



WESTMINSTER

SCHOOL AT OAK MOUNTAIN

Student and Family Handbook
2021-2022

Mission:

Building Christ's kingdom by equipping students with wisdom, virtue, and eloquence

Distinctive Values:

The Westminster Distinctive Values are intended to reflect and promote the uniqueness of the formative experience of both students and parents in our school. Although multiple schools in the greater Birmingham area may embrace various aspects of our school, we affirm that it is the aggregate and union of these elements that sets Westminster apart from any other educational opportunities in our city.

Christian

The Westminster School at Oak Mountain is rooted in and founded upon an unwavering commitment to the gospel of Christ and the historic Christian faith, as reflected in the essential principles set forth in the Westminster Confession of Faith.

Covenantal

Westminster is committed to supporting Christian parents in raising their children in the nurture and admonition of the Lord by providing a Christ-centered education in an environment where the gospel lifestyle they are learning at home is reinforced in our classrooms and hallways on a daily basis.

Classical

Westminster embraces the distinct paradigm of education rooted in the classical liberal arts tradition.

Intentional

Westminster approaches all academic and co-curricular programming with purpose and intentionality in order to establish a consistently formative, faculty-led culture.

Incarnational

Westminster is a school where teachers know, pursue, and actively engage students, assuming personal responsibility for their successes and their struggles.

Missional

The Westminster experience is ultimately designed to equip, motivate, and inspire students to engage the world and live redemptively through the truth and power of the gospel.

I. Overview

Our Commitment

The Westminster School at Oak Mountain is committed to assisting parents in fulfilling their God-given responsibility to educate their children. Westminster employs a classical approach to education that is grounded in a Christian worldview and anchored in the Word of God.

Our Goal for Students

Westminster's goal is to prepare students for a lifetime of learning, equipping them with the basic tools of learning and with a firm foundation in the core subjects of mathematics, English, history, science, and foreign languages. We desire to graduate young men and women with discernment and understanding, who reason persuasively and speak with precision, and who see themselves and the world they live in through the lens of Scripture. We desire that they distinguish authentic religion from religion in form only and that they know and love the Lord Jesus, participating in the expansion of His kingdom to the praise of His glory. We desire to provide extraordinary opportunities for students whose parents aim to bring up their children to be Christian thinkers and leaders of the next generation.

Our Focus on God

Because true knowledge is a unified whole with God as its source, teachers at Westminster seek to integrate the content of all branches of knowledge and relate all of life to the unchanging truth of God's Word. Therefore, we do not merely offer Bible in our curriculum, but rather seek to integrate the gospel of Christ into every thought, word, and deed. Whether we are teaching, playing, or just talking with friends, we want the gospel to be preeminent in all things.

Our Philosophy of Christian Classical Education

Westminster believes that classical education is a means for the growth of God's kingdom, which is the end goal of education at Westminster. The Latin root of the word education, *educere*, means "to lead out." Westminster believes that true education consists of teachers who mentor and guide students out of the darkness of ignorance into the light of God's truth, beauty, and goodness. Hence, this approach to education is necessarily bound to the process of redemption from the fall. In Adam's fall, our nature was corrupted in every way, and only through Christ's sacrifice can our wills and minds be redeemed.

Throughout the history of Western civilization, classical education has aimed to teach the whole person, not just the mind. We believe that Christian classical education is the cultivation of the whole person in service to Christ. This means that true education involves the mind, body, and soul being conformed to the perfect Man, Christ. This holistic approach to education should pervade the entire educational process from early childhood all the way through adolescence.

Our Worldview

It is essential that students understand all knowledge through the lens of Scripture and historic Christianity. They must grapple with the fundamental questions of life: Who am I? Why am I here? How should I then live? With Scripture as a foundation, students must forge their own worldviews based upon the Creation, Fall, Redemption, Consummation paradigm. Christian classical education integrates principles, thoughts, and events, while seeking to understand them from a biblical worldview.

II. Statement of Faith

This statement of faith contains the essential biblical doctrines that guide the ministry of the Westminster School at Oak Mountain. These primary doctrines define the perspective from which all classes are taught and serve as one of the tools used in the hiring of faculty and administration. Issues not discussed in this statement of faith will not be emphasized in the teaching of the school. Many such issues are important, but the school recognizes that Christians are at liberty to reach different conclusions regarding them. The school's recognition that Christians disagree on these topics, however, should not be interpreted to mean that there are no right answers.

Sovereignty of God: God sovereignly controls all that occurs in His world and in His church. His plans and purposes always prevail; nothing can thwart them.

Inerrancy of Scripture: God's written Word, the Bible, is free from error and is completely trustworthy. It is His truth and the final authority in all matters.

God's Creation of the World and Man: The Triune God - Father, Son, and Holy Spirit - alone has existed from eternity past. In wisdom He created the universe from nothing. God spoke, and it came into existence. Humanity did not evolve from lower life but was created by God. Mankind, both male and female, was created with dignity in that he was made in God's image and with humility in that his purpose is to glorify God and to enjoy Him forever.

Fall of Mankind: All mankind participated in Adam's fall from his original sinless state and is thus lost in sin and totally depraved.

God's Dealing with Man: God has bound Himself to man by way of a covenant. Initially, God committed Himself to give life to Adam upon the condition of his perfect obedience. When Adam sinned, God made a new covenant. In this covenant He bound Himself to save a people for Himself. He also committed to keep the terms of the covenant on behalf of man by the work of Jesus Christ. Therefore, the confidence and hope of believers are in God's covenantal faithfulness rather than in their own performance.

Jesus, Savior of Sinners: Jesus Christ is the unique Son of God and the only Savior of the world. Fully God and fully man, He was born of a virgin and lived a sinless life. He alone secured our salvation by His substitutionary atonement on the cross and by His righteous life imputed to His people. Jesus rose bodily from the dead, ascended to the right hand of the Father, and will come again in power and glory.

Justification by Faith Alone: Sinners are justified by faith alone. They do not deserve salvation and they cannot earn it. Justification is granted by God's grace through faith in Jesus Christ.

Empowering of the Holy Spirit: Every true believer in Jesus Christ is indwelt and empowered by the Holy Spirit, who enables believers to live a godly life and to perform good works.

Body of Christ: All believers are spiritually united in the Lord Jesus Christ, the head of the church. Every believer is a member of the body of Christ.

Final Judgment and Resurrection: At the second coming of Christ, the saved and the lost will be bodily resurrected and judged. The saved will be resurrected to eternal life, and the lost will be resurrected to eternal condemnation.

