instilling in them the belief that they can impact the world.

Our Purpose

Wheeling Country Day School and its Edge program are changing the perception of potential so that everyone can learn fearlessly.

Our Partnership with Families

One of the greatest predictors of a child's success is a strong partnership between home and school. At WCDS, we believe parents and educators share the same goal: helping children flourish academically, socially, emotionally, and personally.

We commit to open communication, thoughtful collaboration, and mutual respect. We assume positive intent, listen carefully, and approach questions with curiosity rather than judgment. When challenges arise — as they naturally do in any community — we believe they are best addressed through honest conversations centered on what is best for children.

Parents can expect timely communication, transparency, and partnership from our faculty and staff. In return, we ask families to engage with the school community, and with one another, in ways that reflect respect, kindness, and a shared commitment to our mission. All communication with school personnel should be respectful in tone and content, and email is the preferred way to reach faculty.

We value honest conversations, thoughtful questions, and differing perspectives, and we believe concerns are best resolved through direct communication with the people most closely involved. When questions arise, we encourage families to begin with the classroom teacher before involving additional school leadership.

Strong schools are not built solely by talented educators — they are built by families and educators working together.

Learning at WCDS

Learning with Purpose

At Wheeling Country Day School, we believe learning is far more than the acquisition of facts or the completion of assignments. Meaningful learning develops curiosity, strengthens critical thinking, inspires creativity, encourages collaboration, and empowers students to become confident, compassionate, lifelong learners.

Every child arrives with unique strengths, interests, experiences, and ways of learning. Our faculty intentionally designs learning experiences that challenge students academically while nurturing the confidence, character, and resilience needed to thrive in an ever-changing world. Assessment, feedback, and support are all designed with one goal in mind: helping every child continue growing.

Assessment & Progress Reporting

Assessment is one way we understand how children are learning — not simply how they are performing. Throughout the school year, teachers use a variety of formal and informal assessments — observations, conversations, projects, classroom participation, performances, written work, and traditional assessments — to monitor student growth, celebrate progress, identify areas for continued development, and inform instruction.

The school year is divided into three trimesters. Families receive a progress report each trimester describing their child's development, and a parent conference is held for all students during the first trimester. Families are always welcome to request an additional conference to discuss learning, developmental, or social concerns.

We believe feedback should encourage reflection, inspire growth, and build confidence. Mistakes are viewed as valuable opportunities to learn, and assessment is intended to support continuous improvement rather than simply measure achievement.

Parent Partnership Meetings

Parents are an essential part of every child's educational journey. Beyond scheduled conferences, families are encouraged to reach out to teachers whenever questions or concerns arise, and teachers will communicate proactively when they believe additional partnership would benefit a student. The strongest support for children comes when educators and families work together with trust, openness, and shared purpose.

Learning Support

Children learn in different ways and at different rates. Our faculty works collaboratively to identify student strengths, recognize areas where additional support may be beneficial, and implement strategies that help students experience success. When concerns arise, classroom teachers partner with families to gather information, discuss observations, and determine next steps, which may include differentiated instruction, classroom accommodations, targeted intervention, or a recommendation for outside evaluation.

As an independent, not-for-profit school, WCDS thoughtfully considers each child's individual needs while balancing the resources available to provide meaningful support. Whenever feasible, and based on the judgment of the Head of School and administration, we make the accommodations necessary to help students with disabilities adjust to daily life at school. If the school has concerns that it cannot appropriately meet a child's needs, the Head of School will notify the family and work together toward a resolution, which may include recommending another placement.

Our goal is always to help students become confident, capable learners who understand both their strengths and the strategies that help them succeed.

Home Learning

Academic work shared with families is thoughtfully designed to reinforce meaningful learning, encourage independence, build responsibility, and strengthen the connection between home and school. Through home learning, children apply and reinforce skills, gather information for class discussion, and practice budgeting their time responsibly.

