
WEATHERFORD CHRISTIAN SCHOOL



EXCELLENCE IN CHRISTIAN EDUCATION

STUDENT / PARENT HANDBOOKS

2016-2017

(Revised 8/25/16)

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Welcome

Dear WCS Families,

Welcome to the 2016-2017 school year. This student/ parent handbook has been updated to accurately reflect the mission, policies and procedures at Weatherford Christian School. We hope you find these clearly stated, useful, and God-honoring.

Please be aware that the input and feedback of students, staff and administration was prayerfully considered in all of our school policies. There have been some changes made, so even if you have been here for a number of years, it will help you to read the handbook carefully.

When all parties have carefully read this handbook, please sign and return the signature page to the Secondary Office.

We are excited about another great year at WCS. God promises to bless His children as we love Him and act according to His plan for our lives.

School Philosophy

Weatherford Christian School (WCS) is founded on the belief that in the beginning God created the heavens and the earth. Man was created in God's image with an inherent need to worship God as the Creator. Man has a sinful nature, which separates him from God, therefore; God sent His son, Jesus Christ to redeem man through the blood he shed on the cross for those sins. Jesus conquered death and lives today at the right hand of God. The Holy Bible is the inspired Word of God and teaches man how he should live his life in relation to God's creation.

WCS teaches from the perspective of a Biblical Christian worldview. There are absolutes and there is an unchanging standard for right and wrong, which is the Word of God. Truth is discovered, it is not decided, and all truth is subject to God's Truth.

God created the husband and wife and told them to go forth, be fruitful and multiply and fill the earth. God's design is for the husband and wife to create a family and raise their children to know and worship Him. God expects them to educate their children preparing them to go into the world and live happy, productive Christian lives for all to see.

WCS believes that only when we have received a well-rounded education can we truly live an emotionally stable and happy life, in harmony with those around us. A well-rounded education is more than just reading, writing and arithmetic; it includes the knowledge that we exist to serve God and reflect Him in our daily lives. In light of today's society, our children need support in three areas to mature into faithful, self-supporting and productive Christians: a healthy home environment, an active church life, and a Christ centered school. This "three stranded cord" is difficult to break and will serve our children well throughout their lives.

WCS completes this “three stranded cord” by becoming an extension of both the family and the church. WCS educates its students both academically and spiritually, in a safe Christ-centered learning environment. WCS teaches its students to be self-disciplined and have a strong sense of responsibility for what goes on in their presence. WCS promotes mental and emotional maturity of its children by teaching them how to serve both God and man within their community. WCS will graduate confident children – children who possess the knowledge and skills desired by colleges and universities across America. WCS will ultimately teach its children to please and honor God in whatever they do and wherever they go ... for as long as they live.

Philosophy of Education

The Philosophy of Education at Weatherford Christian School is directly related to our mission and is an expansion of that declaration.

A Christian Education

There are three distinguishing characteristics of an education that is Christian:

Internalization, Integration and Inculcation:

Internalization refers to the morality, integrity, character and spiritual condition of the people involved in the school and particularly of the administration and faculty. For WCS to describe itself as “Christian,” it must be staffed with people who themselves are distinctively “Christian.” By this we mean, people:

- Who are beyond question Born-Again Believers,
- Who know that their personal lives and the daily quality of their relationship with the Lord, Jesus Christ will affect students for generations to come, and
- Who study and use the Scriptures as their guide for life, their source for wisdom and strength, and the standard by which all things must be judged.

In short, these must be people who have internalized the Word of God and have allowed the grace of God to produce a living curriculum within them that is evident to all. Integration is the blending of biblical principles and scripture with traditional subject matter areas. It is one of the primary tools with which distinctively Christian people create a truly Christian, truly biblical, Christian school.

Integration begins with the recognition that all truth is God’s truth. There is no secular truth for weekdays and a separate spiritual truth for Sundays. Within all disciplines, subject areas and activities of the school, there are elements that can point students in the direction of their Savior and Creator. The task of the Christian schoolteacher is to help students discover those elements by integrating applicable scriptures and scriptural principles with what they are learning in math, science, literature and indeed all subjects and activities of the school. In order for students to develop a Christian worldview (and in order for an

education to be considered Christian) all subjects must be taught, not only by Christians, but also from an integrated Christian frame of reference.

Inculcation is the discipleship process whereby the values and beliefs of one generation are continually placed before, and directly taught to, the next generation. An education that purports to name the name of Christ must disciple students by directly involving them with the Word of God, with who the Word of God calls them to “be” and what it calls them to “do.”

Through integration, we want students to discover the hand and heart of God throughout the universe of creation and thought. Through inculcation we endeavor to create a foundation and elicit a response. The foundation is a thorough knowledge of the Bible; the response is a lifestyle consistent with that knowledge.

The school’s endeavors seize many opportunities and forms: Bible class, chapel, community service, Christian service, short-term missions, staff relationships and peer relationships. All of these venues provide students with the opportunity to acquire knowledge of the Bible and to make decisions that shape who they are in Christ and their place in His church.

A Partnership with Parents

An internalized, integrated and inculcated Christian education is attainable only when the school is working in partnership with the families of the students enrolled. Partnership with parents implies a shared commitment to the success and life of the school beyond that which impacts our own child or classroom. It implies going the extra mile, giving the benefit of the doubt and mutual respect, allocating resources, giving access and opening up communication. This sense of “We’re in this thing together” on the part of the families, the School Board, the faculty and the administration is how partnership finds its greatest expression within our school.

Two important components of partnership with parents are *Responsibility* and *Consistency*.

Responsibility

Before God created governments, churches or any other institution, He created the family. Parents are charged with the primary responsibility of the comprehensive wellbeing of their children. Parents delegate only a portion of that responsibility to a school. WCS accepts the responsibility to educate any one child when, on the basis of informed consent, that child is enrolled as a student. Informed consent can only exist when parents thoroughly examine the totality of WCS prior to enrollment and have obtained a clear understanding of what WCS expects and provides. Conversely, partnership can only be said to exist when WCS is attempting, in good faith, to carry out its responsibility, creating an accountable environment wherein the mission statement can become a reality for every student entrusted to our care.

Consistency

Partnership between WCS and the family implies some degree of consistency among what is taught at WCS, what is taught in the family's church, and what is actually practiced at home. Consistency (shared standards, beliefs and practices) among the family, the church and the school, is an empowered factor in the life of a child. Therefore, it is critical that school families have regular Christian fellowship outside of the school activities for support, encouragement and spiritual maturity.

Parents will often consider enrolling their child in a Christian school for reasons that are important to them, but have no relation to the school's mission (why it exists). The greater the degree of consistency, however, the greater the likelihood that the child will experience WCS as a positive and empowering environment.

Without consistency there is no partnership. Parents must examine not only WCS, but also their own beliefs, expectations and standards of right and wrong to determine if WCS is the right school for their family. For its part, WCS must do its best to represent the school in a realistic and informative fashion, and to the degree possible, assess the level of consistency held by families who wish to enroll.

A Preparation for College

One strength of the Christian school system in America is its diversity. Each Christian school has a peculiar mission, culture, environment, academic standard and population that sets it apart from all the others and makes it the school of choice for particular families. The phrase "college prep" is often used as a descriptor for the academic standard of many private and/or Christian school environments. Unless "college prep" is defined in the context of a particular school's mission, it may often be misunderstood.

We believe the academic mission of WCS is to work in partnership with families whose children are college bound in the context of our overall mission of Christian education. Our guiding assumption is that every student that walks through our doors is ultimately college-bound, and it is our job to provide those students with the opportunity to be well prepared to gain entrance and be successful at the college of their choice. Not all of our students will go to highly-competitive universities but, for those who can, we want the education they receive at WCS to be an enabling and empowering factor, i.e. high standards for instruction and achievement.

Success in college involves innate ability, but to a greater degree, it involves:

- Basic academic tools
- Advanced academic options
- Work ethic
- Motivation
- Ability to think
- Self-discipline
- Ability to acquire knowledge independently
- A love of learning

WCS will provide all students, at all grade levels, with developmentally appropriate opportunities to acquire the knowledge and values necessary for success throughout their school years up to and including college. Students who apply themselves to all that we ask of them and who avail themselves of all we provide for them will indeed be well-prepared to make the transition from WCS to university-level achievement.

A Preparation for Life

We believe that preparing children and young people to fulfill God's call in all aspects of their lives means that we must create a balanced environment that is sensitive to the needs of the whole person.

The Needs of the Whole Person

Children and young people have spiritual needs. Therefore, WCS will work in partnership with Christian families to lead our students to a secure, saving and growing knowledge of and relationship with the Lord, Jesus Christ.

In the elementary school, emphasis is placed on evangelism – reaching children for Christ; whereas, in the middle and secondary schools, the emphasis is on discipleship of the student believer. Children and young people have intellectual needs. Therefore, WCS will work in partnership with Christian families to provide our students with developmentally appropriate instruction across the full range of intellectual abilities: knowledge, comprehension, application, analysis, synthesis and evaluation.

Children and young people have social needs. Therefore, WCS will work in partnership with Christian families to provide our students with opportunities to develop healthy relationships within the Body of Christ (fellow believers) and society at large.

Children and young people have emotional needs. Therefore, WCS will work in partnership with Christian families to foster a secure environment that creates and reinforces an awareness within our students that they are loved and respected in all circumstances by all faculty and staff.

Children and young people have physical needs. Therefore, WCS will work in partnership with Christian families to provide our students with athletic and fitness opportunities that emphasize the human body as the temple of the Holy Spirit with the implications this brings regarding health, fitness and lifestyle choices.

Children and young people have creative needs. Therefore, WCS will work in partnership with Christian families to provide our students with Fines Arts opportunities that cultivate and develop their talents, while guiding them to an understanding of God as the ultimate source of creative gifts and abilities.

Summary of WCS' Educational Philosophy

In the book of Daniel, we can see the account of the three captive Hebrew young people. These young people are described as being widely read in literature and science, quick to comprehend and able to learn. They are also described as wise. These young people had received an excellent education in the context of honoring Jehovah. When it was demanded of them that they worship the god of the prevailing culture, no compromise could be found in their hearts. They remained true to the God of their fathers. In the end, they assumed leadership roles in the midst of a society that did not understand them, but needed what they had to offer.

We believe our graduates must ultimately take their place as Christian leaders in an increasingly secular world, whatever their chosen profession or field of expertise. It is our aim that WCS students will exhibit the virtues of wisdom, courage, compassion, honesty, self-discipline, responsibility, friendship, hard work, perseverance, loyalty and faith to our culture in the same way Daniel and his companions did to their captors.

WCS does not represent a guarantee. We represent an opportunity. We provide an education that is truly Christian in a school that works in partnership with Christian families. We prepare children and young people for college by providing a high standard for both instruction and achievement. We prepare them to fulfill God's call in all aspects of their lives by recognizing and addressing the needs of the whole person.

In the end, WCS recognizes that "unless the Lord builds the house, the workers labor in vain." Despite our best efforts and those of the Christian families who partner with us, the only way our mission and philosophy can be fulfilled in the lives of our students is by the grace and love and blessing of our Lord, Jesus Christ. May His countenance continue to shine upon Weatherford Christian School in the future, as it has in the past.

Philosophy of Discipline

WCS is a Christian educational setting in which God's Word is the source and norm for all of our policies and regulations. As children of God we are, at the same time, both sinners and saints. WCS is a laboratory of learning and Christian growth where students (1) are daily encouraged and mentored to live lives which demonstrate Christ as their Savior and Lord and (2) can live in the assurance of God's love, mercy, and forgiveness with people. Within that environment, it is understood that when a student enrolls at WCS, he/she accepts and agrees to abide by the rules and standards that have been adopted both at school and in the community.

Therefore, good conduct is expected of all students at WCS. Our student body prides itself on good sportsmanship, good scholarship, and good manners. Every effort should be made to live as Christian citizens both on and off campus. Although we recognize that we have no direct control over the students when they are away from school, any major violation of accepted behavior for WCS students may still be considered grounds for disciplinary action. The testimony of your conduct when out in the public is a testimony, which reflects upon Christians in general and students at WCS in particular.