III. Unique Culture

Culture of Grace: The Westminster School at Oak Mountain is a Christ-centered, gospel-saturated, covenantal school with a mission of building Christ's kingdom by equipping students with wisdom, virtue, and eloquence. Our classical content and methodology, along with an intentional integration of the gospel into all areas of student life, are distinctive of our approach, but we believe it is the culture of grace that best defines us.

At Westminster we have high standards for academics and behavior, and we hold one another accountable to these standards. Rather than being antithetical to living in a culture of grace, accountability is a necessary part of a full-orbed understanding of it. Grace is not overlooking a mistake or lowering a standard; instead, the standards and rules themselves are themselves a kind of grace in that they reveal our inability to perfectly keep standards and rules and thus point us more fully to our need for Jesus, the One who perfectly kept every rule and met every standard on our behalf.

Loving relationships are fundamental in a culture of grace. James 3:18 says it well: “. . . and a harvest of righteousness is sown in peace by those who make peace.” (ESV). All schools need boundaries and structure, but at Westminster we understand that rules without relationships (both vertical and horizontal) breed rebellion. A culture of grace always seeks repentance and restoration of relationships as a result of discipline.

A culture of grace is characterized by godly communication. Westminster staff, parents, and students are committed to growing in their ability to speak and listen with compassion and understanding. We seek to build one another up and speak the truth in love.

Westminster's culture is, above all, rooted in the hope of the gospel. As a covenantal community, the gospel is our reference point for every question we ask and for every decision we make.

IV. Statement on Marriage, Gender, and Sexuality

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Genesis 1:26, 27). Rejection of one's biological gender is a sinful denial of the image of God within that person.

We believe that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Genesis 2:18-25) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Corinthians 6:18; 7:2-5; Hebrews 13:4) We believe that God has commanded that no intimate sexual activity occur outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matthew 15:18-20; 1 Corinthians 6:9, 10)

We believe that in order to preserve the function and integrity of the covenantal charter of the Westminster School at Oak Mountain (hereafter, “Westminster”), it is imperative that all families, employees, and volunteers at Westminster agree to and abide by this Statement on Marriage, Gender, and Sexuality. (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22)

We believe that the impact of the fall extended to all aspects of our humanity, to include our sexuality. Therefore, we believe that a biblical view of man is not inconsistent with an understanding that committed followers of Jesus Christ may genuinely struggle to overcome sin and temptation in any area of life, to include their sexuality. However, as a covenantal Christian school, we maintain that members of the Westminster community (to include parents, students, employees, and volunteers) must embrace the Statement on Marriage, Gender, and Sexuality, and therefore may not affirm or condone the acceptance, practice, or promotion of lifestyles or expressions outside of this Statement.

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Romans 10:9, 10; 1 Corinthians 6:9-11) We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28- 31; Luke 6:31) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor with the doctrines of Westminster, Oak Mountain Presbyterian Church, or the Presbyterian Church in America (PCA).

V. Parent Involvement

The Goal

Covenantal

At the heart of Westminster’s identity is our commitment to operating as a covenant school. Simply stated, the purpose of our school is to educate children of believers. Thus, parents must be members in good standing of an evangelical, Bible-believing church which proclaims Christ as the only way to God for salvation. As a covenantal school, we understand and acknowledge that not all children of believing parents are, themselves, born-again believers in Jesus Christ. However, this reality does not threaten our covenantal mission; rather, it provides opportunities for teachers and faculty to actively share and community the gospel clearly to our students.

Partnership

As a covenantal Christian school, we desire to partner with parents as we seek to educate the whole child. As parents have delegated, not abdicated, the education of their child to Westminster we believe it is necessary for our administration and faculty to serve as an extension of the parents (in loco parentis) by applying Deuteronomy 6:4, teaching from and to a thoroughly biblical worldview.

After investigating the philosophy and guiding principles of Westminster, parents annually make a commitment to trust the school with the education of their children.

In Development: At the beginning of each academic year, parents will be asked by a teacher or advisors to share ways that we can help address their child's areas of strengths and weaknesses, based on their gifts and abilities, what they believe to be their child's relationship with the Lord, their child's behavior at home, and past victories and struggles at school. We will strive to encourage parents by sharing some specific ways that their student is exhibiting growth in knowledge and wisdom and in favor with God and man, not only in the classroom but socially at school, in the arts, and in athletics as they apply to each individual.

In Discipline: We want to shepherd the student's heart and serve as an extension of the parents while their child is in our care. Aside from minor typical and necessary redirection, parents will be informed of patterns of disciplinary issues, character, concepts as observed by teachers, and, as the situation allows, will be asked to be involved in disciplinary actions.

In Discovery: As often as possible, parents will be made aware of specific, sensitive information that will come up in reading, literature, history, Bible, art, or science classes, prior to the class, to allow parents to address those issues with their child and to teach and talk through them first at home. We will explain how that sensitive material will be presented and discussed in class, in keeping with Truth and the interpretation of it as defined by the Westminster Confession of Faith. Our desire is to protect loss of innocence, yet to be unafraid to introduce challenging ideas when appropriate to educate our children to be "wise as serpents and innocent as doves."

Additionally, as or if, we discover any information about the child in social settings (not necessarily related to school) that would be helpful for the parents to know to have the ability to protect, to redirect, to seek counsel and to pray, we will share that information in love, acknowledging that none of us can correct something if we do not know about it. We desire to treat each parent as we ourselves would desire to be treated.

Community Living

In a covenantal school, we believe that students learn and grow best in community. Therefore, we believe that parents should actively engage in the Westminster community, along with its various events, programs, and activities as a part of their partnership with the school. As partners with the school, parents should commit to support the school and its mission, vision, and values.

In support of our school community, we believe parents should commit to the following:

1. Pray for Westminster's leadership and God's blessings for the school.
2. Seek to grow in understanding regarding the Christian and classical vision of Westminster.
3. Ensure that your students have the time, place, and support to complete homework and studies.
4. Ensure on-time arrival and pick-up of students.
5. Ensure that when students arrive, they are properly prepared for the day.
6. Encourage your students to comply with the letter and the spirit of all Westminster rules and policies with a respectful attitude.
7. Read the *Knightly News*, emails from administrators, and from your child's teachers.
8. Actively engage in and support our community through attendance at Westminster events.

9. Partner with teachers and administrators to support the individual academic needs of your children. Such support may include securing additional testing, tutoring, or other types of academic assistance.