We also believe family time matters. Children benefit from evenings spent reading together, sharing meals, playing outside, resting, and simply enjoying time with the people who know and love them most — home learning should complement these experiences, not compete with them. Parents can best help by providing a quiet, well-lit space and a consistent time for home learning; the work itself should be completed by the child.

Every child learns at their own pace. If home learning becomes a consistent source of frustration, anxiety, or conflict — or if your child is spending an unusual amount of time on it — please reach out to the classroom teacher. These conversations help us understand each child’s needs and ensure home learning remains a meaningful extension of the school day rather than a source of unnecessary stress.

Tutoring Services

Occasionally, students benefit from additional individualized instruction outside the regular school day. For WCDS's purposes, tutoring means one-on-one or small-group paid instruction between a teacher and student(s) after school hours.

Because we pride ourselves on the individual attention available during the school day, we generally recommend exploring all in-school resources before pursuing outside tutoring. A classroom teacher or the Learning Specialist may recommend tutoring — through the Edge program or outside of school — when circumstances warrant and with the approval of the Head of School. To request tutoring or an Edge evaluation, contact your child’s classroom teacher or the program coordinator.

- Students must be supervised by an adult while on campus after school hours. If pick-up cannot be arranged at the end of a scheduled session, the student will attend After Care at the published rate.
- If a tutor is unable to hold a session, the tutor is responsible for notifying the family directly; WCDS students will attend After Care at no additional charge if a session is cancelled the same day.

- WCDS teachers may not tutor during school hours, when they are expected to be available to all students.

Standardized Testing

Assessment is one tool among many used to understand student growth. As mandated by the State of West Virginia, students in grades 3 through 8 participate in standardized testing each year. While these assessments provide helpful information, they represent only one measure of student learning. At WCDS, we believe no single assessment defines a child's abilities or potential — we consider multiple measures of learning, growth, creativity, collaboration, and character when evaluating student progress.

Academic Integrity

Learning requires honesty. Students are expected to complete their work with integrity, take responsibility for their learning, and demonstrate honesty in all academic endeavors. As students mature, teachers intentionally guide conversations about ethical decision-making, responsible use of information, proper attribution of sources, and personal accountability. Academic integrity is not simply about following rules — it is about developing the character and habits that prepare students to become trustworthy members of their communities.

Supporting the Whole Child

At Wheeling Country Day School, we believe children are inherently good. Like adults, they experience frustration, disappointment, excitement, anxiety, conflict, and big emotions — and learning to understand and manage those emotions is an essential part of growing up that, like academic skills, must be intentionally taught and practiced.

We view behavior as an opportunity for learning rather than simply a problem to correct. Behavior is communication, often reflecting an unmet need, a developing skill, or a child navigating a situation they haven't yet learned to manage. While students are held accountable for their choices, our priority is helping them build the skills needed to make better choices going forward. Students are made aware of school rules and expectations from the first day of class, and our approach is developmentally appropriate, varying with the age of the child and the situation.

Students may also access a dedicated reset space to practice self-regulation in a calm, supportive environment. This space is neither a punishment nor a reward — it provides an opportunity to regulate emotions, reflect, and build lifelong skills that help students return to learning. Our approach emphasizes five key steps:

- **Connect:** Build relationships and seek to understand the child's experience.
- **Regulate:** Help students calm their bodies and emotions so they are ready to learn.
- **Reflect:** Guide students in considering the impact of their choices and what they can do differently next time.

- **Repair:** Support students in restoring relationships and making things right when appropriate.
- **Return to Learning:** Help students rejoin the classroom with confidence, dignity, and the skills to move forward.

Most situations are resolved through guidance, coaching, and restorative practices. When a teacher does not directly witness an incident, every effort is made to understand what occurred before determining next steps. When additional support or intervention is needed, the school will determine an appropriate response based on the student's developmental level, the nature of the situation, and the safety and well-being of the school community — which may include collaborative planning with families, behavior support strategies, or temporary restriction from specific activities or the school day.

