



**STUDENT AND PARENT
HANDBOOK**

2023-2024

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Westminster Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school and does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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WESTMINSTER ACADEMY 2023-2024 MAJOR DATES CALENDAR

Aug 8	New Family Orientation	Jan 2	Return to school
Aug 14	Meet the Teacher day	Jan 11	Annual report
Aug 15	First full day of school	Jan 15	No school - MLK Day
Aug 22	Opening assembly	Feb 16	End 2nd trimester
Sept 4	No school - Labor Day	Feb 19	No school - Presidents' Day
Sept 5	Parent open house	Feb 20	No school - Teacher in-service
Sept 26	Picture day	Mar 1&2	POPS choir concert
Oct 3	Fall choir concert	Mar 11-15	No school - Spring break
Oct 9-13	No school - Fall break	Mar 28	Grandparents' Day (All school 1/2 day)
Nov 1	GS grading day (No school for GS)	Mar 29-Apr 1	No school - Easter break
Nov 2-3	GS conferences (No school for GS)	Apr 15-18	Achievement Tests
Nov 3	End 1 st trimester	Apr 15-26	Senior speeches (tentative)
Nov 10	Veteran's Day assembly	Apr 29	Golf tournament
Nov 13	US conferences (No school for US)	May 3	10 th -12 th Protocol ball
Nov 20-24	No school - Thanksgiving break	May 14	Spring concert and art exhibit
Dec 5	Grammar School Lessons and Carols	May 16	Awards assembly
Dec 14	Christmas choir concert & Alumni Social	May 17	Senior Banquet
Dec 15	Secret Santa All school half day	May 20-22	All school 1/2 day - US exams
Dec 18-29	No school - Christmas break	May 23	All school 1/2 day Farewell assembly Commencement End of school year

2023-2024 BOARD OF DIRECTORS

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BOARD MEETINGS

Board meetings are held once a month, September – May, usually the last Tuesday, unless otherwise noted on the school calendar.

PROFESSIONAL MEMBERSHIPS AND ACCREDITATIONS

Westminster Academy is accredited by the Association of Classical Christian Schools (ACCS), the National Council for Private School Accreditation (NCPSA), and the Southern Association of Independent Schools (SAIS), and is a member of the Society for Classical Learning (SCL) and the Memphis Association of Independent Schools (MAIS).

PURPOSE OF HANDBOOK

The Parent and Student Handbook is designed to define the relationship between the parents, students, and the faculty and staff at Westminster Academy. It contains the philosophy, procedures, and rules that enable us to conduct school and live in Christian unity. The Parent and Student Handbook is a tool to provide teachers, parents, and students the principles and common ground in order to approach and address challenges, changes, and issues that may arise over the course of school year. It is our playbook for achieving like-mindedness and unity so that our children see us living joyfully and confidently in Christian community, regardless of the challenges that we face. However, this handbook does not contractually bind the school in any way and items are subject to change without notice by the school's governing board.

1. OVERVIEW OF WESTMINSTER ACADEMY

1.1 DEFINITION OF CLASSICAL CHRISTIAN EDUCATION

Classical Christian education is the cultivation of virtue and wisdom by nourishing the soul on truth, goodness, and beauty according to God's Revelation using the classical liberal arts. Its purpose is to train the soul (which is the seat of the mind, will, and emotions) to love that which is worth loving.

1.2 MISSION STATEMENT

Westminster Academy offers parents a tool for teaching their children to reason, discern, and apply truth by way of Scripture and the classical liberal arts.

1.3 VISION

Our Vision for our Students: Westminster Academy aims to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire that they see all learning as under the authority of Christ, seeking to integrate all subjects together in forming a comprehensive biblical worldview. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed by the world, the flesh, and the devil. We aim to find them well-prepared in all situations, possessing truth and knowledge and the ability to decide and act confidently. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; developing a lifelong love of learning, and desiring to grow in wisdom. We desire that they know and love the Lord Jesus Christ and His church, having a heart for the unsaved and the courage to give a defense of the hope that is within them. All these we desire our students to possess with humility, thankfulness, and gratitude to God.

Our Vision for our Faculty: We likewise aim to cultivate these same qualities in our faculty and to see them well paid so that they may make a career at Westminster Academy. We desire them to be professional and diligent in their work, gifted in teaching, loving their students, loving their subjects, and most importantly, loving the Lord in front of their students. We desire that they clearly understand classical education, how it is implemented in their classrooms, and how their work fits into the whole of the trivium; that they possess a lifelong hunger to learn and grow; and that they have opportunity to grow in their gifts and skills and to be refreshed and renewed. We desire to see them coach and mentor new staff. We desire faculty to serve as academic coaches to students and to identify, nurture, and develop the intellectual, physical, and spiritual gifts of students. We look to see them continue to mature in Christ, to participate joyfully in Christian community through the local church, and to grow in their knowledge of God and the Scriptures.

Our Vision for our Parents: Westminster Academy functions under the principle of *in loco parentis*, under the delegated authority of the parents. We believe that the parents are the primary educator and as a school, we partner with them in training up a child in the way he should go. Therefore, we aim to cultivate in our parents a sense of responsibility for Westminster Academy; to see them well informed about the goals and methods of classical Christian education. We desire our parents to grow with the school and to be involved in and excited about the educational journey of their children. We recognize our own rightful authority in curriculum, policy, and discipline as an independent classical Christian school while also recognizing and respecting the God-given authority of parents over their children, particularly in matters of secondary doctrine and issues pertaining to Christian liberty. Therefore, in the construction of our policies, we want to take care always to acknowledge

rather than undermine parental authority. We desire to partner with parents to demonstrate to all our students the body of Christ living joyfully and graciously together in Christian community, and worshiping and serving together in local churches.

Our Vision for Memphis: Finally, in our relationship with our community, we aim to be witnesses for Christ by building caring and joyful relationships, being ready to give a defense of the hope that is within us. We desire to participate in and serve the Memphis area, showing the love of Christ in all our external dealings with outside organizations, businesses, and other schools. We seek to exemplify the unity of the body of Christ and to develop greater fellowship with churches across Memphis. We seek to communicate the vision of classical Christian education to the greater Memphis community and encourage believing parents to understand and pursue classical education for their children.

1.4 STATEMENT OF FAITH

The Statement of Faith adopted by Westminster Academy is a summary of classical reformed orthodoxy.

- **We believe** that the Bible in its entirety is divine revelation, and we submit to the authority of this Holy Scripture, acknowledging it to be inerrantly inspired by God and to carry the full weight of His authority.
- **We believe** in one God: Father, Son and Holy Spirit. He is Creator of all things, omnipotent, omniscient, and omnipresent.
- **We believe** in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory. The Father and the risen and ascended Son have sent the Holy Spirit to dwell in the hearts of believers, effecting their regeneration and operating in their sanctification. The same Holy Spirit brings His people together to form a corporate community of believers.
- **We believe** in the spiritual unity of all believers in our Lord Jesus Christ.
- **We believe** that the triune God has established a visible church which is called to live in the power of the Holy Spirit under the authoritative regulation of Holy Scripture, exercising discipline, administering the sacraments, and preaching the gospel of Christ.
- **We believe** that salvation is by grace through faith alone in Christ alone. This faith without its accompanying works is dead.
- **We believe** in the resurrection of both the saved and the lost, they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
- **We believe** in an orthodox Christian view of life, identity, marriage and sexual morality in full accord with the Scriptures of the Old and New Testament.
- **We believe** that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. (Ps. 139:13-16)
- **We believe** that our identity as male and female is ordained by God as part of His creation. God created each person male or female and these distinct, complementary genders together reflect the image and nature of God. (Gen. 1:26-27)
- **We believe** that Adam and Eve were made to complement each other in a one-flesh union. This creation ordinance establishes marriage between one man and one woman as the only proper context for all sexual relations. The New Testament makes clear that this relationship ultimately serves as a picture of the union between Christ and his Church. (Mk. 10:6-9)

We embrace and adopt the essential truths of orthodox Christianity as articulated in the system of doctrine expressed in the creeds of the Protestant Reformation, including *The Westminster Confession of Faith*, *The Thirty-nine Articles of Religion*, *The Heidelberg Catechism*, and *The Second London Baptist Confession of 1689*.

1.5 CLARIFICATION OF REFORMED THEOLOGY

Westminster Academy holds to a Reformed worldview as the foundation of our school. The heart and soul of Reformed theology is the glory of the triune God who comes to us through the only Mediator, Jesus Christ (Ps. 96:3; John 17:1). It is a “God-centered” theology, where we see God in nature, God in history, God in grace. God is sovereign over everything, including salvation. By their fall, all mankind lost communion with God, are under his wrath and curse, and are unable to save themselves. God, out of his mere good pleasure, from all eternity, elected some to everlasting life and by his grace delivered them into an estate of salvation by a Redeemer (Gen. 3:8, Eph 2:3, Eph 1:4, Rom 3:21-22). Thus, Reformed theology is a grand assertion that, “from him, and through him, and to him, are all things: To whom be glory forever” (Rom. 11:36), and the very purpose for which mankind exists is, “to glorify God, and to enjoy him forever.”

Reformed is defined as belief in:

- ***Sola Scriptura***, Scripture Alone is the only inerrant, sufficient and final authority for believers
- ***Solus Christus***, Christ Alone is the basis on which the ungodly are justified in God’s sight
- ***Sola Fide***, Faith Alone, believers receive the redemption Christ has accomplished through faith
- ***Sola Gratia***, Grace Alone, salvation from sin and death is provided by God’s unmerited favor alone and we can do nothing to earn it
- ***Soli Deo Gloria***, Glory to God Alone, all glory is to be given to God alone

As this belief system is the foundation of Westminster Academy, providing a faithful summary of what the Bible teaches and helping us understand how we relate to God, man, and our world, it is faithfully taught through scripture in our classrooms. This means that all subjects must be taught in light of God’s existence, His Revelation of His Son, Jesus Christ, and His glory.

1.6 SEXUALITY AND PHYSICAL PRIVACY

Westminster Academy’s Sexuality and Physical Privacy policy is grounded in our Statement of Faith and sincerely held beliefs about what Scripture teaches regarding human sexuality. God immutably creates each person as either male or female at birth. Any efforts to change or deny one’s biological sex violates Scripture and the Statement of Faith.

Because of our sincerely held beliefs, the school will only interact with parents and students according to their biological sex and corresponding gender (male or female: Gen 1:27). We require students to wear uniforms, use pronouns, use bathrooms/locker rooms, and use names that conform to a person’s biological sex at birth.

In the event a student requests to deviate from the above statements or is struggling with gender issues, the school will immediately notify the parents. We desire to work with parents to help students work through the difficult issues that the culture presses upon them. However, if parents or students openly or unrepentantly reject their biological sex, the school will take disciplinary action which may include dismissal/expulsion.

1.7 SECONDARY DOCTRINE POLICY

Primary doctrine is the substance of the statements expressed in the Westminster Academy Statement of Faith. Secondary doctrines are doctrinal issues which are not addressed in the Westminster Academy Statement of Faith. Secondary doctrines and issues pertaining to Christian liberty will not be presented as being fundamental to the Christian faith. When these types of issues arise, they will be discussed on an informative, non-partisan level and will be referred back to the family and local church for final authority. Teachers are expected to present all sides of an issue, yet are permitted to state personal beliefs without advocating them.

For instance, that God created the heavens and the earth *ex nihilo*, that He created Adam and Eve as human beings in His image, that they fell into an estate of sin and misery, and that God's promise of a Redeemer is sure fall under the statement of faith and are primary doctrine. Specific creation theories fall into secondary doctrine; these include both old-earth and young-earth theories. Following the guidance of the PCA's Report of the Creation Study Committee, as long as the full historicity of the creation account is accepted, a number of theories fall under the bounds of orthodoxy. Ultimately, students will be referred back to the family and their local church for final authority.

1.8 CONTROVERSIAL SUBJECTS

A controversial subject is one which Christian families and churches commonly consider divisive, where the school has not taken an official position, whether or not the introduction of the topic was planned by the teacher or brought up by a student.

1. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial, and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
2. If a subject arises which the teacher has reason to believe is controversial and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject and encourage further discussion with their parents and/or pastor.
 - c. As appropriate (that is, pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as a research paper, guest speakers, reading different authors, etc. The students shall be strongly encouraged to become knowledgeable of the most widely held views on the topic.
 - d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling or poor teaching of controversial subjects.
3. The teacher is to remember that according to Scripture and the objectives of Westminster Academy, he is serving as a role model of a mature Christian adult to the students and is teaching them how to apply scripture and take all thoughts captive to Christ. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within the classroom setting. Even though the teacher may hold strong personal convictions regarding a subject, in light of this policy and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

4. Teachers may express their beliefs on controversial subjects. They must also, when expressing their beliefs, provide balance by presenting opposing views as accurately and fairly as possible, all in humble submission to our Lord.
5. It is important to recognize that Westminster Academy does not take an official position on many current cultural issues. However, in our goal of teaching students how to think, apply biblical wisdom, and grow in virtue, we lead students to consider cultural issues when they naturally arise as part of our curriculum. We fully recognize there is room for debate, and Christians often disagree about how to engage a particular topic. Our students need to see that Christianity has well-reasoned and enduring answers to all the difficult questions. In other words, we help students navigate difficult conversations by asking questions, understanding issues from different perspectives, and then applying a Scripture-based Christian framework to understand the issue. We want the students to understand not only our unity in Christ, but also that thoughtful, faithful Christians may draw different conclusions. In addressing cultural issues, it is not always the goal to reconcile different perspectives, but to recognize that there are debates that Christians can charitably have with one another. One of the goals of a classical education is to fulfill the function Aristotle described when he stated that it is the mark of an educated mind to be able to entertain an idea without accepting it as fact. Developing and applying a comprehensive Christian worldview helps students learn how to think, not what to think, and embrace Aristotle's wisdom.

1.9 CHALLENGED MATERIALS POLICY

As it is the goal of Westminster Academy to graduate young men and women who:

- Think clearly and listen carefully with discernment and understanding;
- Reason persuasively and articulate precisely;
- Are capable of evaluating their entire range of experience in the light of the Scriptures;
- Can recognize cultural influences as distinct from Biblical;

Westminster Academy selects written and visual materials that will, at an age-appropriate level, expose students to the great ideas of Western Civilization, challenge students' preconceptions, and prompt deep and meaningful discussions. At times, this will mean using the works of faithful Christians; at other times, this will mean using the works of those opposed to God. Challenges to curricular materials or materials stored in the school or classrooms libraries will be handled on an individual basis: contact the Heads of Upper School or Grammar School for classroom materials or the school librarian for library materials.

1.10 PURPOSE AND PHILOSOPHY

Westminster Academy, established in 1995 as a private Christian school, is committed to providing a classical and biblically-based education to young people in primary and secondary grade levels. Education at Westminster Academy is intended to be Christian and classical in philosophy, content, and methodology. Westminster Academy strives to operate as an extension of the family (*in loco parentis*) under the assumption that the education of young people is solely the responsibility of parents and the immediate family. Westminster Academy provides a biblically-based curriculum and teaches all subjects as part of an integrated whole with the Scriptures at the center.

Classical Christian Education can be viewed as a series of three concentric circles. While each of the three parts is necessary to this model of education, there is also a hierarchy within it which shapes our priorities at Westminster Academy.

1. Faith

This central component to the model has two aspects. First, faith in the sense of piety is concerned with the proper fear and love of God and neighbor. The overall goal of cultivating virtue in our students is for the purpose of strengthening their desire to be more like Jesus. All that we do at Westminster Academy is grounded in and motivated by this piety. Second, faith in the sense of what we believe is crucial to all of the disciplines taught. Confessional, orthodox, reformed theology governs and pervades every subject taught.

2. Skills

The goal of education, according to Dorothy Sayers, author of *The Lost Tools of Learning*, is to teach students to learn for themselves, and this is accomplished by teaching them the tools of learning – the liberal arts of grammar, logic, rhetoric, arithmetic, geometry, astronomy, and music. As skills, these arts teach the students *how* to think and *how* to apply knowledge.

3. Content

The skills of learning cannot be taught without subject material, and the student should be familiar with the best and most significant content available. As a classical school, we give priority to the Western tradition, using classical languages, literature, and history as the “grist for the mill” in teaching the skills of learning. Along with Scripture, we teach our students Homer, Euclid, Plato, Aristotle and all of their worthy successors throughout history. With a firm foundation in the best subject matter from the past, our students are better equipped to make sense of the present and make decisions that shape the future.