Social Media Policy

1. Westminster's discipleship model can only work when we partner with families who are members of a local evangelical church, who want the Word of God to inform everything they do, especially training their children, and who are thus committed to the mission and vision of the school. This partnership between the school and home and, by extension, the partnership between the home and church are an essential part of Westminster's success. With this partnership supporting them, we believe students will be more likely to live rooted and grounded in their identity in Christ, while having a consistent and cohesive worldview without a bifurcation between the secular and the sacred.
2. Given the distinct nature of our gospel-centered community, actions taken by students and parents have the potential to impact Westminster, its family, and its reputation, in significant and powerful ways. This is especially true as it relates to the use of social media by both students and parents, as words written and posted on most sites and apps (to include *GroupMe*), remain long after emotions and tempers have settled.
3. Consequently, all members of the Westminster community, to include students, parents, and faculty, must exercise sound judgement when using social media or distributed forms of electronic communication.
4. Members of the administration may address students, parents, or faculty members who choose to post any information, statements, or personal opinions on any social media or electronic sites (to include *GroupMe*) that reflect negatively on the gospel of Christ, Westminster, Oak Mountain Presbyterian Church, OMPC/Westminster leadership, or any member of the Westminster community (to include students, parents, or faculty). Members of the Executive Leadership (the Head of School, Lower School Head, or Upper School Head) team reserve the right to address social media or electronic postings by students, parents, or faculty that violate this policy.
5. Repeated actions by a parent, parents, students, or faculty that threaten to disrupt the peace and purity of the Body of Christ through the life of the school may ultimately result in the administration's request that a member of the Board of Directors, or a third-party appointed by the board, serve as a mediator to help facilitate a biblical resolution. In the event that such efforts do not result in biblical reconciliation, then the administration reserves the right to terminate the contract and partnership with the family, thus requiring the family to immediately withdraw their child or children from Westminster.

Consider the following passages/verses:

“And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.” Deuteronomy 6:6-9 ESV

“Give ear, O my people, to my teaching;
incline your ears to the words of my mouth!

I will open my mouth in a parable;
I will utter dark sayings from of old,
things that we have heard and known,
that our fathers have told us.
We will not hide them from their children,
but tell to the coming generation
the glorious deeds of the Lord, and his might,
and the wonders that he has done.
He established a testimony in Jacob
and appointed a law in Israel,
which he commanded our fathers
to teach to their children,
that the next generation might know them,
the children yet unborn,
and arise and tell them to their children,
so that they should set their hope in God
and not forget the works of God,
but keep his commandments;
and that they should not be like their fathers,
a stubborn and rebellious generation,
a generation whose heart was not steadfast,
whose spirit was not faithful to God.”
Psalm 78:1-8 ESV

“A threefold cord [home, church, school] is not quickly broken.” Ecclesiastes 4:12 (ESV)

A. Parent Conferences

1. All Lower School parents are required to attend a parent-teacher conference during the first quarter. Both parents and/or legal guardians are expected to attend the same parent-teacher conference.
2. Additional conferences may be scheduled as deemed appropriate by either parents or teachers.

B. Morning Arrival

1. The school day begins at 8:00 a.m. for all students. Students should not enter the Upper or Lower Schools building before 7:30 a.m.
2. Lower School students are to enter the building through the school lobby doors.
 - a) Students may be dropped off at the portico between 7:30 a.m. and 7:58 a.m. Upon entrance into the Lower School building, students should go directly to their classrooms. Drink and snack machines are off-limits to all students every school day until after 3:30 p.m.
 - b) Parents who wish to accompany students into the building are to park in the designated area away from the carpool line. If accompanying a child to class, parents should be considerate of the teachers’ prep time.
 - c) After leaving their cars, students should enter the school and proceed directly to their classrooms or other designated area.
3. Upper School students are to be dropped off at the front of the Upper School building. They should not be dropped off at the Lower School campus, because they will not be allowed to cross the street to the Upper School campus.

4. Because of the potential for accidents and injury at this high-traffic time, parents and other drivers are not permitted to use cell phones while driving on campus.

C. After-School Dismissal

1. Mondays and Thursdays
 - a) Students in kindergarten through second grade will be dismissed at 12:40 p.m. and must be picked up by 1:00 p.m.
 - b) Students in third through sixth grades will be dismissed at 2:45 p.m. and must be picked up by 3:05 p.m.
2. Tuesdays and Wednesdays
 - a) Students in grades kindergarten through fifth grade will be dismissed at 12:40 p.m. and must be picked up by 1:00 p.m.
 - b) Students in the sixth grade will be dismissed at 2:45 p.m. and must be picked up by 3:05 p.m.
3. Fridays
 - a) Students in all grades will be dismissed at 12:45 p.m. and must be picked up by 1:05 p.m.
4. Parents will be unable to check out Lower School students after 12:15 on a 12:40 dismissal time and 2:15 on a 2:40 dismissal time unless it is a case of a true emergency.
5. Because of the potential for accidents and injury at this high-traffic time, parents and other drivers are not permitted to use cell phones while driving on campus.

**Please note: After the designated pick-up time, a late fee of \$1 per minute per child may be assessed. Students may be sent to the After-School Care program if available, and additional charges may be incurred.*

D. Carpool

1. Each family will be assigned a carpool number. This number will remain with the family as long as they have children in the Lower School.
2. A student will not be released to anyone who does not have an official carpool number card, unless the office and the child's teacher have been notified. Should someone besides a parent need to pick up a child, parents should inform the driver of the proper carpool procedures.
3. The carpool number should be clearly displayed in the car until the child enters the car.
4. Those picking up students from more than one family should display official carpool numbers for all families.
5. It is preferred that parents use the carpool line for pickup. This allows for safer and more efficient dismissals.
6. Carpool procedures will be the same for both dismissal times.
7. If parents choose not to use the carpool line for pickup, they should park in designated spaces by the OMPC sanctuary entrance and cross at the crosswalk into a courtyard area. After entering the courtyard, parents should hold up their carpool number. Parents may gather in the courtyard while they wait for their student(s) and enjoy an opportunity for fellowship and community. Because of the close proximity of the courtyard to the primary work area of the church, knocking on the doors will not be allowed, and there will be no access to the school from this area. Parents should plan to take younger siblings to the restroom before gathering in the courtyard or plan to

drive around to the front of the school for entry by the receptionist's desk. To exit the courtyard, parents and students should cross at the crosswalk. Cars will need to exit the parking lot at the Highway 119 entrance or drive around the school in the opposite direction of the carpool line to exit onto County Road 14 and not impede the flow of traffic in the carpool line.

E. Special Policies for the Upper School

1. Check-In/Check-Out Procedures

- a) If students arrive on campus any time after 8:00 a.m., they must check in at the front desk in the Upper School lobby.
- b) All Upper School students must check out at the front desk in the Upper School lobby whenever they leave campus during the day.
- c) When leaving campus during the school day, all students, to include upperclassmen with off-campus privileges, must sign out at the front desk in the Upper School lobby with parental permission via a phone call or written note from the parents. Students who depart campus during the school day, for any reason, must sign back in upon their return at the front desk.

