WESTMINSTER CATAWBA CHRISTIAN SCHOOL

PARENT STUDENT HANDBOOK

2026-2027

WCCS 2026-2027 THEME VERSE

“Therefore, as you received Christ Jesus the Lord, so walk in him, rooted and built up in him and established in the faith, just as you were taught, abounding in Thanksgiving.” Colossians 2:6-7 ESV

HEAD OF SCHOOL GREETING

Welcome to Westminster Catawba Christian School

Greetings to our current and prospective families of Westminster Catawba Christian School!

We thank God for the rich tradition of Christian education at WCCS, the many blessings we have experienced over the years, and the strong partnership we share with our families. We are grateful for our students, their growth, achievements, and testimonies of God's work in their lives, and for the positive impact they have on our school community.

Our mission is to educate students to bless the world as disciples of Jesus Christ. Fulfilling this mission requires a commitment to both academic excellence and spiritual growth. We challenge students to pursue their God-given potential while cultivating humility, servant leadership, and a heart for others.

As C.S. Lewis wisely wrote, “Don’t think less of yourself; think of yourself less.” We encourage our students to love God wholeheartedly and to love their neighbors as themselves. Through a personal relationship with Jesus Christ, students are equipped to walk faithfully in His ways and share the hope of the Gospel with the world around them.

This handbook is designed to help you become familiar with the policies, procedures, and expectations of WCCS. More than a collection of guidelines, it reflects our shared commitment to building a Christ-centered community that honors God and supports a thriving educational environment.

Our dedicated faculty and staff are at the heart of this mission. They serve students and families with excellence, compassion, and a deep commitment to Christian education. We are excited to welcome new families and staff members into our community and look forward to partnering together in the spiritual, academic, and personal development of every student.

As a unique family of faith, we invite you to join us in prayerfully supporting one another and investing in the lives of our students. Together, we anticipate a year filled with growth, learning, and opportunities to glorify God.

May the Lord richly bless you as we begin this new school year. Please let us know how we can serve and support your family.

With gratitude,

William R. Mott, Ph.D.
Interim Head of School

Please note…
The school leadership reserves the right to amend the policies and procedures contained in this handbook in the best interest of the mission and families of WCCS. The contents of this handbook are subject to review and amendment at any time.

The first section of this Handbook addresses areas that are common to the entire school community, on both the Lower School and Upper School Campuses. There will occasionally be a reference to one campus or the other where appropriate, but specific policies and rules that are distinct for each campus may be found in separate sections of the Handbook.

Lower School Campus (Infants - 5th Grade)

2240 Rosewood Drive
Rock Hill, SC 29732
(803) 366 – 4119 PH
(803) 325 – 8191 FAX

Upper School Campus (Grades 6-12)

2650 India Hook Road
Rock Hill, SC 29732
(803) 366 – 4119 PH
(803) 328 – 5465 FAX

PROLOGUE

Our school community is shaped by Purpose, Principles, and People. The interaction of these three elements creates the unique environment that distinguishes Westminster Catawba Christian School and shapes the environment that permeates our campuses and molds our experience year after year.

Our purpose is to bring glory to God, specifically through the educational mission of the school. We glorify Him not only by the things we do, but also by the way we do them; not only by the goals for which we strive, but also by the means we employ to reach them.

Foundational principles such as justice, righteousness, integrity, and mercy underlie the policies and rules that govern our life together at school. This handbook is a specific application of those principles to the various aspects of our community such as conduct, academics, discipline, and finances.

Without people, there would be no community. We are both the reason for community and the greatest challenge to community. The interaction of teachers, students, staff, board members, administration, and families – guided by the purpose and principles established by this institution – is that ever living, ever changing, never static reality we call community.

We are sinful/redeemed humans called to a divine purpose, guided by biblical principles, and thrust forward into life's journey as teachers and learners all. Carefully read the pages that follow not only to find the measuring stick for your own behavior or performance, but as a means of discovering how you too will play a part in shaping the community that in God's sovereign providence is in the process of shaping you.

WCCS MISSION

As a ministry of Westminster Presbyterian Church, Westminster Catawba Christian School exists to educate students to bless our world as disciples of Jesus Christ.

WCCS VISION

VISION - Our vision is to be a grace-filled school community that delivers an excellent, distinctly Christian education empowering students to discover, serve, and live out their purpose in God's world as disciples of Jesus Christ**.**

- Grace-Filled Community
    - Believing that we are saved by grace (Ephesians 2), we are called to be dispensers of grace as recipients of grace.
    - Believing that we are kept by grace, we must humbly seek biblical unity as we count others more significant than ourselves (Philippians 2).
    - Believing that our children/students need to experience grace in words and actions, adults in our school community need to model grace with each other while giving grace to the children.
- Excellent Education
    - As a school that bears the name of Christ, we are called to institutional excellence characterized by unashamedly pursuing our mission to educate students so that they will bless our world as disciples of Jesus Christ.
    - As a school that bears the name of Christ, our faculty, staff, and administration are called to professional excellence characterized by a commitment to their calling as Christian educators and their willingness to be life-long learners always growing professionally so that teaching would be student-focused and research-based to maximize student learning.
    - As a school that bears the name of Christ, our students are called to personal excellence where they STEWARD their God-given gifts and talents, whatever those might be, and use those gifts in service to our King (Colossians 3:17).
- Distinctly Christian Education
    - In our pursuit of a distinctly Christian education, we must hold to the foundational truths that the Bible is True, and that God is Sovereign over his entire creation.
    - In our pursuit of a distinctly Christian education, we must teach from the perspective that "all truth is God's truth" so that students learn to see the world as God sees it - to think God's thoughts after Him (Christian world-and-life view).
    - In our pursuit of a distinctly Christian education, we must have as our end that our students would take the education received to be disciples of Christ and to make disciples of Christ!

WCCS THEME VERSE

"I have no greater joy than to hear that my children are walking in the truth." 3 John 4 (ESV)

WCCS ENDS STATEMENT–POLICY 1.0

As a ministry of Westminster Presbyterian Church, Westminster Catawba Christian School exists to educate students to bless our world as disciples of Jesus Christ.

1.1 Ministry of WPC
1.1.1 Partner with WPC regarding theological perspective and mission.
1.1.2 Partner with local evangelical churches to provide Christian education.
1.1.3 Partner with believing parents to teach their children.

1.2 Educate Students
1.2.1 Ensure biblically integrated instruction while maintaining high academic standards.
1.2.2 Support students in developing God-given gifts and personal calling.
1.2.3 Encourage students to pursue personal excellence.

1.3 Bless our World
1.3.1 Glorify God and enjoy Him forever.
1.3.2 Love and serve each other within the school family.
1.3.3 Further God's kingdom in our community and beyond.

1.4 Disciples of Jesus Christ
1.4.1 Know Him by studying, believing, and living the scripture.
1.4.2 Walk with Him in obedience.
1.4.3 Make Him known by sharing and defending the gospel.

WCCS EXPECTED STUDENT OUTCOMES

As we pursue the mission and vision of WCCS, it is our hope and prayer that, through the power of the Holy Spirit, WCCS students would glorify God and enjoy Him forever. Below are descriptors of expected student outcomes.

Disciples of Christ
o know Jesus by studying, believing, and living the scriptures.
o walk with Jesus in obedience.
o make Jesus known by sharing and defending the gospel to all nations, tribes, peoples, languages.

Academic Endeavors
o understand and apply biblical perspectives in their academic disciplines.
o discover and develop their God-given gifts and personal calling.
o pursue personal excellence in their curricular and co-curricular endeavors.

Bless Our World
o live other-focused lives in service to our King in His Kingdom.
o worship, grow, and serve through active engagement in local evangelical church.
o further God's kingdom in our community and beyond.

STATEMENT OF FAITH

We believe in the Scriptures of the Old and New Testaments as inspired by God, inerrant in the original writings, and the supreme authority for faith and life.

We believe in one God existing in three persons: Father, Son and Holy Spirit, co-equal and eternal.

We believe that man was created by God and bears His image, that he sinned against God's law and thereby incurred physical and spiritual death.

We believe that all human beings are born with a sinful nature and are in need of the Savior Jesus Christ for God's reconciliation with them.

We believe that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary, and is True God.

We believe that Jesus Christ died for the sins of His people, according to the Scriptures, as a voluntary representative and substitutionary sacrifice.

We believe in the resurrection of the crucified body of Jesus Christ, in His ascension into Heaven, and His personal and visible return to this earth.

We believe that all who receive by faith the Lord Jesus Christ are born again of the Holy Spirit; become children of God; are indwelt by the Holy Spirit; progressively become more Christ-like in thought, word, and action; and are eternally secure.

We believe in the bodily resurrection of all persons, judgment to come, the everlasting blessedness of the saved, and the everlasting punishment of the lost.

FINAL AUTHORITY FOR MATTERS OF BELIEF & CONDUCT

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Westminster Catawba Christian School's faith, doctrine, practice, policy, and discipline, our parent church, Westminster Presbyterian Church, and her denomination, Presbyterian Church in America, are WCCS's final interpretive authority on the Bible's meaning and application, set forth by the Westminster Confession of Faith, Westminster Catechisms, and Book of Church Order.

PRINCIPLES OF CONDUCT

When asked, Jesus said that the two greatest commandments are to "love the Lord your God with all your heart and with all your soul and with all your mind" and to "love your neighbor as yourself" (Matthew 22:37, 39). This establishes the foundation for Godly principles of conduct among believers and represents the basis for such principles at Westminster Catawba Christian School. Remembering that our light is to shine among men (Matthew 5:16), and that faith without works is dead (James 2:18), our conduct reflects our witness and our commitment to discipleship. Since we desire to bear the fruit of the Spirit (Galatians 5:22), our interactions must be governed by the principles established in Scripture. Principles of Conduct establish the framework for all interactions among members of the school community.

At Westminster Catawba Christian School, we strive to:

- Live a life worthy of God and to please Him in every way (Colossians 1:9-12, Micah 6:8, Titus 2:6-8)
- Make every effort to maintain unity in the bond of peace (Ephesians 4:3)
- Resolve conflicts as they arise, following the biblical process (Matthew 18)
- Exercise discipline according to the Scripture (II Timothy 3:16, Jeremiah 17:10, Hebrews 12:7-11)
- Demonstrate Christian love by encouraging, supporting, and respecting others (Hebrews 10:24)
- Display the grace of God through Jesus Christ as a witness to our home, school, community, nation, and world (Matthew 5:16)
- Submit to appropriate authority in our attitudes and actions (Titus 3:1, Romans 13:1-2)

As one component of WCCS's collaboration with parents to develop Christ-like behavior in our students, the school leadership reserves the right to review student behavior outside of the academic arena. This review includes, but is not limited to, online activity (i.e., Facebook, Instagram, SnapChat, Twitter, blogs, website entries and other formats of emerging technology). If upon review, a student's activities do not reflect the mission and values of WCCS, disciplinary action may be taken. Please remember that attending WCCS is a privilege, not a right.

EDUCATIONAL PHILOSOPHY

Believing that all truth is a manifestation of God's sovereignty in creation, we have established a school that proclaims God in its educational program and says to its students that God is interested in every aspect of our lives. For the Christian, there is no division between spiritual and secular knowledge and experience. All of life is sacred. Therefore, whatever a student learns has as its point of reference, God. Students are taught a viewpoint of life and the world from God's perspective. We call this a biblical or Christian world and life view.

Because the WCCS student is taught in our school that God and His truth are the basis for the educational program, he/she is challenged to respond to God with the appropriate use of acquired skills and knowledge. Truth is for use, and we learn from doing. Responding to God is a process, one in which the student, as prompted by the Holy Spirit, becomes increasingly more active than passive. Students will have a growing awareness that the accumulated knowledge and skill proficiencies they have acquired have direct bearing on the three fundamental relationships of life: 1) to God; 2) to others (as well as oneself); and 3) to one's environment (creation). It is growth in this response process which leads to the fulfillment of man's calling from God to understand, shape, use, preserve and enjoy God's creation in a life of service to God through service to one's fellow man.

Knowing that man has chosen to glorify himself and worship his own works rather than worship and glorify God, we acknowledge that our students have sinful natures that hinder them from accepting God as the reference point for all of life and from responding to Him in ways that are appropriate. However, when God's salvation through Jesus Christ is applied by the Holy Spirit to a student's life, his ability to accept God's perspective and desire to respond correctly are restored. Therefore, Christian education can never be complete apart from the redemptive work of Christ accomplished in a student's life.

It is therefore important that our educational ministry be well-rounded, introducing students to the redeeming work of Christ, assisting them to appreciate others, inspiring them to academic excellence, and enabling them to take their proper position in creation as those who bear the image of God and exercise dominion over God's world.

HISTORY OF WCCS

A ministry of Westminster Presbyterian Church (PCA), Westminster Catawba Christian School (WCCS) serves students from six weeks old through twelfth grade on two campuses. The Lower School Campus houses the Early Education program through fifth grade and the Upper School Campus, grades six through twelve. The school is located in Rock Hill, S.C., a suburban community of approximately 78,000 just south of Charlotte, N.C. This geographic location gives residents the advantages of a small community with the easy accessibility of a large urban environment and its diverse opportunities. In addition, Rock Hill is only three hours from either the mountains or the beaches of North and South Carolina.

The Catawba Academy/School was founded in 1968 by a group of committed businessmen and parents in the Rock Hill area. College preparatory instruction was provided in a small school environment with the Christian faith reflected in all school policies and practices. During the same period, Westminster Christian School opened in 1981 as a ministry of Westminster Presbyterian Church, offering private, Christian school education to preschool through 6th grades. In 1993, the two schools merged as Westminster Catawba Christian School, continuing both schools' goals for academic excellence, but more importantly committing to approach every aspect of a student's education from an intentionally Christian perspective, challenging all students to fully develop their God-given potential. WCCS is dually accredited by the Association of Christian Schools International (ACSI) and by Cognia (AdvancED).