In addition to Scripture, some of the resources that help to shape Westminster Academy’s model of education are listed below:

- *The Lost Tools of Learning* by Dorothy Sayers
- *Wisdom and Eloquence* by Robert Littlejohn and Charles T. Evans
- *The Liberal Arts Tradition: A Philosophy of Christian Classical Education* by Ravi Jain and Kevin Clark
- *The Seven Laws of Teaching* by John Milton Gregory
- *Shaping Hearts and Minds: A Case for Classical Christian Education* by Monica Whatley
- *Poetic Knowledge: The Recovery of Education* by James Taylor
- *The Well-Educated Mind: A Guide to the Classical Education You Never Had* by Susan Wise Bauer
- *Building the Christian Academy* by Arthur Holmes
- *The Idea of a Christian College* by Arthur Holmes
- *A Scandalous Freedom* by Steve Brown
- *Invisible Hand* by R. C. Sproul

1.11 OBJECTIVES

In the teaching at all levels, as well as in athletics, extracurricular activities, and the example set by faculty and staff, Westminster Academy strives to:

1. Encourage and mentor each student to build a love for learning, provide each student with the tools of learning, and help every student achieve his maximum academic potential;
2. Encourage every student to cultivate a personal relationship with God the Father through Jesus Christ (Matt 28:18-20);
3. Teach all subjects as parts of an integrated whole with the Bible at the center (II Tim. 3:16-17), employing exemplary teachers and utilizing only the highest quality curricula and materials;
4. Provide an environment in which all aspects of school life demonstrate Biblical principles. We desire to use all school-sponsored events to align with our vision and mission and build virtue and Christ-like character into our students;
5. Teach by way of the seven liberal arts. The seven liberal arts are precisely what the name indicates – arts. These seven “arts”, which were used in Western Civilization for 1500 years from the ancients on, have two broad categories: (1) the Verbal Arts (the Trivium, or “three ways”) and (2) the Mathematical Arts (the Quadrivium, or “four ways”). In this way classical education differentiates between the “art” (the skill) of a study and the “science” (or formal study) of a subject. In classical education the focus of the Trivium is first and foremost the development of the art of language through literature and grammar. With the focus on language development, the teachers employ a wide scope of great literature in various fields, including fables, the Bible, the stories of history, and other works in other subjects. The goal in these formative years is the development of those skills that aid in formulating and expressing meaningful thought. These skills are Grammar (linking concepts to symbols), Logic or Dialectic (reasoning correctly), and Rhetoric (communicating truth appropriately and persuasively). After training in these skills, the student is able to apply these arts to all the disciplines, such as science, math, and history, in the pursuit of true understanding and purposeful knowledge. With these “tools of learning,” a student is trained to pursue wisdom, virtue, meaning, and purpose in all subject areas with the ability to communicate these ideas to the community at large;
6. Provide an orderly, loving, and secure atmosphere of Christian community. In a very real way, when students, parents, teachers, and staff enter the school, there should be a sense that they are entering a realm of the true, the good, and the beautiful. This must start first and foremost in how we treat and relate to one another. However it extends into what we study, the books we read, the discussions in history, the use of language, the amazing complexity and beauty of creation on both a microscopic level and in the cosmos, the order of nature and the formulas designed into it, and ultimately, man’s effort to recreate beauty in art and music in the image of our Creator God. How we handle these different but ultimately unifying concepts is how we cultivate, train, and order the affections of our students. We want everyone to feel a sense of the divine at Westminster Academy, that they are living their lives *Coram Deo*, in the presence of a sacred, holy God. We want each student to know and embrace that they are living in a world filled with divine meaning and purpose.

1.12 AESTHETICS

To accomplish our mission and vision, truth, goodness, and beauty must be a part of every school day at Westminster Academy. This extends to the rooms and hallways we use throughout the day. Our rooms should not be cluttered or messy. What is on our walls, desks, bulletin boards, and whiteboards should call our students to think about beauty and know that something that is beautiful, is also true and good. The great works of art and music from the time of the ancient Greeks, through the Renaissance, to the modern age, should adorn our

walls and fill our rooms. By incorporating music, art, and a neat and orderly environment throughout the school, we are awakening and cultivating the beauty of Christian culture within our students. This “hidden curriculum,” in concert with the Western Canon which we teach, cultivates virtue and a lifelong love for the true, the good, and the beautiful.

2. ACADEMIC REQUIREMENTS

2.1 PHILOSOPHY

Westminster Academy ascribes to a classical and Christian pedagogy. The curriculum emphasizes the Christian heritage which has developed predominantly through the West and is captured in the political, philosophical, theological, scientific, and great literary works and fine arts of Western authors, artists, and composers from antiquity, the Middle Ages and Renaissance, the Enlightenment, and through to the modern day. The chronological approach to teaching Bible and history, starting in 2nd grade, allows for the integration of the great works of art and music. The Western Canon, derived in part from the Harvard Classics, creates the foundation of readings for history, theology, and literature courses in the Upper School. Importantly, it repeats, deepens, broadens, and builds seamlessly upon the good work accomplished throughout our Grammar School curriculum.

2.2 ACADEMIC EXPECTATIONS

PROOFREADING

Teachers in the Grammar School and Upper School will use the following standard abbreviations when they grade written work. These standard markings will create a consistent rubric so that students understand all the markings and can quickly recognize mistakes so that they can improve. The proofreading marks will also help the teacher more efficiently identify grammar/punctuation errors and grade a student's work. The overarching goal is to improve a student's writing skills.

PROOFREADING MARKS

- ☺ I like this word, phrase, or sentence. Be prepared to share it in class.
- RO A run-on sentence. "RO" will be placed in a good spot to separate the sentence into two.
- Frag Fragment. Add more information to make it a complete sentence.
- ≡ Capitalize this letter. The declaration of independence.
≡ ≡
- / Don't capitalize this letter.
- sp Spelling error. See the bottom of your checklist for correct spelling.
- ¶ Begin a new paragraph.
#
- # Add a space. PaulRevere rode like the wind.
- ∩ Close the space.
- ⊘ A banned or boring word. Replace it with a better word.

- You repeated the same word too soon or too often. Change one of them.
- Five men were chosen to write the Declaration of Independence.
 - Thomas Jefferson was the best writer so they decided he should **write** it.

R (#) You broke one of the grammar rules we have learned. The number indicates which rule. Look for it in the Grammar section of your Resource Notebook (pages 54-85) to correct your mistakes.

tr You need a better transition between these sentences. Use the Transition section of your Resource Notebook (pages 51-53) for help.

^ Insert

e Delete

~ Transposed letters

TESTING POLICY

Generally only two graded events, (tests, papers, speeches, quizzes, recitations, etc) are allowed to be given on a school single day. This may not be true for students who are not taking all of their classes with their grade.

If an individual student or group of students perform poorly on a test, no re-testing is allowed unless the entire class has the opportunity to re-take the test. Special circumstances may be approved by the Head of Upper/Grammar School.

EXTRA CREDIT POLICY

Extra credit may not be given unless offered to the entire class and may not be more than 5% of the assignment grade. No grade (trimester or final exam) that is on the report card or transcript may exceed 100%.

WITHDRAWAL FROM SCHOOL BEFORE THE END OF THE YEAR

If a family chooses to withdraw a child from school during the school year, no records will be sent to a new school until all tuition and fees are paid and all books and athletic equipment (including uniforms) are returned. For both Upper and Grammar School, the student will not be given a final letter or number grade on the report card. The report card will show the grades of the last completed trimester but will show a W/P (withdrawn passing) or W/F (withdrawn failing) for an incomplete trimester.

2.3 ACADEMIC SUPPORT

MISSION

Westminster Academy (WA) seeks to maximize academic success for its students with learning differences or disabilities through targeted services aimed at putting them in the best possible position to meet the educational challenges of school.

PHILOSOPHY

Recognizing all children are a blessing from God, fearfully and wonderfully made, we strive to meet the individual learning needs of students, providing practical access to classical Christian education, along with the tools needed to reach their academic potential, within the framework of the curricular requirements.

OBJECTIVES

- Support the learning needs of every student admitted with the intention to make classical Christian education more accessible to students with various learning differences or disabilities.
- Develop programs, tools, and resources within the scope of WA's mission and capability to equip and support faculty and staff to meet diverse student learning needs.
- Empower students with learning differences or disabilities to become capable, confident, and independent learners, well prepared for future educational endeavors.

ACADEMIC SUPPORT

Academic Support helps students reach their full academic potential as they take the standard classes and course load offered in Westminster Academy's classical Christian curriculum. It is not designed to be a school within a school. Rather, we equip students with learning differences and disabilities to successfully function in our classrooms.

The Grammar School and the Upper School Academic Support Teachers support the Heads of Upper School and Grammar School, working with teachers to address academic struggles of students. They also track all assigned students and keep the Heads of Upper School and Grammar School informed of difficulties or progress.

Academic Support works with students, parents, faculty, and administrators to identify the individual needs of eligible students and determine how best to address those needs.

If a student has a diagnosed need from a licensed professional, and would benefit from accommodations, the Academic Support staff will, in conjunction with discussions with parents, teachers, and licensed professionals, develop and facilitate a Personal Education Plan (PEP) for the student. In Grammar School, the PEP could contemplate a pullout session to address a learning disability. In the Upper School, time during activity periods, study halls, and other points in the weekly schedule will be set aside for students requiring academic support. With Head of School approval, some minor curricular adjustments may be made. A PEP and accommodations are only available for students who have received a diagnosed learning disability through psychoeducational testing with a licensed professional within the last three years. Please see Personal Education Plan in the next section.

In keeping with *in loco parentis*, the school will keep parents informed of student struggles, concerns, growth, and achievement.

ELIGIBILITY

For a student to qualify to receive academic support, at least one of the following criteria must be met:

1. A current psychoeducational evaluation demonstrating learning disability.
2. Receive an administrative or faculty referral.

Parental requests for support or accommodations should start with the Heads of Grammar School and Upper School.

PERSONAL EDUCATION PLANS

When warranted by psychoeducational testing conducted by a licensed educational specialist, a Personal Education Plan (PEP) may be developed for a student. A PEP includes educational strategies customized to improve an individual student's academic performance at Westminster Academy and must be based upon testing conducted within the previous 3 years. PEPs are intended to accommodate students with certain learning disabilities that can be addressed at Westminster Academy by classroom teachers and/or with limited outside support/tutoring. A PEP is agreed to by the parents, administration, and teachers and details academic concerns and resulting accommodations, and any tutoring, summer school, and/or other resources required for the student to flourish in the classroom and achieve his academic potential. PEPs will be reviewed and reissued at the start of every school year. The educational strategies in the PEP must support and complement the regular instruction the student receives in the classroom. Guidelines for PEPs include:

- The Head of Upper School/Grammar School will track and monitor all students with active PEP plans.
- The Academic Support Coordinators for US and GS will coordinate all necessary in-school tutoring and support for Grammar School students with PEPs.
- Copies of all educational testing must be provided by parents to Westminster Academy so that PEPs can be kept current and actionable.
- Parents will sign all PEPs and understand their role in supporting the customized strategies.
- When necessary, teachers will inform the Head of Upper School/Grammar School that PEP modifications may be required. Observations and assessments may be required to facilitate modifications.
- The teacher will monitor the education strategies in the PEP, keeping the parents and administration informed of progress.
- In some cases, Westminster Academy may not be able to provide the services recommended by an educational specialist. If so, the administration will work with parents to identify resources which can better address the needs of their child.
- For 10-12th grade students with parental permission, the Admin Assistant to the Head of Upper School will ensure that accommodations for PSAT, SAT, ACT, and AP tests are current and approved.

Westminster Academy seeks to help all students achieve their academic potential. PEPs are an excellent tool in our small classrooms to accommodate students with common learning disabilities, but PEPs are not a remediation methodology. Every child must, over time, understand his own strengths and weaknesses and learn to adapt his efforts to achieve his academic potential. While a PEP cannot guarantee academic success, it will provide support and accommodations that will enable students to flourish and become independent, successful learners. We are committed to partnering with parents and students on this important journey.

WESTMINSTER ACADEMY TUTORING POLICY

In certain situations, tutoring can play an important role in a student's academic success by helping to develop skills, study strategies, and concepts to support learning in the classroom. However, in order to effectively aid student learning, successful tutoring also requires measurable objectives, scheduled assessment of student progress, and coordination between student, teacher, and tutor.

When tutoring is necessary, parents will have the option of either (1) independently hiring an outside tutor, or (2) using a recommended tutor from the Westminster Academy faculty. If a parent elects to use an on-site

“recommended tutor,” that parent will pay the tutor directly at the established Westminster Academy hourly rate for tutors (\$40/ hour).

Policies for the Westminster Academy-recommended tutors:

1. Any on-site Westminster Academy tutoring requires completion of an approval form in order to check for budget/room availability and receive signed approval from school administrator (Head of Grammar School / Head of Upper School)
2. Tutors/teachers will log hours to be submitted to parents for payment and also to their administrator for record keeping. Tutors/teachers will also provide parents and their administrator progress reports.
3. Time spent with a recommended tutor must take place on the school campus.
4. Upper School teachers cannot be paid to tutor their own students during the school year without the permission of the Head of School.

STUDENT COUNSELING SUPPORT

A new addition to Westminster Academy for the 2023-2024 school year is student counseling support. Betsy Cashman, a licensed counselor, has been hired to serve in this role for the Upper School. She will work alongside the teachers, Academic Support and the Director of Student Life to be an additional resource for students as they navigate the challenges of the academic calendar. She can also be available to engage parents on topics that need further communication as it pertains to their student.

Betsy will be on campus every Wednesday and will be available to students throughout the day. Students will be free to drop in to see Betsy as well as set up specific times to meet. Students, teachers and parents can contact Betsy via email at bcashman@wamemphis.com or via phone at 901-665-4368.

2.4 GRAMMAR SCHOOL ACADEMIC REQUIREMENTS

CLASS PLACEMENT/TEACHER REQUEST POLICY

Making class assignments is an important and complicated task and we approach it with much thought and prayer. The current teacher’s assessment of each student and recommendations for placement carry the most weight in our decision-making. However, both teachers and the Head of Grammar School take an active role in determining a student’s placement. Final decisions are made by the Head of Grammar School in consultation with the Head of School. There are many factors that we consider as we go through the process. Our goal is to balance the classes by gender, academic ability, learning styles, personalities, friendships, classroom dynamics, special family circumstances (siblings, cousins), etc. *We do not solicit or accept parent requests for a specific teacher.* If a parent has information concerning learning issues or student relationships that is relevant to placement, we welcome that input during the third trimester, though we can make no guarantee of any particular placement. This input may be directed to the current teacher, to the Head of Grammar School, or to the Head of School. We discourage any discussion of particular teachers or gossip of any kind. Please know that we take class placement very seriously and have each child’s best interest in mind. Once class lists have been published, we do not consider changes.

GRADING SYSTEM FOR JK-3rd GRADE

ME (Meets Expectations) - The student consistently meets (or exceeds) academic expectations
The student consistently demonstrates strong, independent progress and competence in academic skills/concepts and consistently produces quality work.

SP (Satisfactory Progress) - The student is making satisfactory progress towards expectations
The student is making progress, but does not yet consistently demonstrate competence in academic skills/concepts and/or does not yet consistently produce quality work.

IP (Insufficient Progress) - The student needs support and improvement.
The student is not yet able to demonstrate competence in academic skills/concepts. The student does not consistently produce grade level work and/or requires much additional teacher support.

GRADING SYSTEM FOR 4th-6th GRADE

Letter grades are as follows:

A	Excellent	90-100
B	Good	80-89
C	Passing	70-79
D	Deficient	65-69
F	Failing	64 and below

In certain classes and courses, it is important to track progress outside of the grading system.

E	Excellent	+
G	Good	✓
S	Satisfactory	✓ +
N	Needs improvement	✓ -
U	Unsatisfactory	-

For Habits of Heart and Mind:

- + Strong
- ✓ Developing
- Needs work

An X indicates that the skill/subject was not assessed during this trimester.

An asterisk – indicates modified work or curriculum*

PROGRESS REPORTS

Progress reports are mailed at the midway point of each trimester to the parents of those students in JK-3rd whose progress is concerning and needs improvement. For 4th-6th grade, a progress report will be sent for any students having less than a 70% average in any class at midterm. Teachers may also send a progress report regarding any concerns regardless of grade average.

REPORT CARDS

Grammar School report cards will be sent home in the White Communication Envelope at the beginning of the next trimester for the preceding trimester. The final report card will be mailed home at the end of the school year.

PROMOTION POLICY

Grammar School students currently enrolled in Westminster Academy must meet all the following criteria for promotion to the next successive grade:

For JK-3rd grade:

- Pass language arts (reading/literature, grammar, composition) and math; with an “SP”
- Have no more than two “IP’s” as a final grade in any other academic subject

For 4th-6th grade:

- Pass language arts (reading/literature, grammar, composition) and math; with “C” (70%) final average
- Have no more than two “F’s” as a final average in any other academic subject

In addition, when considering promotion of students currently enrolled, the appropriate developmental/behavioral maturity, habits of mind and work, and ability to work independently will be considered.

PARENT/TEACHER CONFERENCES

Both parents are expected to attend the annual Parent/Teacher conferences. For Grammar School, the conferences take place in late October or early November.

HOMEWORK

In Grammar School we have purposeful work assigned to be done at home. This teaches discipline and time management as well as opportunity for needed practice toward understanding and mastery. Students who do not finish with classwork may be expected to finish that work at home as well.

Check with the classroom teacher for policies on grading and late work.