Student Expectations

Respect, Dignity & Kindness-The administration, faculty, and staff of WCS are committed to providing an exemplary, Christ-centered education in a safe environment. The guiding principles for conduct at WCS is found in the words of Christ in the gospel of Mark 12: “Love your neighbor as yourself.” It is our expectation that members of the WCS community treat each other with respect, dignity, and kindness. We do not expect all will be perfect, but rather our students to be people in active pursuit of integrity and growth, in dynamic relationships with the living God and with others in community. Administrators, faculty, and staff are eager to serve alongside WCS students and offer support, accountability, and when necessary, loving discipline, in order to help the child grow. We affirm our commitment to serve with the student’s best in mind. Administrators will work with parents during the discipline process. Students who are unable to meet school conduct standards will be unable to remain at WCS.

Self-Discipline- Any discussion of discipline must begin with self-discipline: In Galatians 5, Paul teaches regarding the Spirit-controlled life; James 3 teaches regarding how we speak, emphasize the importance of self-control. The school’s educational process is based upon the personal integrity of students and their willingness to practice self-control. It is crucial that friendships at our school include the willingness to confront each other in love, and thus be encouragers of each other’s growth in this way.

Responsibilities of those Involved

Establishing and maintaining a disciplined environment at WCS is a responsibility of students, parents, teachers, and administrators. The following sections describe the process and procedure when a behavior problem exists.

Student Responsibility

- Students are expected to perform to the best of their abilities in all areas.
- Students are to show respect for all people in the school. This includes other students, teachers, administrators, cooks, custodians, secretaries, volunteers, parents, and visitors.
- Students are to respect property and materials. This includes school property, as well as the care of their personal possessions and the possessions of others.
- Students are to present a Christian witness of themselves and their school at all times, whether at school or in the community.

Teacher Responsibility

- Teachers are to show respect for students as part of God’s creation. They are to be caring and understanding of the student’s needs. Teachers are to serve as role models for students.
- Teachers must create a disciplined environment that is reasonable, fair and consistent.
- Teachers have been placed in a role of authority and they must exercise that authority. They cannot act like a friend with the students or abdicate their responsibility of authority if the child is to learn to respect authority.

- Teachers are expected to establish and maintain Christian discipline in the classroom, hallway, cafeteria, athletic field, and at school activities both on and off school grounds.

Parent Responsibility

- The responsibility of educating a student is two-fold: part belongs to the home and part belongs to the school. The teaching of responsibility and respect begins in the home. When a student enters school, this process becomes a shared responsibility. Christian values should be reinforced both in the home and at school.
- Understand that your student will typically tell you of an incident from their perspective rather than as an objective reporter would. Seek facts, not interpretations and inferences, by asking your child questions in a calm and even tone. Then, call or approach your child's teacher as soon as possible. Begin the conversation by asking what happened and listening carefully to the teacher's perspective. If your child was accurate, the situation can be dealt with appropriately.

Administrative Responsibility

- Enforcement of discipline must include a balance of both law (rules) and gospel (forgiveness).
- The principal is responsible for establishing and maintaining a well-disciplined environment in the school.

Philosophy of Uniform Dress

The Uniform Dress Philosophy of WCS will reflect the school's identity as a Christian educational community by providing a standard, which will help students balance expressions of individuality with biblical guidance.

Background

A dress policy based on biblical principles does not mean that there is one set of clothing that is "Christian" and another that isn't (i.e., there is nothing "spiritual" about a collar). There are, however, some fundamentally sound reasons for providing students with guidelines for dress. A biblical approach to dress must be purposeful and designed to complement other educational and character-building efforts.

For instance, in spiritual matters we find numerous disciplines which, in and of themselves, do not create a mature believer, but which do provide a framework for growth to occur. Engaging in daily devotions, participation in weekly worship services, and involvement in discipleship groups will not yield godly character if practiced with an improper attitude, but they can (and do) provide the setting for godliness to develop. At WCS, students are required to memorize Scripture, take Bible courses, and attend chapel because we believe these disciplines help in the development of spiritual maturity in our students. Similarly, while certain clothing does not by itself "create" a responsible, humble student, a dress code can present opportunities for personal growth and development of Christian character,

especially when applied in an atmosphere which seeks to integrate all aspects of life from a biblical perspective.

There are two primary elements at the heart of the dress policy issue: the nature of the WCS community and the role of fashion in today's culture. Each is defined in terms of the influences exerted by both Christian and secular worldviews in these areas and both are important in the formulation of our school dress policy.

Weatherford Christian School is defined by two cultural components: education and the family/community. As Christians, our view of education acknowledges that, as fallen human beings, our children require boundaries and standards within which the learning process takes place. This stands in stark contrast to the secular view that children, if taught a process of inquiry alone, will naturally set their own moral standards (moral relativism), and, consequently, make wise choices.

Our view of the family and community acknowledges that we have been created by God for relationships, and there is a need for each individual to govern his personal behavior for the benefit of others (Romans 14:13b-15). While recognizing the uniqueness of individuals created in the image of God, we acknowledge that our identities are also formed by our roles as members of families, churches, and other institutions, including schools. This contrasts with the secular worldview that autonomous human beings have no responsibility to others, except as they may choose to associate with them, and that their freedom as individuals supersedes any obligation to the group. The position we have historically assumed is that WCS is a Christian educational community; therefore, as members of that community, our obligations to one another are both necessary and beneficial.

Fashion in today's society is influenced by the cultural components of popular culture. As Christians, our view of popular culture acknowledges the need to inspire and challenge students to reach for God's standards of truth, beauty and excellence (Philippians 4:8). In contrast, today's secular culture encourages any activity designed to autonomously satisfy emotional or sensual desires without regard to thoughtful analysis, long-term consequences, or impact on others. In large part, fashion today is a reflection of that secular culture. The driving force behind the majority of the fashion industry then becomes rejection of societal standards and expectations in favor of the ultimate goal of personal expression.

In summary, if the foundation of our view of Christian education is based on the need for standards, and the foundation of the fashion industry routinely rejects most standards, then it is logical for difficulties to arise when students attempt to choose garments for school that, by their very design, fall outside traditionally accepted parameters. Basic definitions (such as "What is a shoe?") are rendered meaningless in this environment.

Confusion and conflict arise when there is no standard established, with students, their parents, and the school at odds over specific articles of clothing on a daily basis. Therefore, a uniform dress code should be established to permit focus on the educational process and avoid daily conflict over dress.

The Issue of Modesty

Another casualty of the struggle between competing worldviews in our culture has been the steady erosion of the virtue of modesty. In discussing dress issues, the question of “What is modest?” is a significant sticking point. There are two definitions of modesty. One relates to an attitude of humility and a respect for what is decent and; the other is a more specific awareness of what is proper regarding sexual behavior and dress. Both are relevant to this discussion.

To an extent, modesty is a relative virtue; that is, specifics regarding modest dress will vary as styles and fashion change. Determining what is modest is, at its core, an issue of what is appropriate for the occasion. For example, “modest” swimwear would be considered “immodest” school attire. Consensus is reached when both the wearer of the clothing and those to whom it is exhibited are of one mind regarding its suitability. While maintaining a standard of modest dress is important for both male and female students, the burden is greater for girls as a result of the natural differences between the sexes.

Paying particular attention to feminine modesty is needed because of its unique impact on the relationships of male and female members of the WCS community.

What may seem appropriate to a female student (and sometimes her parents), is often viewed with a level of discomfort and embarrassment by others at school, including both peers and adults. The false notion that a young woman should be able to wear anything she likes, regardless of the unspoken messages she is sending, is one manifestation of fashion’s claim of autonomy. It is also evidence of the influence of modern feminism in training women to believe that equality with men requires them to be the same as men, thereby necessitating that they disregard and devalue feminine attributes considered weak or vulnerable. As Christians, we understand that men and women are created with equal worth and distinctly different natures, which are to be properly acknowledged and expressed.

As Doug Phillips, in his introduction to *Christian Modesty and the Public Undressing of America* by Jeff Pollard, writes:

In (the) past, Christian peoples were often noted for their modesty, and heathen peoples for their immodesty. Today, the line between the professing Christian and (others) has become increasingly blurred, as more and more 'Christian' people ... have thrown off the 'restraints' of modest dress in favor of the trendy and the physically revealing" (p. 13).

Appropriate dress should protect the dignity of students’ sexual identity. We need to set aside our personal preferences and take deliberate steps that remind our students that they are part of something greater than themselves, to foster a sense of unity among them, and to reassure them that they are not alone in a world that, at times, can be lonely and hostile when pursuing Christ.

Modesty:

- I Corinthians 6:19-20 says, "Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your body."
- Ephesians 5:3 says, "But among you there must not be even a hint of sexual immorality, or of any kind of impurity, or of greed, because these are improper for God's holy people."
- Matthew 5:28 says, "But I tell you that anyone who looks at a woman lustfully has already committed adultery with her in his heart."
- Luke 17:1-3 says, "Jesus said to his disciples: "Things that cause people to sin are bound to come, but woe to that person through whom they come. It would be better for (her) to be thrown into the sea with a millstone tied around (her) neck than for (her) to cause one of these little ones to sin. So watch yourselves."
- Peer Pressure: Where there is a move of God and His Holy Spirit, there will also be persecution and those that will be opposed to it. Even the day when the early church received the Holy Spirit and thousands were added to the church, there was ridicule of those following Christ (Acts 2:13 - "some of them made fun of them"). When you choose to take a stand in our culture today and honor God with your body, even with clothing choice, it will be opposed. You will stand out. There's no question about it. However, as with all God's commands and directives, the benefits far outweigh the challenges. "Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour." (1 Peter 5:8).

Parental Role:

In conclusion, parents are the primary influence on our children's attitudes toward these and many other matters. We urge our parents to accept the task of modeling for them submission to authority, honoring standards set for the benefit of others as well as ourselves, and participating fully in the building up of the WCS community. The individualistic culture in which we live makes it necessary for us, as members of the WCS community, to set aside our personal preferences and take deliberate steps, reminding our students that they are part of something greater than themselves, to foster a sense of unity among them, and to reassure them that they are not alone in a world that can be hostile. These principles have guided the creation of the Uniform Dress Code. It is the expectation of the school that parents will insist on compliance with these rules from their children and that parents will support the faculty and administration when infractions are brought to their attention.

Statement of Faith

- We believe the Bible to be the inspired and only infallible, authoritative, inerrant Word of God (2 Timothy 3:15; 2 Peter 1:21).
- We believe there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
- We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15; 7:26); His miracles (John 2:11); His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9); His resurrection (John 11:25; 1 Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); His personal return in power and glory (Acts 1:11; Revelation 19:11).
- We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ, and that only by God's grace and through faith alone we are saved (John 3:16-19, 5:24; Romans 3:23, 5:8-9; Ephesians 2:8-10; Titus 3:5).
- We are created in God's image, but because we sin, we become separated from God and in need of salvation (Isaiah 59:2). Regeneration by the Holy Spirit is absolutely essential for salvation through the repentance from sin and the acceptance of Jesus Christ as Lord and Savior. We receive the gift of salvation by accepting God's invitation to enter into a covenant relationship with Jesus, placing our trust and faith in Him. Those who receive Christ will want to follow His example by being immersed in water, which reflects the death, burial, and resurrection of Jesus (John 3:5-8, 16; 5:24; 14:6; Acts 2:21, 37-39; Romans 3:10-11, 23; 6:3-4, 23; I Corinthians 15:1-4; Ephesians 1:6-7, 2:1-10; Titus 3:3-8).
- We believe in the resurrection of both the saved and the lost; those that are saved unto the resurrection of life, and those that are lost unto the resurrection of damnation (John 5:28-29).
- We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13-14; 1 Corinthians 3:16, 6:19-20; Ephesians 4:30, 5:18).

Mission Statement

Weatherford Christian School exists to provide a Christ-centered educational environment where children are equipped for lives of Christian leadership and service.

Vision

At WCS our goal is to glorify God in everything that we do as we work to accomplish our mission. This means that we emphasize the spiritual development of our students and put God at the center of everything that we do. With that as our goal, we have an obligation to strive for excellence in academics, citizenship, athletics, community service, and every other aspect of the educational process.