2. Student Drivers

- a) Student drivers must complete a driver registration form in the Upper School office, provide a copy of their insurance, and park in designated student parking areas. Students will also be required to display a Westminster decal on their windshields when parking on church or school property during the course of a normal school day.
- b) The speed limit in the school parking lot is five miles per hour.
- c) Students who are not siblings of the driver must provide the school office with written permission from a parent before leaving campus with a student driver.
- d) Students may not congregate around cars before or during school, before the end of the school day.
- e) Student drivers are expected to drive responsibly and courteously. Failure to do so will result in loss of this privilege on campus.
- f) Students may not drive on field trips.
- g) Students may not drive other students on school activities, such as sporting events, unless written approval is on file by parents of the driver and the passenger.
- h) The administration at Westminster reserves the right to suspend or withdraw driving privileges for any student at any time.
- i) Students who choose to drive to school may be required to park in a designated area in the Oak Mountain Presbyterian Church parking lot. Prioritization to parking in the Upper School parking lot will be given to seniors first, then juniors, and then sophomores. The administration reserves the right to suspend a student's privilege to park in any of the designated parking lots and spaces (to include the Upper School parking lot) at any time and for any reason.

F. Attendance

1. We believe that regular attendance is essential for your child's education and academic success. Excessive absences adversely affect a child's understanding of content and the acquisition of basic skills.
2. The school recognizes that some absences (e.g., those due to illness, a death in the family, emergencies, doctor appointments) are unavoidable, but the school requests that families minimize unnecessary absences.

3. In the event that an absence is deemed unavoidable, the family should notify the school before 9:00 a.m.
4. Students who are absent or miss 50% or more of a school day will be ineligible to participate in or attend co-curricular activities. Students who are ill or symptomatic within 24 hours of a competition or event will also not be permitted to participate. Members of the Executive Leadership Team and the Director of Athletics are authorized to suspend any student from participation in co-curricular programs (to include athletics) at any time for any reason. This includes Lower School student participation through the Birmingham Regional Independent Athletic Association (BRIAA).

G. Lower School Specifics

Each absence must be reported by emailing attendance@westminsterknights.org by 10:00 AM.

1. Consequences for excessive absences
 - a) Excessive absences may result in expulsion from school.
 - b) In the event of excessive absences, a conference will be called with the principal to discuss the effects of the absences on the student, his classmates, and his teacher(s). Because of the strong correlation between attendance and achievement, students with 20 absences may be retained or lose the privilege of attending Westminster the following year.
2. Makeup Work
 - a) Missed work will be placed on the makeup work table (located in the school lobby) by 3:00 p.m. on the date of the student's absence. It is the responsibility of the student and parent to pick up missed work and complete it in the time allotted.
 - b) Upon the student's return to school, students will have one day to complete makeup work for every day absent, with a maximum of seven days. All missing assignments must be completed unless unusual circumstances require an exception. All exceptions must be approved by the Principal of the Lower School. If the absence occurs before a school holiday, all make-up work must be completed and turned in upon return to school.
 - c) Previously assigned projects and assessments must be turned in or taken on the day of the student's return to school. In certain circumstances, the teacher may grant additional makeup time.
 - d) An administrative conference will be held with students (and their parents) who exhibit a pattern of absences on assessment days.
 - e) Neither makeup work nor tests will be given in advance of a planned absence.
3. Lower School Tardiness: A student is considered tardy when he arrives in his classroom between 8:00 and 10:00. If a student arrives after 10:00, he will be counted absent. In severe cases where tardiness is habitual, re-enrollment eligibility could be suspended.

H. Upper School Specifics

Each absence must be reported to the Upper School office (208-9696 or upperschool@westminsterknights.org).

1. Consequences for excessive absences
 - a) Excessive absences may result in expulsion from school because of the failure to recognize the importance and covenantal responsibilities associated with school attendance.

- b) In the event of excessive absences, a conference will be called with an Upper School administrator to discuss the effects of the absences on the student, his classmates, and his teacher(s). Because of the strong correlation between attendance and achievement, students in excess of 20 absences per year or seven absences per quarter may receive no credit for the course and/or lose the privilege of attending Westminster the following year.
2. Makeup work
 - a) The student is responsible for requesting makeup work.
 - b) Upon the student's return to school, two makeup days will be allowed for each day missed unless a longer time is approved by the Upper School administration. Assignments missed because of school-sponsored activities should, whenever possible, be made up prior to the absence.
 - c) Previously assigned projects and assessments must be turned in or taken on the day of the student's return to school. In certain circumstances, the teacher may grant additional makeup time.
 - d) An administrative conference will be held with students who exhibit a pattern of absences on assessment days.
 3. Upper School Tardiness: A student is considered tardy when he arrives in his classroom after the class is scheduled to begin.
- I. Privacy Policy: Westminster at Oak Mountain does not share its database. We also do not advertise for outside organizations except in a specified venue such as the golf tournament. If you would like to be a part of one of our sponsored events, please contact Megean Carter (mcarter@westminsterknights.org). As a ministry of Oak Mountain Presbyterian Church, we will, on occasion, advertise for Oak Mountain Presbyterian Church events.
 - J. Fundraising Policy: Westminster strives to avoid unnecessarily burdening parents with fundraising activities and pressure. Therefore, any family seeking to raise money for any school-related event (i.e., the Washington, D.C. trip or the Grand Tour) through the sale of goods or services to any Westminster family must receive approval from a member of the Executive Leadership Team.

VI. Health and Safety

A. In Case of Emergency

Every family must provide home, office, and cell numbers for both parents and for emergency contact persons who may assume authority if neither parent can be located. Please alert the office staff in writing with any changes in phone numbers. Parents now have a choice of receiving emergency alerts by text, email, or phone. Please indicate your choice in your RenWeb account. Note: Westminster is not authorized to give out cell phone numbers, email addresses, or mailing addresses unless permission has been granted by the family.

K. School Security

All visitors to the Lower School and Upper School are required to enter the school through the main lobby and to sign in at the receptionist's desk. Visitors will be given a visitor badge to wear while at the school.

L. Driving on Campus

Because of the potential for accidents and injury during the morning drop-off and afternoon pick-up times, parents and other drivers are not permitted to use cell phones while driving on campus. This includes hands-free and Bluetooth usage.