HOMEWORK REQUESTS

In the event that a student is absent, parents may email the classroom teacher and request that homework be sent to the office to be picked up at the end of the day by a parent or sibling. The homework will be taken to the Main Office by 3:00 PM. Requests must be emailed by 10:00 AM.

MAKEUP WORK

Students must complete all work as assigned by teachers. If an absence is due to illness or other emergency reasons, the student has as many days missed to make up the work. If the absence is planned, the work is due on the day the student returns to school. Parents may oversee getting missed work from the teacher, but the student is ultimately responsible to complete and return work. If a student is absent only on the day of a test, quiz, or due date for an assignment, he/she must be prepared to take the test or quiz and/or turn in the assignment the day he/she returns to school. No extra time will be given, unless arrangements are made with the teacher. In the case of an unapproved planned absence, all assigned work will be due upon return. Any incomplete assignments will result in a zero. Please see the Grammar School Attendance Policy for the definition of excused/unexcused absence

READING SPECIALIST

Intervention by school staff is limited due to time constraints. If we cannot accommodate a student, we are willing to allow outside tutors to come in during the school day, as feasible. The Academic Support Coordinator will act as liaison between the school, parents, and tutors to schedule tutoring time and location. Fees for these tutoring services are arranged between parents and tutor, and are paid directly to the tutor.

While intervention programs are proven to be highly successful, they cannot be guaranteed.

Tier I Support (K-2nd grade support)

Initial intervention is provided for all students as part of the regular educational curriculum by the classroom teacher. Students with reading and math skills determined to be below the benchmark are identified and progress-monitored. Research-based instructional strategies for teachers and aides will be recommended and monitored by the Academic Support Coordinator or the Reading Specialist.

- FEE: No cost

Tier II Strategic Intervention (K-6th grade strategic intervention – no testing/diagnosis or PEP required – limited support, schedule a meeting with parents, teacher, and Academic Support Coordinator)

Strategic intervention is provided in an individual or small group setting using research-based reading strategies for those students whose skills are identified to be below the benchmark and not making adequate progress with Tier I intervention in the regular classroom. This is *temporary* intervention/tutoring (3 times per week for 4-6 weeks). Students whose skills improve to grade level are dismissed and continue to be progress-monitored in the regular classroom. Students who do not make adequate progress may be referred to psycho-educational testing and continued remediation.

- FEE: A fee of \$800.00 (approximately \$45.00 an hour) will be waived by the school if time permits intervention by the WA reading specialist. This will be scheduled on a first-come, first-served basis. Otherwise, private tutoring will be recommended.

Tier III Intervention (1st-6th grade intervention – testing/diagnosis and PEP required for services in 3rd-6th grades; schedule a meeting with parents, teacher, Academic Dean, and Reading Specialist)

Intervention is provided individually or in a small group setting by our certified Reading Specialist using research-based instructional strategies for those students in 1st and 2nd grade whose skills are not at grade level. While students receiving intervention in grades 3rd-6th whose skills are not at grade level must have been diagnosed with a reading disability. They require either ongoing moderate or intensive intervention.

- FEE:

Transitional support (2 times/week)

Most often offered to students who are ready to phase out of tutoring

- Individual \$2700 per year
- Small group \$2200 per year

Moderate support (3 times/week)

- Individual \$4500 per year
- Small group \$3500 per year

Intensive support (4-5 times/week)

- Individual \$5500 per year
- Small group \$5000 per year

Fees are based on 30 weeks of tutoring. If a student is absent, sessions will not be made up. In the case of absence of school support staff, efforts will be made to make up the missed session. Sessions missed due to school-wide or class-wide functions will not be made up.

SUMMER SCHOOL REQUIREMENTS

Students who do not meet the requirements for promotion may be given a “conditional promotion” which means they are required to satisfactorily complete a summer school course or tutoring in the area(s) of deficiency. After completion, the student will be reassessed by a Westminster teacher for proficiency in the deficient area(s). The summer school course may consist of tutoring or attending classes through another institution approved by Westminster. While Westminster Academy does not offer formal summer school courses in Grammar School, Grammar School teachers may be available to teach small groups or tutor individuals. Teachers will be recommended by the Head of Grammar School.

2.5 UPPER SCHOOL ACADEMIC REQUIREMENTS

The curriculum in Upper School, based in the classical and liberal arts, prepares students for college and whatever calling God places before them. Westminster Academy considers its entire scope and sequence as equivalent to Honors courses and therefore the GPA scale exceeds 4.0.

GRADING SYSTEM

Letter grades, percentages, and grade point equivalents are as follows:

Letter Grade	%	GPA	Letter Grade	%	GPA
A+	98-100	5.33	C+	77-79	3.33
A	93-97	5.0	C	73-76	3.0
A-	90-92	4.67	C-	70-72	2.67
B+	87-89	4.33	D	67-69	2.33
B	83-86	4.0	D-	65-66	2.00
B-	80-82	3.67	F	Below 65	0

PROGRESS REPORTS

Progress reports are emailed at the midway point of each trimester to the parents of those students who have less than a 75% average in any class at midterm.

REPORT CARDS

Upper School report cards are emailed at the beginning of the next trimester for the preceding trimester. Report cards are emailed home at the end of the year.

ACADEMIC AWARDS

End of the Year Awards

Various Middle School and Upper School department awards are given out at the Awards Assembly in May, recognizing exceptional achievement in those areas of study. Other awards include the Dorothy Sayers Award, Rutherford Award, School Spirit Award, and Head of School's Award.

Honor Roll

Those students with a GPA of 4.67 (A-) or higher for a trimester will be included on the Honor Roll. **Head of School's List**

The Head of School's List will be reserved for those students who achieve a GPA of 5.0 (A) or higher for a trimester and who demonstrate consistent attendance.

FACTS

FACTS is an integrated program that Westminster Academy has chosen to maintain records. It also contains a Family Portal that provides grade reporting for US parents. Each family may login to the FACTS Family Portal to see the grades for all of their Upper School children. Grades can be viewed immediately once entered in the teacher gradebook. If a question arises about FACTS availability, please contact Robin Reed.

The purpose of Family Portal at Westminster Academy **IS** to:

- post grades online for parent review
- encourage the student to be aware of his own grades, take responsibility for his work, and go to his teacher with questions
- encourage communication between parent and student
- enhance the relationship between parent and faculty

Importantly, Family Portal at Westminster Academy **IS NOT** to replace conversations between faculty and parents.

PARENT/TEACHER CONFERENCES

Parent teacher conferences provide an opportunity for an Upper School teacher to give parents an evaluation of a student's academic, social, and spiritual development. Upper School conferences take place in November or as needed throughout the year. The date set aside in November allows teachers to meet with parents about specific concerns/issues where they exist. Those conferences are scheduled by the faculty based on need. However, parents are always welcome and encouraged to schedule a meeting with a teacher or administrator at any point throughout the year if there are questions or concerns.

ACADEMIC PROBATION POLICY

1. Students are required to maintain at least a 2.67 (C-) Grade Point Average (GPA) throughout the school year and have a cumulative GPA of at least 2.67 in academic classes in order to promote to the next grade level.
2. GPAs for each student will be calculated at the end of each trimester and end of school year.
3. If a student's GPA is below 2.67 in academic classes after any trimester, the student shall be placed on academic probation, and a parent-teacher conference will be arranged.
4. A student who has been placed on academic probation may not participate in extracurricular activities during the following trimester until he demonstrates improved academic performance.

- If at the end of the next trimester the student’s GPA has not risen to at least 2.67, that student’s record will be reviewed by the Head of Upper School and the Head of School. The student will remain on probation and the teacher, US Head, and Head of School will then determine a plan of action which may include remediation, retention, or other appropriate actions to help the student attain mastery.

PROMOTION POLICY

Upper School students currently enrolled in Westminster Academy must maintain at least a 2.67 cumulative GPA in their academic classes to qualify for promotion to the next successive grade. Students who have maintained a GPA of 2.67 or greater but have less than 2.67 in one or more classes will be referred to the Head of Upper School or Head of School for determination of whether or not promotion may be granted.

Because of the nature of the single-track, core curriculum, that is integrated, sequential, and cumulative, students must earn a C- (70%) in each course in order to be promoted to the next course within that discipline. A student who does not make at least a C- in a course must demonstrate proficiency before moving on to the next course in the sequence. Proficiency may be gained by remedial work during the following summer, or other appropriate means determined by the teacher, US Head and Head of School. In courses that are the end of a particular sequence, e.g. English IV or Precalculus, a student may pass with a D- (65%) or higher. Students seeking to graduate from Westminster Academy must meet all applicable graduation requirements. All appeals for diverging from or waiving the requirements of this policy will be submitted to the Head of School.

CALCULATING GPA

The following formula is to be used to determine upper school GPA:

Quarter Averages:

Multiply credit times grade point. Add all the products and divide by the number of credits in which the student is enrolled.

This example will illustrate:

Math	1 credit	x A (4.67)	= 4.67
English	1 credit	x B- (3.67)	= 3.67
History	1 credit	x C (3.0)	= 3.0
Science	1 credit	x B (4.0)	= 4.0
Latin	1 credit	x C- (2.67)	= 2.67
Bible	0.5 credit	x A- (4.67)	= 2.34
Choir	0.5 credit	x A+ (5.33)	= 2.67
<hr/>			
Total:	= 6 credits		= 23.02

23.02/6 = 3.84 GPA

Yearly Averages: The yearly average is computed with each trimester counting for 30% and the final exam 10% of the final grade. Then the formula shown above is used to compute GPA.

GRADUATION REQUIREMENTS

The student must receive Westminster Academy credit by demonstrating proficiency (see Promotion policy) in all of the following subjects:

English	4 credits	Math	4 credits
History	4 credits	Science	4 credits
Foreign language (Latin)	2 credits	Theology	2 credits
Fine Arts	1 credit	Rhetoric	1 credit (including Senior Thesis)
Athletics	1.5 credits		

Total Minimum Required: 23.5 credits

- Logic, Latin I, and Algebra I (if taken in 8th grade) is credited toward graduation credit without the GPA. No other courses completed in 7th and 8th grade contribute to graduation credits or GPA
- Regardless of the number of credits accumulated, students must maintain a full course load of at least five graded courses in any given year
- It is required that students complete four years of cumulative coursework in English, History, Math, and Science, regardless of credits earned toward graduation
- Preference in academic awards (valedictorian/salutatorian, etc.) will be given to students who maintain the most full academic schedule and who opt for the most challenging course sequence available (e.g., Calculus v. Pre-Calculus, Physics v. Anatomy)
- Students may not elect out of Rhetoric courses in sequence
- 11th and 12th grade American History have a heavy emphasis on our American system of government and economics
- Students may gain 0.3 credit in Athletics for each season of interscholastic competition, or the equivalent. 10th-12th grade Protocol ballroom dance lessons count for 0.5 credit in Athletics. All students take the full credit Anatomy and Wellness course.
- Course credits that deviate from the above list must be approved by the Head of School.
- The student must have maintained an overall grade point average of at least 2.67.

HOMEWORK

US homework is designed to be two hours per night or less. Homework procedures may vary from class to class. Check with individual class teachers for his/her policies on homework, grading, and late work.

HOMEWORK REQUESTS

In the event that a student is absent, parents may call the US office and request that homework be sent to the office to be picked up at the end of the day by a parent or sibling. The homework will be taken to the US Office by 3:15 p.m. Requests must be called or emailed to the Upper School office by 10:00 a.m.

MAKEUP WORK

Students are expected to do all work that is assigned to a class even if they are absent. If an absence is due to illness or other emergency reasons, the student has as many days as he/she is absent to complete the work. If a student is absent only on the day of a test, quiz, or due date for an assignment, he/she must be prepared to take the test or quiz and/or turn in the assignment the day he/she returns to school.

In the event of a planned absence, even if approved (see attendance policy), the amount of time allowed for makeup work and due dates will be determined by the teacher. The student must schedule a meeting with the teacher the week prior to the absence to set due dates. Some work may be due upon return. Students are responsible for getting all work, including assignments and missing notes. Students are encouraged to get as much work completed as possible before the planned absence. **Teachers may provide extensions or excuse some work/assignments based on the nature and timing of the absence.**

DROPPING A CLASS

If a student is interested in dropping an elective or optional class it must be done no later than five days after the first 12 weeks. The entire process must be completed before the class is dropped. A form may be picked up from the US office and signed by following people in this order: the parents, the teacher, and Head of Upper School. Typically, a study hall is the only option for another class at the same time as the elective being dropped. If you have any questions, contact the Head of Upper School.

SUMMER SCHOOL

Students who do not meet the minimum requirements for promotion may be required to attend summer school or receive Westminster-approved tutoring. Westminster Academy Summer School may be available, taught by Westminster Academy teachers. There will be an additional charge for the class. If a student chooses another Summer School option, a proficiency test designed by Westminster Academy teachers may be required on a specified date at the end of the summer BEFORE the student is allowed to continue on in the next class. If the student meets the required grade on the proficiency test (70%), then the student will be allowed to move on in the sequence of classes for the subject and the course entered on the transcript as a 70% for the cumulative GPA. An interview with the subject teacher may also be required in order to determine if the student is prepared for the coming year. Any exceptions **MUST** be approved by the Head of Upper School. Grades from Westminster Academy Summer School or approved Westminster Academy program will be added to the transcript but, in some cases, may replace the grade from the class year. Grades will **NOT** be changed or added to the transcript for any student who attends an unapproved non-Westminster Academy program. With the approval of the Head of Upper School and Head of School, these courses may be added to the notes section of the transcript.

CAPSTONE TRIP

Every year, Westminster Academy will sponsor a Capstone Trip to Italy for the current senior class. The trip is included in tuition for students attending Westminster Academy from 10th grade through 12th grade. Students who first attend Westminster Academy in the 11th grade must pay \$1,500. Seniors in their first year must pay full price. As this is a school-sponsored event, final decisions regarding the details of the trip (including destination, time, length, tour guide, etc.) will be made by the school administration. Parents are invited, but must pay by making timely payments to the school. Parents receiving tuition assistance must pay off their senior's tuition assistance before being permitted to attend. Students will behave according to the standards set forth in this manual.

WASHINGTON DC TRIP

In the fall of the every school year, Westminster Academy sponsors an American History Trip for the 8th grade to Washington DC. This trip is designed to recap the highlights of 5th, 6th, and 7th grade history by visiting Jamestown, Yorktown, Williamsburg, and the historic sites and museums of Washington, DC. The trip is included in tuition for students attending Westminster Academy. As this is a school-sponsored event, final decisions regarding the details of the trip (including destination, time, length, tour guide, etc.) will be made by the school administration. Parents are invited, but must pay by making timely payments to the school. This trip is conducted and taught from a Christian worldview and designed for the students to engage with faculty and tour guides throughout the trip. The highest standards of behavior will be required throughout the trip.

7th GRADE NASHVILLE TRIP

Designed as both a protocol event and a complement to the curriculum, the students will be taken by the faculty on a one day bus trip to Nashville. While there, the students will explore the Hermitage (Andrew Jackson's home), the grounds, and museum. They will then proceed to downtown Nashville to tour the Capitol Building. They will complete the day at the Tennessee State History museum before returning to Westminster Academy. The manors and personal conduct to tour large museums, historical sites, and interact with docents will be taught and discussed before the trip. The history covered fits in well with the 7th grade Civics course the students are taking. This trip is included as part of tuition.

10th GRADE ARKANSAS TRIP

A new fieldtrip still in development will combine history, art, and teambuilding. This 3-day trip is designed to both compliment the high school curriculum and build camaraderie in the 10th grade. Faculty will provide teaching and direction, and parents are welcome to join in the team building portion. The trip will include a visit to the Clinton Museum and Central High School in Little Rock, a tour of Crystal Bridges in Bentonville, and will include camping, hiking, and teambuilding activities. The trip is included in tuition and students will be expected to behave throughout the trip in accordance with the standards set forth in this manual.

3. STUDENT LIFE AND CULTURE

3.1 SUMMARY OF SCHOOL CULTURE

Westminster Academy's culture can be defined as a supportive and vibrant community rooted in Biblical truth and dedicated to cultivation of virtue and wisdom in the hearts and minds of its students through the classical liberal arts. In the classroom and through extracurricular activities, teachers, coaches, and staff come alongside parents to model grace and love while equipping young people to know truth and pursue excellence in all areas, for the glory of God. Our culture is fostered through:

A curriculum and methodology that are both Christian and classical.

- Students are taught to think critically and trained to love what is worth loving through a comprehensive Biblical worldview that integrates all subjects.
- Because a passion for learning is instilled at the earliest grade levels, our students willingly embrace a rigorous academic environment.
- An appreciation for beauty via the aesthetics of art and music is an important priority across the curriculum.
- A variety of athletic programs and additional activities function as extensions of the classroom and facilitate building Christian community.

Faculty who promote virtue, inspire learning, and build intentional rapport with students.

- Teachers function as curators of Christian culture and of the classical curriculum.
- Teachers are passionate about their subjects and dedicated to classical methods of instruction in order to intentionally engage both a student's heart and mind.
- Faculty embrace and balance multiple priorities in educating students including shepherding their hearts, inspiring them to develop an academic curiosity, and encouraging Christian character in and out of the classroom.
- Through their professional expertise and guidance, faculty builds relationships of trust and respect with students and their parents. Students feel known and valued by the faculty. The faculty displays a love for the Lord and for their subjects in front of the students.