Objectives

1. To instill in each child a belief in God as the Creator and the Bible as His inspired and infallible word.
2. To lead each child to recognition of Jesus Christ as the son of God and the only way to salvation.
3. To equip each child with the academic knowledge and skills necessary to be successful in a technological world.
4. To equip each child with a moral foundation that will prepare them to stand against the evil influences of this world and to live a lifestyle that exemplifies Christian principles.
5. To equip each child with the social skills that will enable them to successfully interact with others and demonstrate an understanding of the value of others and self.
6. To provide opportunities for each child to reach their maximum potential with respect to academic achievement, spiritual growth, and physical development.
7. To encourage each child to develop self-discipline, responsibility, self-sufficiency, and good citizenship.
8. To encourage each child to develop pride in our American heritage and encourage a sense of patriotism through loyalty and service to one's country, community, congregation, school and family.
9. To instill in each child respect for God, parents, authority, nature, property, others and self.
10. To work in partnership with the home and church as we educate and nurture the development of each child.

General Operational Policies and Procedures PK-12thGrade

School Closings

In case of inclement weather, Channels 4, 5, and 8 will broadcast closing information. WCS will also share closing information on the school website, and WCS Facebook page.

Only designated school officials will post information concerning WCS school closures. Parents are requested to not post any information regarding closures of WCS on their personal social media sites until WCS has made an official public announcement on one or more of the above mentioned outlets.

WCS will not necessarily follow the protocol of WISD as has been done in the past. WCS has different circumstances to take into consideration when a school closure scenario is posed. WCS administration will take into account the vast number of communities that WCS families live in when making a decision concerning weather related closures.

Tornado, Fire and Lockdown Drills

Students will participate in fire and tornado drills throughout the school year. Students are expected to learn and follow drill guidelines given by their teacher. A map will be posted in each classroom showing the emergency evacuation route. Student safety is of utmost importance to WCS.

Lunch

Students are welcome to bring a lunch from home or participate in lunches offered by local vendors. Lunches must be paid for in advance through the parent's Ren Web account.

Parents are always welcome to join their children for lunch, but must remember to sign in at the cafeteria upon arrival.

Parents/guardians may take their children out to lunch by checking them out at the office and ensuring they return on time. Any children late to class will receive a tardy pass.

Textbooks

All textbooks are the property of Weatherford Christian School and should be treated with respect. Students are responsible for textbooks issued to them. If there are any damages to a textbook when it is issued, the student should make the teacher aware of this immediately. Textbooks must be covered at all times. Adhesive book covers may not be used on hardback textbooks due to the damage they inflict, and "stretchy" book covers should only be used on smaller textbooks as they can damage the bindings when forcibly stretched over large textbooks. Books should not be abused or misplaced. If a book is damaged or lost, the cost of replacing the book will be assessed to the student. All textbooks must be returned to the school at the end of the year and assessed before transcripts or grades will be released.

Students will be responsible for taking care of library books as well. If a book is damaged, it should be reported as soon as possible. Fees will be assessed for books returned in damaged condition or that have been misplaced.

School Property

Students are held responsible for taking care of school property to the best of their ability. Students will not be allowed to write or draw on desks or any other school property.

Students must respect the privacy of others and never take things from the desk, locker or cubby of fellow students. If the staff or administration deems necessary, the right is reserved to search a student's desk, locker or cubby.

Dress Code

Weatherford Christian School's uniform selections and dress code are based upon the following goals and principles:

- **A Proper Sense of Pride** – As individuals uniquely created in God's own image, students should take pride in their appearance, fostering a "dress for success" mentality pleasing to God and man.
- **Uniformity** – Uniformity removes the potential for a wide variety of clothing related distractions, helping students maintain right relationships and a grasp of the true purposes of school. Uniformity also significantly decreases the opportunity for a "haves and have-nots" environment to develop within the school.
- **Modesty** – More than the length of a skirt or the cut of a blouse, modesty is ultimately an issue of the heart. All members of the WCS family, including parents, are asked to avoid immodesty both in terms of under dressing (too short, low-cut, tight, transparent, etc.) as well as overdressing ("look at me" apparel, accessories, or jewelry).
- WCS administration and school board members consider uniform requirements and uniform providers in light of financial practicality.

The dress code will be followed as listed in the Uniform Guidelines (outlined below). Students not abiding by the dress code will receive written notification of the infraction which will require a parent's signature. Upon the third repeated offense, a parent will be notified to bring the appropriate clothing to the student before admittance back into the classroom.

- Attire should be neat and modest in appearance at all times
- Shorts, skirts, jumpers and skorts may be no higher than 3 inches above the top of the knee-cap.
- Jeans may be worn on Friday with a WCS spirit t-shirt, if a donation of a canned food for Center of Hope has been brought to the school the day before, or a dollar donation for our Haiti sponsorship program. Jeans must have no holes, not ragged, or badly faded.
- All athletes and participants in sports will wear modest clothing
- Girl athletes who choose to wear "wind shorts" for after school activities must also wear "spandex" under their shorts.
- Hairstyles should be neat and clean at all times and of natural color. Hair length for male students should not extend past the shirt collar, should not cover more than half the ear or extend past the eyebrows; hair should not have "designs" shaved into the hair on boys or girls. No facial hair and no sideburns below the ears.
- Body piercing and tattoos are not permitted
- Hats are not to be worn anywhere on campus during school hours.
- Female students must not wear earrings longer than one inch below the earlobe
Male students are not permitted to wear earrings at any time during school or school-sponsored activities

- Bracelets should be small in number and should not be a distraction to the learning environment.
- Elementary students PK-5th are permitted to wear “holiday” clothing the day of, or day prior to, a major holiday (one time per holiday) permitting it is in line with our school standards and Christian philosophy

Administration reserves the right to make judgments concerning the dress code as deemed necessary.

Please refer to attached uniform guidelines for 2016-2017.

Fundraising Policy

There may be only one school-wide fundraiser (e.g. Candy Sales) that involves the use of students, and one Parent Teacher Partnership (PTP) fundraiser (e.g. Cookie Dough Sales) that involves the use of students, in a given school year.

Participation in extra-curricular activities and special events may include additional fundraising for special purposes.

Students may **not** be asked to participate in “door-to-door” solicitations as part of any fundraiser.

In all cases, fundraisers must be pre-approved by the Head of School, and the development office.

Student Health

Immunization Policy

Section 2.09 of the Texas Education Code requires that all children entering, attending, and/or transferring to public school be fully immunized against specific vaccine preventable diseases.

According to the Texas Department of Health, all schools (public and private) are required to maintain records of the immunization status of each student admitted. Parents/guardians are responsible for ensuring that their child receives all required immunizations in a timely manner. Compliance must be met within 30 days from the start of school, or the student will not be allowed to attend until compliance is met.

Each child’s immunization record must be kept current while the child remains in school. The Texas Department of Health monitors each school to ensure compliance with this legislation.

Medication and Illness

Minor illnesses will be treated and first aid administered by the teacher or trained staff member. Children with a fever above 100 degrees will not be allowed to remain in class. Any child with a rash (including ringworm) or eye infection that could be contagious will be required to leave school. A child can return when the infection or rash is gone, or with a signed note from the doctor stating that the child is not contagious. If a child is diagnosed with an illness that could affect others, please call the office or notify the teacher, so appropriate action may be taken.

Serious injuries will require local emergency care. If a parent cannot be reached, a school official will transport the child. A signed authorization form must be completed and necessary changes updated to be kept on file.

Students requiring medication during the school day must bring the medication in its original container with dosage instructions. Students are not allowed to keep medication in their possession during school hours. Any student requiring medication must have a medication release form completed, signed, and on file in the office.

Please remember, **do not send a child to school if he/she has had a fever, vomited or had diarrhea within 24 hours.** If during school hours, a child vomits, has diarrhea, develops a fever of over 100 degrees, has an unknown rash or symptoms indicating a communicable disease, sustains an injury requiring a doctor or develops conditions preventing normal function, arrangements must be made to have the child picked up from school. **A child must be free of fever without the use of medication 24 hours before returning to school.**

Withdrawal Procedure

Parents/guardians wishing to withdraw their child from WCS before the end of the school year must fill out a withdrawal form three days prior to the planned withdrawal date. This time period allows the teacher and office to prepare the file for transfer to another school, and to give notice of any fees outstanding or books due. Grades will not be released until all fees and books have been collected.

WEATHERFORD CHRISTIAN SCHOOL



EXCELLENCE IN CHRISTIAN EDUCATION

ELEMENTARY HANDBOOK

2016-2017

***Operational Policies and Procedures for
PreK-3 through 5th Grades***

Operational Policies and Procedures

Communication

Communication between parent and teacher is vital to the progress of the student and will be set up as follows:

- *Meet Your Teacher* will be scheduled prior to the beginning of each school year. At this time, you and your child are invited to come and meet your child's teacher. Supplies may be brought to the school at this time.
- Grade Level Meetings will be scheduled for the first few weeks of school. This will be a time for WCS Administration to welcome you and share with you the philosophy of WCS, as well as highlighting the qualities that make WCS so great! The teachers will also have a time to share their classroom procedures and their educational philosophies with you.
- Report Cards issued every six weeks via email for grades 1-5.
- Parents are always welcome to schedule a conference with the teacher at any time during the school year.
- The Lion's Tale newsletters will be sent periodically to parents/guardians and grandparents.
- School notes will be sent via e-mail. It is the parents' responsibility to notify the office of changes in e-mail addresses or internet service interruptions. If you do not have an e-mail address, please notify the office and notes will be sent home with the student.

Attendance

Attendance is very important at WCS. Students should be present and on time, each and every day, in order to get the most out of their education.

Excused Absences:

- Legitimate days of illness – excessive days, or three consecutive days of illness may require a physician's statement
- Death of a family member
- Hazardous weather conditions – students are expected to attend school when school is in session
- Medical or dental appointments
- Other unusual causes acceptable by Administration

Pre-Approval absences may be given for family or church activities. Written notification and approval must be made with school administrator five days in advance. A copy of the form is available on the school website, or may be obtained through the school office, it is the parent's responsibility to obtain and submit the form.

Unexcused Absences:

- An unexcused absence is one that is neither approved nor excused, as defined above.

Elementary students will be counted absent if they miss more than half the day.

Reporting Absences:

When a student is absent it is the parent's responsibility to notify the school in one email to the school office, and homeroom teacher. If the absence is for a medical or dental appointment the student is to bring a note from the medical or dental office showing the time and date of the appointment. A parental note will excuse an absence due to illness for no more than 5 consecutive dates; from then on, the student's absence must be excused with a doctor's note, without an appropriate note the absence will be considered unexcused.

Permits to Leave School Early:

Parents knowing in advance that their child is to leave school early for an appointment must inform the office and classroom teacher by phone or email the day before, but no later than the morning of the appointment. Additionally, the parent must sign them out in the Elementary Office. If returning to school the same day, the student and/or parent must check back in at the appropriate office for an admit slip.

Student Pick-Up:

For the children's safety, a written request must be sent notifying the teacher if someone else will be picking up a child from school. A child will only be released to those named on the registration form unless prior arrangements have been made. The registration forms must be kept up to date at all times. Students needing to leave school during school hours must sign out in the office.

Make-up work:

Make-up work is required for all absences. Time allowance for turning in make-up work is the number of absent days plus one. A student that is absent (excused or unexcused) more than 10% of class time per grading period will be put on Academic Probation. School-sponsored extracurricular events are not counted as absences for team members. Any student's progress adversely affected by absence through a school year could be ineligible for promotion to the next grade. The student and parent will be notified if a potential problem exists. Should these circumstances occur, the school administrator and the child's teacher will determine placement of the student.

Tardiness:

School begins promptly at 8:15 AM. Students arriving late are disruptive to the other students and the teacher. In order to learn the importance of punctuality, students must arrive on time ready for class to begin. Students arriving after 8:15 must go directly to the office and obtain a written admission slip to class. Students will not be allowed into any classroom prior to 8:00 AM. Please do not bring your child to the teacher's classroom unless prior arrangements have been made. A designated area for before school care will be attended from 7:30 AM to 8:00 AM. Students must not arrive before 7:30 AM. Students arriving before 8:00 must go directly to before-school care. At 8:00 the elementary students in before school care will be escorted to their classrooms.