The academic program at Westminster Catawba is designed to prepare our students to serve the King in His Kingdom in whatever area(s) God has gifted and called them. We desire to ensure biblically integrated instruction while maintaining high academic standards. WCCS provides a program clearly grounded in Scripture, presenting every course and activity from a biblical world and life view. A variety of texts are used, and selection is determined by finding one that will meet the needs of the school and students. Bible is a core subject area and required for graduation. The school has a full athletic program and competes in the South Carolina Independent Schools Athletic Association SCISA https://www.scisa.org/.

Westminster Catawba is governed by an eleven-member self-perpetuating Board of Trustees. Although a ministry of Westminster Presbyterian Church, WCCS is separately incorporated, and its board includes members of other churches. Board members must meet strict guidelines that include spiritual maturity and a strong commitment to the mission of WCCS. Most board members are parents of students at WCCS.

INSTRUCTIONAL METHOD

Westminster Catawba Christian School provides biblically based, developmentally appropriate curricular and co-curricular instruction based on nationally recognized standards.

PARENT/GUARDIANS STATEMENT OF SUPPORT

WCCS Portrait of a Partnership

At WCCS, partnership between school and home is essential to fulfilling our mission of educating and discipling students in a Christ-centered community. To provide clarity around this shared commitment, we have developed the *WCCS Portrait of a Partnership*, which outlines how we walk together in supporting students as they pursue their

God-given potential. Rather than a list of rules or requirements, this Portrait offers a clear picture of the mutual commitments that help guide communication, collaboration, and decision-making within our school community. We encourage you to review the full *Portrait of a Partnership* HERE on our website as we continue growing together in Christ and investing in the lives of our students.

The board, administration, faculty, and staff of Westminster Catawba Christian School expect from each parent the following:

- To sign the WCCS Parent Pledge
- To assume responsibility as your child's primary educator fulfilling God's mandate. (Deut. 11:18-20)
- To accept the responsibility of collaborating with the WCCS faculty/staff in developing your child's God- given spiritual, physical, mental, social, and artistic gifts to his/her fullest potential
- To pray for your child and WCCS, including the board, administration, faculty, and staff
- To read and educate your child in the WCCS Mission, Philosophy, Goals and Purpose Statements
- To understand the role of the School Board as a policy governing body not responsible for the daily operation of the school
- To attend all conferences or meetings with teacher(s) to facilitate unity of purpose regarding your child's education
- To support the discipline policy in a united effort to develop your child's character, with the goal of producing responsibility, self-control, and self-discipline
- To support the attendance policy by seeing that your child attends regularly, arrives on time, and is prepared to learn
- To create a productive study environment in your home which will allow your child to study and effectively complete assignments
- To instill Godly attitudes in your child at home and hold your child accountable for attitudes and behaviors displayed at school
- To support the dress code by modeling modesty and appropriateness in dress as parents, as well as, instructing your child to maintain an appearance that is modest and honoring to the Lord. It is also the responsibility of the parents to monitor their student's appearance
- To volunteer for duties and responsibilities at WCCS as opportunities arise and God provides the time and ability
- To communicate your constructive ideas and suggestions regarding policy to the appropriate faculty or administrator
- To obtain administrative approval before sending any communication from yourself or a group to other WCCS families or groups of families
- To follow the Matthew 18 principle and other biblical guidelines in resolving differences and misunderstandings – If you become dissatisfied with WCCS in any way, you will strive to resolve the matter with the person(s) involved as privately and lovingly as possible, rather than spreading criticism and negativism (View WCCS Grievance Policy **below).**

If I am no longer able to honor one or more of the above commitments, the only solution may be for the family and school relationship to be terminated. In accordance with the tenor and teachings of God's Word, I pledge that the termination of this relationship will be handled in a gracious and respectful manner.

WCCS Grievance Policy

Purpose and Biblical Foundation

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

Westminster Catawba Christian School is committed to maintaining an environment of mutual respect, open communication, and biblical conflict resolution. This policy provides a clear process for addressing concerns while honoring the principles found in Matthew 18:15-17, which guide us to resolve conflicts directly, respectfully, and with grace.

Scope of Policy

This policy applies to grievances related to:

- Classroom concerns (e.g., instruction, assignments, grading, classroom management)
- Staff interactions or conduct
- School procedures or rules
- Student discipline matters
- Safety or facility concerns

IMPORTANT: This policy does not replace, supersede, or limit mandatory reporting requirements for any legal obligations under federal, state, or local law, including but not limited to suspected child abuse, neglect, etc.

Definition of "Successful Resolution"

Within this policy, the term "Successful Resolution" does not necessarily mean achieving one's desired outcome. Instead, it refers to all parties being able to thoughtfully explain their position and/or concerns and the appropriate people at WCCS taking that into consideration.

Communication Expectations

For Parents: As outlined in the Statement of Support in the Student/Parent Handbook, all WCCS parents have committed to follow the Matthew 18 principle in resolving differences and misunderstandings, striving to resolve matters with the person(s) involved as privately and lovingly as possible, rather than spreading criticism and negativism. Parents are asked to seek resolution to any grievances they may have with grace and respect, focusing on facts rather than rumors or assumptions. The Grievance Resolution Process below provides detailed guidance for how parents should address any concerns within the WCCS community.

Social media, messaging apps, or other forms of group dialogue (public or private) are not appropriate avenues to discuss grievances involving any WCCS student, family, faculty or staff member, policy, or action. Such behavior is inconsistent with the principles of Matthew 18:15-17, can be highly damaging to the trust between WCCS and parents, and is a clear violation of both the WCCS Enrollment Pledge and the Student/Parent Handbook. Additionally, efforts to amplify concerns by contacting the media, politicians, or other external parties are equally inappropriate.

For Staff: WCCS staff are expected to respond to parent concerns in a timely and professional manner. This includes listening carefully, seeking to understand the parent's perspective, maintaining confidentiality, and working collaboratively toward resolution while keeping appropriate administrators informed.

Grievance Resolution Process

Step 1: Direct Communication (Matthew 18:15)

Parents/guardians should first address concerns, in private, directly with the person most closely involved. For example:

- **Classroom or instructional concerns:** Contact the teacher
- **Athletic or extracurricular concerns:** Contact the coach or sponsor
- **Administrative concerns:** Contact the relevant administrator
- **Student conduct concerns:** Contact the teacher or grade-level administrator

While some minor concerns can quickly be resolved through email, parents are encouraged to schedule a phone call or in-person meeting to discuss most issues. In fairness to the process, please avoid efforts to seek resolution in passing, such as drop-off or pick-up lines, after-school events, or other informal moments when WCCS faculty cannot give your concern the attention it deserves.

In pursuit of a Successful Resolution, it's important to assume good motives, respectfully explain your concerns, and take time to understand the other perspective. Please understand some situations may require the guidance of a principal or supervisor, involve other parties who need to be heard, or are simply more complex and need time to consider

Step 2: Involve Appropriate Supervisor (Matthew 18:16)

If a Successful Resolution is not achieved from Step 1, a breakdown in communications is perceived, or direct communication is not appropriate given the nature of the concern, parents should contact the immediate supervisor:

- **Teacher concerns:** Contact the Principal
- **Coach/sponsor concerns:** Contact the Athletic Director
- **Staff concerns:** Contact the Principal or appropriate supervisor
- **Principal concerns:** Contact the Head of School

If Step 2 is necessary, please submit your concern in writing to the appropriate supervisor. Include a summary of your Step 1 efforts, along with specific details such as dates, individuals involved, and your perspective of what a Successful Resolution would entail. This information is important to help the supervisor understand the full picture before moving forward.

Step 3: Administrative Review (Matthew 18:17)

If a Successful Resolution is still not achieved from Step 2, parents may request a review by the Head of School. (In matters involving the Head of School, grievances can be directed to the Board Chair.) At this step, please submit a formal written grievance to the Head of School that includes a detailed description of your concern, documentation of your previous efforts in Steps 1 and 2, and your perspective of what a Successful Resolution would entail. The Head of School will carefully review all information and may choose to meet with relevant parties.

Important note: <u>In every case, the Head of School's decisions are final and represent the conclusion to the grievance process.</u>

Step 4: Board Appeal (Limited to "For Cause" Grievance with the Head of School)

The WCCS Board of Trustees is a policy governance board. In practical terms, this means the Board has one employee, the Head of School, who is ultimately responsible for all operations of WCCS. The Board establishes policies that define what the Head of School can and cannot do and then trusts the Head to operate biblically within those limits.

Because WCCS' policy governance Board is not involved with the day-to-day functions of the school, appeals to the Board of Trustees are reserved for "For Cause" grievances, defined as credible concerns that the Head of School has personally:

- acted in a manner that violates a written policy of the WCCS Board of Trustees;
- acted in a manner inconsistent with the WCCS Statement of Faith or the school's biblical commitments;
- engaged in conduct that constitutes a serious breach of professional or ethical responsibility; or
- failed to address, through the standard grievance process, a matter that falls within his or her direct responsibility, resulting in demonstrable harm to a student or family.

A "For Cause" grievance does not include disagreements with disciplinary outcomes, routine operational decisions, instructional methods, or other matters that fall within the administrative discretion delegated by the Board to the Head of School.

Parents who believe they have a "For Cause" grievance with the Head of School should submit a written grievance to the Board Chair that includes a description of the concern and detailed documentation of their previous efforts in Steps 1 through 3. The Board Chair will determine whether a grievance meets the "For Cause" standard before it is considered for Board review.

Appeals which, in the Board Chair's opinion, meet the criteria for the Board's consideration will be placed on the agenda for a regularly scheduled meeting. Note: There may be months throughout the year when the full Board is not scheduled to meet. All Board decisions are final.

General Principles

Confidentiality: All parties should maintain confidentiality throughout the grievance process, sharing information only with those directly involved in resolution.

No Retaliation: The school prohibits retaliation against any person who raises a concern in good faith or participates in the grievance process.

Good Faith: All parties are expected to engage in the process honestly and with a sincere desire for resolution.

Order of Steps: The Grievance Resolution Process works best when each step is followed in sequence. Skipping ahead often delays resolution rather than speeding it up.

Respect: All communication should be respectful in tone and content. The school reserves the right to pause the grievance process if communication becomes hostile or threatening.

Documentation: Parties are encouraged to keep records of meetings, communications, and outcomes at each step.

Special Circumstances

Urgent Safety Concerns: Matters involving immediate safety must be reported directly to the Principal or Head of School, without following the standard progression of steps outlined above.

Legal Matters: Grievances involving suspected child abuse, discrimination, harassment, or other legal matters will be handled according to applicable laws and may involve outside authorities.

Anonymous Complaints: While the school will consider anonymous reports of serious concerns, full investigation and resolution typically require identification of the complainant.

Review and Amendments

This policy will be reviewed periodically and amended, as needed, to serve our school community effectively while maintaining our biblical commitments.

SCHOOLWIDE POLICIES/PROCEDURES

ACADEMIC POLICIES

Appointments to See Teachers

Parents are encouraged to speak to their children's teachers any time they have a question or concern about the program. A parent desiring a conference should contact the teacher to set up a mutually convenient appointment.

While everyday questions about school routines, schedules, etc. are always welcome and invited, parents are asked to avoid approaching teachers outside of a scheduled conference with concerns about their children. Such impromptu conversations are not conducive to a productive or healthy parent/teacher relationship. When addressing student concerns, a conference offers the best situation for open, honest dialogue, confidentiality, and healthy resolution.

Classwork/Homework Assignments

Homework is designed to reinforce and enrich school learning by providing necessary practice, integration, and application. Little or no homework will be assigned on Wednesday evenings to encourage participation in church activities for elementary and middle school students. High school students may be assigned homework on Wednesdays, but teachers will monitor the amount assigned. Homework will not be given over vacation breaks of four or more days. This does not include summer reading or summer Honors/Advanced Placement/Dual Enrollment assignments.

Extra Credit Work

Teachers may provide students with opportunities to earn extra credit. When it is used, extra credit must be a planned part of the instructional process and should provide an additional incentive to excellence, stretching students to greater heights of scholarship.

The following standards will govern the use of extra credit:

1. The cumulative effect of extra credit cannot exceed 5% of the grade for a quarter
2. To be considered a planned part of the instructional process, extra credit opportunities must be given on a periodic basis

Extra Help Policy

Westminster Catawba Christian School attempts to provide individual help for all students who need it. However, the success of extra help does not rest exclusively upon the teacher. Each student is expected to develop a sense of responsibility to know when help is needed and to ask for it. Among younger students it takes time to develop this attitude, so teachers will sometimes require students to report for extra help.

The student should not think of extra help as a substitute for conscientious work during class time; nor should a student who fails to do required homework use extra help as a crutch. In most situations, the student should not have to depend upon extra help throughout the year, although this might be the case where a student has demonstrated a definite weakness in a particular subject. If this weakness is severe enough, then specialized tutoring outside of the normal academic assistance provided at Westminster Catawba Christian School may be necessary. Students who need support services and accommodations to be academically successful can pursue that help through the EXCEL program.

Family Portal

WCCS uses a web-based, school management, software package called *FACTS*. That system allows parents of 2nd through 12th grade students to have immediate and ongoing access to their child's academic progress (grades, test results, homework, etc.) through an online portal known as *Family Portal*. Instructions for accessing that portal are available on the school website.

Progress Reporting

Progress reports keep parents, students, and school administrators informed about various aspects of student progress (i.e., academics, behavior, attendance, etc.). These reports praise and encourage students, as well as suggest any need for improvement. To facilitate parent awareness, WCCS offers online access to 1st through 12th grade students' ongoing progress through Family Portal. This tool enables parents to monitor both assignments and grades. Parents will receive an email at the midterm and end of each quarter to remind them to view student grades and to contact teachers if they have questions. Final report cards will be available in June.

Textbooks

Books are numbered and are evaluated at the beginning and end of each year to determine damages and assess necessary charges. Students are responsible for lost or damaged books.