Families who are invested in and committed to the classical Christian model of education.

- As part of belief in *in loco parentis*, parents are integral, substantial, and effective partners with the school in the education of students and support of the faculty. Parents are actively engaged in the community of the school and possess a sense of responsibility towards it.
- The admissions process is transparent and intentional regarding the school's priorities, beliefs, and goals. Westminster Academy seeks to identify and come alongside prospective families who align with and support the mission and vision of the school.

A close-knit student body that is defined by a strong and meaningful sense of belonging.

- Students embody a welcoming, accepting, and caring community to one another.
- Students are known by and have significant mentoring relationships with students in other grades in addition to forming lifelong connections with their immediate peers.

- Westminster students are recognized as articulate young people who think clearly, reason critically, and listen carefully with discernment and understanding. They are mentored during their time at the school by committed Bible believing Christian teachers. Alumni are well prepared spiritually, socially, and academically for life after high school.

3.2 STRATEGIES TO PRESERVE SCHOOL CULTURE

In order to sustain the positive traits of our school community, actions in the following areas should be taken by Westminster Academy:

Curriculum and Organizational

- Maintain a clear and unwavering commitment to the trivium and a classical Christian pedagogy.
- Focus on the priorities of imparting a Biblical worldview to students, the cultivation of virtue, and an attitude of excellence towards both classroom and extra-scholastic activities.
- Maintain small class sizes even as total enrollment rises. This is essential to and non-negotiable in facilitating the methodology of classical Christian education.
- Cultivate an appreciation for beauty as represented through the arts and music. This adds a valuable component to the curriculum and allows some children to shine and thrive in ways that are different than in the classroom.
- Encourage physical activity and stewardship of the body, emphasizing physical development and athletic participation that complements the entire curriculum. In the process, the school must maintain expectations around the purpose of sports at Westminster Academy.
- Plan well-designed field trips, excursions, and travel that complement the curriculum. These facilitate class identity, peer friendships, and experiential learning opportunities outside of the classroom. Trips to DC and Italy are standout examples.
- Develop and intentionally utilize “catchphrases” to introduce, remind, and propagate desirable attributes of school culture.

Faculty

- Attract and retain faculty who are both highly skilled teachers and committed to the mission and vision of the school. Competitive salaries and benefits must be provided to make it possible for an individual to build a career teaching at Westminster Academy.
- Utilize intentional and clearly defined faculty and administrator hiring processes that prioritize an individual’s commitment to classical instruction, evidence of their authentic faith in Jesus Christ, ability to integrate a robust Biblical worldview into their life and the classroom, and agreement with the Westminster Academy Statement of Faith.
- Ensure Biblically based correction and discipline are consistently applied by teachers so that student behavior issues are appropriately addressed, with a focus on issues of the heart.
- Sustain purposeful and structured faculty professional development and teacher certification with a standard timeline for training and re-training. This will facilitate an ongoing commitment to classical Christian instructional methods.
- Support teachers in practical methods that cultivate their scholarship and ensure they have adequate margin to achieve excellence, including prep periods, aides, and faculty activities that intentionally strengthen the community of educators.

Families

- Communicate regularly and effectively with Westminster parents to ensure they understand and support the mission and vision of the school.
- Set transparent expectations for the high level of parental involvement at the school throughout the admissions process.
- Commit parents to partnering with and supporting teachers in upholding clear expectations regarding student behavior and Biblical discipline.
- Request that existing families help new Westminster families integrate into the school community and understand our unique culture.
- Recruit Room and House parents to provide assistance to teachers and to facilitate parental involvement throughout individual grades or houses via consistent and effective communication.

Students

- Prioritize intentional opportunities for students of various grades to have meaningful interactions with one another to build school-wide community. Engagement between Upper School and Grammar School students is essential.
- Maximize meaningful relationships that students have with teachers and one another, which are made possible through mutual respect and prioritization of Christian character development.
- Apply consistent instruction, correction, and consequences for the purpose of Biblical discipline and training of a student's heart towards the joy of obedience.

3.3 UPPER SCHOOL STUDENT LIFE

HOUSES

Beginning in the fall of 2007, Westminster Academy grouped its Upper School students into four different “houses.” Each house has an equal number of students, with a relatively equal distribution of age and gender. Houses have faculty representatives, and both students and faculty remain part of the same house during their time at Westminster Academy.

Patterned after a traditional approach to the social aspects of a school, the houses are named for faithful men from early periods of history in the church—Athanasius, Becket, Boniface and Columba. The names were chosen because these men remind us of the struggles that the early church faced and of the faithfulness of God in working through His people to further establish and nourish His kingdom. Therefore, their stories are encouraging and their lives of obedience are worth emulating, in that they point us to the obedience of Christ.

Each house is led by a 12th grade student, who serves as the House Captain. The Captain is ultimately responsible for all of the house operations and is accountable to the Director of Houses. Playing a support role to the Captain, the Housemaster is a faculty member whose primary responsibility is student mentoring, in terms of academic, personal, and spiritual matters. In a typical week, the houses will have at least one meeting to discuss house business and to work on house functions. The meetings take place with all of the members, both students and faculty, in attendance. In addition to organizing intra-House events, such as games, community service projects and other activities, the houses collaborate to organize inter-house events and competitions.

The purpose of the House System is to provide a structure that fosters a better school culture by creating more accountability, ownership and leadership among students and faculty in a way that is intentional and personal. Therefore, the fundamental component of the House System is its separation of students and faculty from a

large community into smaller ones. In those smaller communities accountability, ownership and leadership are more purposefully and productively taught and embodied for the ultimate end of building a stronger school community. “Mini house” meetings further divide the House into small groups in order to enhance and build strong relationships and friendships.

The mission of the House System is to create communities in which 5 cornerstone virtues can be cultivated in the hearts of the students and faculty. These virtues are: **Virtus** (Courage), **Comitas** (Friendliness), **Gravitas** (Responsibility), **Hilaritas** (Cheerfulness) and **Pietas** (Devotion). With these virtues present in the students, they will be able to maintain a great student culture at Westminster Academy which is the purpose of the House System.

2023-2024 HOUSE LEADERSHIP

House:	Athanasius	Becket	Boniface	Columba
House Captain:	Elizabeth Wilson	Parker Stout	Kaitlin Baker	Ruth Marino
House Master:	Jannica Gregory	Greg Kinney	Conner Davis	Christopher Marino

CHOICE PERIOD ACTIVITIES

Our Upper School extracurricular activities are chosen because they give our students the opportunity to put in practice the skills they are learning at Westminster Academy. The following activities are ones in which our students typically participate each year.

Wordsmith is a writing contest that tests the nonfiction writing skills of 7th-12th grade students. Two students per grade are selected by their English teachers to compete. The students will practice during the school day for a couple of weeks before the competition. The contest is in early February at the University of Memphis and takes about six hours.

Excelsior/Yearbook gives students the opportunity to design yearbook pages, practice writing and editing, and participate in photography as they design the year's yearbook for all students at Westminster.

Literary Magazine offers students the opportunity to write creatively beyond the classroom in a variety of genres: essays, poetry, and stories. Creative writing pieces will be commissioned and selected by an editor and will be published periodically for the school to enjoy.

The High School **Mock Trial Competition** strives to give students a fuller understanding of the American justice system by allowing them to experience the legal process first hand. Through role playing as lawyers, witnesses, plaintiffs and defendants, students develop an awareness and appreciation for the mechanism our society has chosen to resolve its disputes. Any 9th-12th grade student may participate although since the team needs a specific number of people, tryouts may be required. The students will practice during school and other designated times from early fall to February. The tournament takes place in a court room in Memphis one week in February and possibly into the next week if the team wins. There is a small fee, usually around \$100.00.

Middle School Youth in Government holds an annual conference similar to the Upper School conference described above. It offers 7th and 8th grade students an introduction to the Tennessee legislature in a similar

but simplified format compared to the Upper School conference. The students will practice at school for about one hour a week from January to the end of April. The conference is local and is usually during the month of April. The cost is a \$50 fee and the cost of lunch the day of the conference.

Science Olympiad is a competition in which 7th-12th grade students compete in a series of 23 team events pertaining to various scientific disciplines, including earth science, biology, chemistry, physics, and engineering. These events fall into one of three categories: knowledge based, lab based, or testing of prebuilt models (such as towers or hovercrafts). Competing in Science Olympiad requires preparation, commitment, coaching, and practice throughout the year. In February, WA students take part in a city-wide competition held at Christian Brothers University, competing against teams from other Memphis schools. There is a fee of \$100 that covers materials and the cost of participating in the competition.

Writer's Choice is a choice period offering the serious writer a designated time weekly to write, share, and receive feedback to develop his or her skills as a writer. Students will be required to produce finished writings each trimester which they will share with the group, revising and editing as needed. Another goal for this group is to practice and prepare for writing competitions during the year, especially Wordsmith. Interested students need to fill out an application and be selected to participate.

The **Middle School Select Choir**, also known as **Mezzo**, meets during choice period, and is open to 7th-9th graders. This group works on challenging choral literature that strengthens the developing voice and music reading skills. Please contact Mrs. Ginger Smith if you're interested.

In the **Exercise Science** choice period offering, 9th-12th grade students will have the opportunity to learn about the Anatomy and Physiology of the human body as it applies to athletic performance and how those mechanics carry over to functional daily activities. The class will be structured with a healthy balance of teaching and whiteboard talk paired with the application of that information in the weight room. This elective seeks to provide not only further education in human and health science, but also as a physical break in the day during activity period for our high school students.

PROTOCOL

One of the unique aspects of the upper school education at Westminster Academy is the Protocol Course. As Westminster strives to cultivate wisdom and virtue in our students, we strive to equip them not only with the skills to reason, discern, and love God's Truth, but also with skills and principles to incarnate the humility and graciousness of Jesus in His world. We also cultivate a Biblical and healthy respect for the opposite sex. One way we seek to build these embodied virtues is through training in the principles of etiquette, other-directed thinking, humility, and kindness.

At various points throughout the year, each grade in the Upper School considers a particular set of skills and principles in a series of etiquette lessons. Topics include deportment, making introductions, meal etiquette, conversational skills, concert etiquette, and formal event etiquette. At the conclusion of the lessons, each grade will have the opportunity to demonstrate what they have learned at a special event, such as attending a play, a seated dinner, or the lovely Protocol Ball. More information regarding each grade's specific topics, schedule of lessons, and event will be announced prior to the beginning of the lessons.

It is our hope that this training, in addition to the principles that parents are faithfully instilling in children at home, will further equip the students to love and honor their neighbors and fellow image-bearers, as Christ has called us to love, both here at Westminster Academy and in their communities.

4. CONDUCT AND DISCIPLINE

4.1 PHILOSOPHY

All Westminster Academy students are expected to behave graciously, act kindly, seek and grant forgiveness, and serve one another. Living *Coram Deo*, literally before the face of God, is a high standard that must be taught and practiced in all classrooms, activities, athletics, and all school related events. To this end, students should be respectful in their interactions and relationships and learn to recognize how their actions, including their speech, affect and impact others. This is not limited to face-to-face or classroom communication, but includes all electronic and social media communication as well. The Lord cares about what pours out of our hearts regardless of the medium. The standard is not whether you think your communications are acceptable, constructive, or positive, but whether the other person is encouraged, built-up, and feels cared for, and most importantly, whether Christ is honored. Westminster Academy students are to be courteous, kind, and inclusive, and accept constructive feedback and criticism as being essential parts of learning and membership within the Christian community at school. Anything that is communicated that is demeaning, degrading, insensitive, or rude is inappropriate and contrary to what Scripture teaches.

As an educational community, Westminster Academy recognizes that social-emotional development and Christian maturity, as any other subject, takes time to master, and involves mistakes and missteps. As such, parents and teachers are charged to help students reflect upon their behavioral choices, especially when these choices hurt, demean, or exclude others, which are all sinful behaviors. That reflection must in turn lead to the Biblical process of forgiveness, repentance, and restoration. In cases of severe or repeated negative behavior that falls short of expected conduct, disciplinary action may be taken. This code of conduct is much broader than a “bullying policy” in that we seek and strive every day for our students to grow in, and at all times, demonstrate Christ-like behavior. Students and teachers are to be of one mind and one accord as we endeavor together to live out each day and each relationship to the Glory of God.

4.2 PRINCIPLES OF BEHAVIOR (Based on Romans 13:8-14)

Attendance at Westminster Academy is a great privilege. Like all privileges, it comes with certain responsibilities. The student should accept each of the following Christian principles with regard to:

God Almighty

- I acknowledge that there is always One who knows and sees all that I think, say, and do (Ps.139:1-4).
- I will strive to live joyfully to His glory (Psalm 118:24).

My Parents

- I will attempt to honor my parents in everything I say and do (Ex. 20:12).
- I will seek to learn all that I can from them (Eph. 6:1-3).
- I acknowledge that I cannot receive what I need in life or godliness without them (Ps. 78:1-8)

My Teachers

- I will demonstrate respect, attentiveness, gratitude, and obedience to my teachers (Rom. 13:1)
- I will seek to do all the work I have been assigned with diligence and integrity (Eph. 5:8-17).
- I will do my utmost to learn as much and achieve as much as I possibly can (Phil. 4:8-9).

My Classmates

- I will honor and respect the time, work, and feelings of my fellow students (Rom. 12:9-18).
- I will model honesty, integrity, kindness, and modesty in my relationships. Public displays of romantic affection are not permitted on school grounds or at school-sponsored events. (Phil. 2:3-7).
- I will adhere to Christian standards of behavior and conversation in all school endeavors. (1 Cor 10:31, Eph 4:29)
- I realize that disturbances affect everyone at school, and will thus strive for peace (Eph. 4:1-6).

I therefore affirm my personal commitment to uphold these Christian standards, realizing that I will be able to enjoy the privileges of Westminster Academy only so long as I strive to maintain this commitment.

4.3 REVERENCE POLICY

In all areas of instruction and related activities, proper respect and consideration of God's character and Word will be given. Specifically, class songs, skits, stories, and discussions that include references to the name and attributes of the Lord must be consistent with biblical principles. Things to be avoided include:

1. Foolish or trite references to Jesus Christ and His work on the cross;
2. Implying, directly or indirectly, that all the students are Christians;
3. Emphasis on good feelings or works, versus humble obedience and grace.

For the sake of the students' spiritual training and the work of Westminster Academy, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored, and respected at Westminster Academy.

4.4 DISCIPLINE POLICY

The purpose of our discipline is to maintain an atmosphere conducive to learning and to establish a community of mutual respect, consideration for others, and grace. The goal of discipline is correction and restoration, not punishment or humiliation. While we do train behavior, more importantly we seek to train the heart and appeal to the conscience. We use Scripture and wisdom to train each student. All discipline will be administered in an effort to communicate the Gospel: that we are all sinners in need of a Savior, that actions and attitudes have consequences, that we can ask and receive forgiveness and restoration, and that God can enable us to be and do what He asks as we depend upon Him.

Our school code of conduct for student interaction is a set of God's Standards for Our Lives based upon Scripture in which we desire to instruct and encourage our students. Most importantly, we wish our students to understand that embracing these standards is only possible through the work of the Holy Spirit. We do not seek perfection in complying with these standards, but rather desire to use them as a lens to view our choices and actions. God's Standards for Our Lives will be posted around the school and in classrooms to instruct and remind our students of these important lessons. Each morning before beginning instruction, Grammar School students will recite these standards. GS teachers will lead discussions helping students gain a clear understanding of how these standards inform our behavior and apply to all of our comings and goings.

These biblical standards will lead us to honor God and also lead us to serve, love, and protect each other. Students are encouraged, instructed, and expected to accept and appreciate how God has created each individual uniquely. Behaviors we look for as an outpouring of these standards include honoring others by being kind and

considerate; showing empathy; welcoming and including others; respecting others' property; being responsible, honest, and trustworthy.

Unacceptable behaviors are described as sinful and include behaviors that are self-centered, dishonoring of others, and unkind. They include social exclusion, gossiping and spreading rumors, tattling, hitting, name-calling, taunting, cheating, disrespecting others through social media, or being dishonest in any way. When these behaviors are observed, we teach the process of forgiveness and repentance and point the students to Jesus as our Savior who paid the price for our sins.

Taught in a loving and joyful environment, we desire to reinforce behaviors that are taught at home we will teach students to think of others before themselves. Understanding God's Standards for Our Lives prepares students to master their own behavior and to live in community with one another as they grow and mature into adulthood.