If a student is sent home for a behavioral matter, a conference with parents, administration, and any involved faculty must take place before the student returns to school. A student who damages school property will be responsible for the cost of repair or replacement. The Head of School retains discretion to determine appropriate interventions — including suspension, required withdrawal, or dismissal — when circumstances warrant.

Social Media

We recognize that social media has become an important way families celebrate school experiences and stay connected. We encourage families to share the joy of their child's experiences while respecting the privacy and dignity of others.

Concerns regarding school matters, personnel, or other students should never be addressed through social media or other public forums. Instead, we ask families to communicate directly with the appropriate school personnel so concerns can be thoughtfully addressed.

Healthy school communities are built through conversation — not commentary.

Our Commitment to Safety

Every Child. Every Day.

The safety and well-being of our students is the foundation upon which learning is built. Children learn best when they feel physically safe, emotionally secure, and deeply connected to the adults and peers around them. At WCDS, safety extends far beyond locked doors and emergency procedures — it includes creating an environment where every child feels known, valued, respected, and supported.

Our commitment to safety includes:

- Secure campus access and visitor management procedures
- Criminal background screenings for employees and volunteers
- Emergency preparedness planning and collaboration with local emergency responders
- Regular fire, evacuation, lockdown, and safety drills, during which students remain silent so instructions can be heard
- Regular staff training in emergency response, CPR, first aid, and Stop the Bleed
- Clear communication with families during emergencies and significant school events
- A culture where students are encouraged to speak up when something feels unsafe or concerning
- An intentional focus on emotional well-being, belonging, and healthy relationships

Safety is not a single policy — it is a daily commitment shared by every member of our school community.

Mandatory Reporting

All WCDS faculty and staff have a legal duty to report suspected child abuse or neglect. Anyone with reasonable cause to suspect that a child is being abused or neglected, including sexual abuse or assault, has no more than 24 hours to call the West Virginia Child Abuse and Neglect Hotline at 800-352-6513.

Our Volunteer Partnership

Together, We Strengthen Our Community

One of the greatest strengths of Wheeling Country Day School is the partnership we share with our families. Parents, grandparents, alumni, and friends generously contribute their time and talents in countless ways — from reading to students and assisting with classroom activities to chaperoning field trips, supporting special events, and serving through the Parent Faculty Association. Your involvement enriches the experience of every child and strengthens the sense of community that makes WCDS unique. If you're interested in volunteering, watch for the Volunteer Form emailed at the start of the year, or call the office with questions.

To ensure a safe, respectful, and welcoming environment for all students, we ask every volunteer to support the expectations below.

Parent Faculty Association (PFA)

As a parent or guardian, you are automatically a member of the PFA. The PFA strengthens the partnership between families, teachers, and staff through volunteer opportunities, school events, fundraising, and programs that enhance our community — including the Thanksgiving All-School Luncheon, Teacher Appreciation Day, Celebrate, 29 Hours, and Student Appreciation Week. The PFA also funds the majority of student field trips. Your involvement, whether big or small, helps make a difference.

Background Screening

The safety of our students is our highest priority. All employees and volunteers who supervise students, chaperone field trips, transport students, or otherwise work directly with children must complete a criminal background check before serving in those roles; eligibility is determined by the school based on the results. Classroom guests and visitors who remain under the direct supervision of a WCDS faculty or staff member are not required to complete a background check.

Confidentiality

As a volunteer, you may observe students learning, interacting, or working through challenges. Out of respect for our students and families, all information observed or learned while volunteering should remain confidential — academic progress, behavioral concerns, health information, family circumstances, and conversations involving students should never be discussed outside appropriate school personnel. Questions or concerns should always be directed to the classroom teacher or the Head of School.

Part II — Daily Life at WCDS

Our Daily Rhythm

Beginning each day with a warm welcome helps children transition confidently into learning. Faculty members greet students each morning and supervise arrival and dismissal to ensure every child begins and ends the school day safely.