WCCS EXCEL PROGRAM

WCCS recognizes that each and every person is created by God with his/her own unique set of learning styles and abilities. These learning differences should not preclude anyone from the opportunity to pursue a Christian education. With that premise in mind, WCCS has established special programs that are designed to meet a broad range of specific needs. Students admitted into WCCS must be able to successfully complete course and graduation requirements, as deemed acceptable by the Board, and function within the behavioral expectations of the school.

WCCS offers various levels of intervention to students according to their individual needs. These intervention programs include SEARCH and TEACH, Case Management, Tutorial Study Hall, Resource Intervention, Educational Therapy (NILD), Self-Supported Class, and Speech (Lower Campus only).

ADMISSIONS AND FINANCIAL POLICIES

The admissions process is designed to ensure a student's readiness, potential, and academic placement so that he or she might have a rewarding experience at WCCS. We also desire to confirm compatibility in Christian values, philosophy, and essential beliefs between parents and the school so that a strong partnership is forged between the Christian home and the school. The following may be used to help determine student readiness and confirm compatibility: previous grades and standardized testing, admissions screening tests, previous conduct and attendance records, an interview with the parents and (grades 1-12) student, written teacher recommendations, observations made by the faculty and staff during a student's tour or shadow visit, and anything else deemed necessary by WCCS.

Admissions/Enrollment

1. Westminster Catawba Christian School admits students of any race, color, national and ethnic origin to all the privileges, programs, and activities generally accorded or made available to students at the school. It 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.

2. Admissions Process:

- Complete the Online Student Application and pay the application fee for each child.
- Submit a copy of the student's S.C. Certificate of Immunization and official birth certificate. For grades 1- 12, our Admissions Office will also request records directly from your child's school. This includes previous grades, testing, attendance, and discipline records, where applicable. Further testing/evaluation may be required.
- All applying families will attend a family interview with the campus principal (students applying for grades 1-12 should also attend the interview).
- When extended an acceptance offer by WCCS, parents will be directed to the online enrollment process. This will allow you to secure your child's placement in that grade and will include the payment of the enrollment fee, electronic signature of parent pledge, and completing financial agreements with the Business Office.
- If the student meets all the requirements for admission, but there is no space available, her/his name will be placed in a wait pool.

3. Re-enrollment will be offered to families in good standing with the school regarding academic, behavioral, and financial obligations.

Lower School Grade Repeating Policy

Repeating a grade at the Lower Campus means that a student will take an extra year of school to complete their academic program. This option may be considered or recommended. The administration will maintain final authority on grade repeats.

Upper School Student Reclassification Policy

Our school does not permit student reclassification for any reason. All students are expected to progress through grade levels according to their original cohort based on their initial enrollment year in 9th grade. Exceptions, such as grade retention or acceleration, will only be considered under extraordinary circumstances and must be approved by school administration. It should be noted that WCCS follows the SCISA "Eight Semester Rule" that states: "All students will have eight (8) consecutive semesters of eligibility beginning when he/she first enters ninth grade, regardless of whether he/she participates in athletics."

FINANCIAL POLICIES

To support families in the Christian education of their children, WCCS has established financial policies for managing the relationship between the school and home. For any questions regarding these policies, please contact the Business Office.

WCCS is a private Christian school that charges annual tuition and fees (refer to the Tuition Schedule). To make quality Christian education accessible to believing families, parents of students in Kindergarten through Twelfth Grade can apply for need-based assistance through our Variable Tuition Program. Other discounts are available for families with three or more children and for members of our parent church, Westminster Presbyterian Church. Parents are given the opportunity to enroll (or re-enroll) their child to reserve a seat in a particular class/grade for the coming school year. In doing so, they are committing to the cost of the stated tuition and fees and commit to one of three payment options (see Payment Options). The school then prepares for each class/grade based on the students enrolled. Parents pay tuition according to three options (see Payment Options below) beginning in June 2026, for the 2026-2027 school year with the expectation that students enrolled will attend for the entire school year. Through our tuition management (FACTS) process, WCCS collects tuition over a twelve-month period from June 2026 through May 2027. Accounts must be kept current (see Non-Current Accounts) and refunds for withdrawn students are limited (see Withdrawals and Refunds).

Discounts:

1. Families with three or more enrolled children receive a 20% discount for the 3rd child and any additional students.
2. Active members in good standing of Westminster Presbyterian Church receive a $200 annual discount per enrolled student.

Payment Options:

1. One full payment by June 20, 2026
2. Two payments: one in June 2026 and the second in January 2027
3. Monthly payments from June 2026 to May 2027

Payment Notes:

1. Payments are processed through automatic drafts with FACTS Tuition Management on the 5th or 20th of each month. An annual fee of $25 applies for the two-payment option and $55 for the monthly option.
2. Only one FACTS account is allowed per family; split families must arrange accordingly.
3. The Business Office will assist families enrolling after June 2026 in setting up payment schedules. A minimum one-month down payment is required before a student's start date.

Services Not Funded by Tuition:
Annual tuition does not cover the following services:

- Extended School Care (before and/or after school)
- EXCEL Program for students with learning differences and exceptionalities
- Lunch program
- Other additional or optional school programs

Financial Assistance:

South Carolina has set up the SC Education Scholarship Trust Fund (ESTF). Families can use scholarship funds to create a customized, flexible education for their students, including paying for approved expenses like tutoring, educational therapies, and private school tuition. This is the best and largest source of financial aid to help cover expenses at WCCS. The number of scholarships is limited.

If your child does not receive the ESTF scholarship, then you can apply for Variable Tuition through WCCS. The SC ESTF cannot be paired with a Variable Tuition award.

South Carolina also created a scholarship for students with exceptional needs, called Exceptional SC. Note that the state will not allow this scholarship to be combined with the SC ESTF scholarship.

For more details, please visit WCCS Tuition Information.

Non-Current Accounts:

- Accounts with overdue balances are considered non-current until payments are caught up.
- Indebtedness includes past due tuition, fees, fines, damage charges, or unreturned athletic equipment.
- Non-current family accounts may lead to suspension of student re-enrollment, report card issuance, diploma, and transcript release.
- The school reserves the right to deny student access to class for families with non-current accounts.

Withdrawals and Refunds:
Tuition for the month of withdrawal and any prior months must be paid and is non-refundable. A full month's tuition is charged for any days enrolled that month. For summer withdrawals, tuition for the month of withdrawal and any prior months are also non-refundable, based on the twelve-month tuition cost. Reimbursements, regardless of the payment plan, will be prorated accordingly. Note: All application and enrollment fees both to WCCS and FACTS are non-refundable. Tuition due and/or refunds will not be processed until a written withdrawal form is received in our office.

For questions, please contact the Business Office at businessoffice@wccs.org or (803) 328-5475.

DIGNITY, CONFLICT, HARASSMENT, AND BULLYING

Dignity

WCCS desires to bring a life of dignity and respect to every member of the WCCS family. We expect every student, family member, administrator, teacher, and staff member to be kind and loving to all. WCCS is committed to helping students work through areas of relationship struggles in a manner that brings loving reconciliation and restoration to the relationship that recognizes each individual's dignity afforded them by their Creator.

Conflict Resolution

Conflict arises when students of equal status encounter a disagreement, dispute, or misunderstanding. WCCS is committed to helping students work through these situations to bring about healing and peaceful resolution according to biblical principles as outlined in Matthew 18. Not all conflicts will rise to the level of harassment or bullying but may lead to school sanctioned discipline to achieve resolution.

Harassment

WCCS desires to nurture a culture of human dignity that is free of harassment. All reports of harassment will be taken seriously and investigated with discretion. Harassment includes, but is not limited to any threat, slur or ridicule based on race, ability, physical characteristic, or background; improper or unwanted physical contact; improper or unwanted sexual comments or advances; written verbal comments, by hand or electronic, that are sexual or unwholesome as defined in Ephesians 4:29; use of words, images, gestures, or objects that are deemed objectionable; or intimidation of any kind including cyber activity.

Bullying

Bullying is not allowed at WCCS, whether in physical, mental/emotional, electronic, or any other form. Any student who is guilty of bullying may be subject to immediate suspension or, in extreme cases, expulsion.

Bullying can take many specific forms, but it is generally defined as a form of harassment that is characterized by the presence of all three of these features: (i) intentional, unwanted aggressive behavior; (ii) an imbalance of power in the relationship so that the person targeted has difficulty defending himself/herself, and (iii) repeated or severe behavior that causes distress or disruption in the target's life.

School leadership recognizes the biblical call to teach students how to resolve differences not falling into the category of bullying, while at the same time protecting students who are victims of proven bullying situations. As a community that thrives in the unity of Christ, students who are aware of bullying or other harassment are expected to notify a teacher. WCCS wholeheartedly empowers its students to stand up against harassment and bullying and believes that "if you see something, say something."

Student Threats of Violence

Westminster Catawba Christian School is committed to providing a safe and supportive learning environment for all students, staff, and visitors. Threats of violence—whether verbal, written, physical, or digital—are strictly prohibited and will be treated with the utmost seriousness. Students who make any type of threat may be immediately removed from campus while a full investigation is conducted by administration.

DRESS CODE

General Principles

Scripture says that the bodies of Christians are temples of the Holy Spirit (1 Cor. 6:19-20). In applying this truth to the appropriate student attire for school, the following principles are emphasized:

- Modesty and decency (1 Tim. 2:9)
- Distinguishing between males and females (Deut. 22:5)

Students are expected to dress neatly, modestly, and in good taste at all times. The school leadership reserves the right to make determinations as to the acceptability of student dress.

- Students should dress in a manner making it apparent that they are at school and ready to learn.
    - Problems arise when students are dressed as if they are somewhere else other than school (wearing pajamas, slippers, swimsuits, swimsuit-like attire, etc.) or when focus is drawn away from school (wearing hoodies to conceal earbuds, etc.).
- Students should dress in a manner that allows them to participate fully in their classes according to specific class requirements.
    - Problems arise when students are not able to participate in class due to attire (need for tennis shoes during PE class, need for closed-toe shoes in Science labs, etc.).
- Students should dress in a manner that covers all private body areas and undergarments regardless of movement, including shirts over leggings that come to thumb length when standing.
    - Problems arise when students' attire allows for inappropriate exposure, often due to movement.
- Students should dress in a manner that ensures that messages displayed on attire avoid violation of biblical principles.
    - Problems arise when attire includes inappropriate language or promotion of drug/alcohol use, violence, or other anti-biblical principles.
- Students should dress in a manner that is appropriate for young men and young women made in God's image.
    - Problems arise when attire undermines God's created image in students.

To provide clarity on specifics for the dress code policies listed above, please note the following clothing items that are <u>not</u> considered in dress code:

1) Slippers
2) Pajama tops or bottoms
3) Swimwear
4) Strapless or spaghetti strap tops
5) Crop tops and halter tops
6) Shorts shorter than longest finger tips when standing, or any shorts that lead to inappropriate exposure with movement
7) Skirts and dresses shorter than 3 inches above the knee, or any skirts that lead to inappropriate exposure with movement
8) Tops over leggings shorter than thumb when standing
9) Tops with cutout backs
10) Any clothing that reveals undergarments in any way with any movement
11) Hoods pulled up

Students who are not in dress code may be asked to change during the school day, which may include calling home for a change of clothing or wearing a school-issued clothing item.

Miscellaneous

Girls may only wear modest one-piece bathing suits during school sponsored outings that involve water activities. Athletes may wear their team issued warm-ups, jersey, or uniform on game days if coordinated as a team activity. The school leadership may deem specific items of clothing inappropriate even if they are not restricted above.

Students are expected to maintain dress code standards throughout the school day. Students who are on campus after regular school hours, even if involved in co-curricular activities, must maintain acceptable standards for public attire.

EMERGENCY PROCEDURES

Cancellation or Early Closing of School

WCCS may occasionally be closed, delayed in opening, or dismissed early due to inclement weather or other emergencies. While we will typically follow the decision made by Rock Hill School District #3, these decisions are made independently of the public school system. Specific announcements for WCCS will be posted on our website: www.wccs.org.

If we have inclement weather during the school day, please check our website for announcements. Under such conditions, use of school phone lines should be restricted to necessary calls. Parents should have emergency transportation arrangements worked out in advance for their children in case there is ever an early closing.

Emergency Care and Illness

A medical release statement is included in every family's online enrollment form. Procedures for caring for sick or injured students are:

- First aid treatment will be given to students receiving minor injuries. Parents are contacted if there is an indication of significant injury. If an emergency medical situation arises, appropriate medical treatment for the child will be secured, and parents will be contacted by school staff. ***For the safety of the student, it is important that families share allergies and/or any other medical condition that could impact their child.***
- To ensure speedy recovery and to protect others from contagious illnesses, a student who is sick should not attend school. Students who become ill at school may be temporarily cared for in a secluded area until the parents can arrange transportation home.
- In the case of a student having a contagious illness or condition, he/she will not be allowed to attend class until conditions are met for a safe return. Sick students are expected to stay home until at least 24 hours have passed since symptoms subside and they are fever-free for 24 hours without the use of fever-reducing drugs.

Emergency Procedures - Standard Response Protocol (SRP)

The safety and security of the WCCS community is critically important. To best protect our students, faculty, staff, administration, and families in case of emergency, we have chosen to partner with local first responders, the public-school system, and the "I Love U Guys" Foundation (http://iloveuguys.org/) in the utilization of their Standard Response Protocol (SRP).

STANDARD RESPONSE PROTOCOL

This SRP is not based on individual scenarios but on the response to any given scenario. SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

1. Secure is followed by the Directive: "Get inside. Lock outside doors," and is the protocol used to safeguard students and staff within the building.
2. Lockdown is followed by "Locks, Lights, Out of Sight," and is the protocol used to secure individual rooms and keep students quiet and in place.
3. Evacuation is always followed by a location and is used to move students and staff from one location to a different location in or out of the building.
4. Shelter is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement Agency would then be "We are under Lockdown."

Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the parking lot." Responses can also be chained. For instance, "Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold."

SRP BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

WCCS POLICY ON PUBLIC STATEMENTS

Westminster Catawba Christian School is committed to providing a Christ-centered education grounded in biblical truth and focused on our mission of forming students who grow in faith, character, and knowledge. At times, WCCS may issue official statements on matters that directly affect our school's operations, educational mission, community wellbeing, or clear biblical teaching reflected in our Statement of Faith. These statements are communicated only by the Head of School, designated administrators, or the Board of Trustees. In many situations, however, the school will not issue formal responses to broader cultural, social, or political matters that do not directly affect our community. This approach helps us preserve unity among families and remain focused on our primary purpose—partnering with you to provide Christ-centered education. The full policy is available below.

WCCS POLICY ON PUBLIC STATEMENTS

Our Commitment to Clarity and Unity

Westminster Catawba Christian School is committed to providing a Christ-centered education grounded in biblical truth. This policy governs when and how WCCS takes official positions on cultural, social, or newsworthy matters. Routine communications, such as classroom instruction, newsletters, event announcements, and parent correspondence, are not subject to this policy.

When We Will Make Formal Statements

WCCS will issue formal statements on matters that:

- Directly affect our school operations (e.g., inclement weather delays, safety protocols).
- Directly affect our educational mission (e.g., policy changes, accreditation matters).
- Pertain to clear biblical teaching on which we have institutional consensus as articulated in our Statement of Faith.
- Impact the wellbeing of our school community and require pastoral leadership or clarification.
- Are required by law or regulatory authorities.

Only the Head of School, designated administrators, or the Board of Trustees are authorized to issue formal statements on behalf of WCCS.

When We Will Not Make Formal Statements

Our school will generally refrain from issuing formal statements on:

- Partisan political matters, particularly where Christians of good faith may disagree on prudential applications of biblical principles.
- Current events or news stories unless they directly impact our school community.
- Social or cultural issues where Scripture provides principles but not prescriptive positions, and where our community may hold diverse views within orthodox Christianity.

Our Reasoning

We believe that:

- **Not every silence is complicity.** Our decision not to comment on a particular issue does not indicate indifference, approval, or disagreement. Instead, it reflects our commitment to speak when we have clear institutional responsibility or biblical warrant to do so.
- **Unity matters.** Our community includes families from various backgrounds, denominations, and political perspectives united in their commitment to biblical Christianity. We preserve this unity by focusing on shared convictions, while recognizing that parents, faculty, and students might hold and express a wide variety of personal convictions on matters outside the bounds of our Statement of Faith.
- **Our purpose is to provide Christian education, not public commentary.** We are called to form students who think biblically, engage culture wisely, and "bless our world as disciples of Jesus Christ," not to provide institutional opinions on every societal debate.

When we do speak, we commit to grounding our statements in Scripture, speaking with grace and truth, considering the impact on all members of our community, and remaining focused on our educational mission. Families with questions about statements from WCCS are encouraged to reach out directly to the Head of School.

OFFICE PROCEDURES

Checking Students In and Out of School

Occasionally, early dismissal from school is necessary to meet an appointment unable to be scheduled outside of school hours. When this occurs, the parent sends a written note with the student, or sends an email, on the day of early dismissal. The student should give the parent note to the school receptionist (US) or teacher and school receptionist (LS), or the parent should email the school receptionist directly. **The parent must sign the student out with the school receptionist or infant and toddler teacher before leaving campus.** If the student is a student driver, she/he may sign out with the school receptionist. If the student returns to school after the appointment, he/she must report to the office and sign in. If a student leaves school because they are ill, they may not return to school the same day. In the event of an unexpected appointment, the parent is to check in at the office and the school personnel will make arrangements for securing the student. Students will not be allowed to leave campus with anyone other than a parent, legal guardian, or someone designated by the parents or legal guardian.

Early Arrivals / Late Pick-Ups

Extended School Care is provided for students who arrive early or may have to remain on campus after dismissal time. Specific times, locations, and instructions of this service can be found in the Lower School and Upper School Campus sections of the handbook.

Medication Policy

Medication taken by a child at school requires written authorization on the WCCS Permission for School Administration of Medications form (found on the school website and available by request in the school office).

Each medication should have a separate WCCS medication form completed. For any prescription medication, aspirin-containing medication, or any over-the-counter medication given outside of package instructions, a student's medical provider must complete and sign the WCCS Permission for School Administration of Medication form.

Students should not transport medicine (prescription or non-prescription) to or from school or keep medication in their personal belongings.

For students at the Lower School campus, please turn in medication form along with medication to our school nurse, Ellen McKinnon. For students at the Upper School campus, please turn in forms to Katie Tassy in the upper school office. Please turn in medications during school hours unless prior arrangements have been made with our school nurse or Mrs. Tassy.

Self-Carry/Self-Administer:

- For our middle and high school students, parents and medical providers should complete the WCCS medication form to give permission to self-carry/self-administer inhalers, diabetic medications, and EpiPens. Completed forms should be turned into the Upper School office to Katie Tassy and our school nurse.

Please provide all medication in the original container with a current prescription label attached to any prescription medication.

- If you anticipate that your child will need to take medicine at school that is also given at home, please ask your pharmacist for an extra prescription bottle for school.

- For medications given at school daily, please plan to bring no more than a 30-day supply.

The school keeps a limited supply of over-the-counter medications that may be administered to students with written parental consent.

- For medications only needed occasionally, please complete the WCCS Permission to Treat and Administer Over the Counter Medications form. (These medication doses are given based on package instructions. If any of these medications are needed outside of package instructions, please have your student's medical provider complete the WCCS Permission for School Administration of Medications form.)

Herbal medicines, food supplements, alternative medicinal products, and other items that do not have FDA approval require a written order from an authorized licensed provider.

Annual Form Submission: New medication forms must be submitted at the start of each school year to ensure compliance and safety. Please reach out to our school nurse if you have any questions. Our school nurse is available to answer any questions regarding this process and partner with our school families to keep our students safe and healthy at school.

Parent to Student Communication

Parents should call the respective administrative assistant who will relay messages or enable direct conversation between students and parents. Likewise, students will utilize administrative assistants to make phone contact with their parents so that the school may assist with any action that is needed by the family. **Family members should not attempt to contact students directly through their cell phones.**

Student Records

The school maintains a permanent cumulative file for each student. Records of health, grades, and standardized test scores make up some of the content of a file. The confidentiality of these records is guarded, with access given to the professional staff under conditions specified by the school leadership. Westminster Catawba Christian School may release the contents of the cumulative record to another school system upon a written request by the school system or by the student's parent, if the family's account is current.

Visitors on Campus

Adults may visit campus, signing in at the school office. WCCS is a closed campus to students at other schools unless the student is seeking enrollment and has made arrangements through the admissions office; or is an out-of-town friend or immediate family member, having made arrangements with administration at least one day prior to the visit.

SCHOOL LIFE

Chapel

A chapel program is held once a week. Students are encouraged to approach chapel as a worship and devotional time during which they may learn about God in a different context from the classroom. Older students are encouraged to

bring Bibles to chapel. The format and presentation of chapels may vary occasionally, but mature, respectful, and appropriate behavior is always expected.

Classroom Parties

Westminster Catawba Christian School emphasizes the Christian aspect of holidays rather than the commercialized or secular aspects. WCCS officially recognizes only four holidays for the purpose of classroom celebrations: Thanksgiving, Christmas, Valentine's Day, and Easter. Teachers may have classroom parties to celebrate these holidays with administrative approval.

Special end-of-year celebrations are traditionally allowed within the boundaries of common sense and good judgment. Birthday party invitations distributed at school must include the entire class.

Lunch Program

Meals are available for pre-order through My Hot Lunchbox. CLICK HERE for details.

Upper School Campus: Students have a choice between bringing their own lunch to school and ordering hot lunches through the My Hot Lunchbox program. Microwaves are available for student use in the cafeteria during lunch periods. All students have an assigned lunch period during which family members or pastors/youth pastors are welcome to join students for lunch.

Lower School Campus: Infants through two-year-old students bring their own lunch and do not have the option to order hot lunches. Students in 3K-5th grades may bring their own lunches or order hot lunches through My Hot Lunchbox. Microwaves are available for student (grades 2–5) use in the cafeteria during lunch periods. All students have an assigned lunch period. Family members or pastors are welcome to join students for lunch.

Parent Volunteers

Parents must be approved through the school office for volunteer opportunities that involve supervising students. Background checks may be conducted.

Pet Policy

Pets are not allowed on the WCCS campuses unless approved by school leadership. This policy promotes a safe and healthy environment for the school community. Please let administration know in advance, if possible, about any service animals.

Scheduling School Activities

All school activities must be scheduled through the school office. The use of buses and facilities requires careful accountability to avoid conflicts. Parent/Guardian volunteers should work through the school office staff to submit an event approval form for all school activities.

School Sponsored Trips

School sponsored trips include, but are not limited to, field trips, overnight trips, and co-curricular events. The actions of Westminster Catawba Christian School students are a reflection on the character of our school and should therefore be a faithful testimony to Jesus Christ. The school expects all staff and students to conduct themselves in a manner that brings glory to God and reflects Christian principles. Staff and volunteer chaperones are charged with the responsibility of setting the tone and maintaining discipline at all school sponsored events in accordance with the principles and standards spelled out in this Handbook.

Ordinarily, school buses will be used for transportation associated with school sponsored trips. Occasionally, a parent or other adult will be assigned to drive a personal vehicle. Volunteers driving school vehicles or transporting students, other than their own child, in a personal vehicle must be approved to drive by submitting the required documentation, which includes a background check. Please contact the Business Office for the forms so that they can obtain driving records and background checks. The Business Office reserves the right to withhold permission when they deem it necessary.

Students may not drive on school sponsored trips unless approved by administration and parents.

Students must return from a school sponsored trip with their assigned driver unless they have prior written parental permission to ride back with another adult driver. Parents meeting their children at an event must sign them out with the assigned driver before taking them home.

Parents may request to make transportation arrangements for their child to attend certain after-school, co-curricular activities/contests. They must receive acknowledgment of that request from WCCS Administration, Instructor, or Coach.

For overnight trips, chaperones and students will be required to sign an additional agreement for conduct and expectations.

Notice of Photography and Video

In an effort to recognize student achievement and highlight WCCS and its programs, we often take photographs and video for use in print, social media, in online media publications and on the WCCS website. Local news media might also be invited to cover events. Sharing school news helps the community stay informed with the latest happenings at WCCS and it is a tribute to the accomplishments of our students, our school and our community. We hope to include your child in coverage of school-related programs, projects and events. Accordingly, photography, videography, live-streaming and other recording may be in progress during WCCS activities, classes, athletics, fine arts programs, and other events including large group performances. By enrolling at WCCS, you give the school full permission to take and publish photos or otherwise capture the image of your child and their student work/art for any legal use, including but not limited to: internal WCCS Vidigami school photo sharing app, publicity, social media, school marketing and web content. It is the parent or guardian's responsibility to notify school administration in writing if the parent does NOT wish their child's image to be displayed or shown. You may send this request to jpolston@wccs.org.

WCCS will make every effort to exclude the indicated minor from any individual or small group photos or videos online. Please note that your child may still be included in large group or crowd shots without identifying information; however, you may always request that any photo or video scene be removed from display.

LOWER SCHOOL CAMPUS

ARRIVAL / DISMISSAL

7:55 a.m.-12:00 p.m.: Half Day Infants – K4
7:55 a.m. - 2:30 p.m.: Full Day Infants –Grade 1
7:55 a.m. - 2:45 p.m. : Grade 2 - 3
7:55 a.m. - 3:00 p.m.: Grades 4 - 5

SCHOOL HOURS

Drop-off and Pick-up Traffic patterns are available online under Parent Resources.

Before School: Early Arrival

- Students arriving at the Lower School Campus between 7:00 - 7:30 a.m. will be supervised in the areas designated below at an additional charge. Students may arrive after 7:30 a.m. at no additional charge. In no case is a student to arrive at school before 7:00 a.m.
- An adult must escort all students arriving between 7:00 – 7:30 a.m. to the door. Parents should park in designated parking spaces and walk their children to the designated entry point as shown on Traffic Maps. 3K – 5th grade students arriving at school between 7:30 – 8:05 a.m. may be dropped off in the designated carline (see Traffic Maps). Do not allow your child to exit the vehicle until teachers are on duty.
- Upon arrival, students will report to the designated Early Arrival rooms below based on their grade and time of arrival:
    - 7:00 – 7:30 a.m. Infants-Two's report to C113; 3K-5th report to C114
    - 7:30 – 8:05 a.m. Infants-3K report to their regular classrooms
    - 7:30 – 7:45 a.m. 4K reports to Music room D100
    - 7:30 – 7:50 a.m. K5 reports to Art room D101
    - 7:30 – 7:55 a.m. 1st Grade reports to Media Center
    - 7:30 – 7:55 a.m. Grades 2-5 report to Cafeteria

Parents with Infant - Twos should sign in/out with the teacher when dropping off or picking up their child.

When arriving after 8:05 a.m., parents of 3K-5th grade students must check in through the school office.

Extended School Care/Late Stay

It is important for parents to arrange for student pickup at dismissal times. Teacher supervision is provided fifteen minutes beyond the dismissal times. Extended School Care (ESC) is only available to full-day students. Any half-day student remaining after 12:15 p.m. will be taken to the school office until their parents arrive. Students that use drop-in care pay an hourly rate and must make arrangements in advance through the ESC Director to ensure space availability. Infant-Two's full-day students remaining after 2:45 p.m. will be charged ESC fees. Full day 3K-1st students remaining after 2:45 p.m, 2nd & 3rd graders remaining after 3:00 p.m., and students in grades 4-5 remaining after 3:15 p.m. will be taken to the ESC Program where supervision is provided at an hourly rate. The accumulated amount will be charged to the family's account. The balance must be paid in full each month.