Before and After School Care

The school will be open and supervision provided beginning at 7:30 AM. After-school care is available from 3:30 – 6:00 at a nominal fee. A request for after school care must be submitted on an ASC form. This form is used for students in after school care on a regular basis. Students needing to stay in after school care on an occasional basis should contact the office as soon as possible on that day so that adequate arrangements can be made for proper supervision. After school care does not operate when school is not in session, including early dismissal and inclement weather days. More information on the WCS/ASC program can be found at the end of the elementary handbook.

Chapel

Every student at WCS is required to attend Chapel. Chapel is a time of worshipping our Lord, and all students are expected to participate with an attitude of love and respect. Chapel will meet on Tuesday and Thursday. Please do not schedule doctor/dental appointments during chapel time, if possible. Chapel is a vital part of Weatherford Christian School's emphasis on spiritual development of each student. (Students must wear the appropriate chapel uniform as designated in the dress code.)

Visitors

Visitors are welcome at Weatherford Christian School. On campus visitors should:

- Report to the office and obtain a visitor's badge by showing proper ID that will be run through the WCS Raptor System
- Obtain a visitor's badge that must be worn at all times while on campus
- Not cause disruption of regular activities in halls or classrooms
- Get permission from individual classroom teachers for classroom visits to avoid disruption of class, only students applying for admission may visit WCS classes

In keeping with our closed campus policy, only WCS alumni, immediate family members, and school-aged children active in admissions process who have been invited by WCS administration may eat lunch with WCS students after checking in through the office.

Homework

All homework assignments must be completed and returned by the assigned date.

Students who do not return assignments on time will not receive full credit. Late assignments will be handled at the discretion of the teacher. Being held responsible for homework assignments is a very important learning skill for students. Parents are requested to reinforce this responsibility at home and ensure their children understand that incomplete assignments will not be tolerated.

As much as possible, we subscribe to Dr. James Dobson's (Focus on the Family) philosophy of 10 minutes, times a grade level, for homework each night. Homework times will vary with each student and with school projects and other activities. There will be times that workloads will be longer or shorter. **We try not to overload students with extra assignments on Sunday or Wednesday evenings as we want them all involved in Bible classes & youth group at local churches.**

Grading Policy

WCS grading scale is as follows:

90-100 = A / Excellent
80-89 = B / Above Average
70-79 = C / Average
0-69 = F / Failure

WCS citizenship grades are as follows:

E = Exemplary
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Report Cards will be issued at the end of each six-week grading period. Any student receiving a grade average of 70, or below, will be placed on Academic Warning. The student will have the following six weeks to bring up his/her grade. If at that time the required grade is not met, the student will be placed on Academic Probation. Six additional weeks will be allowed for grade improvement. After that time period, the student faces possible dismissal from WCS.

Parents are encouraged to schedule a conference with the teacher if their child is having trouble with a subject.

Students must pass all classes in order to be promoted to the next grade level. Students leaving a grade level with a 70 average will be placed on Academic Probation for the first six weeks of the next grade level. If at that time the student's grade average has not improved, the school administrator and classroom teacher will meet with the parents and student to discuss the student's future with WCS.

WCS is very proud of the students who excel in their classes and feel that they should be rewarded for their efforts. At the end of the school year, students who have excelled will receive recognition for their achievements as follows:

- Remaining on the A honor roll for the entire school year
- Remaining on the A/B honor roll for the entire school year

- Having perfect attendance for the entire school year

The hope and prayer of WCS is for the students to receive an excellent education and that they will put forth their best effort to excel in their classes. WCS is dedicated to making this happen and believes that parents must participate in this effort.

Leadership Expectations

WCS feels that the school is responsible for enabling students to become strong leaders, both spiritually and academically. WCS is dedicated to God and will put forth every effort to help students grow to their full potential. WCS will strive to develop strong leaders by giving students opportunities throughout the year to take leadership roles in both community and school. To achieve this goal will require the participation of all students and their families. We are a team!

Biblical Principles to Guide Student Behavior

“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.” I Timothy 4:12

With all the questions regarding human conduct, we must go to the Bible, God’s inspired Word, for valid answers. The message from God must be heard. He has given us the Bible, a book which contains principles by which He wishes to guide our lives. He has given us the Bible for our well-being, so that we may avoid many of the traps Satan has set for us in this world.

Obedience: Acts 5:29 “We are to obey God...”; Ephesians 6:1-2 “Obey your parents...honor your father and mother”; Hebrews 13:17 “Everyone must submit himself to the governing authorities...”; Christians must obey God, parents, elders and those in authority.

Modesty: In I Timothy 2:9 and I Timothy 3:2, God commands His children to be “modest” and “orderly”. “Modesty” means “well arranged, seemly; living with decorum, a well-ordered life.” Therefore, the Christian will have propriety in dress, speech, appearance, and conduct and will be acceptable, appropriate, well-ordered and not calling attention to self.

Love: Mark 12:13-31 states Christians are to love the Lord above all and their neighbors as themselves. I Cor. 13:5-6 “Love is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth.”

Glorifying God: I Cor. 10:31 “...do it all for the glory of God.” Whatsoever Christians do will be to the glory of God, not causing others to stumble (I Cor. 8:9, Rom 14:21), and not dishonoring themselves (I Cor. 11:14). I Thess. 5:22 “Avoid every kind of evil.” Phil 4:8 “Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure,

whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.”

General Parent Expectations

As a child’s first teacher, a parent has tremendous impact and influence in shaping the child’s academic performance and behavioral conduct. Parents teach their children best by their own examples of reverence, responsibility, and respect. We expect all parents and guardians at our school to model appropriate behavior and to be good examples to our school community. In order to show cooperation and support, all parents shall:

- Support the mission and vision of the school.
- Understand that teachers are dedicated professionals who often make sacrifices to follow God’s calling to teach in a private, Christian school.
- Be respectful to staff, students, and other members of the school community at all times.
- Be respectful of all staff and their time with family. Do not call or text staff on their personal cell phones during the day, after school hours, evenings or weekends unless it is an emergency. Questions regarding homework, dress code, and school supplies are not an emergency and does not warrant a call after school hours.
- Show respect for the teacher, or any other adult in authority, in front of child(ren) at all times.
- Follow the school protocol for handling complaints by first seeking a resolution with the staff member involved in a positive and professional manner. Subsequent consequences can be scheduled with administrative personnel if necessary only after the proper chain of command has been followed.
- Speak to the teacher or adult in charge before accepting a child’s version of an incident/issue.
- Do not participate in gossip, including on social media, make an effort to stop rumors, going through the proper channels when issues arise.
- Speak truthful and in love in all circumstance. WE encourage parents to fight the urge to attempt to “cover” for their child instead of providing an opportunity for truth, justice, and teaching opportunities to be addressed.
- Hold their child(ren) responsible and accountable for following all school rules, completing all homework assignments, and coming to school every day on time, dressed appropriately and prepared with necessary supplies.
- Not tolerate vulgar or sarcastic language from their child(ren), nor violent or aggressive speech or behavior, setting a good example in their own speech and behavior.

Parents can help to reinforce Christian values, responsibilities, and conduct. In order to accomplish these objectives, the parent:

- Recognizes that WCS seeks to work in partnership with parents and the church in the development of the student.
- Teaches respect for the law, for authority, for the rights of others and for private and public property.

- Shares an active interest in the child's school work and personal development.
- Arranges for the child's regular school attendance and complies with regulations and procedures.
- Works with WCS in carrying out recommendations, which both school and parents feel are in the best interest of the child.
- Cooperates with the school in carrying out disciplinary action if necessary.

Problem Resolution

Parents and/or students who have a grievance against a teacher or administrator must try, in accordance with Matthew 18, to first take up the matter with the individual involved. In cases where the issue is with the teacher, to the greatest extent possible, the student or parent should come to an administrator only after attempting to resolve the issue with the teacher. If resolution is not possible at the parent/teacher level, the parent may request a meeting with the elementary administrator **with the teacher present**. If deemed necessary and appropriate the elementary administrator, teacher, student, and parents will all meet together. If at this time an acceptable resolution is still not achieved a meeting with the Head of School, elementary administrator, teacher, student and parent may be requested.

If needed a standing Appeals Review Committee will be appointed by the President of the School Board. The Committee will consist of three to five board members and will act on behalf of the Board in regard to appeals or complaints. The Committee will not have authority to establish or revise policy. New policy and/or changes to existing policy will require full Board approval. (Individual Board members may not participate in the resolution process until a complaint is properly presented before the Board or the Appeals Review Committee).

The Committee will provide a report to the Board on each case heard.

The student/parent shall meet with the Appeals Review Committee to present their case for a final decision. Prior to the meeting, both the principal and the student/parent shall submit a written description that includes a statement of the issue, the facts supporting their position, and the solution being sought. The Committee shall render its decision in writing. The decision shall be reported to the Board at the next regularly scheduled meeting.

Exclusions:

No procedure or step in this policy shall have the effect of requiring a person alleging harassment or discrimination to present the matter to a person who is the subject of the complaint.

If the complaint involves alleged discrimination or harassment by a teacher, the student/parent shall discuss the matter with the principal, who will attempt to resolve the matter.

The Board and/or the Appeals Review Committee may determine, at its discretion that certain issues do not call for Board action. In such cases the final step in the appeal/complaint process will be meeting with the administrator.

If at any time a parent/guardian or family member of a student does not abide by a respectful, approach to conflict resolution and uses the threat of legal recourse, conversations between the school and the concerned party will cease. Communication between the two parties will then be conducted between WCS legal counsel and the concerned party.

Discipline

Statement of Principles: WCS includes admission of students from different religious and personal persuasions. It is the intent of the School Board, administrators, and faculty to maintain an atmosphere where exemplary Christian behavior and quality academic studies are developed. Students at WCS are encouraged and expected to exhibit behaviors contributing to the growth of such an atmosphere.

Self-discipline Philosophy: Discipline is more effective when internalized by the individual and exhibited by his/her personal conduct. Ultimately, each person must assume such responsibility if he/she is to mature into a useful and productive citizen. Every opportunity will be given for development of self-discipline. Where discipline is required by faculty or school administrators, it will be administered with the intent that maximum educational value be attained. WCS seeks to maintain a strong academic environment and requires that students engaging in disruptive activities or violating school regulations must be disciplined.

School Representation: A significant portion of the influence of WCS depends on student conduct, both on and off campus. As a result, students must be aware of their representation of WCS as long as they are enrolled. Anytime a student represents WCS in an activity, the student is asked to behave in a way that will portray honor and respect. WCS students are always expected to set a Christian example in attitude and behavior. As in Matthew 5, we are all to be the light of the world, and as stated in 2 Corinthians 6:3, we are not to be the stumbling blocks in anyone's path.

Discipline Plan: For learning outcomes to be impacted, it is imperative that the WCS discipline plan be initiated in the classroom. The teacher-student relationship is key to an education program. Effective classroom management is vital to the academic success of WCS.

Student expectations are outlined in the acronym **PRAISE:**

- **P** Practice first time obedience
- **R** Respect authority and others
- **A** Accept responsibility
- **I** Initiate peace
- **S** Strive for excellence
- **E** Exercise self-control

Level 1:

1. Talking in class without permission
2. Minor disruptive behavior
3. Inappropriate verbal or physical teasing of another student
4. Deliberate inattention in class
5. Failing to follow directions or classroom procedures
6. Being unprepared for class
7. Not completing homework/assignments on time
8. Chewing gum
9. Eating in any area other than those designated for that purpose and in those areas only during specified times. Food and drinks brought to school for lunch must be stored in backpacks or cubbies for one day only. Water in clear, plastic bottles is allowed in class. Sodas, flavored waters, juices, etc. are not allowed.
10. Running in buildings or at inappropriate times
11. Littering on campus
12. Minor vandalism
13. Violation of Uniform Code
14. Bringing Non-Approved Items to School: Toys and electronic devices are not allowed on school grounds without specific permission. This includes, but is not limited to: cell phones, video cameras, cameras, laser pointers, video games, computer software, sports equipment, and music playing devices of any sort (iPods, MP3 players, etc.) Calculators may be used with teacher permission.