Campus Hours & Access

The school office is open 7:45 a.m.–3:45 p.m., Monday through Friday, when school is in session. The driveway gate is open 7:30–8:45 a.m. and again after 3:00 p.m. Between 8:45 a.m. and 3:00 p.m., access to campus is granted via the intercom at the lower gate and the alley gate; during the school day, families may also access campus via the intercom at the upper alley gate. If you arrive before the main gate opens, please pull into a parking spot and wait rather than idling on the road. Ten-minute parking is available in the alley.

Arrival & Dismissal by Program

Program	Days	Arrival	Dismissal
Playgroups – Little Explorers (ages 1–2) (WVNCC, Downtown Wheeling)	Fridays	9:00 a.m.	10:15 a.m.
Playgroups – Wonder 2gether (ages 2–3) (WVNCC, Downtown Wheeling)	Fridays	10:45 a.m.	12:00 p.m.
Preschool (3-year-old)	3-day (Tue–Thu) or 5-day (Mon–Fri)	8:20–8:40 a.m.	Half Day 12:15 p.m. / Extended Day 3:00 p.m.
Junior Kindergarten (4-year-old)	Monday–Friday	8:20–8:40 a.m.	Half Day 12:15 p.m. / Extended Day 3:00 p.m.
Senior Kindergarten–5th Grade	Monday–Friday	8:00–8:30 a.m. (Open Gym 8:00–8:20; instruction begins 8:45)	3:00 p.m.
Middle School (Stone Building, Wheeling Park)	Monday–Friday	8:15–8:30 a.m. (instruction begins 8:45)	3:00–3:30 p.m.

Drop-off & Pick-up Guidelines

- Please be considerate of others at drop-off and pick-up; if you plan to get out of the car, park in a spot to keep traffic moving.
- Please remain in your vehicle upon arrival, and do not let your child exit the car unless a staff member is present.

- Any student arriving late must be accompanied to the office.
- If you cannot pick up your child on time, they will be taken to After Care. Preschool and Junior Kindergarten half-day students will remain with the Extended Day program.

Attendance

Consistent attendance is essential not only for academic progress, but also for building relationships, participating in collaborative learning, and fostering a strong sense of belonging within the classroom community.

If your child will be absent or late, please notify the office by 8:00 a.m. via email at office@wcdsedu.com. Students dismissed during the day for a medical or dental appointment must bring a note to school, and children in Preschool–5th grade must be picked up at, and return through, the school office; please use the alley gate for these visits.

Families should give the Head of School at least one week's written notice for any absence exceeding three consecutive days. Because so much of our learning is hands-on, it can be difficult to provide comparable assignments for work missed at school.

Emergency School Closings

If inclement weather results in hazardous conditions, the school will close or delay classes. WCDS closings and delays are not connected to any other school system, so individual families should make their own decisions about personal safety. Information about closings and delays will be posted to our social media platforms and sent by text and email. Before Care will open at 7:30 a.m. on days when the start of school is delayed.

Field Trips & Off-Campus Experiences

Some of our most meaningful learning takes place beyond the walls of the classroom. Off-campus experiences connect classroom learning with authentic opportunities to explore our community, build relationships, and deepen students' understanding of the world around them.

Whenever possible, the school uses its two school vans to transport students to off-campus learning experiences. As part of enrollment, families complete a transportation authorization allowing students to participate in school-sponsored travel, and families are notified whenever their child's class will be leaving campus.

At times, parent volunteers may be invited to chaperone or provide transportation. Any parent transporting students must have a completed background check, a valid driver's license, and proof of automobile insurance on file with the school before the trip; if a chaperone fee applies, payment is due before the experience.

Participation in off-campus experiences is considered part of the school day. If a student is unable to participate in a scheduled experience, they should remain at home unless alternative arrangements have been approved by the school in advance.

Health Services

Healthy children are better learners. Our goal is to partner with families to promote student wellness while maintaining a safe and healthy environment for our whole community.