ACADEMICS

In line with the vision, mission, and core values of WCCS, we believe that students should be given every opportunity to pursue high levels of academic achievement as they pursue God's unique purpose for their lives. In turn, students are learning to take responsibility for their education. They are learning to manage their assignments, keep track of their grades, and be properly prepared for class. We strongly encourage students to talk directly with their teachers about specific assignments and expectations and attend extra help sessions offered by teachers. A collaborative effort between school and home is needed to assist students in learning the principles of stewardship and scholarship in relation to their school responsibilities. Students who have documented need for support services and accommodations to be academically successful can pursue those services through the EXCEL program.

Grading System

In 1st and 2nd grade, we focus on the mastery of standards-based skills. Grades are based on the following scale.

- 3 Meets Standard
- 2 Approaching Standard
- 1 Not Meeting Standard

Beginning in 3rd grade, numerical grades represent the student's level of mastery. All graded work is important and informs the level of student understanding. At the 3rd, 4th and 5th level grades are based on the following scale.

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

Enrichment classes (PE, Music, Art, STEAM & Spanish) do not correspond to a numerical percentage nor figure into grade point averages. The following ratings are used to represent student progress in these classes.

- M = Meets Expectations
- P = Progressing
- N = Needs Improvement

Parent-Teacher Conferences

Parents may schedule conferences at any point during the year as needed. Early Childhood (Infants-4K) teachers will schedule two parent conferences during the year (Fall and Spring). The teachers in K5 -5th grades schedule one conference after the first grading period. Teachers and parents may request additional conferences to discuss the development and progress of a student.

Promotion

4K– K5

Students may be retained in 4K and Kindergarten primarily for developmental reasons which affect academic progress. Although teachers evaluate students in several developmental areas (academically, socially, emotionally, physically, spiritually) emphasis regarding academic promotion is placed on the social/emotional maturation process. As learners develop socially and emotionally, they become ready to learn academically. In cases where students show evidence of

young social/emotional development, teachers may encourage families to allow their children the gift of time with another year at a level. This additional developmental time can prove critical to later educational success.

Grades 1-5

Students are promoted to the next grade level upon satisfactory completion of work required by the curriculum. Should a student have trouble completing grade level requirements, an academic team (usually parents, teachers, EXCEL staff, and principal) is formed to evaluate needs and determine the appropriate plan of action.

Report Cards

WCCS uses four nine-week grading periods during the school year. Report cards are sent to parents at the end of each grading period with information regarding the student's progress. Developmental checklists are used to report on the progress of children in Infants - K5. Checklists and report cards are distributed at the following times:

- Infant – 4K – 2 times per year (Fall and Spring)
- Kindergarten – 3 times per year (Fall, Winter, and Spring)
- Grades 1-5 - 4 times per year

Parents of students in grades 1 - 5 have access to online grades through the Family Portal.

School Folders

To maintain a high level of communication with Infants-5th parents, the school has a weekly folder system. Folders are sent home on Monday for Early Childhood and on Friday for Elementary. For elementary students, folders will include important papers that need to be signed and returned to the teacher. Teachers keep tests and graded materials on file.

Standardized Testing

Beginning in first grade, online comprehensive testing takes place in the fall, winter and spring of each school year to provide additional evaluation of academic growth. An individualized report of the National Percentile Rank scores will be part of each student's permanent record. Parents will receive notification of their student's growth by mail during the summer.

Year-End Annual Awards

The **Christian Character Award** is given to the student in each 4th and 5th grade class who, in the opinion of the faculty, best exemplifies a Christ-like character. Colossians 3:12-14, "…clothe yourselves with compassion, kindness, humility, gentleness and patience … over all these virtues put on love, which binds them all together in perfect unity."

The **Diligence Award** is given to the student in each 4th and 5th grade class who, in the opinion of the faculty, deserves special recognition for steadfastness and perseverance. This student has worked hard, studied hard, and displayed a strong work ethic. Hebrews 6:11, "We want each of you to show this same diligence to the very end, so that what you hope for may be fully realized."

The **Faithful Steward Award** is given to one student in 4th or 5th grade who, in the opinion of the faculty, demonstrates faithful stewardship of gifts while showing courage and resilience in response to challenges. Joshua 1:9, "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go."

The **Music Award** is given to students in 4th and 5th grade who in the opinion of the Music faculty demonstrate excellence in music. Psalm 57:7,"My heart, O God, is steadfast, my heart is steadfast; I will sing and make music."

The **Art Award** is given to students in 4th and 5th grade who in the opinion of the Art faculty demonstrate excellence in art. Exodus 35:35, "He has filled them with skill to do all kinds of work as engravers, designers, embroiderers . . . and weavers – all of them skilled workers and designers."

The **Physical Education Award** is given to students in 4th and 5th grade who, in the opinion of the Physical Education Faculty, demonstrate sportsmanship qualities that point others to Christ, and a desire to improve upon skills learned within the PE curriculum. Philippians 2:3 "Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves."

The **Spanish Award** is given to students in 4th and 5th grade who, in the opinion of the Spanish faculty, demonstrate a desire to bless the world by learning about the Spanish language and culture. Matthew 28:19, "Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit…"

The **President's Awards for Educational Excellence** is given to 5th grade students who have a cumulative numerical average of 90 or better at the end of the 3rd quarter and score in the 90th percentile in reading or math on their standardized achievement test.

The **President's Award for Educational Achievement** is awarded to 5th grade students who earn a cumulative numerical average of 90 or better at the end of 3rd quarter.

ATTENDANCE POLICY

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

To maintain high standards of Christian scholarship, WCCS expects that students and parents will attempt to limit the number of times class is missed.

Definition of Absences

Excused Absences

1. Student illness where attendance in school would endanger his/her health or the health of others
2. Death or illness in student's family
3. Medical or dental appointments
4. Pre-approved planned absences (one week in advance)
5. Other: court proceedings, religious observations, family emergencies

Excusing an absence does not mean it is erased. Excusing the absence means there is a legal/valid reason for the absence; however, the absence remains on the student's record.

Unexcused Absences

1. A student is willfully absent from school without the knowledge of their parent or guardian
2. A student is absent without acceptable cause with the knowledge of their parent or guardian
3. Suspension from school

Attendance at a school sponsored trip is credited as a regular school day. An absence from a school sponsored trip will be counted as a missed school day.

Planned Absences

Absences, such as family trips, may be excused by the school if the student meets the established criteria. Parents need to submit a written request to the principal at least one week in advance of the absence. For the request to be approved, a student must be in good standing with each teacher/class, not have a problem with tardies, and not be in danger of exceeding the number of absences allowed by policy to earn credit.

Tardies, Late Arrivals, and Early Dismissals

Eliminating tardiness protects the learning process and builds good habits in students that benefit them in their future endeavors. Therefore, being at school on time should be a priority.

Tardies

Any arrival after 8:05 a.m. will be counted as tardy. Students must be in their designated classroom at 8:05 a.m.

NOTE: Whether coming in late or leaving early, all assignments due **that day** must be turned in for classes missed. Any missed tests are to be made up at the teacher's convenience.

Late Arrivals/Early Dismissals

Students must attend school at least five hours to be counted present for a full day. Students must attend school at least three hours to be counted present for a half day.

Procedures, Expectations & Consequences

1. If students in K5-Grade 12 miss more than 10 days/classes per semester or 20 days/classes in a school year **for any reason, administration will be notified, will evaluate the situation, and will respond accordingly.** WCCS reserves the right to require him/her to repeat the grade or course. WCCS will work with families to address material from the missing school days to ensure academic integrity.
2. Following an absence, parents must send or email a note within two days to the office explaining the absence, late arrival, or early dismissal. A note does not excuse an absence; rather, classification is determined by the nature of the absence. Failure to do so will result in an unexcused absence.
3. Tardies due to medical reasons, verified by doctor statements, may be excused. Please note that tardies due to traffic, oversleeping, etc. are not excused.

4. Students are responsible for following up with their teachers to find out what assignments and/or work they missed.

Make-Up Work

Work missed during an excused absence must be made up during a period of time decided upon by the teacher and student.

BUILDINGS AND GROUNDS

Students are expected to practice and develop good habits of stewardship for the property God has provided WCCS. The last five minutes of each day are devoted to straightening and cleaning the classrooms and hallways. Students are responsible for collecting their book bags, lunch boxes, coats, and other personal items prior to going to the after school pick up line.

CLASSROOM ANNOUNCEMENTS

Teachers will send home weekly emails regarding classroom announcements.

COMPUTER USAGE

Computers and electronic devices may be used as educational resources with teacher supervision. Programs are selected to complement grade appropriate curriculum and students' abilities.

FIELD TRIPS

Parents are welcome to attend most class field trips. Your involvement enhances the educational value of field trips and facilitates student safety. Chaperones are responsible for assigned students during the trip. Siblings are not allowed to attend class field trips; however, most grades plan one field trip during the year where both parents and siblings may attend.

LOST AND FOUND

Lost and found items are kept in the Cafeteria. Parents are strongly encouraged to print their child's name on all articles brought to school. Items not claimed in a reasonable amount of time are donated to charity.

STUDENT PERSONAL PROPERTY POLICY

Westminster Catawba Christian School encourages students to take responsibility for their personal belongings while on campus or participating in school-related activities. Students are asked to keep track of items such as clothing, electronic devices, athletic equipment, musical instruments, and other personal property brought to school.

While we make reasonable efforts to help students safeguard their belongings, WCCS cannot assume responsibility for items that are lost, stolen, or damaged on campus, during school activities, or while in transit to and from school events.

Families are encouraged to clearly label personal items and avoid sending valuable or unnecessary items to school whenever possible.

Students who misplace an item should check the school's designated lost-and-found location or notify a teacher or staff member for assistance.

MEDIA SERVICES POLICY

1. Students in 2nd - 5th grades may come to the media center during "open" library times with teacher permission.
2. Students are expected to conduct themselves in a quiet manner.
3. Students are responsible for lost or damaged books.
4. Internet access is protected through a filtering program and is closely monitored by the teacher.
5. Two books may be checked out of the media center for a two-week period. If more books are needed, permission may be obtained from media services personnel.
6. Overdue policy: Overdue notices are emailed to parents keeping them informed of the status of their child's account. Final report cards are held until all books are returned or payment is received for lost books.

WCCS STANDARDS OF CONDUCT

Principles for Student Behavior

The following basic principles provide the foundation for all the specific guidelines that students are expected to follow.

1. Respect God and keep His commandments (Ex. 20:1-8; Ps. 119)
2. Respect and obey those in authority (Rom. 13:1; Titus 3:1)
3. Respect and serve others (Ex. 20:9-17; Gal. 5:13)
4. Respect and care for school property (Prov. 3:29; 1 Peter 2:1; 1 Thess. 5:21)

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law." Galatians 5:22-23

Expectations for student behavior are based on the pillars of Christian character, mutual respect, and common courtesy. Westminster Catawba Christian School highly values the partnership between school, home, and church. This dynamic of cooperation can have meaning and succeed only if there is clear communication and mutual agreement regarding student behavior**. Parents agree as a condition of enrollment to always uphold and support the school and its policies.** (In the event of a disagreement, please refer to the **WCCS Grievance Policy**.)

Due to variations in offenses, mitigating circumstances, and the maturity level of students, consequences vary from situation to situation. What will not change, however, is the two-fold purpose of consequences: 1) to train students in righteous and godly living (Prov. 22:6; Eph. 6:14-18) and 2) to maintain a wholesome, orderly, and safe educational environment (Phil. 4:8).

WCCS Community Values and Behavior

A Christian community flourishes when love, respect, and courtesy are exercised in all relationships. Faculty view each child as an individual image bearer of God and manage their classroom using *Love and Logic (www.loveandlogic.com)* principles. Relationships with students and getting to the heart are ultimately more valuable than simply changing a student's behavior temporarily. *Love and Logic* focuses on nurturing long-term relationships and reinforcing good character. Faculty LOVINGLY allow children to grow through their mistakes by emphasizing a LOGICALconnection between choices and consequences.

Core Beliefs of Love and Logic

1. Every attempt should be made to maintain the dignity and mutual respect between adults and students.
2. Students should be given the opportunity to make choices and live with the results.
3. Students should be guided and expected to solve problems they create without making a problem for anyone else.
4. Inappropriate behavior should be viewed as an opportunity for individual problem solving and personal growth.
5. It is best if the student does most of the thinking when it comes to their behavior and actions.
6. There should be a logical connection between behavior and consequences.
7. Redeemed relationships are strengthened when students are given the opportunity to tell their side of the story in the appropriate manner and time.

Faculty Expectations for the Classroom

- I will treat you with respect, so you will know how to treat me.
- Feel free to do anything that does not cause a problem for anyone else.
- If you cause a problem, I will ask you to solve it.
- If you cannot solve the problem, or choose not to, I will do something.
- What I do will depend on the special person and the special situation.
- If you feel something is unfair, whisper to me "I'm not sure that's fair," and we will talk

Suspension

Suspensions may be used by administration to isolate the student from the general student population whenever appropriate or as a next logical step in the disciplinary process.

Expulsion

Expulsion may be used by the administration for serious offenses, for ongoing serious behavior problems, for ongoing lack of parental support, or other offenses as deemed appropriate.

Cell Phones

To best facilitate student learning, the elementary school phone policy is as follows:

- Students may bring their cell phone to school, but must keep it powered off and in their backpack during the school day (7:30am until the final bell of the school day). They may not keep it in their binder or on their person. We recommend not keeping cell phones in lockers.
- Airpods are not allowed to be worn by students during the school day. Airpods being worn will be treated the same as a phone violation.