Level 2:

1. Actions or attitudes which are spiritually detrimental to the school. (Depending on the nature of this offense, it may be handled as a Level 1 offense.)
2. Verbal and/or physical abuse of others, acts of unkindness or cruelty, including threats to other students, harassment, or slander (Depending on the nature of the offense, it may be handled as a Level 1 offense.)
3. Failing to show respect to students, faculty, staff, or other adults who may be on campus
4. The use of inappropriate language
5. Leaving the classroom without permission of school personnel
6. Failure to abide by school rules and regulations at extracurricular activities such as field trips, sporting events, etc.
7. Habitual violation of Level 1 offenses

Level 3:

1. Academic dishonesty, cheating or plagiarism (including sharing homework)
2. Deliberate deception or lying
3. Deliberate rudeness or disrespect of students, faculty, staff or other adults who may be on campus
4. The use of profane, abusive, or inappropriate language or gestures

5. Verbal and/or physical abuse of others, acts of unkindness or cruelty, including sexual harassment or activity, fighting and threats to other students or faculty, verbal or written
6. Engaging in threats or other acts of intimidation which interferes with another student's desires to participate in the education process
7. Stealing
8. Possession or use of tobacco, alcohol and or drugs
9. Vandalism/destruction of property
10. Any use or possession of tobacco, drugs, alcohol or weapons
11. Cutting class or other forms of truancy
12. Failure to comply to school wide computer use policies
13. Habitual non-conformity to school rules
14. Any other acts of serious misconduct that disrupts the school environment in the classroom, school and/or school functions
15. Chronic or repeated disciplinary infraction of Level 1 and/or Level 2 offenses

Level 1: offenses are handled by the teacher by using oral correction, teacher/student conferences, parent contacts by email, note or telephone call, or any other appropriate in class disciplinary action. Each teacher has worked to establish fair and effective discipline policies. These policies are covered in detail at the beginning of school. Teachers are free to request input and assistance from the administration at whatever level of infraction the teacher feels inappropriate.

Level 2: offenses will result in a phone call or note to the parent to allow the parents the opportunity to work together with the teacher to reach an appropriate solution to the problem. Teachers may choose to use any of the Level 1 classroom discipline procedures to correct Level 2 offenses. Level 2 offenses may also result in a referral to the Elementary office. This referral will serve to impress upon the student the seriousness of the offense and will allow the administration the opportunity to assist the teacher in finding an effective solution.

Level 3: offenses will result in an automatic referral to the Elementary Principal and a probable parent conference with the teacher and administrator. At this level discipline may include suspension or expulsion. In addition, a student may be placed on Disciplinary Probation.

Suspensions:

In-School suspension may be assigned by the Elementary Principal for continued disruptive behaviors. It may be all or part of the school day. Students complete classroom assignments at a monitored desk. The student will be under the direct supervision of a substitute teacher (at the family's expense). Further guidelines at ISS will be given when it is assigned. Any student suspended for a second time in a school year is automatically placed on Disciplinary Probation for the rest of the year.

Disciplinary Probation:

If a student is placed on Disciplinary Probation, the student's parents and the Elementary Principal will be required to conference regarding the student's conduct. A plan of action will be drawn up to define the expected conduct and to provide compelling motivation and assistance for the student to change his/her behavior. The length of the conditions of the probationary period will be specified in writing for parents.

Disciplinary actions are not carried from one year to the next unless a student has been suspended twice in the school year and are therefore on Disciplinary Probation. If the student ends the year on Disciplinary Probation, a contract addendum may be added to the re-enrollment contract specifying the conditions under which the student may maintain enrollment.

Expulsion:

The school may ask for the withdrawal of any student whose conduct is detrimental to the reputation of the Lord Jesus Christ or His school. When the Elementary Principal determines that a student should be separated from WCS, he/she will present that recommendation and the supporting evidence of WCS's Head of School in confidence. The Head of School will consider this and any other evidence bearing on the issue. He/she will consider the school's written policies and Biblical standards. Final decision and expulsion rests with the Head of School.

Responding to Bullying

WCS encourages conduct that adheres to biblical principles of love for one another, wholesome speech, self-discipline, and Christlikeness. "*Be devoted to one another in love. Honor one another above yourselves*", Romans 12:10. In the event students fail to show appropriate love to another and actual bullying occurs, students are asked to take the following steps.

1. Inform a trusted adult who can encourage the student who has been offended and assist that student in addressing the issue properly.
2. Report incidents of offensive actions against themselves or another to a teacher, counselor, or administrator.
3. Respect and trust the administration to properly investigate the issue to act on behalf of the individuals.
4. Pray for the parties involved.
5. Cooperate with school officials in collecting accurate information, the administration of discipline, and potential attempts at restoration.

WCS recognizes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. WCS finds that bullying, like other disruptive or violent behavior is conduct that disrupts the student's ability to learn in a safe environment.

Definitions:

For the purpose of addressing inappropriate actions that can be classified as bullying, WCS defines “bullying” as systematic, repeated, or recurrent conduct committed by a student or group of students against another student, which causes measurable physical harm or emotional distress. Verbal expression, whether oral, written, or electronic, is included within the definition of “bullying” only to the extent that (1) such expression is lewd, indecent, obscene, advocating for illegal conduct, intended to incite an immediate breach of peace, or the severe and pervasive use of threatening words that inflict injury; or (2) WCS administrators or officials reasonably believe that such expression will cause an actual, material disruption of school work.

Playground Safety Rules

Safety rules are to be followed at all time on the playground:

- Fighting will not be tolerated under any circumstances.
- Students will not be allowed to leave the fenced area without teacher’s consent. Students in grades PreK thru 5th must be accompanied by a teacher when returning to the building. Students leaving the play area without permission will lose recess privileges for the remainder of the week. (Please explain to your children the importance of this safety rule and that they are to remain in the presence of their teachers.)
- Food and drink will not be permitted in the play area in order to keep the area neat and litter free at all times.
- Students must always remember to be courteous and respectful to teachers and fellow students.
- WCS does not accept responsibility for children in the play area after school hours. Please remain with your children if they are in the play area.

Phones

Cell phones and other electronic devices are distracting and disruptive to the learning environment. These electronic devices are not to be seen or heard during school hours unless under teacher supervision. If an electronic device is taken because of usage it will be sent to the office. There is a \$25 fine to retrieve the item. Necessary communication between parent and student needs to be handled through the office staff. Students may not keep personal cell phones on their person. Cell phones must be kept in a backpack on silent mode. WCS is not responsible for lost or stolen items brought to school.

Students must not get in the habit of calling parents to bring things to them at school. They need to learn to accept responsibility for bringing all items, such as homework, lunch, glasses, P.E. clothes, and notes, with them in the morning.

Please keep your children informed of after school activities before bringing them to school, so they will know what to expect at the end of the school day.

Field Trips and Transportation

Field trips are part of the student's education at WCS. Field trips will have an educational purpose and a learning goal for the students. Written information will be sent home prior to the scheduled field trip notifying the parent of the date, purpose of the field trip, cost (if any), and appropriate uniform. Students are required to have parents sign notification slips prior to attending field trips.

Parents are responsible for making other arrangements for child care when their children will not be attending field trips and must notify the school.

Parental participation on field trips is encouraged. However, siblings will not be permitted to attend with sponsoring parents. All parents volunteering to drive on a scheduled field trip must submit a form with driving record, insurance information, and complete a background check. This form can be picked up in the office.

While traveling on the school bus or in a private vehicle, students must remain in their seat belts at all times. Students attending a field trip will follow all school rules. Students not exhibiting proper behavior may lose the privilege of attending the next field trip scheduled for their class.

Teachers will inform students of the required uniform prior to a field trip. Students not complying with the uniform guidelines will not be allowed to attend the field trip.

Extra-Curricular Eligibility

Eligibility to participate in extracurricular activities will be based on six-week report card grades. Students failing one or more classes will be ineligible for at least three weeks. They may practice, but may not participate in competitions during this time. If, after three weeks, the student is passing all classes on their progress report they will become eligible. Otherwise, students remain ineligible until the conclusion of the six-week grading period. In order for a student to participate in any extracurricular event, they must be in attendance for at least one half of a school day on the day of a contest or practice.

Athletics

WCS views athletics as an extension of a student's development. Through competition, students will learn how to handle victory and defeat. Competition encourages physical growth in endurance and strength, and mental growth in character and self-worth. WCS believes that prayer and training go hand in hand – athletes must learn to not only depend on themselves and teammates, but also on God's strength and judgment.

Athletes and their families are expected to exemplify Christian conduct and sportsmanship at all events. WCS athletes must show respect to coaches, referees, spectators, or other teams at all times. Non-sportsmanlike behavior will result in appropriate disciplinary action, including temporary or permanent suspension from the team.

Students wishing to participate in a sport are required to have a physical exam at the expense of the parent. A basic physical report from the doctor must be submitted yearly for sports participants.

Uniforms issued to students are school property and must be cared for properly and returned in good condition. Athletes, cheerleaders, and sports participants will wear the school designated uniforms at all sports events. Modest dress is expected to be worn before and after games.

After School Care Policies and Procedures 2016-2017
Weatherford Christian School for Grades PK-5th Grade

The following Policies and Procedures are for the 2016-2017 After School Care (ASC) program.

- ASC will begin the first day of the school year, ***Thursday, August 18th, 2016.***
- ASC tuition is ***\$4.00 an hour*** and is due upon invoice receipt.
- **ASC will not be available on school holidays, early dismissal days, or the last day of school.**

The ASC program will use positive discipline to ensure cooperation and enjoyment by all children. If a child is unable to respond to positive, encouraging corrections parents will be notified via a Discipline Form. The process of discipline is as follows:

- **1st Offense:** a “warning” will be issued.
- **2nd Offense:** the child will be suspended from ASC the following ASC day. (If the 2nd offense occurs on a Friday or a holiday, the child will be suspended the next ASC session).
- **3rd Offense:** the child will be suspended from ASC for 5 days beginning the session immediately following the incident. (If a 3rd offense occurs on a Friday or a holiday, the child will be suspended the next 5 days ASC is in session).
- **4th Offense:** the child will be dropped from the program.

Pick up time is promptly at 6:00 p.m. and parents are required to sign out their child and show an ID for the first few weeks of ASC. This is done for the safety of your children.

If any person other than the parent or authorized persons on the child’s information sheet is sent to pick up the child, then they will be asked to show a valid ID and will not be allowed without a phone call from the parent **AND** a signed note for their file. If an emergency arises and a note cannot be sent with the person then you can send it via fax at (817) 596-0529 lower elementary, or (817) 341-0005 secondary campus.

A \$2.00 per minute late fee will be charged after 6:00 p.m. All late fees will need to be made payable to WCS and are due no later than 1 week following the late pick up or the student will be removed from the program.

AFTER THE THIRD LATE PICK UP OR ONE LATE PICK UP TOTALING OR

EXCEEDING 30 MINUTES THE STUDENT CAN BE AUTOMATICALLY REMOVED FROM THE PROGRAM.

If a student has not been picked up by 6:05 p.m. the ASC staff member in charge of late pick up will begin to call all numbers given on student's information sheet. **If no successful contact has been made by 6:30 p.m. the ASC staff, the school Principal, Head of School, and the Weatherford Police Department/CPS unit will be contacted. At this point the CPS officer will remain with the child until the parent has picked them up.**

WEATHERFORD CHRISTIAN SCHOOL



EXCELLENCE IN CHRISTIAN EDUCATION

SECONDARY HANDBOOK
2016-2017

***Policies and Procedures for
6th through 12th Grades***

Operational Policies and Procedures

Morning Arrival

Classes begin at 8:05 a.m.. Students should arrive no earlier than 7:40 a.m. and report to the cafeteria.

After School

We are first and foremost concerned with the safety of our students. Please review the following guidelines and make the necessary transportation arrangements.

High School students are dismissed at the end of 8th period. The classrooms and locker areas are to be cleared within 30 minutes. No supervision will be given to students who are still on campus after 4:00 p.m., unless they are involved in an extra-curricular activity under the supervision of WCS staff. Students may be asked to leave the campus if they are not behaving in an appropriate manner.