A completed Student Health Form (see Appendix) must be submitted before a student begins attending WCDS, along with a copy of the student's birth certificate and documentation of all immunizations required under West Virginia state regulations. Parents/guardians are responsible for notifying the school in writing of any medical conditions, allergies, or health concerns that may affect their child's care, along with written instructions for any emergency medications or treatment plans (for example, food allergies, asthma, diabetes, or bee sting allergies). As stated in the school's Life-Threatening Allergy or Disease Policy, while every reasonable effort is made to provide a safe environment, WCDS cannot guarantee complete protection from all life-threatening allergens.

If your child's health information changes during the school year, please submit updated information promptly. A copy of each student's health information and emergency care plan will accompany them on school-sponsored field trips.

Illness at School

If a student becomes ill during the day, they will be escorted to the school office and a parent/guardian will be contacted if necessary. Students with a temperature of 100.4°F or higher, or symptoms of a highly contagious illness, will not remain in class and must be picked up by a parent or authorized adult. Students should be fever-free for at least 24 hours without fever-reducing medication, and show improvement in symptoms, before returning to school. Please notify the classroom teacher and the office if your child will be absent due to illness, and let us know promptly if your child is diagnosed with a contagious illness so we can take appropriate precautions. The school may request documentation from your child's healthcare provider regarding an illness or clearance to return.

In the event of a serious medical emergency, the student will be transported to the hospital along with their Emergency Authorization so that care is never delayed for lack of parental authorization, and parents will be contacted immediately and asked to meet school personnel there.

Administration of Medication

Medications to be given at school must be provided to the school secretary by a parent — students may not bring, keep, or self-administer any medication, including over-the-counter drugs. All medications must be labeled with the child's name, dosage, physician and pharmacy names and phone numbers, prescription number, and effective dates, along with the physician's written orders. Any change to a

medication, dosage, or administration time must be provided to the secretary in writing. With parental consent on the health form, the school may administer non-prescription, aspirin-free fever-reducing medication or topical ointments, creams, or lotions without a physician's written instructions.

Nutrition

Good nutrition supports learning, concentration, physical development, and overall well-being. We encourage students to develop healthy eating habits and provide nutritious meal and snack options whenever possible.

Lunch Program

WCDS offers a nutritious hot lunch program each school day; students may also bring a packed lunch from home. Due to limited space, refrigeration and microwave access are not available for student lunches except for documented medical needs. A monthly lunch menu and ordering are available through the Veracross Parent Portal; lunch ordering for the school year opens in July, and families who purchase lunch for the full year receive a discounted rate. Any student who does not bring a packed lunch or a pre-ordered hot lunch will be served the daily hot lunch and billed accordingly. To support healthy eating, students may not bring soft drinks or fast-food meals for lunch.

Snacks

All students have a brief morning and afternoon break for snacks brought from home. Snacks should be small and nutritious — candy, cakes, cookies, and caffeinated drinks or soda of any kind are not permitted. Refillable water bottles are required daily.

Dress Code

At Wheeling Country Day School, our dress code reflects our commitment to learning through exploration, creativity, movement, and outdoor experiences. Because students spend their days climbing, creating, investigating, and learning both indoors and outside, clothing should allow every child to participate safely, comfortably, and confidently while promoting respect, responsibility, and a sense of community. Please label all clothing, as many items look alike.

General Guidelines

- Hair should be combed and kept out of the eyes.
- Shoes must be closed-toe with a closed heel; sneakers are always acceptable, and athletic shoes are strongly encouraged.
- Clothing should be free of large logos, brand names, graphics, or apparel representing other schools or organizations, unless it is official WCDS apparel.
- Rain boots should be kept at school for outdoor learning and nature exploration.

- Because students engage in art, science, and hands-on outdoor exploration daily, please send children in clothing that can get messy and suits the weather.

Preschool & Junior Kindergarten

Students should be dressed for comfort and ease of self-dressing — please avoid belts, buckles, or other clothing that is difficult to manage, since children often work with play dough or paint and spend time outside.