- Smart watches may be worn at school but may not receive messages during the school day. Students should be in compliance with this if their phones are powered off. Smart watches that are observed receiving messages will be treated the same as a phone violation. Teachers may ask students to remove smart watches during testing situations.
- If using the restroom during class or recess, students may not take their cell phone to the restroom with them or use their smart watch to send text messages or make phone calls.
- If a student is not adhering to the school cell phone policy, the following consequences may be implemented:
    - First offense: warning + email home and to principal + written up in RenWeb
    - Second offense: phone taken to front desk to be picked up by parent/guardian
    - Third offense: phone must be checked in/out each day with an administrator for remainder of the semester

If your student has a medically necessary reason to keep his/her phone on their person, please let administration know so we can document it and adjust the requirements as needed.

Honesty Infractions - Cheating

WCCS holds its students to a high standard of integrity in all aspects of their schoolwork. Academic dishonesty occurs any time a student obtains work or assists others in obtaining work, which is not their personal work, including plagiarism. Students should assume all assigned quizzes, tests, projects and/exams should be completed independently unless the teacher has given instructions allowing student collaboration.

Homework collaboration is permitted unless prohibited by the teacher. Teachers will set standards regarding collaborative homework efforts. If students have any questions regarding what is permissible regarding homework collaboration, they should ask that specific teacher.

Items Prohibited on Campus

1. Prescription and over-the-counter medication (see Medication Permission Slips)
2. Weapons of any kind without prior permission of school administration, including but not limited to guns (including fake, water, paintball, etc.), knives, etc.

UPPER SCHOOL CAMPUS

ARRIVAL/DISMISSAL

SCHOOL HOURS

High School 7:50 a.m.– 3:10 p.m.
Middle School 7:50 a.m.–2:55 p.m.

Students should not arrive at the Upper School Campus before 7:15 a.m. Faculty and Staff will not be available to provide supervision until 7:15. Students of WCCS faculty and staff will have supervision provided beginning at 7:00 a.m.

It is important that arrangements be made to pick students up at dismissal times. Teacher supervision is provided during dismissal time and twenty minutes beyond dismissal time. No students should be on campus after 3:15 p.m. (MS) or 3:30 (HS) unless they are participating in an co-curricular activity or attending a school event. If a parent cannot pick up their child by 3:15 p.m. (MS) or 3:30 (HS), they must make other arrangements to have that student picked up. If a parent arrives later than the 3:15 p.m. (MS) or 3:30 (HS) pickup time, he/she must walk into the lobby to sign out their child. The school office closes at 4:00. It is important for parents to understand that students who have not been picked up from school will not be under adult supervision after the school office closes, so they must be picked up prior to 4:00pm.

Extended School Care (ESC) is available to middle school students. Parents should make arrangements at least 24 hours in advance if their child needs to attend ESC. Middle School students remaining after 3:15 p.m. may be taken to the ESC Program at an hourly rate. The accumulated charge may be paid when the student is picked up or charged to the family's account. The balance must be paid in full each month.

WCCS is a closed campus. This means that students are expected to remain at school the entire day. They may not leave campus and return to school unless they have a pre-scheduled appointment off campus. Students who leave for illness will not be allowed to return to school that day.

ACADEMICS

In line with the End Statements of WCCS, we believe that students should be given every opportunity to pursue high levels of academic achievement as they pursue God’s unique purpose for them. In turn, students are expected to take personal responsibility for their education. They are responsible for managing their assignments, keeping track of their grades, and being properly prepared for class. We strongly encourage students to talk directly with their teachers about specific assignments and expectations and attend extra help sessions offered by teachers. A collaborative effort between school and home is needed to help students apply the principles of stewardship and scholarship to their school responsibilities. Students who need support services and accommodations to be academically successful can pursue that help through the EXCEL program.

Grading System

Letter values for numerical grades will be assigned according to the following scale:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

The South Carolina Uniform Grading Scale is used to calculate GPA. For further details, please refer to the guidance link at the WCCS website.

Grade Level Placement (Grades 9 - 12)

The minimum academic credits below must have been earned for a student to advance to the next grade level.

Class of 2024 and beyond:

- Senior Class--21 credits (including 11th English & 11th Bible)
- Junior Class--14 credits (including 10th English & 10th Bible)
- Sophomore Class--7 credits (including 9th English & 9th Bible)

The College & Career Department will work with students individually to make sure each is on track for promotion and graduation requirements.

Credit Recovery

Students who fail a class must repeat it in the summer before the next school year starts. Students who fail a class with a grade between 50-59% are eligible to enroll in a credit recovery course. Anyone receiving below a 50% must repeat the entire course. If a student desires to take a credit recovery course, the original failing grade will remain on the transcript. If a student passes the credit recovery course, it will be added to the transcript with a grade of P for passing, but it will not impact the GPA. If a student fails the credit recovery course, it will be added to the transcript as NP for not passing, and it will not impact the GPA. A student wishing to modify his/her GPA must repeat the full course for credit. The student must make an appointment with the registrar if he or she desires to take credit recovery.

Graduation Requirements for High School

Students entering WCCS during grades 9-12 will be required to complete the number of Bible units equal to the number of years in attendance at WCCS.

Minimum Attendance Requirements: A student must be enrolled and in attendance as a full-time student for the entire twelfth grade year to receive a diploma.

Minimum Academic Requirements:

English--4 units
Mathematics--4 units
Bible--4 units (prorated for transfers)
Science--3 units
Social Studies--3 units (must include US Hist, Gov/Econ, and one other)
Computer--1 unit

Foreign Language--1 unit
Physical Education / Health--1 unit
Fine Arts--1 unit
Electives--6 units
Required for Graduation--28 units

Recommended 8th grade students may take HS English I and/or Geometry for high school credit. All students, even those taking English 1 or Geometry in middle school, must take an English and math class during their Senior year.

The Head of School may grant an exception to the graduation requirements for exceptional students, including the granting of a "certificate of attendance" if deemed necessary.

Students who successfully meet the requirements for graduation are expected to walk in the Commencement exercises at the end of the school year. Seniors may still participate in Commencement if they have failed one class, but their transcript and diploma will be held until the class is completed in the summer through an accredited and approved institution. If a student fails 2 or more classes, they will not be allowed to participate in Commencement.

COLLEGE BOUND STUDENTS: All students are responsible for knowing and adhering to the requirements of colleges, universities, organizations, and institutions to which they plan to apply. Students seeking higher education opportunities in the state of South Carolina should note the specific requirements tied to the courses listed above. Minimum college preparatory course prerequisite requirements for entering college freshmen beginning in 2020-2021 and approved by the South Carolina Commission on Higher Education can be found at: https://che.sc.gov/students-families-and-military/preparing-college

Junior Marshals

At the end of the 3rd quarter marking period, the six juniors with the highest GPA, who also fulfill the criteria listed below, are given the honor and responsibility to serve as class Marshals. In addition to GPA, the requirements for selection include the following: no grade below a "C" for any grading period during the year, a cumulative GPA of 3.75 or better, and in good standing (no suspensions during current school year). Marshals are privileged to serve at the Senior Honors Dinner, Baccalaureate, and Graduation.

Honor Graduates

A senior who has a GPA of 4.0 and is in good standing will be recognized as an Honor Graduate during graduation ceremonies. A senior who has a GPA of 4.5 and is in good standing will be recognized as a High Honor Graduate during graduation ceremonies. A senior who has a GPA of 4.75 and is in good standing will be recognized as a Highest Honor Graduate during graduation ceremonies.

Valedictorian and Salutatorian Policy

Westminster Catawba Christian High School

Purpose:
To honor academic excellence while upholding Christian character and leadership within our school community.

Qualifications:

1. Academic Achievement:

- **Valedictorian**: The student with the highest cumulative GPA over the course of their high school career (grades 9–12).
- **Salutatorian**: The student with the second-highest cumulative GPA.

2. Attendance:

- Must have attended Westminster Catawba Christian School for at least **two consecutive years**, including the entirety of their junior and senior years.
- Must have attended four years in an accredited High School.

3. Christian Character & Conduct:

- Must consistently demonstrate Christian values in conduct, attitude, and service, both in and outside of school.

- No major disciplinary infractions in grades 11–12. A record of active involvement in spiritual activities (e.g., chapel, service projects, mission trips, etc.) is expected.

5. Leadership & Involvement:

- Should be active in school life, including participation in extracurricular activities, leadership roles, or service initiatives.

6. Final Determination:

- Final decisions are made by the **Academic and Administrative Committee** and are based on GPA, course rigor, character references, and faculty input.

Speech Responsibilities:

- The **Valedictorian** will deliver the Valedictory Address at the graduation ceremony.
- The **Salutatorian** may deliver the Welcome Address or another designated speech.

Honors, Advanced Placement, & Progressive Classes

To enroll in advanced (Honors or AP) classes or to move forward in a progressive class for the upcoming school year, students should follow the policies below. Specific criteria may change prior to the school year based on state standards.

7th Math to 8th Geometry: students in 7th Grade Math must earn an 88 average for the year in 7th Grade Math to be eligible for 8th Geometry without going through an appeal process; students earning lower than an 88 for the year may complete an appeal process (that may require summer work and assessment).

7th Grade ELA to 8th Grade English I: students in 7th Grade ELA must earn an 88 average for the year in both 7th Grade ELA AND in 7th Grade Writing to be eligible for 8th English I without going through an appeal process; students earning lower than an 88 for the year may complete an appeal process (that may require summer work and assessment).

8th Grade to 9th Honors:

- 8th English I: A 90% in both English I and Writing Skills class
- History: A 90% in South Carolina History
- Science: A 90% in Physical Science
- Math: A 90% in Geometry
- Students entering 9th grade are not eligible to take summer coursework to promote into the Honors track. Rising 10th-12th graders may have this opportunity.

10, 11, 12 (All subjects):

- To move from CP to Honors requires a 90% (A) average and receipt of recommendations from two core teachers

Progressive Classes:

Students who do not meet the above criteria may make a written appeal to the principal that presents a case for the student's enrollment in that class. The appeal will be reviewed by the principals, in conjunction with the classroom teachers, guidance counselor, and department chair. If space is limited, students who meet the above criteria will have priority.

Students who enroll in an AP course(s) are required to take the AP exam(s). The family bears the fiscal responsibility for these exams.

Appeals for Academic Placement: A student who is declined for honors or AP classes may appeal the school's decision to the respective Principal. The student should complete the form provided in the School Office. The principal will then consider the appeal request, academic record of the student, and may request an interview with the student before deciding.

Online Classes

Some classes may be offered by the school when necessary. These classes will be identified in the course registration information. Students may also ask permission to take an online class when the desired class is not offered by WCCS or there is a scheduling conflict. There may be an additional charge for these courses.

When an online class is taken, the student must have WIFI/internet availability at home. The student must also follow the guidelines and deadlines set by the online provider.

Rank in Class

Beginning with the ninth grade, the cumulative grade point average for all courses taken at WCCS or a regionally accredited institution is computed each year using the South Carolina Uniform Grading Scale. See https://ed.sc.gov/districts-schools/state-accountability/uniform-grading-policy/ for details. Additionally, English 1 and Algebra 1 taken for high school credit during middle school will be calculated into the cumulative GPA.

Semester Exams

An exam week is scheduled at the end of each semester for semester exams.

MS students will take a grade-level appropriate test for ELA, Writing, Math, Science and Social Studies. Each MS exam will count as a test grade for the current quarter. Eighth grade students who are taking English I and/or Geometry will take a semester exam that counts as 20% of the total semester grade.

High School students will take semester exams in most full credit academic classes. There are two exams each day. Each exam will count 20% of the total semester grade for that class.

Semester Exam Exemption Policy: (High School Courses)

The exam exemption policy applies to all courses taken for high school credit. Underclassmen (9^{th} – 11^{th} grades) will take all exams for the first semester exam period. They may then choose up to two exams to exempt during the second semester in a course in which they have acquired a yearly average of 90% or higher and have not exceeded 10 unexcused absences at the time of second semester exams. It is expected that exams will be taken as scheduled unless there are extenuating circumstances that make changing an exam date necessary. When a student does have a pre-arranged, unavoidable conflict (i.e., church mission trip), a written request to alter the exam schedule can be submitted to the principal up to one month prior to the first scheduled exam.

Seniors may exempt two first semester exams of their choice for a course in which they have acquired a semester average of a 90% or higher and have not exceeded 10 unexcused absences at the time of first semester exams.

Seniors with at least an 80% average in a course for the year and have not exceeded 10 unexcused absences may exempt their second semester final exams.

Student Schedule - Drop/Add

The Drop/Add period for the first semester is the first 15 days of school. Schedule changes are permitted during this time. Students may drop and add courses within the first 15 school days without penalty and with no record of the dropped course(s) appearing on their transcripts. Changes to student schedules cannot be made after the initial 15- day drop/add period without an accompanying penalty.

If a student wishes to drop a course after the drop/add period has passed, the student must submit a Drop/Add form with signatures from the student, parent, teacher, and principal or principal's designee. Students will only be allowed to drop at the conclusion of the semester and the student's grade will be adjusted on his/her transcript accordingly. If a student drops a class without moving to another class, they will receive a Withdrawal Fail that affects a student's permanent transcript and counts as a 59. If a student moves from an AP class to an Honors class, this change may be made at the end of a marking period but the grade they received will remain without notation.

The fifteen-day and ten-day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of the school.

Study Hall (High School)

The purpose of High School Study Hall is to support the learning process for students who need designated time in their daily schedule to successfully complete their work. Students are required to bring working materials with them (pencils, paper, books, etc.). If the student does not have class assignments to complete, he/she may read for enjoyment. Students will be expected to use these periods for constructive purposes. Taking study hall is a privilege; any student missing class or abusing it for any purpose other than classwork may be placed in another elective.

Transfer Courses for Credit or Advancement

WCCS has committed to a year-long, eight periods a day, college-prep curriculum that has been approved by ACSI and Cognia. To meet standards set forth by these two agencies, WCCS cannot allow students to attend other institutions to "get ahead" in a subject area. Students are only allowed to earn credits for classes taken at other approved institutions when remediation is needed, or a student wishes to take a class not offered by WCCS. In either case, administrative approval must first be obtained.