M. Chronic Conditions

Emergency action plans must be on file in the office and with the classroom teacher for all students with the following medical conditions:

1. Asthma or respiratory distress syndrome
2. Food allergies
3. Allergic reactions to insect stings or bites
4. Diabetes, epilepsy, or other conditions
5. Any other conditions that may require emergency medical attention

N. School Closings

In the event of inclement weather or an early dismissal, e.g., because of weather, parents will be notified via mass email, text, and/or telephone. Please know that the school will do its best to notify faculty of school closings in a timely manner. However, it is possible that because of conditions (e.g., power outage), one or all of these means may be inaccessible.

O. Immunization

An Alabama Certificate of Immunization (IMM-50) with a physician's signature must be on file for each student before the first day of school.

P. Contagious Condition

A child who shows symptoms of a communicable disease (e.g., rash, pink eye, head lice) must remain absent from school until the parent is able to show that his condition is no longer at risk of spreading to others. The administration always reserves the right to determine whether a child can return to the classroom. Parents are asked to report contagious conditions to the school administration. The administration will inform parents of all major outbreaks of diseases in a timely manner.

Q. Fever and Vomiting

Students with a fever of 100.5 degrees or higher are sent home from school and should remain at home until they are fever-free for 24 hours. Additionally, students must be free of vomiting and diarrhea symptoms as a result of communicable sickness for 24 hours before returning to school or participating in or attending co-curricular activities.

R. First Aid

All Lower School classrooms and the school office are equipped with first-aid supplies. The Upper School first-aid kits are located at the front desk and in the teacher workroom.

S. Medication

1. During the school year, every effort should be made by the parent to give medications during non-school hours. Parents are encouraged to give long-acting or time-released medications to their child when possible to eliminate the need for dispensing medications during school hours.
2. The term *medication* as used here includes, but is not limited to, prescription and non-prescription products, chemicals, vitamins, pills, herbal agents, and other substances used as treatment or remedy for a medical condition, injury, or disease.
3. The following protocols will be used to help ensure that each student receives medication in the safest and most efficient manner.
 - a) For the Upper School, all medications, excluding acetaminophen, ibuprofen, and other nonsteroidal anti-inflammatory drugs, must be turned in to the school office by the student's parent or guardian in the original container.
 - b) For the Lower School, all medications must be turned in to the school office by the student's parent or guardian in the original container. Students are not permitted to carry or possess *any* type of medication while on school property.

- c) Regarding all prescription medication turned in to the school office:
 - (1) A completed School Medication Prescriber/Parent Authorization form signed by the prescriber and parent must be submitted. Forms are available in the school office and on the website.
 - (2) If the medication order is changed during the school year by the licensed prescriber, a new School Medication Prescriber/Parent Authorization form must be completed by the prescriber and parent.
 - (3) Medication can only be accepted in the original, properly labeled container.
- d) For all non-prescription or over-the-counter (OTC) medication turned in to the school office,
 - (1) Parents of all students, whether a Lower School or Upper School student, will be called for permission to administer OTC medication each time a child comes to the office with a complaint.
 - (2) OTC medication must be age-appropriate according to the manufacturer's directions.
 - (3) It is not necessary to send one container of OTC medication per student. One per family will be sufficient as long as it is age-appropriate.
- 4. Medication Labeling
 - a) For prescription medications, a current pharmacy-labeled container which includes the student's name, prescriber's name, name of medication, strength, dosage, time interval, method of taking medication, and expiration date (if appropriate) is required. All asthma inhalers must have the prescription label either on the canister or on the prescription box.
 - b) For non-prescription OTC medications, an original container of the drug identifying the medication and all the manufacturer's labeling, plus the student's name (written on the container), should be supplied by the parent.
- 5. Medication at the School
 - a) Storage
 - (1) All medication must be stored in its original pharmacy- or manufacturer-labeled container in such a manner as to render it safe and effective.
 - (2) Medication stored at school **MUST** be locked in a clean container or cabinet, unless the prescriber authorizes a different arrangement for specific students (e.g., asthma inhalers and EpiPens).
 - b) Internal Controls
 - (1) When a medication has expired, it will be discarded. If medications are not picked up by the parent or guardian by May 30 of each year, they will be discarded.
 - (2) A Medication Administration Daily Record will be filled out for each medication given to each student. This form will be attached to the Student Medication Prescriber/Parent Authorization form and kept in a locked drawer.
- T. Student Search and Seizure
 - 1. General Policy
 - a) The administration recognizes that incidents may occur which jeopardize the health, safety, and welfare of students and staff and which necessitate the search and seizure of students, their property, their cars, or their lockers by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent.

- b) A search has reasonable cause if it meets both of the following criteria:
 - (1) The action is justified at the outset – that is, the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule and/or criminal violation.
 - (2) The scope of the search is reasonably related to the circumstances that justify the search in the first place – that is, the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and gender of the student and the nature of the infraction.
- c) Other
 - (1) Lockers are the property of the Westminster School and may be searched at any time.
 - (2) Backpacks may be searched if the school administration has reasonable cause.

VII. Admissions

The Administration of the Westminster School at Oak Mountain is charged by the Board of Directors with the task of admitting students and families who share beliefs, goals, and abilities in common with the school populace.

The Committee makes its determination through application, testing, family interview, and when possible, student visits.

The Committee looks for:

1. Students with at least one parent or guardian who credibly professes saving faith in the gospel of Jesus Christ, who shares beliefs and goals similar to those identified in the school's statement of faith and education, and who is an active member in good standing of a local evangelical church. Parents will be required to complete a church membership form that will be renewed every other year verifying their active standing in a local church.
2. Students who understand and submit to a biblical understanding of authority, have developmentally appropriate physical, emotional, and cognitive abilities, and possess a strong work ethic.
3. Students who are academically compatible with the population of Westminster students they will join.

Westminster is not suitable for every student. Thus, acceptance into Westminster is not guaranteed, and the school reserves the right to deny admission or reenrollment to a student or family if it believes the student or school is best served by this decision.

The Admissions Committee makes its decision after careful consideration and prayer. Generally, the Admissions Committee declines admission when it would not benefit the student or the school due to incompatibilities in one or more of the areas listed above. Due to the sensitive and, at times, difficult nature of the committee's work, decisions not to accept a student are shared by letter and without further comment.

The Westminster School at Oak Mountain does not discriminate on the basis of race, color, physical ability, national or ethnic origin in the administration of educational policies, the admissions process, financial aid, or athletic programs.