Middle School students are dismissed at the end of 7th period. The classrooms and locker areas are to be cleared within 30 minutes. No supervision will be given to students who are still on campus after 4:00 p.m., unless they are involved in an extra-curricular activity under the supervision of WCS staff. Students may be asked to leave the campus if they are not behaving in an appropriate manner.

Care of Personal Property

WCS is not responsible for lost or stolen personal property items. We regret that we would have any students here that would take things that do not belong to them, but such is the world in which we live. We encourage students to bring only the required items with them to school and to keep money and valuable possessions under their personal supervision at all times.

Lost and Found

Students are responsible at all times for their personal property. If a student misplaces a personal item, he/she should immediately check the Lost and Found bin in the secondary cafeteria.

Student Check-In & Out

The secondary office is open at 7:30 a.m. and closes at 4:30 p.m. Students are required to check/sign in here if tardy (arriving after the bell rings), signing out for appointments and signing back in.

Automobile Policy

Students that drive automobiles to school are to park them in the designated student parking lot. Other than lunch (seniors only) or leaving at the end of the school day, students

may not return to their cars or leave the building without a pass. Failure to comply with the automobile policies may result in the loss of driving privileges and or/strike. Driving on the WCS campus is a privilege and can be taken away for unsafe driving practices. The student parking lot and student cars may not be used as places to “hang out”.

Campus Visitors/Security

WCS strives to maintain a safe environment for all students. During school hours, all visitors are approved at the discretion of the WCS administration and must check/sign in at the Secondary Main Office located in the East campus building to receive a visitor’s badge to be worn while on campus. All visitors must show an ID that will be scanned through the WCS Raptor system in order to receive an ID badge that must be worn the entire time a visitor is on campus. If a visitor is seen not wearing an ID badge obtained through the Raptor system, they will be escorted to the main office by any WCS employee who has found the visitor not in compliance with this safety measure.

Approved visitors could include parents, youth pastors, and WCS graduates in good standing. WCS Alumni and former students in good standing are required to sign in and may only visit during lunch. Appropriate attire is required. Pets are not allowed on campus at any time.

Closed Campus Policy

WCS offers a closed campus for the protection and security of our students and staff. Students must sign out in the Secondary Office before leaving the WCS campus. Seniors have off-campus privileges only at lunch during the spring semester.

Transportation

While WCS sponsors a variety of activities, the school cannot always assume transportation responsibilities for every student. Therefore, a student may be required to provide his/her own transportation or to find transportation from another student or student’s parents. In these cases, WCS cannot assume primary responsibility or liability for any injuries or damage sustained while riding in a private automobile. Primary responsibility rests with the owner and driver of the vehicle. We strongly encourage parents to always be aware and involved in arranging safe transportation for their student(s) to and from any WCS activities.

JH/HS Student Council

The Student Council, whose mission is to serve and lead the school in service, always seeks to promote a deeper spiritual awareness and maturity in Jesus Christ.

- The Weatherford Christian School Student Council is composed of students in grades 6-12. Officers and representatives are chosen by vote in the fall and serve one school year. Officers for student council include a president, vice-president, secretary, and treasurer. All grades select two class representatives.

- Student Council represents the best that Weatherford Christian has to offer and members are held to high standards. Members must maintain a 90 GPA, complete 15 service hours a year, and must not receive more than 2 strikes in a grading period.
- WCS student council acts as a voice for the student body. Students' suggestions are discussed at council meetings; ideas deemed appropriate and helpful may be recommended to WCS administration.
- Members of the council are instrumental in helping organize and conduct several student body activities and service projects each year. The student council sponsors and administrator are responsible for assisting council members in these roles.

JH/HS National Honor Society

Membership into National Honor Society is offered to those students in the 10th through 12th grade who create enthusiasm for scholarship, promote worthy leadership, develop character, stimulate a desire to render service, and encourage exemplary citizenship. Grade averages are evaluated at the end of the 9th grade year and admission is allowed as early as the fall of the student's 10th grade year. Students who successfully meet the scholarship requirement of a 90 will be offered an information packet to complete. Membership is **never** considered on the basis of scholarship alone. In addition to scholarship, students must submit documented service hours to the office (12 hours for each high school grade completed), complete the service requirement outlined in the information packet, and complete the leadership requirement also outlined in the information packet. Candidates must also submit a complete application with all required signatures and letter of recommendation. Once all information is returned to the NHS adviser, the faculty will complete an evaluation and behavior records will be reviewed. Students must have 130-140 points to be eligible for induction based on the following point values:

- | | |
|---|-----------|
| • Scholarship (Grades) | 20 points |
| • Service Hours Submitted to Office | 20 points |
| • NHS Service Requirement Fulfilled | 20 points |
| • Completed Application with Letter of Recommendation | 20 points |
| • *Behavior Records | 20 points |
| • **Faculty Evaluation | 20 points |

*Behavior records are given the following point values: 0 strikes = 20 points; 1-2 strikes = 15 points; 3-4 strikes = 10 points. No points will be received in this category for students receiving more than 4 strikes in a given year. This includes strikes given for morning tardiness.

**Faculty Evaluation – Each faculty member is given a four-point evaluation to complete on each student and then those evaluations are averaged together. Those evaluations are given the following point values: 3.5-4.0 = 20 points; 3.0-3.5 = 15 points; 2.5-3.0 = 10 points. No points will be received in this category for students receiving less than a 2.5 faculty evaluation average.

Members will be expected to continue to demonstrate the qualities of scholarship, leadership, character, service, and citizenship. Student records are reviewed at the end of each semester. Grades, office referrals, and other documented disciplinary concerns of

current members will be considered. Students failing to meet NHS standards will be placed on a nine-week probation period. Members who resign or are dismissed for failing to maintain the NHS standards to which they were initially selected are **never** again eligible for membership or its benefits. Students who are denied induction in one year can be considered again the next year.

National Junior Honor Society

Selection for the National Junior Honor Society occurs each spring and is open for 6th -8th grade students who have attended Weatherford Christian School for at least three semesters. Membership requirements include, but not limited to: scholarship (must have at least a 90 average), character (based on teacher evaluations and limited strikes), leadership (helpfulness to other students/teachers), and service (at least five hours of community service per semester). Students who qualify academically will receive a letter in the spring encouraging them to fill out an information packet. Completed packets, returned by the deadline, will be reviewed by the Faculty Advisory Committee and selections will be made by that committee.

Technology

WCS recognizes the importance of technology in the educational process. Students' rights and responsibilities will be spelled out in the "Technology Use Policy". WCS also has a Cell Phone Policy that includes our school policies regarding cell phone use on campus.

Student Printing

Students are solely responsible for class assignments. In rare cases, students will be permitted to print assignments in the secondary office before the tardy bell rings for 1st period. Students will not be permitted to print documents when they are supposed to be in a scheduled class.

Attendance

Attendance is very important at WCS. Students should be present and on time, each and every day. Attendance is crucial to the learning process. The accepted standard is for WCS students to be present ninety percent of the time. If a student is absent (excused or unexcused) more than 10% of each class per semester, they may be placed on Academic Probation and could lose credit for the course unless they attend Saturday School for the absence recovery. School-sponsored extracurricular events are not counted as absences. Any student's progress adversely affected by absence through a school year could be ineligible for promotion to the next grade. The student and parent will be notified if a potential problem exists, in order to get the most out of their education.

Absences

- It is requested that parents notify the office the morning of a child's absence.

- Make-up work may be requested at this time and picked up in the office between 1:00 p.m. and 3:00 p.m., or accessed through RenWeb.
- Once written notification is received, an excused absence will be given for a child's doctor or dental appointment, a child's illness or the death of a family member.
- The school administrator will determine the status of all other absences. If a child is to be absent due to reasons other than an illness, prior arrangements and approval must be made with the school administrator in advance.
- Students will have one class period for each day absent to make up work. If a student misses the day of a previously announced test or quiz, he/she should be prepared to take the test or quiz on the day they return to class.

Pre-Approved Absences

For Pre-Approved Absences to be excused, they must be cleared with the administration at least 3 days in advance. These will be counted on the report card as absences, but without any academic penalty. Students should plan to take tests/quizzes and turn in all homework either before the absence or on the day they return.

Excessive Absences

Excessive absences place a hardship on both students and teachers. Therefore, students who have more than nine absences per class per semester (excused or unexcused) will be required to make-up their time on a selected Saturday. For each day a student misses past the nine days, four (4) hours of Saturday school must be completed at a rate of \$50 per day. Saturday school will be from 8:00 a.m. to 12:00 p.m. and students will be expected to be on time in WCS uniforms. Otherwise, they will be locked out and not receive credit. Students will also be expected to have study materials to stay busy the entire time and will not be allowed to be a disruption.

Students will be counted absent in a class if they are more than 1/2 of the class period.

Returning to school

Upon returning to school after an absence, students must bring a written excuse from either a parent/guardian or medical/dental office. If the absence was for a medical or dental appointment, the student is to bring a note from the medical or dental office showing the time and date of the appointment. When possible, make these appointments after school or on Saturdays. The note for non-medical absences must contain the date(s) of the absence, the reason for the absence, and a parent or guardian's signature. A parental note excuses an absence due to personal illness for no more than (3) consecutive dates; from then on, the student's absence must be excused with a doctor's note. Without an appropriate note upon return, the absence will be considered unexcused. A phone call or a parent's signature signing the student out the day before does not take the place of a written excuse from a parent.

Make-up work

Make-up work is required for all absences. All work assigned prior to the absence(s) is due upon the students' return to school. Work assigned during the absence will be due the day after the students' return.

Tardiness

School begins promptly at 8:05 AM. Students arriving late are disruptive to the other students and the teacher. In order to learn the importance of punctuality, students must arrive on time ready for class to begin. Students arriving after 8:05 will receive a tardy strike. Students must go directly to the office and will receive a strike. **Students tardy for more than ½ the class period will be counted absent.** The only exception to a first period tardy will be a medical appointment. A note from the doctor's/dentist's office must be given to the office when the student arrives. If a student is detained by a teacher during the day, the teacher may write a note to excuse the tardy. Students will receive a tardy strike for every unexcused tardy to any class throughout the day

Grievances/Conflict Resolution

Staff members at Weatherford Christian School strive to apply principles from God's specific teachings in relation to conflict. We have been given definite instruction about how to deal with others in a way that honors Christ. Matthew 7:12 says, "So whatever you wish that men would do to you, do so to them." James 1:19 also reminds us to "be quick to listen, slow to speak, and slow to anger, for man's anger does not bring about the righteous life that God requires." If a grievance/conflict should arise between parents and staff members, there is also a Biblically-prescribed procedure of conflict resolution. Matthew 18:15-17 instructs us to try to resolve conflict at the individual level first, progressing to include witnesses if necessary, and then, only if those methods fail, to bring the matter before the leadership. This is the procedure WCS encourages in matters of resolving conflict.

Steps for parents to follow when voicing a concern:

- **Step One:** Student contacts teacher-The student should present the conflict/issue to the teacher as soon as possible. It is always best for students to become their own advocates. It is expected that the majority of concerns will be resolved at this first meeting.
- **Step Two:** Parent contacts teacher-If needed, the parent should contact the teacher directly. The parent should contact the teacher via email or phone call to set an appointment to meet with the teacher.
- **Step Three:** Contacting the Principal-If there is still not a satisfactory resolution, the student or parent may contact the high school principal. While there can be no guarantee that all parties will agree with all resolutions or findings, a thorough, respectful airing of differing perceptions and experiences can lead to more productive relationships and clearer understandings in the future.

Retaliation of any kind against a student and/or parent for utilizing this procedure is strictly prohibited.

Appeals Process

The Chairman of the School Board will appoint a standing Appeals Review Committee. The Committee will consist of three to five board members and will act on behalf of the Board in regard to appeals or complaints. The Committee will not have authority to establish or revise policy. New policy and/or changes to existing policy will require full Board approval. (Individual Board members may not participate in the resolution process until a complaint is properly presented before the Board or the Appeals Review Committee.)