God's Standards for Our Lives

- 1. Love the Lord your God with all your heart, soul, mind, and strength (Mark 12:30)**
- 2. Honor others above yourself (Romans 12:10)**
- 3. Do your work as unto the Lord (Col. 3:23-24)**
- 4. Do everything without grumbling or complaint (Phil. 2:14-15)**
- 5. Take every thought captive to obey Christ (2 Cor. 10:5)**

4.5 MAJOR INFRACTIONS

Normal, everyday infractions will be handled by the classroom teacher. If undesirable behavior becomes a pattern or teachers in any way sense that parents should be informed or involved, they will communicate with parents promptly. Each teacher will clearly communicate classroom behavior expectations. Discipline will be administered in light of the individual student's issue and attitude. Discipline will include a warning and/or clear instruction before consequences are given. Any offense of a more serious nature merits an automatic visit to the office of the Head of Grammar School or Upper School. Such offenses include:

- Blatant disrespect shown to any staff member
- Stealing, cheating, lying
- Rebellion, outright disobedience/defiance
- Fighting with malicious intent
- Profane gestures or language
- Vandalism
- Plagiarism
- Bullying (A form of abuse towards another student in which one who is perceived to be more powerful repeatedly verbally, physically, or emotionally torments another who is perceived to be weaker)

In such cases, the Head of Upper/Grammar School will fill out a yellow discipline form after meeting with the student. Yellow forms are kept permanently in student files. The Head of Upper/Grammar School will decide the consequences and call the parents. Westminster Academy has the right to discipline or ask a student, family, employee, or volunteer to withdraw for any reason. Failure to comply with expected standards of behavior/conduct or repeated or serious infractions, may subject them to disciplinary action up to and including expulsion/dismissal.

4.6 ACADEMIC DISHONESTY

It is important for students to understand that cheating or plagiarism in any form does moral harm, scarring the soul. Repeated cheating does long term damage to the soul that far exceeds the harm done by a 'zero' on an assignment. Most cheating is driven by fear and/or procrastination. The fear is often that they won't perform up to the expectations of their parents, teachers, or themselves. We must encourage students to do their best and accept the results. Their integrity, conscience, and walk with the Lord are far more important than any grade.

PERSONAL INTEGRITY

1. I promise not to cheat.
2. If I observe someone cheating I will address that person and/or go to a teacher or administrator.
3. Cheating is defined as:
 - a. using or copying answers on tests, homework, or classwork from another student;
 - b. using homework, classwork, or tests from earlier classes from siblings or other students;
 - c. asking other students about a test that is given to the other section of a class;
 - d. using electronic messaging to ask or receive answers on tests, homework, or classwork.
 - e. having class materials such as study sheets, notebooks, textbooks within view during a test, whether the material is used or not.
 - f. submitting work that is not the work of the student, including plagiarism/AI in any form.

PLAGIARISM: THE CURSE OF ELECTRONICS

(modified from *Plagiarism and How to Avoid It (Guidelines for Students)* Empire State College, Genesee Valley Center Rochester, NY)

The issue of plagiarism, *the intentional or **unwitting** presentation of another's **ideas** as one's own*, sometimes arises when students begin to incorporate into their papers the thoughts, arguments, or hypotheses of other authors. It is common for new writers not to realize that published articles are the intellectual property of those who have written them. Nonetheless, ownership of thoughts and ideas must be acknowledged by anyone who wishes to borrow information useful within one's own writing. At Westminster Academy we follow the *MLA* documentation style for citing original source material.

Tips for Avoiding Plagiarism

It's much easier to tell you to avoid plagiarism than it is for you to actually follow that instruction: your teachers are acutely aware of this. If you are ever in doubt as to whether you have referenced, or not referenced, a source correctly, please ask your teacher **BEFORE** turning in your work to be graded. Once you turn in an assignment, you will be held responsible for its content.

1. To avoid passing off another author's viewpoint as your own, or to let it stand as a substitute for your own, you must first **acknowledge the author**, then go on to say why you think this viewpoint is or is not valid. In doing so, you have not only appropriately cited your source, but **you have drawn a conclusion** about the validity of that source and thereby made an original contribution to our understanding of your topic.
2. Being able to paraphrase, or summarize, an author's viewpoint without resorting to direct quotations is extremely valuable. It shows that you've read, and understood, what the author has said so well that you can use your own words to describe that viewpoint. Remember, when paraphrasing, **even though the**

words are yours, the idea belongs to someone else who must be given credit; failing to do so is plagiarism.

3. **Direct copying** of words or phrases without using **quotation marks**, even if the source is cited, is plagiarism. This misleads your reader into thinking you wrote words you didn't write. Whenever you lift words verbatim from a text, they must be enclosed within quotation marks.
4. Some words and facts don't need to be cited because they are considered knowledge that is a part of the **public domain or "common knowledge."** We all agree, for example, that Christopher Columbus landed in the Americas in 1492, that the boiling point of water is 100 degrees Celsius and that Mark Twain wrote *Huckleberry Finn*. These facts will appear in sources, and can appear in your papers, without a citation because they've been established by many different authorities. An author's unique interpretation of these facts, however, requires a citation. If you are in doubt about whether a certain piece of information is common knowledge or interpretation, it is a good rule of thumb to cite it.
5. **"Cut and Paste"** from the Internet, eBooks, or other online sources requires a citation just like something quoted from a book.
6. Ideas that have their genesis in **class discussions** are community property and can be written about freely without citations.
7. When in doubt, ask for help. The goal is to give credit where credit is due, not to make a student's life difficult. The Biblical principles are those of honesty and integrity. The academic principles are to grow in critical thinking and your ability to use and apply the tools of learning. Building upon and critiquing others' thoughts are a necessary and important part of the process and plagiarism is contrary to all of these important principles.
8. Be aware that **procrastination** plays a large part in plagiarism cases. Students who are desperate to complete an assignment often resort to copying other people's work, whether intentionally or unintentionally. Teachers set up checkpoints on writing assignments to help you avoid this exact situation. **It's better to take a late penalty than to turn in plagiarized work and fail the assignment.**
9. In the Upper School, writing teachers use Turnitin, a program that detects language taken from online sources. Turnitin uses a bank of millions of student papers and scholarly sources to show the origin of phrases, sentences, paragraphs, and whole papers that may have been plagiarized. The student who has cited all of his work has nothing to fear. But if scholarly language or a student paper has been copied without citations, the teacher will be able to identify plagiarism right away.

ARTIFICIAL INTELLIGENCE (AI)/CHAT BOTS/ChatGPT

AI is here to stay and it is a powerful tool. It is easy to use and can significantly reduce time and effort on various projects from marketing, to brainstorming, to creative writing, to project proposals. However for a classical Christian school that is teaching the tools of learning and how to think, it is a huge distraction. The goal of writing is to clarify and improve thinking. Writing is unique in its power to build concentration, link thoughts and ideas, and synthesize different points of view into a coherent argument. Writing improves thinking! The better you write, the better you think. This is why for students, writing is hard but absolutely necessary work. It is an essential part of a truly classical education and our goal to provide students the tools of learning. **Therefore at Westminster Academy, all uses of AI, Chat Bots, ChatGPT or other such tools is**

prohibited. The Turnitin Program we use to detect plagiarism has a good and improving capability to detect AI. All uses of AI to accomplish school work is plagiarism and will result in a zero on the assignment.

4.7 STEWARDSHIP OF SCHOOL PROPERTY

Students are to remember that we are guests of Ridgeway Baptist Church and should maintain a respectful and grateful attitude toward church personnel and property.

Students are expected to treat all of the school's materials and facilities with respect and care. This includes all textbooks and library books distributed to the students. Students will be charged for lost or damaged textbooks or library books.

4.8 ASSEMBLY OR OTHER PROGRAM BEHAVIOR

1. Students are expected to attend all assemblies and engage both their hearts and minds throughout the assembly.
2. We are to show respect, interest, and appreciation towards all speakers and performers.
3. Dress uniform is required.

4.9 EVENING PROGRAMS AND RECEPTION BEHAVIOR

In addition to the expectations for assembly behavior, please be aware that at any event which involves both parents and teachers, the lines of authority can be blurred in the eyes of students. Our students are well aware of appropriate behavior during school, and our expectations are the same for all Westminster Academy events, regardless of time or location.

4.10 STAFF AND STUDENT RELATIONS

Staff members serve as professional, adult Christian role-models before the students (Titus 2: 7-8). Importantly, the faculty are modelling Christian community to students. Relationships between staff members and students are to be friendly and courteous, not familial and intimate. Staff members will be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12).

1. Flirtation, innuendoes, casual disrespect toward authority, excessive familiarity are examples of behavior that will not be tolerated. Necessary and cautionary measures required to limit these behaviors will be taken.
2. Students should respond appropriately when spoken to by any staff member by answering the staff member respectfully and looking them in the eye when speaking.
3. If it is necessary for a staff member to spend time alone with a student, it will be arranged that they are easily visible to the public, for example, via an open door, windowed room, etc.
4. Staff members shall not travel alone in a car with one student.
5. Under no circumstances will a staff member withhold, or promise a student that he/she will withhold information from the student's parents. The staff member will do everything within his/her power to

encourage open communication between parents and their children. If a student shares information indicating that his/her well-being or safety may be threatened, the staff member must inform the Head of School at once and the Head of School will take appropriate action, keeping parents informed.

4.11 PRINCIPLES OF DRESS

We live in a culture where personal expression is exalted, beauty is held in question, the good of our neighbor is subordinated to the desires of the individual, and freedom of choice is exalted over virtue and community. It is the desire of Westminster Academy to glorify God in both the character of our students and the culture of the school. We live in Christian community at Westminster Academy. As ambassadors for Christ to each other and to a watching world, the following principles should guide our thinking about and choice of attire:

1. Our actions, words, and attire should point to the Lord that we serve.
2. Our actions, words, and attire should display a heart of both modesty and humility.
3. Our actions, words, and attire should seek to reflect respectful conformity to our biological gender.
4. Our actions, words, and attire should not seek to exalt the outward beauty of the individual student, but rather seek to invest in building relationships with all other students and show them the love of Christ.
5. The actions, words, and attire of older students should set an example for younger students of what it means to love the standard and live in community.
6. Our actions, words, and attire should reflect respect toward each other and those in authority over us.
7. As we seek to invest in each other, our actions, words, and attire should support a school culture that requires a decreasing level of oversight as we grow older. This prevents a culture of transactional individualism that requires increased regulation, rules, and oversight and also results in loss of the freedom that we have in Christ. Freedom to do what we “ought” to do to His glory in a grace-filled transformational culture.

In light of the above, we ask that the parents and students support a manner of dress that is neat, clean, and modest and reflects the classical, Christian, and scholarly image of Westminster Academy.

STUDENT DRESS CODE

Classroom (or homeroom) teachers are responsible to enforce student dress code on a daily basis. Upon entering class, teachers will check their students to see that proper uniforms are worn. Throughout the day, the uniform should be worn properly.

When a student in JK-1st grade is in violation, a copy of the code will be sent home to parents with the violations highlighted. After 3 violations, the student will be taken to the office where a member of the office staff will call the parents and request that the proper clothing be brought to school.

If a student in 2nd-6th grade is out of uniform, the teacher will have a conversation with the student, clearly explaining the infraction and following the discipline protocol in the previous section. A follow-up conversation with parents will take place to make sure parents understand the infraction and future consequences. For persistent offenses, the students will be sent to the Head of Grammar School for a conversation and a parent phone call.

For Upper School students, dress code will be checked by homeroom teachers at the beginning of the day. For a first offense, the teacher will have a conversation with the student and remind him or her to wear the proper item in the future. For repeated offenses (2nd and 3rd times), the student will lose participation points and will need to call home to have their parents bring them the right uniform or apparel. For persistent offenses, the students will be sent to the Head of Upper School for a conversation and a parent phone call. Teachers will keep track of dress code offenses in a spreadsheet so that students don't feel targeted, and all teachers will remember that there are often extenuating circumstances and longer timelines for particular dress code problems (waiting for clothes to be ordered, haircut appointments, etc.).

SPECIAL DRESS CODE DAYS

For certain special events (e.g. Field Day, Defender Days, Secret Santa, etc.) the dress code will be relaxed, and students will be allowed to wear more casual attire. Chosen clothing should be modest, in good condition, and not interfere with events. These dates and attire will be communicated by the school throughout the year, and will be listed on the weekly communication. On any day in which students are allowed to be out of normal dress code, the following guidelines apply:

1. Dress uniform is to be worn on specific days indicated on the student weekly communication.
2. For Upper Schoolers, House polos and House sweatshirts may be worn on House meeting days.
3. Students wearing costumes must remain in costume or change back into school uniform.

DEFENDER DAY DRESS CODE

On Defender Day students are permitted to wear the following:

1. **Any purple and gold clothing, shoes, or accessories.** Accessories must not be excessive to the point of causing distraction in class.
2. **Any Westminster branded apparel with jeans.** T-shirts, long-sleeves, hoodies, PE shirt, etc., can be **any** color (but preferably purple or gold). Jeans must be neat and without holes and fit appropriately.
3. **Any part of the Westminster daily or dress uniform.**

Face paint may be worn when attending games, but NOT in the classroom.

All clothing is to be modest, not too tight or too short. No pajamas, leggings, sweatpants, or non-uniform shorts.

FIELD DAY DRESS CODE

Westminster T-shirt and shorts or jeans. Grammar School students may not wear house shirts.

2023 – 2024 GRAMMAR SCHOOL GIRLS’ UNIFORM POLICIES

	JK - 3rd Daily Uniform	K - 3rd Dress Uniform	4th - 6th Daily Uniform	4th - 6th Dress Uniform
Tops	Lands' End polo with logo Colors: white, purple, yellow, or black	Lands' End white ruffled Peter Pan Collar blouse	Lands' End polo with logo Colors: white, black, purple, or yellow	Lands' End <i>purple</i> polo with logo
Bottom	WA plaid skort/skirt	WA plaid jumper with modesty shorts	WA plaid skort/skirt with modesty shorts <i>or</i> plaid skort	WA plaid skort/skirt with modesty shorts
Socks	Visible white socks must be worn. Students may wear tights instead or leggings with socks.			
Shoes	Saddle Oxfords, Black Mary Janes, Keds saddle shoes, Athletic shoes - Dominant color white, gray, or black.			
Accessories	Hair ribbons/headbands - solid white, purple, black, yellow or matching plaid			
Outerwear	Lands' End black fleece jacket with logo, Lands' End fine gauge cardigan in black or purple with logo, or approved Lands' End school sweatshirt			
Additional Notes	<ul style="list-style-type: none"> • No smart watches or watches that make or receive phone calls/texts are allowed. • All fleece and cardigans must be from Lands' End. No other styles or providers allowed. Logos are required on all outerwear items . • JK will need a purple polo with logo for picture days. • Dress uniform may be worn any day of the week, but must be worn on Tuesday or any day specified by the Head of School or the Head of Grammar School. • All clothing is to be worn as intended. Clothing should fit properly and modestly. Some violations may require that the student be sent home to change clothes or parents bring appropriate attire. • Long sleeve or short sleeve options for polos or Peter Pan collar shirt may be worn. • Interlock or mesh style polos may be worn. • Clothing should fit properly and modestly. Fashion fads should be avoided. • All polos must be tucked in when worn with skirts or skorts. • Hair should be of natural color. • Only simple inconspicuous jewelry is allowed including rings, earrings, watches, necklaces, and bracelets. No double piercings. • No make-up in Grammar School • No tattoos or body piercings • Lands' End preferred school number is 900040882 (www.landsend.com/schools) 			

2023 – 2024 GRAMMAR SCHOOL BOYS’ UNIFORM POLICIES

	JK - 1st Daily Uniform	K - 1st Dress Uniform	2nd - 6th Daily Uniform	2nd - 6th Dress Uniform
Tops	Lands' End polo w/logo Colors: white, purple, yellow, or black	Lands' End <i>purple</i> polo with logo	Lands' End polo w/logo Colors: white, black, purple, or yellow	Lands' End <i>purple</i> polo with logo
Bottom	**Elastic waist long or short dark khaki pants	**Elastic waist long dark khaki pants	Long or short dark khaki pants worn with belt	Long dark khaki pants worn with belt
Socks	White, tan, navy, or black crew socks with pants. Solid color, no pattern <ul style="list-style-type: none"> • With shorts, wear white socks only 			
Shoes	Brown or tan casual dress shoe <i>or</i> Athletic shoe - Dominant color should be gray, white, or black			
Accessories	Brown or cordovan leather belt with open buckle			
Outerwear	Lands' End black fleece jacket with logo, or approved Lands' End school sweatshirt			
Additional Notes	<ul style="list-style-type: none"> • No smart watches or watches that make or receive phone calls/texts are allowed • All fleeces must be from Lands' End. No other styles or providers allowed. Logos are required on all outerwear items. • JK will need a purple polo with logo for picture days.. • Dress uniform may be worn any day of the week, but must be worn on Tuesday or any day specified by the Head of School or the Grammar School Head. • **If JK-1st student is able to buckle/unbuckle belt without assistance, pants with belt loops may be worn with brown leather belt. Elastic waist pants worn without a belt should not have belt loops. • No cargo pants or cargo shorts are allowed. • All clothing is to be worn as intended. Some violations may require that the student be sent home to change clothes or parents bring appropriate attire. • Long sleeve or short sleeve polos may be worn. • Interlock or mesh style polos may be worn. • Clothing should fit properly and modestly. • All polos must be tucked in. • Fad hairstyles such as mohawks and ponytails are not allowed. Hair should not cover the ears, obscure the eyebrow or cover the collar. Hair should be neatly combed. Hair should be of natural color. • Only simple inconspicuous jewelry (e.g. watch, signet ring) is allowed. • No tattoos or body piercings. • Lands' End preferred school number is 900040882 (www.landsend.com/schools) 			