VIII. Re-enrollment

- A. Westminster reserves the right to refuse re-enrollment when it believes it is in the best interest of the student and/or the school.
- B. Current students and their siblings have priority consideration for enrollment at Westminster.
 - 1. Each family's account must be current before recommitments will be honored for their child(ren).
 - 2. Priority consideration is forfeited if a Family Commitment form for the present student(s), along with the required fee(s), is not received by the last reenrollment deadline. In addition, if the required fee is not received by the last Thursday in January, priority consideration will be forfeited.
 - 3. Siblings of current students must be in the school waiting pool to be considered for priority enrollment.
 - 4. A completed application and required fees are due by the last Thursday in January for siblings to be considered priority applicants.
 - 5. Family Commitment forms for new students are not due until an offer of acceptance has been made.
- C. New applicants are notified of class openings; therefore, the Admissions Director will process new applications once the priority deadline has passed.
- D. Re-enrollment and Tuition Obligation
 - 1. Westminster sets its budget and makes faculty decisions based on re-enrollment. It is critical that families recommit in January so the administration and board can make wise and timely decisions in preparation for the subsequent academic year. If for some reason a re-enrollment decision needs to be delayed, we ask that you communicate with the Admissions Director or your student's principal.
 - 2. Westminster expects families to honor their recommitment to enroll their child(ren) and to pay the agreed-upon tuition. As a tuition-based institution, renegeing on commitments causes an unnecessary financial burden to the entire school community. Parents should prayerfully consider their situation before deciding to sign commitment forms.

Westminster recognizes that there are reasonable, unforeseen circumstances (e.g., unexpected move or loss of job) that may make it necessary for a family to withdraw after recommitment. In such cases, Westminster will release tuition obligations in accordance with the following schedule:

 - By the end of February - release 75 percent
 - By the end of April - release 50 percent
 - By the end of June - release 25 percent

If a family withdraws after July 1, it will be responsible for 100% of its tuition obligation for the upcoming academic year.
 - 3. If a parent requests an exception to this policy, based upon unforeseen circumstances, he or she must submit the request in writing to the Head of School. If the Head of School determines the appeal is warranted, he or she will present the request to the Finance Committee of the Board of Directors for approval. The Head of School or his or her designee will inform the family of the Finance Committee's decision. All

decisions made by the Finance Committee or the Board of Directors will be considered final and no other appeals will be considered.

4. A student may not re-enroll until all outstanding balances are paid in full.

E. Withdrawal

In circumstances when a withdrawal is necessary:

1. A completed and signed Student Withdrawal Form must be turned in to the school office before any school records will be forwarded to a new school.
2. Accounts must be paid in full before any school records will be forwarded to a new school. Any request for special exemption to this policy must be submitted to the Head of School in writing. The request should detail a plan for paying the account. Westminster cannot guarantee that any request for special exemption will be granted.
3. A student may not re-enroll until all outstanding balances are paid in full.

IX. Academics

Philosophy of Academics

The Goal

At the Westminster School at Oak Mountain, our goal is, through grace, to cultivate wisdom, virtue, and eloquence in our students in the pursuit of God and in conformity with Christ. We have carefully chosen the classical model, grounded in the traditional liberal arts, as the primary means of accomplishing this goal.

Building on the foundation of Christ as our chief cornerstone, we aspire to produce not just learned students who are prepared for college, but kingdom builders who are prepared for a life of service to Christ. Additionally, we desire to embody Christ through all subject areas so that students will understand and imitate the unbounded imagination of their Creator – ultimately becoming students who think rightly, communicate artistically, and love passionately.

Implications

Model of Christ

For the Christian, truth is a Person. In light of that reality, our pedagogy is relational, and teachers at Westminster are to be mentors. As Christ is the ultimate teacher, faculty members are called to be representatives of Jesus to their students. The students should, in turn, seek to imitate their teachers inasmuch as they represent Christ.

Mode of Education

Furthermore, the teachers will seek to engage the souls of the students, working toward the cultivation of good intellectual habits and skills in addition to content and ideas. All subject matter is to be presented as an integrated whole since all truth originates from and is unified in the Person of God.

Guiding Principles

Jesus answered, “I am the way and the truth and the life. No one comes to the Father except through me.” (John 14:6)

Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations. . . and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." (Matthew 28:18-20)

Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech. . .that cannot be condemned, so that an opponent may be put to shame, having nothing evil to say about us. (Titus 2:7, 8a)

The student is not above the teacher, but everyone who is fully trained will be like his teacher. (Luke 6:40)

Follow my example, as I follow the example of Christ. (I Corinthians 11:1)

Summary Thoughts

Classical education is rooted in the liberal arts question, "What does it mean to be human and flourish as a human being?" As a result, our approach is focused on the total engagement of students as image-bearers of God. This compels us to dignify that image in our students by utilizing the experiences they bring to the classroom, accounting for the different ways that God has made each of them unique and channeling those experiences into good habits of thought and expression. This total engagement seeks to cultivate certain sensibilities deep into the students' souls. The resulting goal is to train students to love that which is worth loving.

While a higher value is placed on learning than on grades, the purpose of grades is to convey accurate information regarding student performance. Thus, As and Es are generally reserved for performance that exceeds expectations and requirements.

A. Homework Philosophy and Guidelines

1. Philosophy: The purposes of homework are review, practice, and preparation.
 - a) Review - Assignments intended to help students' study for tests or refresh cumulative skills (e.g., vocabulary, math calculations)
 - b) Practice - Assignments intended to help students repeat and reinforce skills learned in class
 - c) Preparation - Assignments intended to extend material learned in class, introduce material for the next class, or challenge the students on information learned (e.g., reading assignments to be discussed in class, logic problem to stretch a given point)
2. Guidelines - Lower School
 - a) No homework will be assigned over holidays and vacations.
 - b) No homework will be assigned on weekends. However, students can be encouraged to use weekend time for outside projects or long-term assignments.
 - c) Teachers should communicate the purpose and expectations of each homework assignment.
 - d) Teachers will post assignments in FACTS (RenWeb), but the students' homework assignment sheets should be the most accurate indicator of homework due.
3. Grades 7 and 8
 - a) Each student records homework assignments in his student planner. Students and parents can also check homework assignments on FACTS (RenWeb).
 - b) Weekend homework will be limited to assigned reading for literature.
 - c) Quizzes and tests should not be given on Monday.

- d) Homework may not be given over holidays.
- 4. Grades 9-12
 - a) Upper School teachers will post assignments on FACTS in accordance with the policy of the Head of Upper School.
 - b) Homework may not be given over holidays.
- 5. Late or Incomplete Work: Students will generally be penalized for late work (11% per day), and assignments that are not turned in will earn a zero. All work must be made up, even if a zero is earned.
- 6. General
 - a) Though time spent on homework will vary from student to student, the following should be used as an estimate for time per night for the average student:

Grade	Homework	Reading Time
K-1	Up to 20 minutes	30 minutes
2-3	Up to 30 minutes	30 minutes
4-5	Up to 50 minutes	30 minutes
6	Up to 60 minutes	30 minutes
7-8	Up to 20 minutes per class	30 minutes
9-12	Up to 30 minutes per class	30 minutes

- b) Parents are encouraged to talk first with the classroom teacher if they believe the homework load is regularly burdensome for their child. The teacher will carefully weigh their comments and work to determine the issues and strategies to help.