The Committee will provide a report to the Board on each case heard.

- **Step 1:** If the complaint or appeal involves a problem resulting from the action of a teacher, the student/parent shall discuss the matter with the teacher involved. If an acceptable resolution is not achieved, the teacher will arrange for a Step 2 meeting.
- **Step 2:** The student/parent shall meet with the principal to discuss and resolve the matter. If an acceptable resolution is not achieved at this step, the principal will arrange for a Step 3 meeting.
- **Step 3:** The student/parent shall meet with the Appeals Review Committee to present their case for a final decision. Prior to the meeting, both the principal and the student/parent shall submit a written description that includes a statement of the issue, the facts supporting their position, and the solution being sought. The Committee shall render its decision in writing. The decision shall be reported to the Board at the next regularly scheduled meeting.

Exclusions:

No procedure or step in this policy shall have the effect of requiring a person alleging harassment or discrimination to present the matter to a person who is the subject of the complaint.

If the complaint involves alleged discrimination or harassment by a teacher, the student/parent shall discuss the matter with the Head of School, who will attempt to resolve the matter. If the complaint involves alleged discrimination or harassment by the Head of School, the student/parent shall discuss the matter with the School Board President, who will attempt to resolve the matter.

The Board and/or the Appeals Review Committee may determine, at its discretion, which certain issues do not call for Board action. In such cases the final step in the appeal/complaint process will be Step 2.

Academic Policies and Procedures

Academic Integrity and Plagiarism

The root of plagiarism is two-fold: dishonesty and laziness. Neither of these are Christ-like qualities, nor do they have a place at WCS. WCS adheres to the Modern Language Association's definition of plagiarism: "The false assumption of ownership, the wrongful

act of taking the product of another person's mind, and presenting it as one's own...the use of another person's ideas or expressions without acknowledging the source...is intellectual theft" (Modern Language Association of America).

Cheating

- Cheating includes, but not limited to:
- Copying from another student's test paper, homework assignments, lab report, other report, or computer files and listings.
- Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise. Unless otherwise specified, ALL students' work should be completed independently.
- Using, in any academic exercise or setting, material and/or devices not authorized by the person in charge of the test.
- Knowingly using, buying, selling, stealing, transporting or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.

Collusion

Collusion is the unauthorized collaboration with another in preparing work offered for credit.

In addition to the disciplinary consequences for plagiarism, the following grade-related consequences will apply:

- Ignorance is no defense-Since we teach students what plagiarism is, beginning in the sixth grade, a student will not be able to use an "I didn't know..." defense.
- Intent is irrelevant-Teachers will not have to determine whether instances of plagiarism are intentional or not- "I didn't mean to..." defense.
- Any confirmed instance of plagiarism at the High School level will result in a grade of ZERO for any homework or assigned classwork, quiz, essay/report or test.
- Any confirmed instance of plagiarism in an Advanced Placement (AP) or dual credit course could result in the student losing AP or dual credit for the course.
- Any confirmed instance of plagiarism at the Middle School level will result in a grade of 50% of the original grade ("earned" credit) for any homework, assigned classwork, quiz, essay/report or test.

Homework

Homework is an integral part of educational growth. Material covered in class is reinforced to ensure the student understands what is being taught. All parents and students are encouraged to check RenWeb on a weekly basis to keep up with homework and grades.

All homework assignments must be completed and returned by the assigned date.

Students who do not return assignments on time will not receive full credit.

Late assignments will be handled at the discretion of the teacher. Being held responsible for homework assignments is a very important learning skill for students.

Parents are requested to reinforce this responsibility at home and ensure their children understand that incomplete assignments will not be tolerated.

Grades

WCS grading scale is as follows:

90-100 = A / Excellent
80-89 = B / Above Average
70-79 = C / Average
0-69 = F / Failure

WCS citizenship grades are as follows:

E = Exemplary
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Students in grades 7 & 8 will receive credit yearly. The semester final exam or final paper/project will count 1/7 of the semester grade. To calculate the yearly average, add the two semester grades and divide by two (2). Middle school students taking Algebra I will receive high school credit and therefore its semester finals count and the grade will be included in the high school GPA.

Students in grades 9-12 will receive credits and grade points by semester average. Each semester of work completed satisfactorily will count 1/2 unit or credit. These units will be recorded on report cards and transcripts by semester. Semester finals count 1/7 of the semester grade. Each semester of work failed (F) in a required course must be repeated/recovered. In the event that a student fails the first semester, full credit will be awarded if the second semester is high enough that the average of both semesters is 70 or above. However, this method is not used if a student fails the second semester.

When it becomes necessary to acquire credits outside WCS, prior approval must be sought through a WCS Secondary Principal and Department Head. This should only happen when a student needs credit recovery or wishes to supplement the current WCS curriculum. These credits should not be taken to replace a WCS class offered. Furthermore, credit by exam (CBE) will only be accepted for credit recovery.

Students who bring documentation of driver's education's minimum requirements with their permit and their official driver's license may receive 1/2 elective credit.

Progress Reports will be emailed to parents every Sunday evening. Report Cards will be issued at the end of each nine-week grading period. Any student receiving a grade average of 70, or below, will be placed on Academic Warning. The student will have the following nine weeks to bring up his/her grade. If at that time the required grade is not met, the student will be placed on Academic Probation. Nine additional weeks will be allowed for grade improvement. After that time period, the student faces possible dismissal from WCS. Parents are encouraged to schedule a conference with the teacher if their child is having trouble with a subject.

Students must pass all classes in order to be promoted to the next grade level. Students leaving a grade level with a 70 average will be placed on Academic Probation for that subject for the first nine weeks of the next grade level. If at that time the student's grade average

has not improved, the school administrator and class teacher will meet with the parents and student to discuss the student’s future with WCS.

Dropping a Course

Student schedules will not be changed after the completion of the third week of each semester. A student desiring to drop a course must fill out a course withdrawal form and it must be signed by a parent.

Academics

High school students attend up to eight periods a day. Parents and students are encouraged to decide which one of the three tracks listed below a student will follow for graduation. All tracks will prepare students for college, but the tracks differ according to the number of credits. The type of credits are determined by whether the student will apply to (I) a junior college, small college or university; (II) a selective university; or (III) a highly selective university or a major course of study in pre-law, pre-medicine, math, science, or computer science. Those students interested in Track II or Track III need to be enrolling in as many Honors, AP or Dual Enrollment classes WCS has to offer as possible.

Course Track Options for Graduates of 2016 – 2017:

Course Track	I	II	III
Bible*	4	4	4
English	4	4	4
Math	4	4	4
Science	4	4	4
Social Studies/Eco	4	4	4
PE/Athletics	1	1	1
Second Language	2	3	3 or 4
Technology	0	0	1 or 2
Fine Arts	1	1	1
Speech	.5	.5	.5
Electives	5.5	4.5	1.5 - 3.5
Total Credits Required	30	30	30

*Students will need a Bible credit for each year they attend high school at WCS.

GPA

WCS student **Grade Point Average** will be calculated with all required high school level classes and will be on a numerical scale of 100. For designated “Honors” and Dual Enrollment classes, offered at WCS, students will be awarded an additional eight (8) points and for designated AP courses an additional ten (10) points will be awarded. These averages do not appear as weighted averages on report cards or transcripts.

The Valedictorian and Salutatorian are determined by averaging all grades in courses receiving credit to find the top two scores. These are averaged to the 1,000th place, if necessary. If the averages remain the same, there will be co-valedictorians and no salutatorian. New students must be enrolled at WCS by the first day of school their junior year to be considered for valedictorian or salutatorian.

Due to the selective admissions practices, highly competitive program and class size, WCS does not rank its students academically, other than for valedictorian and salutatorian. An explanation of this policy is included with transcripts sent to colleges for admission purposes.

Registration Criteria for Pre-AP, AP, and Dual Credit Courses

In order to request a Pre-AP, AP or Dual Credit Class, a student must:

- Earn a minimum semester average of 80 in previous course
- Get a teacher recommendation verifying diligent study habits, thorough completion of work and understanding of material
- Dual Credit course must be paid in full prior to the beginning of the class.

Transcripts

Transcripts will be requested from time to time as students apply for various universities. WCS will provide up to 5 (five) transcripts free of charge to each student per year. Students will be charged for any additional transcript requests at a rate of \$1.00 per transcript. This fee is merely to offset the cost of ordering the special paper required to print transcripts. Transcripts for WCS seniors will not be sent to any university if a student’s account is not current.

Senior Exam Exemptions

Exemptions from the second semester exam, for seniors, will be considered under the following guidelines. Students with an average of:

- **A** - must have **4** or fewer excused absences **and** three or fewer strikes for the second semester.
- **B** - must have **2** or fewer excused absences **and** two or fewer strikes for second semester.
- **C** - must have **1** absence **and** only one strike for the second semester.

The grade is calculated by averaging the 3rd & 4th nine weeks. Grades and absences are considered in each individual class. However, strikes will be overall. If a senior receives a Level 3 or 4 strike, he/she will not be eligible for exemption. A teacher will have the option to not offer exemptions and require all of his/her students to take their second semester exam.

Honor Roll & Perfect Attendance

WCS is very proud of the students who excel in their classes and feel that they should be rewarded for their efforts. Students who have excelled may receive recognition for their achievements as follows:

- Remaining on the A honor roll for the entire school year
- Remaining on the A/B honor roll for the entire school year
- Having perfect attendance for the entire school year

Extra-Curricular Eligibility

Eligibility to participate in extracurricular activities will be based on nine-week report card grades. Students failing one or more classes will be ineligible for at least three weeks. They may practice, but may not participate in competitions during this time. If, after three weeks, the student is passing all classes they will become eligible. Otherwise, students remain ineligible until the conclusion of the nine-week grading period. In order for a student to participate in any extracurricular event, they must be in attendance for four full class periods on the day of a contest or practice.

College Prep

Juniors and seniors are encouraged to visit colleges they are interested in attending. Juniors will be allowed one visit in the fall semester and another in the spring semester. Seniors will be allowed 2 college visits for the year. Prior approval and documentation of the visit are necessary. (See the appropriate form in the back of the handbook or on the website.) When a WCS staff member coordinates and opens a trip to a college to the senior/junior class, students will not be counted absent. The trip will require prior approval and will not be counted as a college visit, but as a school-related trip. WCS sponsored college visits are a privilege. Therefore, students with excessive absences, low averages or discipline problems may be denied approval.

To encourage students to be college prep, juniors are strongly encouraged to take at least one SAT and/or ACT. All sophomores and juniors will be required to take the PSAT in October of the school year. Freshmen will be given the opportunity to pay the \$15 cost for the PSAT and take the test as well.

Students need to carefully consider the long-term effects of enrolling in eighth grade Honors Algebra I. First, the grade from the Algebra I class will be calculated into their high school GPA. Second, the curriculum for the rest of their high school math career will be more challenging and difficult. Lastly, students will be expected to take five years of

mathematics, meaning that they will take Algebra I, Geometry, Algebra II, Pre-Calculus and AP Calculus.

Student & Parent Expectations & Discipline Policies

Biblical Principles to Guide Student Behavior

“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.” I Timothy 4:12

With all the questions regarding human conduct, we must go to the Bible, God’s inspired Word, for valid answers. The message from God must be heard. He has given us the Bible, a book which contains principles by which He wishes to guide our lives. He has given us the Bible for our well-being, so that we may avoid many of the traps Satan has set for us in this world.

Obedience: Acts 5:29 “We are to obey God...”; Ephesians 6:1-2 “Obey your parents...honor your father and mother”; Hebrews 13:17 “Everyone must submit himself to the governing authorities...”; Christians must obey God, parents, elders and those in authority.

Modesty: In I Timothy 2:9 and I Timothy 3:2, God commands His children to be “modest” and “orderly”. “Modesty” means “well arranged, seemly; living with decorum, a well-ordered life.” Therefore, the Christian will have propriety in dress, speech, appearance, and conduct and will be acceptable, appropriate, well-ordered and not calling attention to self.

Love: Mark 12:13-31 states Christians are to love the Lord above all and their neighbors as themselves. I Cor. 13:5-6 “Love is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth.”