2023 – 2024 UPPER SCHOOL GIRLS’ UNIFORM POLICIES

	7th – 12th Daily Uniform	7th – 12th Dress Uniform
Tops	Lands' End polo w/logo Colors: white, purple, yellow, or black	Lands' End <i>purple</i> polo with logo Lands' End fine gauge V-neck sweater in black (optional in '23-24, required in '24-25)
Bottom	WA plaid skirt with modesty shorts <i>or</i> gray skirt with modesty shorts	WA plaid skirt with modesty shorts
Socks	White crew socks <i>or</i> solid black leggings with black or white crew socks (i.e. no mesh cutouts, designs, logos) <i>or</i> solid black tights with or without socks	
Shoes	Saddle oxfords or Cordovan tassel or penny loafers	
Accessories	Only plain solid white/nude undergarments may be worn under uniform shirts. Shirt tails of camisoles/tank tops should not be visible. Undergarment straps should not be visible. Solid white, black, yellow, purple or matching plaid hair accessories. If wearing House colors, wear matching House color ribbons.	
Outerwear	Lands' End black fleece half-zip pullover or full-zip jacket with logo Lands' End fine gauge V-neck sweater or cardigan in black with logo WA letter jacket with daily uniform only	
House (opt. Fridays only)	Lands' End Polo in House Colors: <ul style="list-style-type: none"> • Athanasius (cobalt), Becket (red), Boniface (burgundy), Columba (evergreen) House colors may ONLY be worn with gray skirt. House sweatshirts are permissible on Fridays. Logo on House shirts is optional in '23-24, required in '24-25	
Additional Notes	<ul style="list-style-type: none"> • Skirts should be no shorter than approximately 3" above the top of the knee. • All fleece, sweaters, and cardigans must be from Lands' End. No other styles or providers allowed. Logos are required on all outerwear items. • Long sleeve or short sleeve polos may be worn. • The PE uniform consists of a purple Westminster t-shirt available in the Spirit Shop or Lands' End, athletic shoes, black mid-thigh athletic shorts (fingertip length). Students are responsible for supplying their own shorts. • Dress uniform is to be worn on Tuesdays and any other day specified by the Head of School or Head of Upper School, but may be worn on any day. • All clothing is to be worn as intended. Some violations may require that the student be sent home to change clothes or parents bring appropriate attire. • Clothing should fit properly and modestly. Fashion fads should be avoided. • Hair should be of natural color. • Only simple inconspicuous jewelry is allowed. Small rings and watches and one necklace or bracelet may be worn at a time. Only one pair of small earrings, no longer than ½ inch, may be worn. No double piercings. • No tattoos or body piercings. • Lands' End preferred school number is 900040882 (www.landsend.com/schools) 	

2023 – 2024 UPPER SCHOOL BOYS’ UNIFORM POLICIES

	7th – 8th Daily Uniform	7th – 8th Dress Uniform	9th – 12th Daily Uniform	9th – 12th Dress Uniform
Tops	Lands' End polo w/logo Colors: white, purple, yellow, or black	Lands’ End <i>purple</i> polo with logo	White Oxford long sleeve dress shirt (no logo), worn w/regimental striped tie/bowtie in any color combination	White Oxford long sleeve dress shirt (no logo), worn w/purple & gold college stripe tie/bowtie w/navy blazer
Bottom	Dark khaki pants (Lands’ End Chino or any maker of the same color, style, and cut) Pleated or flat front, cotton or cotton blend, wrinkle free or ironed No skinny legs, khaki colored denim, or utility pants			
Socks	Dark navy, black, or tan crew socks - solid color, no pattern			
Shoes	Any brown, cordovan, tan leather shoe w/closed toe and closed heel. No athletic shoes or boots.			
Accessories	Brown or cordovan leather belt with open buckle Plain white undershirt with no writing or design			
Outerwear	Lands’ End black fleece half-zip pullover or full-zip jacket with logo Lands’ End fine gauge V-neck sweater, vest, or cardigan in black or purple with logo WA letter jacket with daily uniform only			
House (opt. Fridays only)	Lands’ End Polo in House Colors: <ul style="list-style-type: none"> Athanasius (cobalt), Becket (red), Boniface (burgundy), Columba (evergreen) House sweatshirts permissible on Fridays Logo on House shirts is optional in '23-24, required in '24-25			
Additional Notes	<ul style="list-style-type: none"> All fleece, sweaters, and cardigans must be from Lands' End. No other styles or providers allowed. School logos are required on all outerwear items. The PE uniform consists of a purple Westminster t-shirt available in the Spirit Shop or Lands’ End, athletic shoes, black athletic shorts. Students are responsible for supplying their own shorts. Dress uniform may be worn any day of the week, but must be worn on Tuesday or any day specified by the Head of School or the Head of Upper School. All clothing is to be worn as intended. All shirts must be tucked in. Clothing should fit properly and modestly. Fashion fads should be avoided. Some violations may require that the student be sent home to change clothes or parents bring appropriate attire. Long sleeve or short sleeve polos may be worn. Inappropriate hairstyles, such as but not limited to, mohawks and ponytails are not allowed. Hair should not cover the ears, obscure the eyebrow or cover the collar. Hair should be neatly combed. No fad hairstyles allowed. Hair should be of natural color. Only simple inconspicuous jewelry (e.g. watch, signet ring) is allowed. No tattoos or body piercings. Lands’ End preferred school number is 900040882 (www.landsend.com/schools) 			

4.12 CARPOOL GUIDELINES, BEFORE AND AFTER SCHOOL CARE

Potentially the most dangerous times of the school day are carpool drop-off and pick-up. All students and parents must comply with written instruction from the school and verbal direction from teachers and aides who are running drop-off and pick-up to ensure the safety of students. To minimize the safety threat:

- Be aware of your surroundings. **Stay off phones and tablets while the car is in motion.**
- Reduce conversation with those running carpool to a minimum.
- Make certain students are secured in seat belts or completely clear of the vehicle before driving away.
- Park only in designated parking spaces (see map). Do not park directly in front of the main building during drop-off or pick-up.
- Do not improvise: These guidelines are written to guard the safety of all students, families, and Westminster Academy personnel. Follow the procedures as prescribed.
- Report any safety concerns to the main office, 380-9192.

STUDENT DRIVERS

Students will only be permitted to leave campus during school hours if they have submitted prior written permission or a phone call from their parents to the office. (Ex. Dentist or doctor's appointment). **Students are not permitted to leave campus for lunch.** Students who leave the school must sign out at the front office before leaving and sign in upon arriving back at the school if they return to the school that day. Seniors may not leave campus for lunch except on designated off campus lunch days and must sign out and back in.

Student parking is located in the rear of the Education building, saving the first two rows for faculty and guests. The row by the fence behind the Grammar School building may not be used so that the carpool line will be available and fire drill area is clear. Please note that the school doors will be locked at 8 am. Any student who comes to school after that time must check in at the main office before attending class or assembly. Students are not permitted to go to cars during the day without permission of the classroom teacher as well as informing the main office.

Students are not permitted to drive during field trips without Head of Upper School's approval. Students are not permitted to ride with student drivers during school hours (8:00 a. m.-3:15 p.m.) except for carpool, without the approval of the Head of Upper School and the parents of both students.

Failure to follow procedures will result in suspension of privileges.

Student drivers who drive carpools with Grammar School students must:

- assume full responsibility for those riders in their care and walk with them in the parking lot both to and from the building;
- have written permission from the parent of the GS student(s);
- have met with the Head of Grammar School to discuss the nature of this responsibility
- pick up GS students from the double doors of the GS hallway between 3:15-3:30 and only when ready to exit the building (unless they have been given special permission from Head of GS to pick students up earlier);
- NOT pick up GS students and then remain in the lobby;
- take care NOT to back out into or drive through the GS carpool line.

CARPOOL DROP-OFF PROCEDURES (Also see diagram on Pg 51)

- JK-K students will be dropped off under the first covered entrance behind the Upper School.
- 1st– 6th grade students will enter the GS building through the breezeway entrance facing the CLC.
 - Enter campus by the northernmost entrance. Drive around the back of the church in the lane closest to the fence
 - Teachers or aides will assist students to disembark cars and get into the school building safely.
 - Once students are clear of the vehicle, drive straight to the CLC exit onto Ridgeway Road.
- JK-K parents may park and walk students to their assigned early rooms between 7:30-8:00 until Labor Day.
- 7th grade students will be dropped off in the Grammar School car pool line, enter the CLC, and proceed to their classrooms.
- 8th-12th grade students will be dropped off at the main lobby entrance
 - Enter campus by the middle entrance which directly faces the main door. Turn right and loop around the cones to the entrance. Do not try to drive around cars in the line; wait until the car in front of you pulls through.
 - Exit from the driveway located just south of the sanctuary.
- All 1st-6th students will gather in the CLC from 7:30-8:00. Unless brought to school by student drivers, 1st-6th students must be dropped in the carpool line.
- Student drivers park in the back lot. GS siblings of student drivers proceed on the sidewalk to the breezeway entrance. 8th – 12th grade students enter the main lobby.

GRAMMAR SCHOOL BEFORE SCHOOL SUPERVISION

Students should not arrive at school before 7:30 a.m. as there is not adult supervision prior to this time except for school-sponsored and supervised activities. Siblings of students who are involved in early events prior to 7:30 should wait in the car until 7:30 to be dropped at the proper location once adult supervision is in place. 1st - 6th grade students who arrive at school between 7:30-8:00 a.m. will go to the CLC gym for early morning supervision. JK students will proceed to Mrs. Williams' JK room, Rm 116. K students will proceed to the Discovery Room located in room 103. All students going to the CLC must cross the breezeway at the crossing guard. At 8:00 a.m., all students will be escorted to their classrooms to begin instruction.

CARPOOL PICK-UP PROCEDURES (Also see diagram on Pg 51)

- Noon dismissal (JK-K):
 - JK-K will be picked up where they were dropped off, under the first covered entrance behind the Upper School.
- 3:00 dismissal (WEE-6th)::
 - JK-K WEE will be picked up where they were dropped off, under the first covered entrance behind the Upper School
 - 1st -6th grade will be picked up in the breezeway carpool line. Students will be called out of their classrooms.
- 3:15 dismissal Upper School:
 - 7th grade will be picked up in the breezeway

- 8th – 12th grade will be picked up from the front lobby entrance

GRAMMAR SCHOOL PICK-UP

Pick-up runs from 12:00-12:15pm for JK and K grade students. Pick-up runs from 2:55-3:15pm for WEE and 1st-6th grade students. Parents of GS and US students who wish to pick up from the lobby may line up at the GS double doors at 3:15pm. Any GS students remaining will be sent to Aftercare and charged a fee.

Large family identification signs will be issued. Please keep these in the dash on the driver's side during carline.

GS students will not be released to unauthorized adults. If the carpool driver becomes unavailable to drive, the driver must call the main office to tell who the new authorized adult is. Parents should communicate with the school any time someone other than a parent picks up a student. This may be done on a day-to-day basis by calling the main office, or parents may authorize other adults to pick up students for the school year by emailing Karla Scott or by filling out the Carpool Notification Form.

UPPER SCHOOL PICK-UP

8th-12th grade students may only be picked up at the front lobby entrance. Enter the middle entrance to the school directly facing the main door. Turn right and loop around cones to the main entrance. Exit from the driveway located just south of the sanctuary.

Please do not hold up the pick-up line. If your student needs extra time in the building, pull around into the parking lot in front of the JK playground to wait.

If your carpool includes both GS and US students, use the GS carpool line first and then turn right and park in the front parking lot.

STUDENT DRIVERS

If student drivers have GS students in carpool, they may pick them up from the GS double doors immediately after US dismissal at 3:15pm. The US driver becomes responsible for these GS students and must walk with them to the car. NOTE: US drivers of GS students must have permission from the Head of Grammar School before GS students will be released to them.

CARPOOL MAP

Carpool Drop-Off and Pick-Up



AFTER SCHOOL SUPERVISION

The Westminster Academy campus will close at 3:45 p.m. every full-school day (and at 12:45 on half-days). Past this time, all students on campus must be under the supervision of a teacher, coach, parent, aftercare worker, or authorized adult. Students may not be in the CLC without teacher, aftercare, or coach supervision.

Junior kindergarten and kindergarten students should be picked up between 12:00-12:15 p.m. Should a carpool be running late, the driver should contact the main office to give an estimated time of arrival so that teachers may communicate this to the waiting students. Carpools arriving after 12:15 p.m. should sign out JK and K students from the main office. A late fee of \$1 per minute per child will be assessed to the FACTS account of the responsible carpool driver.

WEE and 1st-6th grade students should be picked up from the carpool line between 2:55-3:15 p.m. Any WEE, 1st-8th grade student remaining past 3:15 p.m. and not with a teacher, coach, or parent will be sent to aftercare at the regular rate of \$6.00 per hour per student. Carpools arriving after 3:15 p.m. must park and come into the CLC to sign out students from the aftercare worker sitting in the entrance hall. A signature at the CLC lobby desk is required to pick up students from Aftercare.

AFTERCARE

Aftercare services are available to Westminster Academy JK-8th grade students every full-school day from 3:15 p.m. until 5:45 p.m. Aftercare is not available on school half-days.

Aftercare costs \$7.00 per hour per student; these charges are applied directly to the FACTS account of the parent/guardian of the student.

Signing up for aftercare: To ensure enough supplies and workers, you must alert the Director of Aftercare when you intend to use aftercare services. The signup link is located on our website. The Director of Aftercare can be reached at aftercare@wamemphis.com or on the aftercare front desk phone by voice or text: 901-604-7917. Keep her informed of your consistent long-term needs or drop-in requests.

Daily schedule: Students will be picked up from the carpool line at 3:00 p.m. and will be walked over to the CLC where they will be checked into aftercare. Students will receive a snack (*If your child has dietary restrictions, please send your own snack*) and have time for socializing with classmates. Older students will have a chance to complete homework while younger students engage in free play. Weather permitting, students will all have a chance for free play outdoors.

Aftercare pickup: Students may be picked up from aftercare any time between 3:15-5:45 p.m. The front desk of aftercare sits right inside the glass doors of the CLC. You must park and come in to the CLC lobby to check out your child; allow 3-5 minutes for children to pack up their materials and get to the lobby. A signature is required to pick up students from Aftercare.

Late fee: Students picked up after 6:00 p.m. will be assessed a late fee of \$2/minute per child.

ENRICHMENT

Westminster Academy strives to offer enrichment activities that enhance the classical Christian education received during the school day in fun ways that allow students to pursue various passions and interests.

All Enrichment Activities are run through the Aftercare Program and sign-ups for enrichment activities can be accomplished by following the link on our school website. All enrichment payments will be charged to the parent's FACTS account. A withdrawal request that occurs at least five (5) business days prior to the first class

meeting will result in a refund/credit of fees. After five (5) days prior to the first class meeting, there will be no refund of fees. Except in the cases of illness or emergency that are disclosed to the Director of Aftercare prior to the start of an activity, refunds will not be given after a session begins.

For Enrichments that begin at 3:10 p.m., the enrichment teacher will pick up students from the carpool line. Enrichments that begin after 3:10 p.m. include complimentary aftercare until their start time; aftercare workers will pick up these students from the carpool line at 3:15 p.m. and check them into Aftercare. Aftercare will ensure students make it to their enrichment activity on time.

Any student that is not picked up from an enrichment activity will be returned by the enrichment teacher to Aftercare. Parents will then be charged for Aftercare at the regular rate of \$7.00 per hour.

Aftercare and Enrichment Programs are an extension of Westminster Academy and available to only Westminster Academy students. As such, the standards of conduct, speech, and behavior remain the same as during the school day. Aftercare is both a service and a privilege. Students who repeatedly do not behave in an appropriate manner and following consultation with parents may be denied Aftercare or Enrichments.

4.13 GRAMMAR SCHOOL BEHAVIOR

TARDINESS POLICY

1. A student will be considered tardy if he is not present in the classroom at 8:00 AM.
2. Parents must bring tardy students in and check them in at the office window to receive a tardy slip, without which students will not be allowed to enter class.
3. The first seven tardies for any reason each half of the year are automatically excused. These tardies should be the result of medical appointments or unforeseen circumstances such as traffic, carpool issues, problems with the alarm, weather, etc.
4. Upon the occasion of the eighth tardy within the half year, parents will receive a notice from the office by email. The eighth tardy and all following tardies for the semester for any reason are unexcused.
5. The consequence for the eighth tardy and beyond is a \$8.00 fine for the parents for every tardy beginning with the eighth one. If the administration deems that the tardiness becomes excessive, further consequences may result.
6. All tardies, excused and unexcused, will be listed on the report card.
7. If a group of students are tardy but only one carpool family is responsible for the tardy, only the student responsible for the tardy in the carpool will be recorded as tardy. The other students in the car will not be counted tardy.