B. Report cards are issued quarterly.

- 1. The grading scale for most academic subjects is as follows:

<u>A</u>	<u>90-100</u>
<u>B</u>	<u>80-89</u>
<u>C</u>	<u>70-79</u>
<u>F</u>	<u>0-69</u>

- 2. Students in grades 3-6 will be graded according to the scale above for all subjects except penmanship, art, and music.
- 3. Some subjects in first and second grades and all five subjects in kindergarten are graded using the following scale:

E	Excellent
S	Satisfactory
N	Needs

	Improvement
U	Unsatisfactory

F. Progress Reports

To keep parents informed, progress reports will be sent home or emailed midway through each of the four grading periods.

G. Promotion Policy

1. Regardless of grades, students in kindergarten and first grade must pass a mastery test before the end of the school year in order to be promoted to the next grade.
2. Because of class-size constraints, Westminster cannot guarantee that space will be available for failing students or for students who need to repeat a grade.
3. Lower School students who fail two or more subjects may not be promoted and cannot be guaranteed admission for the next year. Lower School students who fail reading/literature may not advance to the next year. Because reading is so fundamental to an elementary student's academic success across the subjects, a failure in reading/literature in the Lower School is indicative of more pervasive issues, and the cumulative knowledge and skills learned over the course of a school year cannot be made up with a summer course.
4. Under certain circumstances (e.g., a death in the family, serious illness), students may be advanced solely at the discretion of the administration.
5. In order to promote to the next year/level in a subject, Upper School students must receive a final grade of 70 percent or higher.

D. Cocurricular Eligibility

1. Westminster School requires students to maintain academic eligibility to ensure that their participation in cocurricular activities does not interfere with their primary task. Westminster's athletic eligibility program is designed to exceed the requirements of the Alabama High School Athletic Association, as listed on the AHSAA website.
2. Eligibility grade-checks will begin each academic year at the end of the first nine-week grading period (First Quarter Report Cards). Students who receive one or more failing grades will be ineligible for participation in any co-curricular function (to include practices and competitions) until the subsequent progress reports are issued (4 ½ weeks later). Students who are ineligible after the first grading period will be allowed to participate in co-curricular programs in the event that he or she is passing all courses at the time progress reports are issued. A student who receives a failing grade (F) at the end of the first semester will be ineligible for the entire third quarter. Once reports cards are issued at the end of the third quarter, all students who are passing all of their classes will be eligible until the final progress report period in the fourth quarter. Students who are failing any class at the end of the third quarter will be eligible for the final progress report period if he or she is passing all classes at the beginning of that time.
3. Co-Curricular Tiers with Academic Work and Co-curricular involvement
 - a) Tier I: If a student athlete makes one failing progress report or report card grade, his or her grades will be monitored by administration, the Athletic Director, and coach to ensure progress is made.
 - b) Tier II: If a student athlete makes two or more failing progress report or report card grades, the student athlete will be academically ineligible for next nine-week period

or end of quarter. No sports practices or games allowed until successfully completing the next nine-week period.

4. The Westminster School academic eligibility requirements for students are as follows:
 - a) To be eligible, students entering grades 7-12 must have passed all of their courses during the preceding nine weeks. This will provide a composite numerical average of at least 70 in all core courses.
 - b) Exam grades do not affect the nine-week grades, but they do apply to the semester grade. If the exam grade causes the student to fail the semester, even though the student passed the two nine-week periods, the student will be ineligible.

Example:	1st 9 weeks	70%	(45% of semester average)
	2nd 9 weeks	70%	(45 % of semester average)
Exam		50%	(10% of semester average)
Semester Average		68%	

- c) An Upper School Administrator will provide academic student eligibility reports to the school Athletic and Fine Arts Directors. Westminster will also follow all athletic and co-curricular eligibility guidelines established by all applicable local and state associations (e.g., The Alabama High School Athletic Association, hereafter, AHSAA).

H. Accommodations/Modifications

1. Academic Support in the Lower School

Westminster's Academic Support Program was established to better meet individual learning needs and to refine and strengthen the academic skills necessary for success at Westminster. Under the program's umbrella there are two levels of academic support: universal and targeted. The universal support offered by the Instructional Support teachers and aides reinforces, supports, and enriches classroom instruction in individual or small group settings. All students within a grade level benefit from this level of support, and the classroom teachers decide how the support teachers are utilized, the content or skills students need to work on, which students will go to Instructional Support, and how often. This approach allows for more individualized instruction by directly supporting students who may need additional support meeting grade level expectations, as well as those who are ready to move beyond those expectations.

The targeted instruction of the Academic Support umbrella is designed to replace regular classroom instruction in math, grammar and composition, or literature. Students with greater learning differences or other significant needs are candidates for this program, and students are pulled out of the regular classroom daily for instruction more suited for their learning needs. Although students are expected to

master the same content and skills as students in the regular classroom, the more targeted support gives these at-risk students the scaffolding necessary to succeed. Students are recommended for this program based on standardized testing scores, classroom observations and assessments, and/or outside testing. There is an additional fee for this program, \$2,800 per academic class, with a maximum of two academic class supports. The program can accommodate up to four students per academic class.

2. Accommodations (Grades 7-12)

At Westminster we recognize that, with our limited resources, we simply cannot meet all of the social and academic needs of every child who applies to our school.

However, we also understand that there are students of strong academic aptitude and motivation who are mission-appropriate for Westminster but may occasionally need slight accommodations to ensure their individual success in our school. Furthermore, Westminster recognizes that such students are often leaders in the school community who strengthen and enrich the lives of students, faculty, and families. Therefore, the purpose of this document is to provide clear principles and guidelines by which we will evaluate the nature of the accommodations that we believe Westminster is equipped and resourced to provide in grades 7-12. These principles are not intended to provide absolute criteria; rather, they are intended to be used as a guide to assist the administration when evaluating the possibility of a particular applicant's candidacy.