Glorifying God: I Cor. 10:31 “...do it all for the glory of God.” Whatsoever Christians do will be to the glory of God, not causing others to stumble (I Cor. 8:9, Rom 14:21), and not dishonoring themselves (I Cor. 11:14). I Thess. 5:22 “Avoid every kind of evil.” Phil 4:8 “Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.”

Parental Involvement

Parents can help to reinforce Christian values, responsibilities, and conduct. In order to accomplish these objectives, the parent:

- Recognizes that WCS seeks to work in partnership with parents and the church in the development of the student.
- Teaches respect for the law, for authority, for the rights of others and for private and public property.
- Shares an active interest in the child’s schoolwork and personal development.

- Arranges for the child's regular school attendance and complies with regulations and procedures.
- Works with WCS in carrying out recommendations, which both school and parents feel are in the best interest of the child.
- Cooperates with the school in carrying out disciplinary action if necessary.

Cell Phone Policy

Cell Phone Usage

1. A student may use his/her cell phone during passing periods.
2. Possession of a cell phone by a student is a privilege. This privilege may be forfeited by any student that fails to abide by the terms as stated in this policy, or otherwise engages in misuse of this privilege
3. Cell phones are not permitted during a student's scheduled class times, chapel, lunch, small groups, or any school gatherings during the school day including, but not limited to, pep rallies. During these times, phones should remain out of complete sight above reproach.
4. Teachers have the right to ask students to store their cell phones in a designated area during class. Once in the designated area, the phone is to remain there until the end of class.
5. Students may not use cell phones on school property or at a school sponsored events to access and/or view Internet websites that are otherwise blocked to students at school, or to take part in any activity that is prohibited in the WCS Acceptable Use Policy.
6. The use of cell phones that contain built-in cameras is strictly prohibited **at all times** in locker rooms, bathrooms, and/or locations where privacy-violating pictures might be obtained.
7. If a student is found in violation of this policy, possible disciplinary action may result and/or confiscation of the cell phone. A fine will be assessed and paid for before the phone will be released to the student. Additional disciplinary action could include, but not limited to, a strike.
8. The student is solely responsible for the care of his/her phone. WCS is not responsible for preventing theft, damage, loss, or vandalism.
9. Parents/guardians are advised that the best way to contact their child during the school day is by calling the secondary office.
10. The principal may refer the matter to law enforcement if there is a violation that involves illegal activity (i.e. pornography).

Loss of Cell Phone Privilege

1. First offense: Strike, \$25 fine, and loss of cell phone privileges for the remainder of the school day.
2. Second offense: Strike, \$25 fine, and loss of cell phone privileges for the next 3 school days.
3. Third offense: Strike, \$50 fine, and loss of cell phone privileges for the next 10 school days.

4. Fourth offense: Strike, \$50 fine, and loss of cell phone privileges for at least the next 20 school days.

*****Failure to turn in phone to the secondary office on subsequent days will result in punishment being doubled (i.e. 3 school days will become 6 school day).**

Rules for Confiscating Cell Phones

The following is the procedure that will be followed after a phone has been taken up because it has been used in a way that violates this policy and/or WCS Acceptable Use Policy.

1. The staff member will not turn on or view the contents of the student's phone
2. The staff member will ask the student to turn off the phone. The phone will be taken up by the staff member. Strike will be written and fine assessed.
3. The staff member will walk the student/cell phone to the secondary office at the end of the class period where the student will place the phone in an envelope. The student will write their name on the envelope and the envelope sealed.
4. The envelope will be placed in a basket where it will remain until the end of the school day.
5. The student may pay the fine and retrieve the phone at the end of the school day.
6. If privilege is lost for additional school days, phone must be turned in to the secondary office, placed in envelope/basket before the tardy bell rings for 1st period. Phone may be retrieved at the end of the school day.
7. The principal and/or Head of School will determine if any additional consequences need to be given.

Sexting

In keeping with the school's responsibility to provide a safe learning environment for all students, WCS has established the following policy regarding the issue of "sexting". *Sexting* is the act of sending, receiving, or forwarding sexually explicit or suggestive messages, photos, or images via cell phone, computer or other digital device. Students engaged in such activities are subject to state laws and school discipline. The school considers sending, sharing, possessing, or even viewing pictures, text messages, or e-mails that contain a sexual message or image a violation of this policy. A violation will result in school discipline and possible notification of local law enforcement. Students are required to immediately report any such activities to a teacher or a school administrator.

Discipline Levels and Consequences

"It is necessary to submit to the authorities, not only because of possible punishments, but also because of conscience." ~ Romans 13:5

Students attending WCS are expected to display Christian behavior on and off campus, so the following also apply to school sponsored trips or events.

Level One Offenses:

Students in violation of school rules may be given strikes at which point parents will be notified through RenWeb. Parent must sign the strike, and the student must return strike to his/her 1st period teacher the next school day. Failure to return signed strike the next school day during 1st period could result in student receiving another strike. Level One offenses include, but are not limited to, the following:

- Failure to Follow Classroom Rules
- Chewing Gum
- Eating/Drinking in Class (including water)
- Disrupting Class
- Passing, Receiving, or Reading Notes
- Tardies
- Dress Code Violations
- Littering
- Inappropriate Use/Storage of Food and Drink
- Failure to Obey When Warned on Minor Issues
- Failure to return signed strike
- Offenses Determined to be Detrimental to the Operation of a Christian School

Strikes for the above listed offenses are cumulative, but clear at the start of the next nine weeks. (The cumulative record of these offenses is kept throughout the school year for documentation purposes.) The following are actions taken as strikes accumulate within a nine-weeks period.

Strikes Action:

1. Email notification to Parent/Parent signature on strike
2. Email notification to Parent
3. One-day morning detention AND a Parent/Teacher conference
4. Email notification to Parent AND Two days morning detention
5. 3 days of Morning Detention AND a Parent/student conference with Head of School (three strikes are removed)

Morning Detention: Morning detention is assigned when five (3) strikes have accumulated. Morning detention will be from 7:15 – 8:00 a.m. Students need to arrive in dress code and on time. Students who are tardy to detention, disruptive, refuse to work or place their head on their desk will be assigned additional detentions. This is not a study hall. Students will not be allowed to work on homework during morning detention.

Level Two Offenses:

Level Two offenses require a more immediate action and may not have a warning before the consequence. The offenses are cumulative for the nine weeks. Also, when it is evident that students have not corrected their behavior in “Level One” (continuing to receive strikes for the same behaviors) they will be moved to “Level Two”. Parent must sign the strike, and the student must return strike to his/her 1st period teacher the next school day. Failure to

return signed strike the next school day during 1st period could result in student receiving another strike. Level Two offenses include, but are not limited to, the following:

- Multiple Level One Offenses of the Same Behavior
- Disrespect or Intentional Disobedience to Faculty or Staff
- Showing Flagrant Disregard for the Well-Being of Others
- Academic Dishonesty (including Plagiarism)
- Inappropriate Display of Affection
- Inappropriate Language, Written or Spoken
- Leaving Class, Building or School Grounds Without Permission
- Reckless Use of an Automobile
- Inappropriate Material on Campus
- Unauthorized or Inappropriate Use of School Equipment
- Offenses Determined to be Detrimental to the Operation of a Christian School

In-School Suspension (ISS)-A conference will be scheduled with the parents, student, and administration. The student will not be allowed to return to class or participate in any school event until this conference has been held, the suspension completed, the student has expressed repentance, and, if necessary, an apology to any injured party has been issued. The student will remain on campus under the supervision of WCS substitute and the family will pay the \$75 sub pay for the day of the suspension.

Suspension – A conference will be scheduled with the parents, the student, and administration. The student will not be allowed to return to classes or participate in any school event until this conference has been held, the suspension completed, the student has expressed repentance, and, if necessary, an apology to any injured party has been issued. However, all missed work must be returned in a timely manner or that work will result in a zero as well.

Level Two Offenses Action:

1. Classroom consequences and/or Two days morning detention
2. Classroom consequences and Three days morning detention, ISS or Suspension, AND Parent/Student conference.
3. Classroom consequences and Four Morning Detentions, ISS or Suspension, AND Parent/Student conference

Level Three Offenses:

When it has become evident that detention assignments are not deterring student misbehavior or a student commits a Level Three offense, suspension and disciplinary probation will be assigned. The number of suspension days will vary and be determined by the severity of the action and the past behavior of the student. Parent must sign the strike, and the student must return strike to his/her 1st period teacher the next school day. Failure to return signed strike the next school day during 1st period could result in student receiving another strike. Level Three offenses include, but are not limited to, the following:

- Multiple Level Two Offenses of the Same Behavior
- Fighting or Assault

- Disrespect or Intentional Disobedience to Faculty or Staff
- Involved in or Causing Others to be Involved in Verbal or Physical Abuse
- Stealing (suspension plus restitution)
- Vandalism (suspension plus restitution)
- Possession of Pornography, sexting or Other Sexually-Related Materials
- Skipping School
- Possession or use of tobacco*
- Possession of weapons*
- Offenses Determined to be Detrimental to the Operation of a Christian School

*May be upgraded to Level Four Offenses at the discretion of administration depending on the severity of the action.

Suspension – A conference will be scheduled with the parents, the student, and administration. The student will not be allowed to return to classes or participate in any school event until this conference has been held, the suspension completed, the student has expressed repentance, and, if necessary, an apology to any injured party. For that student, an “Office” column will be created and for each day of suspension a zero will be entered. However, all missed work must be returned in a timely manner or that work will result in a zero as well.

Disciplinary Probation –Disciplinary probation will be assessed for a period of time set by the Head of School for any actions deemed worthy of probation. Students on probation will be closely monitored and specific changes in behavior will be expected. While on probation, if another Level Three offense is committed or if administration determines that necessary behavior changes have not occurred a recommendation for suspension or expulsion may be given. Any student with a level three offense will be reevaluated prior to re-admittance the following semester.

Level Four Offenses:

When it has become evident that suspension has not deterred student misbehavior or a student commits a Level Four offense the student will be expelled or dismissed from WCS. Level Four offenses include but are not limited to the following:

- Serious Violations of the Law
- Possession of weapons that present clear danger to others, or that present or imply a threat to others
- Possession or use of Alcohol, Drugs, or Drug Paraphernalia • Behavior that is Blatantly Immoral, Threatening, or Violent.
- Pregnancy or responsibility for a pregnancy
- Offenses Determined to be Detrimental to the Operation of a Christian School

If a level four offense occurs, the proper authorities may also be notified.

Expulsion –The Board of Directors, based on a recommendation by the Head of School, will determine the duration of the expulsion. If the student is given the opportunity to be

considered for re-enrollment, they must express genuine repentance, have demonstrated exemplary behavior since the expulsion, and met any other conditions specified by the board. Students and parents must be interviewed by administration and go through the admission process as a new student.

Students who are expelled are not eligible for tuition refunds. Expulsion is not covered under the tuition refund insurance policy, so students who have purchased this are still responsible for any unpaid balance.

**Weatherford Christian School
Acknowledgment of Policies & Discipline
2016-2017 School Year**

Please return this page to your campus office as soon as possible.

My signature below indicates that I have received and read the WCS Student/Parent Handbook and agree to abide by the expectations enclosed.

Parent/Guardian's Signature and Date

Parent/Guardian's Signature and Date

Student's Signature and Date

Weatherford Christian School reserves the right to make changes and additions to the policies contained in this handbook in order to serve the best interest of the school, the standards and the students.

Pre-Approval Absence Request Form

This letter is requesting _____ to be excused on the following days:
from: _____ to: _____.

Reason for Absence:

I understand that all make-up work must be completed within a timely matter (the number of days absent plus one as stated in the handbook). I understand that any previously known projects due during this time frame must be turned in prior to absence. I also understand that it is solely the responsibility of the student to request help from the teacher in order to be on level with the rest of the class.

Parent's Signature

Approval has been given for the above student to be excused from his/her classes on the dates as stated above. The teacher is responsible for gathering the student's work together and seeing that the student receive any additional help upon request.

Principal's Signature

I acknowledge receipt of this pre-approval for absence and will see that the student receives all missed work and any additional help if needed.

Teacher's Signature