ATTENDANCE POLICY

Due to the dialectic nature of our instruction, missing a class may result in missing important instruction or interaction that cannot be repeated. Teachers will give students all materials and handouts, but cannot recreate classroom discussion. The student will still be accountable for the material.

1. After the 5th absence for any reason, the office will alert the Head of GS. The Head of GS may contact parents to discuss the absence or the make-up work.

2. If the student is absent more than 10% of the days in a semester, the student may be denied promotion, at the discretion of the Head of School.
3. Any planned absence of more than three days must be explained in writing, at least two weeks prior to the absence, for approval by the Head of Grammar School. See the makeup work policy for planned absences.
4. If a student must be checked out of school for a medical appointment, please make every effort to discuss with the teacher what time of day is best for the student to miss. Again, students will be accountable for all that is missed during the absence and any work assigned will be due upon return.

PERSONAL TECHNOLOGY

Neither cell phones nor any other internet-capable devices (tablets, smart watches, e-readers, music players, etc.) are allowed in Grammar School or on field trips, except as permission is given by the Head of School.

4.14 UPPER SCHOOL BEHAVIOR

TARDINESS POLICY

US students who are tardy and arrive to class rooms late disrupt morning devotions, miss important announcements, and interfere with ongoing class discussions. Arriving late is a form of disrespect to both teachers and other students.

First period teachers will take attendance at 8:00 a.m.;

1. A student will be considered tardy if he/she is not present at 8:00 a.m.
2. The first seven tardies to school in each half of the year for any reason are automatically excused. These tardies should be the result of medical appointments or unforeseen circumstances such as traffic, carpool issues, problems with the alarm, weather, etc.
3. If a student arrives after 8:00 a.m., he/she must check in at the Main Office. Since attendance is recorded by period, students will be counted tardy to any class for which they arrive within the first 20 minutes. They will be counted absent for those classes for which they are later than 20 minutes (see Attendance Policy).
4. Attendance at assembly is required; any student arriving late or missing assembly will be counted tardy. Parents are asked to respect this policy and not allow student to miss assembly.
5. Consequences for tardies to school and subsequent classes during the day will be reflected in weekly participation and homework grades.
6. Additionally, starting with the eighth tardy within the half year, an \$8.00 FACTS charge will be levied for this and for each subsequent tardy. Should tardies continue, additional consequences, including loss of driving privileges, will occur.

ATTENDANCE POLICY

Due to the nature of our classical and Socratic instruction, missing a class may result in missing important instruction that cannot be repeated. If students are to benefit from their experience at Westminster Academy, they must attend class. It is the responsibility of the student to obtain any assignments he/she misses during an

absence, and to have them completed and turned in by the day he/she returns. Generally, in the case of illness, a student will have as many extra days to turn in work as he/she misses. Westminster Academy will make reasonable accommodations in the case of illnesses (see Makeup Work).

Parents should notify the Main Office prior to 8:00 if their child will not be at school that day.

A student must be present for at least four classes to be considered present for the day and to participate in extra or co-curricular activities that day. The Head of Upper School may be appealed to for exceptions to this rule.

1. After five absences, the Head of Upper School, the student and/or parents will be notified.
2. If the student is absent more than 10% of the days in a trimester for any particular class, the student may not receive credit for the course without Head of School approval. Ten percent of a class that meets daily is 7 days per semester. Classes that do not meet daily will allow fewer absences.
3. The Head of School, after consultation with Head of Upper School, may decide to lower the average for the subject(s) missed instead of withholding credit.
4. Any planned absence of more than 3 days must be explained in writing at least 2 weeks prior to the absence for approval by the Head of Upper School. See the makeup work policy for planned absences.
5. A student who arrives 20 minutes late for class will be recorded as absent instead of tardy. See the makeup work policy for absences.
6. Students are not allowed to check out for lunch even with parental permission. The only exception to this are the Seniors, according to Senior privilege guidelines.
7. If a student arrives late to school and misses a class in which an assignment was due or a test given, the student is responsible to meet with the teacher, turn in the assignment or take the test before leaving for the day. Turning in the work the next day may result in points deducted.

EATING IN THE CLASSROOMS

No eating is allowed in the Upper School hallways. Eating is allowed in classrooms during breaks while seated at desks. Seniors may eat in certain classes with teacher permission. Students are responsible to clean up after themselves. The only beverage allowed in class is water and in a closed container. Food is never allowed in the Upper School science or art room. All trash should be cleaned up by the students.

STUDENT HALLWAY BEHAVIOR

Any US student in the hallway during class time should respect other students still in class and keep talking to a minimum. Should students go to their lockers during class, they should be as quiet as possible.

Any US student walking through the Grammar School hallways for any reason (going to see a Grammar School teacher, going to the gym, etc.) should not talk at all. Upper School students should go outside to go to the gym unless the weather is bad.

PERSONAL TECHNOLOGY

Upper School students are allowed to bring personal technology (cell phones, e-readers, music devices, Apple watch, tablets, etc.) to school. Technology distracts students and disrupts discussions and the logical learning process. Technology also works against building relationships and fellowship. Therefore, at Westminster Academy, students are not allowed to use personal technology between 8:00 a.m.-3:15 p.m., including lunch,

study hall or between classes. Students who bring personal technology to school must keep them in their lockers, turned off. They may not have them in their pockets, purses, backpacks, etc. If, between 8:00 a.m. – 3:15 p.m., an Upper School student is found to have personal technology on his or her person or is using personal technology without permission, the item will be given to the Head of Upper School or Head of School. Subsequent violations may result in loss of the phone privilege.

Should parents need to contact their children during the school day, they may do so by calling the school office. In an emergency or an extraordinary situation, a student may ask a teacher for permission to use his or her personal technology.

Cameras may only be used with direct permission of a teacher. Pictures taken at school should not be posted on Facebook or other public sites without permission of those in the photos.

This technology policy applies to school sponsored trips (ex. field trips).

LAPTOP POLICY

1. Laptops, (netbook, ipads) may be used in the classroom only with permission from the Head of Upper School in conjunction with the classroom teacher. Using the computer for any other purpose beyond writing papers (ex: playing games and other forms of entertainment) will result in the loss of this privilege. No students are allowed to use computers belonging to teachers without permission and direct supervision by the teacher. Students are NOT allowed to be on the internet unless directly supervised by a teacher.
2. Students are not allowed to take notes on laptops since electronic note-taking is strictly a mechanical process and disrupts the thinking and learning process embedded in manual note-taking.
3. When students use Chromebooks in the classroom, teachers have access to Securly, a program that allows them to monitor each student's laptop on the teacher's screen. Using Securly, teachers can shut down student browsers and windows, and communicate to the students that they are not staying on task. Securly also generates reports on student use of Chromebooks during class, and allows the school to keep students on task and block inappropriate websites.

STUDY HALL

Students who have a study hall will be in the room assigned for that period. Students are not allowed in any other area of the school without a teacher. The following rules are in place for all study halls:

1. Students are to remain silent. Think study morgue – deathly quiet! The only exception is when they have explicit permission from the study hall teacher to work with another student. In this case, the students may whisper.
2. Students are to work on assigned schoolwork or homework. This is not play time or rest time.
3. Students should come to study hall prepared, just as they would with other classes.
4. Students are not allowed to eat or use personal technology. For study halls, the Head of Upper School may approve the use of laptops or chromebooks to write or edit papers.

LOCKERS

Each Upper School student will be assigned a locker. The student is not allowed to change lockers without permission of the Head of Upper School. Hooks are also available on the walls in the Upper School so that students may hang backpacks, gym bags or lunch boxes. Lockers belong to the school and are a privilege. Lockers are to be properly cared for by the students. Students should not write on the inside or outside of their lockers.

5. PARENTAL INVOLVEMENT

*“Fathers, do not provoke your children to anger,
but bring them up in the discipline and instruction of the Lord.” Ephesians 6:4*

5.1 IN LOCO PARENTIS

In loco parentis means “in the place of parents.” Westminster Academy functions with delegated authority from parents. As a support and extension of the family unit, Westminster Academy considers the family to be of first importance to a child. God, through His Word, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. We desire that all families continue to grow in understanding of classical Christian education. Therefore, parent involvement is crucial at Westminster Academy. Parents are always welcome, any day, any class. Listed below are a few suggestions for getting involved; feel free to share additional ideas with the teachers or the Head of School.

- Visit classes. Calling ahead is a suggested courtesy to the teacher, but not required. All visitors must sign in the office to receive a visitor’s badge which must be worn at all times.
- Apply to become a substitute teacher.
- Assist in the classroom. Again, arrangements should be made with the appropriate teacher.
- Chaperone field trips.
- Serve as a story-reader, song-leader, or guest artist; offer your special talents. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
- Share your experiences, trips, vacations, as they may relate to an area of study in a class.
- Host class parties at home or in the classroom.
- Support the House system.
- Closely monitor and praise your child’s progress by reading all teacher notes and student papers sent home.
- Volunteer in the library.
- Volunteer to coach or assist with athletic teams.
- Become actively involved with the Westminster Parent Association (WPA)
- Give generously to the Annual Fund to enhance the quality of education.

5.2 COMMUNICATION WITH THE SCHOOL

- Westminster Weekly: This important weekly newsletter is emailed to all parents every Monday and will keep you up-to-date on events around the school, upcoming deadlines, and other items of note.
- Email: All Westminster employees have email accounts and regularly check them. The email addresses are set up the same way: first initial and last name @wamemphis.com. So, John Smith would be jsmith@wamemphis.com
- Grammar School: GS teachers send home a weekly letter with class-specific information; you can find these in the weekly communication envelope, along with graded work and other communication. Teachers are available through email throughout the school day.
- Upper School: The US Office sends home a weekly email with announcements for the upcoming week. It includes grade specific information.
- TeamSnap app: This is the main means of communication between coaches and their team members.

- **FACTS:** Families can access the school directory and order lunch through the parent portal at FACTS (formerly RenWeb). Upper School grades are also displayed here.

Open communication between all individuals is a central tenet of Westminster Academy's culture and values. It is crucial for a small community like ours to be engaged in profitable conversation. As administrators and teachers, we understand the need to be clear in communicating our expectations to parents and students. When expectations are not communicated clearly, it becomes easier for parties on both sides to become frustrated. Therefore, if parents are unclear or unhappy about anything in the school community, conversations should be handled in a way that brings dignity to all parties and glory to God.

Westminster Academy believes that most issues are best resolved directly between the individuals involved. If an issue arises, parents should attempt to first discuss the issue with the person involved. For issues that are sensitive, discussions should occur face to face rather than over email. Call the school office and leave a message for the teacher to return your call or use email to set a time that is beneficial to both the parent and the teacher. Please honor the time that the teacher has with students and do not use class time to discuss matters. Should you want to discuss something and see the teacher, ask if there is a good time to talk. Carpool line in the morning and afternoon is also not a good time to have a discussion. Since most of our teachers have families at home, it is best to ask each teacher if they may be contacted at home and if so, what times are best for them.

Whenever an issue arises that causes strife between a parent and teacher, please refrain from discussing it outside of the parties involved. Gossip is never appropriate nor helpful in Christian community. If a satisfactory resolution does not occur, please see the Grievance Policy for further resolution.

5.3 GRIEVANCE POLICY

STUDENTS/PARENTS TO TEACHERS:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful demeanor is required of both parties at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the Head of Upper/Grammar School. If the student brings the concern, it is often appropriate for a parent to be present.
3. If the problem is still not resolved, parents may bring the concern to the Head of School.

PARENTS TO ADMINISTRATION:

1. If parents have a grievance or dispute about the general operation or policy of the school (apart from the operation of the classrooms), they should bring their concerns to the Head of Upper or Grammar School.
2. If there is not resolution, they should bring the concern to the Head of School.
3. If there is no resolution, they should request a hearing from the Westminster Academy Board.

VOLUNTEERS TO ADMINISTRATION:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the teacher or administrator responsible for his oversight.
2. If the problem is not resolved, then the concern should be presented to the Head of School, followed by a meeting with him to discuss the concern.

3. If the problem is still not resolved, the volunteer may request in writing a hearing from the Board. The request will be made through the Head of School.

General: It is understood that if any disputes arise which are not covered by this policy, the Head of School in consultation with the Board will decide what procedures to follow.

5.4 ASSEMBLIES

An assembly schedule will be made available to students and parents. Assemblies normally run from 8:10-8:50 a.m. Students should report to homeroom for attendance at the 8:00 a.m. bell, and then classes will proceed to the sanctuary together. Parents are invited and encouraged to attend all assemblies. Students must wear dress uniform to all assemblies.

6. HEALTH, SAFETY, AND SECURITY PROCEDURES

6.1 CAMPUS SECURITY

Doors to the school and gym are kept locked during school and aftercare hours, except during the high traffic times of drop off and dismissal when they are open and monitored by faculty or staff. Students are instructed not to open security doors.

Parents should check in at the main office every time they come to visit the school. Typically, they will receive a parent name tag so that faculty and staff will know they are checked in. For special events, e.g., assemblies and Grandparents Day, the main office will waive this check in. Alumni will check in and receive an alumni name tag. Parents and alumni should check out with the main office when they are ready to leave school.

Visitors other than parents sign in at the main office and are screened through our background check software called Raptor; the system issues a pictured ID name tag for all visitors to wear around the school building.

Westminster Academy adheres to current security protocols, and all faculty and staff members receive regularly scheduled training in lockdown and active shooter protocols as well as non-lethal defense training and emergency First-Aid training from the school and Germantown SWAT team. The school nurse is trained in emergency medical procedures, as well as mass casualty training. The school campus is under 24-7 video surveillance and there are active MPD blue light cameras located in front of the school. Also, the school employs an armed security guard from Monday through Friday from 7:30am – 3:30pm and during additional night time activities as needed. Finally, our campus Emergency Procedures handbooks are updated annually and reviewed by the police department.

6.2 FIRE AND TORNADO DRILL GUIDELINES

Fire and tornado drill guidelines and other emergency procedure guidelines are published in a red folder and located in each classroom close to the door. Emergency procedures are practiced on a regular basis. Students will not be allowed to use their cell phone or leave campus during a tornado warning.

6.3 EMERGENCY CLOSING OF THE SCHOOL

In case of severe weather, Westminster Academy will announce an emergency school closing on the website and to families via cell phones by the automated Parent Alert system (RenWeb Alert in FACTS). Westminster Academy will not necessarily follow the Memphis Shelby County Schools regarding closings. Families should assume that school will be open unless otherwise notified. In the event that school is closed for the day, all after school activities will also be cancelled.

6.4 CAMPUS BOUNDARIES

Since we only rent a portion of the Ridgeway Baptist Church campus, we must limit ourselves to specific areas of the buildings. The main buildings close at 3:45 p.m. unless there is a school-sponsored event. The playgrounds and fields on Ridgeway Baptist Church campus are for Westminster Academy use during the school day and for Westminster Academy sponsored sports, aftercare, and events. The purple and gold playground and fields may be used after school provided a parent or authorized guardian is supervising.

6.5 PLAYGROUND WEATHER POLICY

Students will play outside for recess unless the fields are too wet, the wind chill drops below 32°, or the heat index exceeds 95°.

6.6 LOST AND FOUND

A bin is located in the Grammar School stairwell, the Upper School stairwell, and the Gym for lost items to be placed. Students and parents should check the Lost and Found frequently. All clothing items, books, and bags should be clearly labeled with the name of the student. Items that cannot be identified will be given to charity or sold in the uniform sale.

6.7 CONTAGIOUS AND SERIOUS DISEASES POLICY

- Students must be free of fever ($\geq 100^\circ$), vomiting, or diarrhea *apart from medication* for 24 hours before returning to school. If any of these symptoms develop while at school, parents are expected to make arrangements to pick up their student immediately.
- In cases of respiratory illness, flu, COVID, etc, students should follow their pediatrician's recommendations before returning to school. Strep requires being on antibiotics for 24 hours before returning to school. Pink eye requires being on antibiotic eye drops for 24 hours before returning to school.
- In cases of contagious diseases, especially cases of lice, the school will notify the parents of the students in the same grade as the affected student.
- In case of an unidentified skin rash, the school may require a doctor's note indicating that the rash is not contagious before allowing the student to attend school.
- Westminster Academy defines serious diseases as those diseases which are potentially life-threatening, or which can cause permanent bodily damage, and can be communicated from one person to another (other than genetically). Meningitis, HIV infections, pneumonia, measles, chicken pox or other contagious rashes, tuberculosis, and hepatitis are examples.
- The Head of School will take every appropriate precaution to reduce the risk of infection of any student, volunteer, or teacher by any known contagious or serious diseases. This may include isolating the student(s) who may have the disease or have been exposed to it by asking the student to remain home for a specific, or undetermined, length of time.
- Westminster Academy cannot be held responsible for the communication of any contagious or serious disease.
- Upon receiving reliable information that a student, volunteer worker, or employee of Westminster Academy has contracted, or has been in contact with, a serious disease, the Head of School will immediately contact the parents of the affected students if a student is involved, and reserves the right to contact local health officials. He may contact the Center for Disease Control in Atlanta, Georgia to obtain more information. Closure of the school may be necessary in extreme cases.