If a student chooses to take courses at another institution while attending WCCS for any reason other than noted above, a separate transcript from that institution will need to be sent to the colleges the student is applying to and the credit may be recorded on the WCCS transcript with a CP designation.. Credits earned from a non-accredited institution will appear on the student's transcript but will not be included in the GPA. Students may request to fulfill their WCCS Computer and P.E. credits by taking courses at an approved school or online with approval of administration.

Home School

Home school students are welcome at WCCS as part-time students. They may take Bible class, electives, or individual academic classes that they are unable to take at home. Participation in co-curricular activities, however, may be restricted. Our Athletic Department will consider middle school students as opportunities allow and in consideration of our full-time students. At the high school level, the Athletic Department operates under the policies and guidelines of the South Carolina Independent School Association (SCISA). Part-time students may participate in the theatre program but may not be given lead roles. Participation in music or art classes is not restricted. Tuition for home school and part-time students will be prorated.

High School Year-End Annual Awards

Departmental Awards are given to students who, in the opinion of the faculty in each discipline, demonstrate excellence. Criteria are determined by each department.

The student in grades 9-12 with the highest overall grade point average in all subjects for the current year will be designated the **Class Scholar**. This honor will be noted on her/his permanent record. Numerical averages will be used.

The **Christian Character Award** is given to a student in grades 9-11 who, in the opinion of the faculty, most exemplifies a Christlike character.

The **Faculty Award** is given to a student in the 12th grade who, in the opinion of the faculty, personifies what a Westminster Catawba Christian School student should be: outstanding in Christian testimony, leadership, cooperation, integrity, stewardship, service, participation, and scholarship.

The **Academic Achievement and Christian Character Scholarship** awards a rising senior with a cumulative GPA of 4.0 or higher after the first semester of their junior year with a $1,000 scholarship toward his/her senior year tuition at WCCS. Applicants must submit an 800-1200 word essay describing someone of outstanding Christian character that the student respects and admires in the faith. Most of all, this student should strive to model Christ in their daily life in a way that is evident to all. The recipient of this scholarship is chosen by a selection committee and announced at Awards Night in May.

The **Barnes Scholarship** is provided through an endowment established by the Hopewell Foundation of Rock Hill, South Carolina. At the end of each academic year, a $2,000.00 tuition-assistance scholarship is awarded to one or more rising 7th through 12th grade students. Recipients must be a U.S. citizen, enrolled full-time student at WCCS, have demonstrated good moral character and leadership potential, completed a WCCS Scholarship Application form, provided 2 letters of recommendation, and show need of financial assistance.

Recipients of the Barnes Scholarship will be chosen by a majority vote of a Scholarship Selection Committee, usually made up of the Upper School Principal, Dean of Students, Business Manager, and one representative from the middle school and high school faculty, respectively. All application materials will be reviewed by the committee and winners will be announced at the annual Awards Ceremony and the end of each year.

The **Daughters of the American Revolution (DAR) Award** is presented to the senior who, in the opinion of the faculty, deserves special recognition for qualities of dependability (which includes truthfulness, loyalty, punctuality,) service (which includes cooperation, courtesy, consideration of others), leadership (which includes personality, self-control, ability to assume responsibility), and patriotism (which includes unselfish interest in family, school, community and nation).

The **Diligence Award** is presented to the senior who, in the opinion of the faculty, deserves special recognition for steadfastness and perseverance. While the recipient may not be at the top of her/his class, this person must have shown marked improvement and academic growth during their high school career.

The **Faithful Steward Award** is given to one student who, in the opinion of the faculty, demonstrates faithful stewardship of gifts while showing courage and resilience in response to challenges. Joshua 1:9, “Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.”

The most significant award presented to a Westminster Catawba Christian School Senior is the **Faculty Award**. It is given to the student who, in the opinion of the faculty, personifies what a WCCS student should be: outstanding in Christian testimony, leadership, cooperation, integrity, stewardship, service, participation, and scholarship.

Middle School Year-End Annual Awards

Middle School students are eligible to receive a variety of awards each year based on academics, leadership, character, and athletics. Awards are presented at the end of the year, and recipients are chosen based on teacher/coach input.

ACADEMIC ELIGIBILITY

Purpose:

To provide accountability for students that will motivate them in their academic efforts and prevent involvement in co-curricular activities from negatively impacting their academic achievement.

Criteria:

Students are declared to be academically ineligible if their quarterly report cards reflect either:

- 3 D's or 1 F

When a student becomes academically ineligible, he/she may continue practicing with the co-curricular group but cannot participate in games or performances unrelated to regular classroom activities.

- Student grades will be reviewed to determine a student's academic eligibility at the conclusion of each marking period.
- While only the quarter grades are used to declare a student ineligible, students' grades are also evaluated at the mid-term of each quarter to communicate to the student and the parents that the student is in danger of becoming academically ineligible at the end of that quarter. Parents will be notified if their child has been placed on the "Mid-term Academic Eligibility Warning List." Parent-Teacher conferences are encouraged to aid in the student's improvement.
- If a student has been declared academically ineligible, he/she may regain eligibility by bringing his/her grades up to the required levels. **At minimum,** the student will be ineligible to participate in games/contests for two weeks while they work to regain eligibility. During this time they may practice with the team.
- If a student remains ineligible for two consecutive evaluations, that student will be fully removed from any co-curricular involvement. So, while an evaluation of a student's grades at the mid-term will not make a student ineligible, a substandard evaluation at the mid-term for students who are already ineligible will result in their full removal from current co-curricular activities such as but not limited to clubs, practices and rehearsals. They may fully participate in future activities once they regain eligibility.
- If a student is declared to be academically ineligible at the conclusion of the 4th quarter, that ineligibility applies to the following fall season. A student with 3 D's and/or an F in a course may need to attend an approved summer school class to earn the needed credit. Successful completion of that course may restore eligibility. Contact the school office for information on approved summer school options. When completed, the final summer school grade will be added to the student's transcript but will not replace the original grade.

If a failing student does not successfully complete a summer school class, the next opportunity to regain eligibility will be at the mid-term evaluation date of the 1st quarter. The student will be ineligible to participate in games or performances until that time.

Outcomes:

1. The school office will notify the parents that their child is academically ineligible.
2. Student may not participate in games/performances, unless the event is directly related to a grade in a class being taken for credit.
3. Student on academic ineligibility may not be dismissed early from school with the team or group, nor may they travel to away games or field trips with the team/activity group.
4. Students who are ineligible may not serve in a leadership position on SALT during the period of ineligibility.

5. Student may continue practicing with the organization with the respective Principal's approval, depending upon student's behavioral report; furthermore, students cannot participate in any co-curricular* activities during school hours.
6. Student may try-out for co-curricular* activities.

If a student is declared academically ineligible twice in the same semester:

1. An intervention team meeting may be called to evaluate student needs and next steps.
2. Outside tutoring or intervention may be required at an additional cost.

*Co-curricular activities include anything outside of the normal school day and their requirements.

If a failing pattern continues, parents will meet with school leadership to discuss options for helping the student perform at an acceptable level academically and the benefits of continued enrollment at WCCS.

ATTENDANCE POLICY

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

Absences, excused or unexcused, totaling more than 10 class periods per semester or 20 class periods per year (the 10/20 rule) may result in academic and/or behavioral consequences. The administration will take into consideration exceptional circumstances when considering absences that exceed the 10/20 rule.

Definition of Absences

Excused Absences:

1. Student illness where attendance in school would endanger his/her health or the health of others (more than three consecutive days or more than 10 days accumulated must have a doctor's note).
2. Death or illness in a student's family.
3. Other: court proceedings, religious observations, family emergencies.
4. College visits approved in advance. Two are permitted per school year for grade 10, and three for grades 11&12. Note: School sponsored absences will not be counted against the semester or yearly allowed absences.

Excusing an absence does not mean it is erased. Excusing the absence means there is a legal/valid reason for the absence; however, the absence remains on the student's record.

Unexcused Absences:

1. A student is willfully absent from school without the knowledge of their parent or guardian.
2. A student is absent without acceptable cause with the knowledge of their parent or guardian.
3. Suspension from school.
4. Any absence that occurs without the office being notified.

Attendance at a school sponsored trip or official college visit is credited as a regular school day. An absence from a school sponsored trip will be counted as a missed school day.

Note: Homework, tests, and all other assignments are due the day a student returns to class following an unexcused absence.

Procedures, Expectations & Consequences for Absences and Tardies

1. If a student misses more than 10 full days/classes per semester or 20 days/classes in a school year for any reason, WCCS reserves the right to require him/her to repeat the grade, course, or be asked to do additional work over the summer to make up the time.
2. Parents must notify the school office explaining an absence, late arrival, or early dismissal for admittance. **Notification does not excuse an absence**. Excused/unexcused absences are determined by the nature of the absence.
3. Tardies due to medical reasons, verified by doctor statements, may be excused. Please note that tardies due to traffic, running out of gas, oversleeping, etc. may not be excused.
4. Students are responsible for following up with their teachers to find out what assignments and/or work they will miss or have missed. All make-up work must be turned in according to this handbook's guidelines for student absences.
5. Students who wish to leave school before dismissal time should bring a note to the school office upon their arrival to school asking permission to leave. The note must include the date, reason for dismissal, parent's signature, and phone number.
6. Failure to check in or out with the school receptionist upon leaving or returning to school during the school day may result in school discipline.
7. Students who cut class(es) may be subject to detention or suspension. In addition, the student may receive 0 (zero) points for any homework, assignments, quizzes, tests, etc. that were missed due to his/her absence from that class.
8. Consequences: Students must be in their assigned classroom when the bell rings for the start of a class period or they will be counted as tardy. See policy below for how tardies are tracked.

Planned Absences

Parents should submit a Planned Absence Request form (available through the school office) to the principal at least two days in advance of the pre-planned absence. A student must be in good standing with each teacher/class, not have a problem with tardies, and not be in danger of exceeding the number of absences allowed by policy to earn credit. The maximum number of 5 days will be granted per semester for a planned absence of this nature. **In High School, students may not take a planned absence during exams. In Middle School, absences planned during exams may result in differentiated work for the student based on administration discretion, but should be approved at least one month in advance of midterm and final exams.** Due dates are to be arranged with the teacher on the student's initiative before the student departs on the planned absence.

Make - Up Work

When work needs to be made up due to an **excused** absence, the student will have two (2) school days for every school day missed to a maximum of ten (10) days to complete make-up work. The student is responsible to secure directly from the teacher or from the class web page a list of missed assignments and to complete those assignments on time when he/she is absent for any reason.

For **unexcused and pre-planned** absences, missed tests and quizzes announced prior to the absence must be taken on the day the student returns to school. Special assignments also announced before an absence (e.g.., term paper) must be turned in the day the student returns to school. If the special assignment is not turned in on the day that the student returns, it will be considered late and the appropriate grade reduction will be assessed.

Students who arrive at school late and have missed a test given earlier that day are required to make up the test after school that same day unless other arrangements have been made with the teacher.

Tardies

Eliminating tardiness can protect the learning process and build good habits in students that will benefit them in their future endeavors. Therefore, being on time to both school and each individual class should be a priority.

Punctuality is an important part of student success and helps maintain a productive learning environment. Unexcused tardies will be tracked each semester and consequences will be assigned as follows:

- **5 Tardies per Semester:** One after-school detention will be assigned per 5 tardies, up to 15 tardies.
- **15 Tardies per Semester:** One Saturday School will be assigned, and a **$40 fee** will be charged through FACTS.

Any arrival after 7:50 a.m. for HS and MS will be counted as tardy. Students must be in their designated place at the respective school start time, as well as for each class period during the day. During the school day, students must be in their assigned classroom when the bell rings for the start of a class period or they will be counted as tardy. If a student is more than 15 minutes late for a class, it will be counted as an absence for that class.

NOTE: Whether coming in late or leaving early, all assignments due that day must be turned in for classes missed. Any missed tests are to be made up at the teacher's convenience. Students are fully responsible to seek out their teachers to fulfill these responsibilities.

Co-Curricular Participation

At WCCS, we view education as a holistic endeavor. Co-curricular activities like athletics, clubs, and fine arts, are a vital component to the education of our students.

1. Students arriving after the beginning of 4th period without an excuse may not participate in Co-Curricular events without administrative approval. Continued abuse will result in further administrative action.
2. Any student with ten or more absences (not related to school sponsored events) or 14 or more unexcused tardies in a semester needs approval to continue participation in co-curricular events.

CO-CURRICULAR ACTIVITIES

In all aspects of life, Christians are called to glorify God and to acknowledge the lordship of Jesus Christ. Westminster Catawba Christian School students and coaches/instructors are therefore encouraged to strive for Christlikeness in all of their co-curricular activities - whether the Arts or Athletics. The Westminster Catawba Christian School student is also challenged to do their absolute best with his or her God given talents, not for selfish gain but for the glory of God and the good of their fellow classmates and teammates. Performing and competing, along with the preparation for each,

provide numerous opportunities to instill the practice of Biblical principles, such as developing an appropriate approach to authority, working together as cast members and teammates, and learning self-control during stressful moments. The Fine Arts Department and the Athletic Department will provide any additional documentation related to policies and guidelines for their respective disciplines.

Beginning with the 2026-27 School Year, WCCS has changed its interscholastic sports affiliation to Membership in the South Carolina Independent School Association (SCISA), and as such is required to adhere to the Guidelines and Policies of the SCISA.

CLUBS

Membership in school clubs may be voluntary in some cases, or by induction as a special honor in others. All club activities are under the supervision of a faculty sponsor and are financially accountable to the business office.

National Honor Society

The National Honor Society (NHS) is open to sophomores, juniors, and seniors at Westminster Catawba Christian School. In addition to meeting the minimum GPA requirement of 4.25 (weighted), a student must meet the following standards as established by the National Honor Society.