Senior Kindergarten–5th Grade

- **WCDS Dress — required every Monday and on other days specified by the teacher (field trips, assemblies, etc.):** A solid navy polo-style shirt (plain or WCDS logo), solid khaki pants, shorts, skorts, or jumpers, socks, and closed-toe shoes.
- **Regular Dress — expected on all other days:** A polo-style shirt with a collar or WCDS apparel; solid khaki or navy pants, shorts, skorts, skirts, or jumpers; socks; closed-toe shoes; and solid-colored sweaters or outerwear with no writing or designs.
- **Freedom Friday:** Casual dress is permitted on the last Friday of each month.
- WCDS apparel can be purchased through BSN Sports – Wheeling Country Day School or the BSN Team Sports shop.

Middle School

Students in Middle School may dress casually, following the general guidelines above.

Toys

Please keep toys, trading cards, and other personal items at home. Teachers will let students know about designated days when toys are welcome, and these days will be communicated by email.

Technology

Technology is an important tool for learning — but it should never replace creativity, curiosity, collaboration, or meaningful human interaction. At WCDS, technology is used intentionally to enhance learning while preserving the hands-on, relationship-centered education that defines our school.

Students in 3rd grade and above have access to school technology, including the internet and email, with parental permission; students whose parents prefer they not have this access will still use a computer for educational purposes. Use of school technology is a privilege, not a right, and may be revoked if abused — students are expected to behave appropriately on all devices, at all campus locations and school-sponsored activities, and are advised never to access, keep, or send anything they would not want a parent or teacher to see.

Students may not use personal devices, including cell phones and smart watches, while on campus unless approved by a WCDS faculty member; if you need to reach your child during the day, please contact the office. Any personal device brought to school must connect to the school's filtered network — attempting to bypass the filter or use cellular data instead is prohibited, and personal devices are subject to search if a violation is suspected. WCDS is not responsible for devices that are lost, stolen, or damaged.

Lost & Found

Unidentified or abandoned clothing, notebooks, sports equipment, and similar items are placed in the Lost and Found box in the gym. Items remain there until the start of the new trimester and, if unclaimed, are donated to charity. Items of value are taken to the school office and held with the secretary until identified and claimed. Please label all items clearly so they can be returned to their owner.

Before & After Care

Before and After Care provide a safe, caring, and engaging environment that extends the school day, giving students the chance to relax, play, build friendships, complete homework when appropriate, and take part in supervised activities. The program is offered as a convenience to WCDS families and is open to all enrolled students; families are encouraged to pre-register through the Veracross Portal, as students who are not pre-registered will be charged the daily drop-in rate.

- **Before Care:** 7:30–8:00 a.m. for Elementary families; 7:45–8:15 a.m. for Middle School families.
- **After Care:** 3:30–5:00 p.m., Monday–Friday, at 8 Park Road (Elementary and Middle School). On early dismissal days, After Care runs 11:30 a.m.–3:00 p.m.
- Children must be picked up by 5:00 p.m. A late pick-up fee of $20.00 per child for each 15-minute increment (or portion thereof) will be billed to the family's account. Only individuals listed on a child's dismissal list may pick up the child.

Before and After Care are prepaid programs, available on all regular school days except:

> **No After Care on these dates**
>
> August 20 & 21 · October 2 · October 30 · November 24 · December 18 · February 5 · March 25 · May 7 · May 28

Students attending After Care are provided a nutritious afternoon snack. Visit the Veracross Portal to register your child and view full program details.

Part III — Enrollment & Tuition

Enrollment Overview

Our enrollment process covers admissions, re-enrollment, tuition and tuition assistance, tuition refund insurance, and withdrawal. Families with questions about admissions or withdrawing a student should contact the school office directly; the policies below cover the areas most relevant to returning and current families.

Tuition Assistance

WCDS is committed to making an independent school education accessible to as many families as possible. Tuition assistance is available for eligible students in Preschool through Middle School and is awarded based on demonstrated financial need.

The Board of Trustees establishes the school's tuition assistance policies, and the Tuition Assistance Committee reviews all applications. Applications are processed through a confidential third-party financial analysis service, which provides an assessment of each family's financial circumstances and recommends a reasonable tuition contribution.