For any questions or concerns regarding any symptoms, illness, and/or exposure, please contact our school nurse, Sabrina Warren, at swarren@wamemphis.com. She is available to our families and is a great resource for any illnesses or health concerns.

6.8 PETS AT SCHOOL

For the safety and health (i.e., allergies) of Westminster Academy faculty members, students, and visitors, no dogs or visitor pets are allowed on the Westminster Academy campus without express permission of an administrator. Class pets in classrooms are not allowed. Service animals are allowed, but administration should be advised ahead of time.

6.9 ADMINISTRATION OF MEDICATION

Due to the various risks of students sharing or improperly administering medications, **students may not keep either prescription or non-prescription medications on their persons or in their backpacks or lockers.** Students may not self-administer any medication during school hours or school activities. All medications, either prescription or non-prescription, will be kept in the nurse's office.

Before the school will issue any medication to a student, there must be parental permission on file in your FACTS Family Portal. In order to facilitate the dispensing of **non-prescription medicine** (e.g. Tylenol, Tums), Go to your FACTS Family Portal to complete the Over The Counter Meds section which grants a year's general permission to the school to issue non-prescription medication. Students may request non-prescription medications from the school nurse provided this section is on file and/or additional verbal permission is granted by the parents when the student requests the medication.

Prescription medication will not be dispensed without specific written permission by the parent, accompanied by a doctor's note if the medication is necessary for more than 10 days. All medications will be kept in the nurse's office. If a child must take a prescription medication during school hours, the parents must administer an initial dose of medication with sufficient time for observation for any adverse reaction prior to the school's dispensing of the medication. A parent or guardian must bring the medication to the school nurse in the original container to be administered as ordered, accompanied by the following information. Signed, written permission must be given authorizing Westminster Academy to administer the medication to the student via the Parent Form to Administer Prescription Medication at School. The school nurse has this form and it can be emailed by request if necessary. This form includes the following information:

- Student Name
- Name of Medication
- Date(s) to be given
- Time(s) to be given, or how often
- Dosage (how much), which must include a physician's written direction if different than the recommended dosage
- Date of the request

The parent or legal guardian must also pick up any unused medication. The unused medication will be returned only to the parent or guardian or discarded appropriately by the school in a manner such that no other student will have access to the medication. The manner of disposal and the person involved will be documented.

Asthma and Severe Food Allergies: Parents should have asthma inhalers or nebulizer medication on hand in the nurse's office in case their child has a flare up at school. Parents should complete the allergy section of the FACTS Family Portal if applicable for their child, and provide a signed form from their doctor if it is necessary for the student to keep an **epi-pen** in the classroom rather than the office. In extreme cases only, students may be allowed to self-administer **inhalers** if Westminster Academy has been provided with a directive from the physician indicating that if the student is not allowed to self-medicate, that irreparable harm may be the result.

Additionally, a signed waiver releasing Westminster Academy from obligation to monitor the student's health condition during the school day while self-medicating will be required.

6.10 WESTMINSTER ACADEMY HANDGUN POLICY

Westminster Academy strictly adheres to Tennessee and federal law concerning the possession and/or carrying of weapons on campus or at any school-sanctioned event. In compliance with Tennessee Code Annotated Code 49-50-803 the board of Westminster Academy has adopted a handgun carry policy to regulate the carriage of handguns on that portion of the Ridgeway Baptist Church property designated for use by the School and that portion of the property which is actually used and operated by the School (the "School Property").

All persons on the School Property are prohibited from carrying weapons, as defined by T.C.A. §39-17-1309 (including any firearm, explosive, explosive weapon, bowie knife, hawk bill knife, ice pick, dagger, slingshot, leaded cane, switchblade knife, blackjack, knuckles or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes), whether openly or concealed, at any time the Property is being actively used or operated by the School for School purposes or school-sanctioned events, with the following exceptions:

1. Certain employees of Ridgeway Baptist Church approved by the board of Westminster Academy who work in the Church office may carry a concealed handgun, provided they have a valid Tennessee handgun carry permit, the handgun is concealed while carrying, and the handgun is locked in a safe or secured in his/her vehicle when not carrying;
2. Law enforcement officers; and
3. Private security officers employed by the School or Ridgeway Baptist Church.

6.11 CHECK IN/OUT GUIDELINES

Whenever a student enters/leaves the school during school hours, a parent must sign-in/out the student before the student attends classes or leaves the premises. If a parent cannot be present, an original note with the parent's signature, an email, or a phone call is required at the time of signing in/out.

Students are not allowed to leave the premises during their lunch time whether by themselves, with another student(s), or with guests. However, we do welcome guests to come in and eat with the students. Please have the guest sign in/out at the office. A parent is able to take his/her student(s) away from the campus at any time for any reason, except during a tornado warning (see Fire/Tornado drill guidelines). The office does require that the parent sign the student out and back in. If a student drives himself to school, the parent must call the front office in order for the student to sign out. The only exception is the Senior class lunch privilege. Seniors may not leave in other circumstances unless special permission is given by the Head of US along with parental permission.

If an Upper School student becomes ill during the school day and has driven himself to school, a parent must be contacted for his student to be released from school.

6.12 EARLY DISMISSAL

- If a student needs to be dismissed from school early, the parent of a Grammar School student should send a note or email to the Grammar School classroom on the morning of the early dismissal informing the teacher of the situation.
- Parents of an Upper School student should email Ashley Tenent in the main office on the morning of early dismissal. The classroom teacher should also be notified before the student leaves.
- The adult who is coming for the student must enter the school and inform the Main Office that the student is leaving. The Main Office staff will call the student down to the lobby.
- Upper School student drivers must check out at the main office before leaving campus.

7. EVENTS AND ACTIVITIES

7.1 EXTRACURRICULAR ACTIVITIES POLICY

Extracurricular activities are organized, school-sanctioned activities, which involve student participation and enrichment beyond the normal academic (curricular) activities. As such, participation in such activities (which generally occurs outside of regularly scheduled class time) is considered voluntary. However, as a Christian school, classroom standards of conduct, speech, and behavior which honor Christ are the same.

Guidelines for all extracurricular activities include:

1. Gracious Christian behavior is required at all times from all coaches, advisors, and participants.
2. Extracurricular activities will not take priority over the academic program at Westminster Academy.
3. Each student must have written parental permission to participate in such activities; each advisor/coach will provide in writing to the parents an accurate summary of the commitment for the activity including, but not limited to, weekly time commitment, duration of season/activity, financial obligations, travel obligations, other expectations, etc.
4. The advisor/coach for each activity shall be approved annually by the appropriate administrator.
5. The purpose of all such activities must conform to established Westminster Academy philosophy and standards. We cannot control other schools or programs but we can always control our behavior and our response to other organizations so as to honor Christ.
6. All Westminster Academy students participating in extracurricular activities must maintain a GPA of 2.67 or above.
7. Operating expenses for such activities will be paid by participant fees and parents will be kept informed of all costs.

7.2 SCHOOL SPONSORED EVENTS

1. School-sponsored events should be consistent with the goals of Westminster Academy.
2. School-sponsored events require the attendance of staff members or adult chaperones who have been approved by the Head of Grammar or Upper School.
3. Unless prior approval of the Head of Grammar or Upper School has been obtained, class time is not to be used for planning school-sponsored events.
4. Attendance at school-sponsored activities is generally limited to students who are currently enrolled in Westminster Academy. Exceptions may be granted by the Head of School.
5. The behavioral standards that apply to students during school hours also apply to participants in school sponsored events.
6. Timely information about school-sponsored activities will be provided to the parents. All written communication must be approved by the appropriate administrator prior to being sent to parents.

7. Only school-sponsored events that relate to most of the school will be published in the Westminster Weekly.
8. The Head of US/GS must approve all proposed activities, location, music, chaperones, and dates of events.
9. Only school-sponsored activities will receive support from Westminster Academy, that is, photocopier and telephone use, supplies, bulletin board announcements, email distribution lists, distribution in the Tuesday communication envelopes, etc.

7.3 DISTRIBUTION OR DISPLAY OF MATERIALS

All materials to be distributed or displayed at school must be approved by the Head of School, Head of Upper School, or Grammar School prior to being posted. This includes school-sponsored events, class events and any other non-school-sponsored event. Display materials should not be placed on fire doors.

7.4 FIELD TRIPS

Field trips are an important and valuable part of a child's education at Westminster Academy. All field trips will be coordinated by a teacher or the Heads of Grammar and Upper School and related to the course of study.

1. The teacher will submit in writing to the Head of US/GS, plans for the field trip including such details as objectives of the trip, agenda or schedule, expense, chaperone needs, safety and transportation requirements.
2. Parents must sign a written waiver releasing Westminster Academy from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
3. All students must comply with the July 1, 2004 Tennessee Child Restraint Law when attending a fieldtrip.
4. The behavioral standards that apply to students during school hours also apply to participants in fieldtrips.
5. All field trips shall be accompanied by an appropriate number of adult chaperones who have been approved by the Head of Grammar or Upper School.
6. Parent chaperones are often needed to help supervise as well as to interact with and guide small groups of students through the field trip. Each classroom teacher in conjunction with the Head of Grammar or Upper School will determine for each field trip whether it is appropriate for non-school age siblings to attend. This decision will be reflected on the permission slip sent home prior to the event. Exceptions must be approved by the Heads of Grammar or Upper School.

8. FUNDRAISING AND TUITION

8.1 WESTMINSTER GIFT ACCEPTANCE POLICY

Westminster Academy solicits and accepts gifts for purposes that will help the school further and fulfill its mission. Westminster Academy urges all prospective donors to seek the assistance of personal legal and financial advisors in matters relating to their gifts, including the resulting tax and estate planning consequences. The following policies and guidelines govern acceptance of gifts made to Westminster Academy for the benefit of any of its operations and programs.

Cash. Cash gifts are acceptable in any form, including by check, money order, credit card, or on-line.

Marketable Securities. Marketable securities may be transferred electronically to an account maintained at one or more brokerage firms or delivered physically with the transferor's endorsement or signed stock power (with appropriate signature guarantees) attached. All marketable securities will be sold promptly upon receipt.

Tangible Personal Property. Examples of tangible personal property include, but are not limited to furniture, equipment, gold and silver coins, art, and vehicles. Westminster Academy shall review and determine whether to accept any gifts of tangible personal property in light of the following considerations:

1. Does the property further the school's mission?
2. Is the property marketable?
3. Are there any unacceptable restrictions imposed on the property?
4. Are there any carrying costs for the property for which the school may be responsible?
5. Is the title/provenance of the property clear?

The intent of Westminster Academy in accepting gifts of property is to liquidate such property as quickly as is feasible, for whatever price can be obtained, without regard to potential future price fluctuations. Donations of property where the donor intends for the school to use the property in its daily operations will be accepted only with Head of School approval.

Real Estate. All gifts of real estate are subject to review and approval by the Board of Directors. Criteria for acceptance of gifts of real estate include:

1. Is the property useful for the school's purposes?
2. Is the property readily marketable?
3. Are there covenants, conditions, restrictions, reservations, easements, encumbrances, or other limitations associated with the property?
4. What, if any, are the carrying costs (including insurance, property taxes, mortgages, notes, or the like) or maintenance expenses associated with the property?
5. Does an environmental review or audit reflect that the property is damaged or otherwise requires remediation?

Bequests and Beneficiary Designations under Revocable Trusts, Life Insurance Policies, Commercial Annuities, and Retirement Plans. Donors are encouraged to make bequests to Westminster Academy in their wills, and to name the school as the beneficiary under trusts, life insurance policies, commercial annuities, and retirement plans.

Donors may choose to restrict their gifts as to purpose or for endowment. Restricted gifts will be accepted on an individual basis after considering the current and future needs of the school and will be used as requested by the donor and agreed to by Westminster Academy. For restricted and endowed funds, if future circumstances change, or the donor fails to fulfill his pledge obligation, or the purpose for which the fund is established becomes impractical, or no longer meets the needs of the school, and the school cannot contact the original donor, the school may designate an alternative use in the spirit of the donor's original intent for the gift to further the objectives of Westminster Academy.

8.2 FUNDRAISING GUIDELINES

- Grade classes or Houses may raise money that will be deposited in the Westminster Academy account. This money may be used, upon approval, for other class or House events, or for charity. All fundraising must be approved in advance by the Head of Grammar/Upper School, Head of School, and Director of Development.
- The proposal must include the dates, times, cost, location, how the event is to be communicated and a description of the event.
- Any dates involved should be approved at least one month in advance by the Head of School and Director of Development.
- Events may be advertised to the Westminster community only with approval of the Head of School and Director of Development.

Below are some general guidelines for fundraising projects.

- Funds are not to be raised for purposes prohibited by Scripture.
- In its fundraising activities, Westminster Academy will seek to cultivate cheerful giving, so that time and other resources are given in a godly manner out of godly motives.
- Every effort should be made to raise funds outside of the school community. Examples: Garage sales, car wash, etc.
- Any fundraising event involving the Westminster community must be done in context of what other class fundraising event are going on. When one class is hosting a fundraising event, another should not be in competition.
- Fundraising activities should not compete with the Westminster Academy Purple and Gold Fund.
- The students involved in the fundraising event are expected to act and dress appropriately as they are representatives of the school during the event, even if the event is off campus.

8.3 TUITION ASSISTANCE POLICY

1. The Tuition Assistance Committee (TAC) is comprised of the CFO and two additional administrators not in the admissions department.
2. Families desiring tuition assistance must apply with the third party aid evaluation service (FACTS) annually.

3. The TAC shall utilize the third party aid assistance service recommendation in determining tuition assistance awards; however, the committee may consider additional and mitigating factors to determine award.
4. The maximum tuition assistance award for any student shall normally not exceed 50% of that student's tuition; in special circumstances, tuition assistance may exceed 50%, but shall not exceed 90%.
5. If a family is unsatisfied with its tuition assistance award, the family can request that the TAC reconsider its decision. There is no appeal beyond the TAC.
6. Proper documentation of tuition assistance awards shall be maintained by the CFO for a period of three years.
7. Tuition assistance awards are strictly confidential and are never discussed outside of a formal TAC meeting. Only required information is given to TSSAA for athletic compliance. Names of individual students receiving awards and financial information presented in connection therewith will not be disclosed to anyone other than the third party aid assistance service, the TAC, and the Director of Admissions when deemed necessary by the TAC. They shall never be disclosed to board members, faculty, other administrators, or families within the school.
8. Parents of Westminster Academy seniors receiving tuition assistance will be unable to participate in the Capstone trip unless the amount of tuition assistance is refunded to the school prior to departure. This is in addition to the cost of the trip.

8.4 TUITION COLLECTION POLICY

1. Payment of tuition will be by means of a lump sum by July 15th or in installments.
2. Once new parents sign their contract, and once the deadline for perpetual enrollment opt-out has passed, parents are responsible for the full tuition for their students (less tuition assistance). Requests to be released from tuition obligation, regardless of the reason will first go to the Head of School who will initiate a conversation with key administrators who may provide significant insight or perspective to the situation. If a compromise resolution short of paying full tuition appears to be the best course, the Head of School may offer a solution to the parent(s).

Force Majeure: Westminster Academy retains the right to modify, suspend, or cancel all elements of the school program including, but not limited to, curriculum, pedagogy, co-curricular activities (e.g. Mock Trial, YIG, House, Protocol), extra-curricular activities (e.g. athletics, aftercare, and enrichments), daily schedule, and annual calendar as it deems necessary to respond to acts of God outside its reasonable control, including, but not limited to, natural disasters (e.g. flood, earthquake, storm, lightning, fire, epidemic, infestation); loss or malfunction of utilities, communications, or computer services; governmental regulation or order; civil disturbance or disobedience; terrorism; or threat of terrorism. Such modification, suspension, or cancellation does not release the obligation **families** have to fulfill the terms of their contract.

3. Whenever tuition, fees, or charges become past due for a period of thirty (30) days from their due date, the student may, within the sole discretion of the Head of School, be suspended from classes until the delinquency is cured unless the CFO obtains adequate assurance acceptable to the Head of School.

4. If the delinquency is not addressed within an additional thirty (30) days, the student may be dismissed from the school.
5. The school is entitled to recover all expenses of collection of delinquent accounts including attorney's fees and costs.
6. Student records, including transcripts and report cards, may be held until all unpaid tuition, fees, and charges are paid.
7. There is a late fee of up to 1% for tuition and other charges received after the due date.

8.5 VOUCHER POLICY

Westminster Academy does not accept government-funded vouchers. Government vouchers are “monetary payment made to or on behalf of parents of school-age children by any agency of the civil government in the United States, whether federal, state, or local, with that money to be used for tuition assistance in a private Christian academy” (ACCS Statement on Vouchers). Most voucher programs come with or move toward excessive requirements in terms of testing, curriculum, teacher certification, and worldview training/programs. As an independent ACCS-accredited classical Christian school, we desire to retain full control of the classical Christian curriculum and pedagogical methods used at Westminster Academy.