SERVICE – This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

LEADERSHIP – Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

CHARACTER – The student of good character upholds principles of morality and ethics; is cooperative; demonstrates high standards of honesty and reliability; shows courtesy, concern, and respect for others; and generally maintains a good and clean lifestyle.

Each candidate must complete an application which will then be reviewed by the Faculty Council. A student not selected may submit a written appeal to the principal within five days of notification. The principal shall then request the Faculty Council reconsider the student's application or deny the appeal outright.

Failure to maintain the standards of the National Honor Society may result in permanent dismissal from the society.

International Thespian Society

International Thespian Society (ITS) is an international theater association that promotes the participation, appreciation, and excellence in the dramatic arts. Membership is based on participation in school productions.

LOST AND FOUND

Lost and found items are located at the end of the Science hallway outside the cafeteria doors. Parents are strongly encouraged to print their child's name on all articles brought to school. Items not claimed by the last Friday of the month will be donated to charity.

STUDENT PERSONAL PROPERTY POLICY

Westminster Catawba Christian School encourages students to take responsibility for their personal belongings while on campus or participating in school-related activities. Students are asked to keep track of items such as clothing, electronic devices, athletic equipment, musical instruments, and other personal property brought to school.

While we make reasonable efforts to help students safeguard their belongings, WCCS cannot assume responsibility for items that are lost, stolen, or damaged on campus, during school activities, or while in transit to and from school events. Families are encouraged to clearly label personal items and avoid sending valuable or unnecessary items to school whenever possible.

Students who misplace an item should check the school's designated lost-and-found location or notify a teacher or staff member for assistance.

PARKING AND TRAFFIC FLOW REGULATIONS

Student drivers may park only in the designated student parking areas. Students are discouraged from sitting in cars or loitering in the parking areas before and after the school day.

Juniors and Seniors may park in the front of the school, Sophomores will park in the back of the school on the concrete pad. Violation of this will result in a loss of parking privileges.

Parents and students are urged to cooperate in proper parking and correct traffic flow during pick-up and dismissal. Student athletes may not relocate their cars until after the afternoon pick up traffic has subsided.

Note: It is a privilege to drive to school. Irresponsible behavior may result in the loss of driving privileges.

SENIOR LEADERSHIP: PRIVILEGES & RESPONSIBILITY

Seniors at Westminster Catawba Christian School are highly visible and much admired by the younger students who look up to them and seek to emulate their behavior. The school, therefore, expects the seniors to embrace their role as student leaders and to be particularly conscientious in their own lifestyle choices and to be aware of the example they are setting. Their academic performance, social interactions, achievements, and spiritual leadership are key factors in setting the tone for the entire student body. Seniors are therefore expected to:

- Aspire to academic excellence and Christian scholarship
- Exhibit biblical, personal standards in matters of morality, ethics, integrity, and trustworthiness
- Model servant leadership, walking in humility, love, and grace in their interactions with all members of the WCCS school community

- Work cooperatively and collaboratively with school leadership, faculty, and staff in guiding the school to realize its God-given vision and mission
- Lead the way in adherence to school policies and rules, exhibiting respect for order and authority.
- Maintain satisfactory standing in community service hours with a heart and intent to demonstrate the love of Christ to our local communities

In appreciation for the seniors' service to the school and in recognition of their adherence to the above criteria, they are granted certain privileges. These privileges vary from year to year and will be determined by the Principal and Senior class leadership.

Work Study Release (Seniors Only)

Seniors are eligible for early dismissal from the last class of the day, if their schedule permits, upon the approval of the principal. The student must demonstrate academic proficiency, meet acceptable standards of student conduct, and currently be on track to graduate with their class. Early dismissal is only granted for the purpose of employment and/or additional or advanced voluntary educational, technology, or occupational training. Choosing to dismiss early does not reduce tuition.

To receive approval, students must complete a request form and provide an explanation for their request along with a letter from the employer or supervisor of the company or program. These students must still be enrolled in a minimum load of six full-credit courses.

STUDENT ACTIVITY LEADERSHIP TEAM

Student Activity Leadership Team (SALT) is an active and vital part of life at WCCS. While several social activities may be sponsored by SALT throughout the year, the main functions of the SALT include: 1) promoting school spirit, 2) being a liaison between students and faculty, 3) offering counsel to the school leadership as needed or requested, and 4) providing a means whereby students can exercise their leadership skills and gain valuable leadership experience.

SALT strives to encourage self-discipline, instill personal integrity, and promote a greater appreciation for the qualities of Christlike, servant leadership.

Eligibility Requirements for Student Officers

Any student involved in student leadership must have a clear Christian testimony and embody the principles of academic integrity, spiritual maturity, servant leadership, and school spirit. Academic and discipline requirements for eligibility are the same as those for student athletes.

Students must be formally re-enrolled for the next school year to run for office in the spring.

UPPER SCHOOL CAMPUS STANDARDS OF CONDUCT

Principles for Student Behavior

The following basic principles provide the foundation for all the specific rules and guidelines that students are expected to follow.

1. Respect God and keep His commandments (Ex. 20:1-8; Ps. 119).
2. Respect and obey those in authority (Rom. 13:1; Titus 3:1).
3. Respect and serve others (Ex. 20:9-17; Gal. 5:13).
4. Respect and care for school property (Prov. 3:29; 1 Peter 2; 1 Thes. 5:21).

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law."Galatians 5:22-23

Expectations for student behavior are based on the pillars of Christian character, mutual respect, and common courtesy. Westminster CatawbaChristian School highly values a cooperative relationship among school, home, and church. This dynamic of cooperation can have meaning and succeed only if there is clear communication and mutual agreement regarding student behavior. **Parents agree as a condition of enrollment to always uphold and support the school and its policies.** (In the event of a disagreement, please refer to the **WCCS Grievance Policy**.)

Due to variations in offenses, mitigating circumstances, and the maturity level of students, disciplinary consequences may vary from situation to situation. What will not change, however, is the three-fold purpose of disciplinary consequences: 1) to train students in righteous and godly living (Prov. 22:6; Eph. 6:14-18), 2) to maintain a wholesome, orderly, and safe educational environment (Phil. 4:8) and 3) to bring students to a point of repentance and restoration in grace (Rom. 6:14; 1 John 1:9). The school leadership and faculty will engage in prayer and consultation with an appropriate circle of advisors to seek God's wisdom, direction, and grace as these opportunities arise.

WCCS Community Values and Behavior

A Christian community flourishes when love, respect, and courtesy are exercised in all relationships. Faculty view each child as an individual image bearer of God and manage their classroom using *Love and Logic (www.loveandlogic.com)* principles. Relationships with students and getting to the heart are ultimately more valuable than simply changing a student's behavior temporarily. *Love and Logic* focus on nurturing long-term relationships and reinforcing good character. Faculty LOVINGLY allow children to grow through their mistakes by emphasizing a LOGICAL connection between choices and consequences.

Core Beliefs of Love and Logic

1. Every attempt should be made to maintain the dignity and mutual respect between adults and students.
2. Students should be given the opportunity to make choices and live with the results.
3. Students should be guided and expected to solve problems they create without making a problem for anyone else.
4. Inappropriate behavior should be viewed as an opportunity for individual problem solving and personal growth.
5. It is best if the student does most of the thinking when it comes to their behavior and actions.
6. There should be a logical connection between behavior and consequences.
7. Redeemed relationships are strengthened when students are given the opportunity to tell their side of the story in the appropriate manner and time.

Cell Phone Policy: Middle School and High School

To best facilitate student learning, the middle and high school phone policy is as follows:

- Students may bring their cell phone to school, but must keep it powered off and in their backpack during the school day (when students arrive at school until the final bell of the school day). They may not keep it in their binder or on their person. We recommend not keeping cell phones in lockers.
- Airpods or headphones are not allowed to be worn by students during the school day. Airpods/headphones being worn will be treated the same as a phone violation.
- Smart watches may be worn at school but may not receive messages during the school day. Smart watches that are observed receiving messages will be treated the same as a phone violation. Teachers may ask students to remove smart watches during testing situations.
- Students may not use their cell phones in the bathrooms or locker rooms during the school day.
- If a student is not adhering to the school cell phone policy, the following consequences may be implemented:
    - First offense: warning + email home and to principal + written up in RenWeb
    - Second offense: written up in RenWeb + phone taken to front desk to be picked up by parent/guardian
    - Third offense: written up in RenWeb + phone must be checked in/out each day with an administrator for remainder of the semester

If your student has a medically necessary reason to keep his/her phone on their person, please let administration know so we can document it and adjust the requirements as needed.

Classroom Behavior

Each teacher will outline his/her expectations for behavior in the classroom at the beginning of the year. The school leadership and classroom teacher reserve the right to confiscate items that are a distraction to the learning environment. Consequences for a violation of classroom standards could include, but are not limited to 1) a verbal warning, 2) phone call home, 3) lunch detention and/or cleaning duty, 4) office referral, and 5) after school detention. If a student's conduct continues to disrupt the educational process, parents will be contacted and appropriate action and consequences will be assigned. These actions and consequences may include, but are not limited to, parent conferences, office directed detentions, Saturday school, behavioral probation, suspension, or expulsion.

Guidelines for School-Sponsored Dances

Non-WCCS students may attend school sponsored dances provided they are invited guests with prior approval from school leadership. Guests must adhere to WCCS's rules and regulations.

Prom guests must be in grades 10, 11, 12, or two years post high school. Guests must be under the age of 21 at the time of Prom.

Students who leave a school dance early (including the prom) will not be allowed to re-enter.

Honesty Infractions - Cheating

WCCS holds its students to a high standard of integrity in all aspects of their schoolwork. Academic dishonesty occurs any time a student obtains work or assists others in obtaining work, which is not their personal work, including plagiarism and use of AI technology.

Students should assume all assigned quizzes, tests, projects and/or exams should be completed independently unless the teacher has given instructions allowing student collaboration.

Homework collaboration is permitted unless prohibited by the teacher. Teachers will set standards regarding collaborative homework efforts. If students have any questions regarding what is permissible regarding homework collaboration, they should ask that specific teacher.

Consequences of Cheating

Depending upon the seriousness of the violation, consequences may include a loss of points or a zero on the assignment and detention, Saturday School, suspension, or expulsion. Cheating will also impact any student who is a member of the National Honor Society with immediate dismissal from the organization.

Items Prohibited on Campus

1. Any device or item associated with personal items prohibited by the standards of *Community Values and Behavior*.
2. Prescription and over-the-counter medication (see Medication Permission Slips for exceptions).
3. Weapons of any kind may not be brought on school property, including cars and vehicles, unless school leadership grants an exception for a legitimate school purpose like a class presentation. Weapons would include, but are not limited to, guns (including water guns, paintball guns,etc.), knives, etc

Locker Expectations

Each student will be assigned a locker. These lockers are the sole property of Westminster Catawba Christian School, and as such, the school retains the right to enter lockers at any time and for any purpose. The administration reserves the right to conduct inspections and/or searches of lockers at any time, with or without the knowledge and/or permission of the students or their parents. If a student chooses to provide a lock for the locker they are assigned, they must provide the school office with a spare key or combination.

Students may attractively decorate their lockers. All locker decorations must be appropriate as determined by administration. Lockers are to be kept neat and clean. Food or perishable items should not be kept in them for any extended period of time.

WCCS Behavior Accountability

WCCS seeks to reach the heart of each of its students. Teachers invest in students each day to create sound relationships that become foundational to fostering self-discipline within the lives of our students that is part of training them to walk in the truth as disciples of Jesus Christ.

Some students need increased accountability to encourage change and self-regulation. Administration may increase consequences for students who demonstrate the need for more accountability through repeated behaviors.

Explanation of Terms

1. ***Lunch Detention:*** A lunch detention is assigned by classroom teachers or administration. The detention is served the date it is issued or the following day in an assigned room.

2. ***Detention:*** Weekday detentions take place before (6:45-7:45am) or after school (3:15-4:15pm) and may be assigned by faculty or school leadership.Students are required to arrive on time and to sit quietly at their desks. Students may be asked to perform a written assignment or work detail while in detention. Tardy to detention will result automatically in an additional detention, and absence from detention will result in another day of detention.
3. ***Saturday School:*** A Saturday School may be assigned per details listed earlier in the handbook. Saturday School will incur a $40 fine, and students must arrive and leave on time, per instructions detailed from administration at the time of the infraction.
4. ***Suspension:*** Suspensions can be used by school leadership to isolate a student from the general student population whenever appropriate or as a next logical step in the disciplinary process. Suspensions can be either in school (ISS) or out of school (OSS). For ISS, students attend school at the normal times but are isolated from the student population and placed in a monitored area with the expectation that they will use the day to work on school-related assignments. OSS requires that the student be off campus. Before a student may return to school, a parent conference may be requested, and an acceptable behavior plan agreed upon. That plan will include behavioral probation, the duration, and terms of which will be determined by the seriousness of the offense and the student's behavioral history. A student who is suspended for the first time may complete their schoolwork at home for full credit. The student will receive no credit for work not submitted within three days of returning to school. Any student receiving a subsequent suspension will complete their schoolwork but will receive a 2% grade reduction on their nine weeks' grade.
5. ***Behavioral Contract:*** The core values of Westminster Catawba Christian School affirm that we, as an educational community, are committed to glorify God through the discipleship of students and the pursuit of excellence in education. This statement is supported by behavioral and academic standards that guide us in realizing this statement and in preparing young men and women to fulfill God's purpose for their lives. It is believed that behavioral contracts are sometimes necessary to help a student understand what is expected of him/her as a student at WCCS. These behavioral expectations are intended to serve both as a safeguard and an accountability measure. The hope and intent are that in walking through the terms of the agreement the student will grow in wisdom and stature as God's truth and grace are realized in their life.
6. ***Expulsion:*** Expulsion can be used by the school leadership for ongoing serious behavior problems or for ongoing lack of parental support. After a student is expelled, they are no longer allowed on campus at any time or for any reason.

"I have no greater joy than to hear that my children are walking in the truth." 3 John 4 (ESV)