Tuition assistance is awarded annually and is not automatically renewed. Families wishing to be considered for assistance must submit a new application each year within the school's designated application timeline.

Re-enrollment

Re-enrollment contracts are available in the Veracross Parent Portal during the second trimester. To finalize re-enrollment, all tuition, fees, and other outstanding balances from the previous school year must be paid in full. The non-refundable administrative fee and tuition refund insurance payment hold a space in the upcoming class. Parents/guardians agree that, after June 1, in the event of absence, withdrawal, or dismissal from the school, WCDS and the family must file a claim with the Dewar’s Tuition Refund Insurance Plan, and the student must complete the required attendance period of 14 consecutive calendar days of the academic year. If a child may need a “growing year,” teachers, parents, and the departmental director will meet to discuss the concern.

Tuition Refund Insurance

To better safeguard our families and the school financially, the Board of Trustees requires tuition refund insurance for each student at WCDS. Once a student has attended at least 14 consecutive calendar days of school, the plan will insure fees (prepaid and due) in the event of absence or separation, according to the terms of the policy. Parents/guardians agree to pay WCDS any balance remaining unpaid after the plan’s payment is credited to their account, within 30 days of receiving a final, itemized bill.

Tuition Payments

WCDS provides a Veracross Parent Portal for viewing tuition balances and making payments. Funds may be automatically withdrawn from a credit card or checking account (ACH); either method carries a non-refundable convenience fee, though you are never required to use them — the office always accepts checks or cash with no fee attached.

Part IV — Our Community

It Takes a Village

Thank you for choosing Wheeling Country Day School. Every member of our community — students, families, faculty, trustees, volunteers, alumni, and friends — plays an important role in creating the experiences that make WCDS extraordinary. Together, we are nurturing curious minds, compassionate hearts, courageous leaders, and children who understand that learning is a lifelong journey.

Thank you for being part of our story. We are grateful you're here.

Notice of Non-Discrimination

Wheeling Country Day School is an equal opportunity school. Admission decisions are made without regard to race, religion, sex, or national origin.

Handbook Disclaimer

This handbook sets forth the general policies of the school, as established by the Head of School and the Board of Trustees, and may change from time to time and at any time without notice. It does not shorten or lengthen the contractual obligations set forth in the enrollment contract, but clarifies the obligations and expectations of students and families enrolled at Wheeling Country Day School. Students, parents, and families are encouraged to understand and apply school policy.

Alma Mater

Oh, dear Country Day School,
With your gold and your blue,
To you we'll e'er be faithful,
To you we'll e'er be true.
We'll always sing your praises.
We'll always remember you.

Appendix — Student Health Information Form

Student Information

Student Name: _____ Grade:_____ Date of Birth: _____

Parent/Guardian Information

Parent/Guardian Name(s): _____

Primary Phone Number: _____

Emergency Phone Number: _____

Physician Information

Physician's Name: _____

Physician's Phone Number: _____

Medical Information

Please check any that apply:

☐ Allergies (food, medication, environmental, insect) ☐ Asthma ☐ Diabetes ☐ Seizure Disorder ☐ Heart Condition ☐ Vision Concerns ☐ Hearing Concerns

Other Medical Condition: _____

If applicable, please provide any details we should know:

Medications

Is your child currently taking any medication?

☐ No ☐ Yes (please list): _____

Will medication need to be administered during the school day?

☐ Yes ☐ No

Activity Restrictions

Does your child have any restrictions for physical education, recess, outdoor activities, or other school participation?

☐ No ☐ Yes (please explain): _____

Additional Health Information

Please share any additional health information that would help us care for your child at school:

Authorization

I authorize Wheeling Country Day School staff to provide routine first aid and basic health care for my child, including cleaning minor wounds, applying bandages and antibiotic ointment, removing superficial splinters, applying ice packs, and providing other routine care as needed.

Parent/Guardian Signature: _____

Date: _____