- a) Westminster fully embraces the truth that all students, regardless of intellectual, social, or physical ability, are of equal and infinite value by nature of their creation in the image of God.
- b) Westminster recognizes that when we accept a student for admission into our school, we acknowledge, to the best of our understanding and abilities, that we have the responsibility and the resources to ensure the academic, social, and spiritual success of that child.
- c) Westminster recognizes that, given this responsibility, we simply cannot accept every child who applies for admission into our school.
- d) Westminster recognizes that certain candidates have the ability to emerge as successful and mission-appropriate students, provided they are occasionally afforded various, yet clearly defined, accommodations.
- e) Westminster will not provide or allow any modifications to our established curriculum, academic expectations, or assessment criteria, such as the extension of due dates or the scope of work or homework, for any student.
- f) The Upper School Head will have the final authority as to whether or not accommodations will be provided, as well as the nature of such accommodations. The Upper School Head also has the authority to suspend accommodations at any time if such accommodations become disruptive to the school community, unnecessarily burden a teacher or group of teachers, or it is determined that they are impeding the progress of the student receiving them.
- g) The Administration will consider a formal request for accommodations only after the following criteria are met:
 1. The request is made in writing to the respective administrator no more than four weeks prior to when accommodations are expected to begin.

2. The student for whom the accommodations are being requested has been formally evaluated by a qualified, professional educational psychologist or diagnostician who has been approved by Westminster. The official evaluation must contain recommendations from the professional evaluating the child. Parents will be responsible for all costs associated with the evaluation of their children. (Note: Westminster will likely not accept evaluations from diagnosticians within the public school system, as the intent of these evaluations differ from those of Westminster. Furthermore, Westminster is under no legal or ethical obligation to honor the requirements or accommodations recommended by a pre-existing plan, whether established by a private professional, educator, or public school diagnostician).
3. The parents of the student must provide all legal releases allowing the administration to contact the professional evaluating the child. (Note: Any communication between the school and the outside professional, whether in person or over the phone, will include at least one parent of the student.)
4. The administration will evaluate the recommended accommodations to determine if Westminster is able to provide them. Recommendations that Westminster will likely consider providing include the following: particular seating placement, additional time on designated exams or assessments in accordance with College Board or ACT guidelines, or testing in a private area. Given multiple factors, such as limited time and facilities resources, Westminster may not be able to grant certain accommodations, such as additional time on any or all major exams.
5. Within four weeks of a formal, written request, an administrator from Westminster will contact the parents of the applicant and inform them if particular accommodations will be allowed.
6. The Upper School Head will periodically monitor the progress of all students receiving accommodations to ensure that they are supporting the overall academic goals of the student.
7. Families of students receiving accommodations may be required to pay an additional fee to cover any costs associated with the implementation of an approved plan. Such fees will be assessed once an accommodation plan is established by the administration.

X. Student Conduct

Philosophy of Student Culture

The Goal

At Westminster we seek to foster a culture of grace, grounded in the love, submission, freedom, and creativity that characterizes the life within the Holy Trinity. As the Persons within the Holy Trinity eternally love one another, our hope is that our students will love, encourage, and meet the needs of others. As a result, we aspire to craft gospel patterns of honesty, transparency, repentance, and forgiveness in the interactions among our students.

Our student culture should embody not only the cardinal virtues of prudence, justice, courage, and temperance, but ultimately the principles of faith, hope, and love. Our students should be conforming to and embodying the character of Christ, exhibiting the fruit of the Spirit.

Implications

Expectations and Accountability

Because of these aspirations, we seek to maintain high standards of excellence befitting the God we serve, while at the same time exhibiting grace as we assist our students in achieving those standards. Above all, we aim to direct the students to Christ through our expectations and standards, leading them to repentance when necessary but ultimately to the loving embrace of the Father.

Discipline

The discipline expectations and procedures at Westminster are designed to focus on the heart of each student rather than on outward or mechanistic obedience. While consequences are warranted in situations of misconduct, the ultimate aim is a transformation of the heart by grace through the power of the Holy Spirit. Therefore, repentance is desired above behavioral conformity, and the student is to be embraced with forgiveness over condemnation.

Guiding Principles

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

Do not exasperate your children; instead, bring them up in the training and instruction of the Lord. (Ephesians 6:4)

Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. (Romans 13:1)

Summary

In following the pattern of Christ, our expectation is that our students will be gracious to others in the school community, embodying self-forgetfulness, deferring to the needs of others, and seeking to honor God with their actions. Our hope is that they develop a passion for defending others and the faith, standing for what is right, true, and honorable. Furthermore, we seek to instill a respect for authority that reveres family, church, and community.

A. Philosophy

1. The basis for all conduct at Westminster – whether it is student, parent, or staff conduct – is the biblical principle of honoring one another. At the heart of manners and etiquette is the idea of civility, and the key to civility is honoring and respecting others. The goal is not simply mechanistic, good behavior, but rather a way of relating to individuals and groups that is marked by love and consideration.
2. Westminster students are expected to conduct themselves with respect and decorum when at school. Students are expected to address their elders with respect and their peers with courtesy. They should seek to look out for the needs of one another. They should seek to build up one another and certainly not to tear down one another.

3. In the school building and on sidewalks, students should minimize noise and disruption out of consideration for other students, classes, and workers at the school as well as at the church.

B. Basic Rules

1. Take care of belongings and school property.
2. Walk calmly and quietly when inside school buildings.
3. Use “Sir” and “Ma’am” when addressing adults.
4. Respond courteously when greeted.
5. (Boys) Open doors for and offer chairs to girls and ladies.
6. Shake hands when introduced to an adult.
7. Make eye contact when speaking.
8. Address adults by title and name when meeting them during the school day (e.g., “Hi, Mr. Smith”).

C. Major Infractions

1. Alcohol/Drugs (included but not limited to the use of tobacco, vaping, nicotine, chewing tobacco, smokeless tobacco, etc.)
Students are not allowed to possess or use any illegal substances at school or at any school-sponsored event. Violations of this policy may result in suspension or expulsion, depending on the nature and degree of the student’s actions and whether the student is judged to have acted in willful violation of this policy.
2. Weapons/Firearms
Weapons, firearms, and any realistic replicas of them are prohibited on campus. Violations of this policy will result in the weapon, firearm, or realistic replica being confiscated for the day. The guilty student may be suspended or expelled, depending upon the potential danger involved and whether the student is judged to have acted in willful violation of this policy.
3. Harassment
This includes, but is not limited to, verbal and physical abuse, unwanted touch, indecent exposure, and disturbing another student's personal property.
4. Foul or coarse language
5. Lying
6. Cheating
7. Stealing
8. Destruction of property
9. Fighting
10. Sexual Behavior: Student engages in behavior which is overly affectionate, or of a sexual nature.
11. Intent to threaten or harm
12. Any kind of bullying *
13. Refusing to obey

* Bullying is defined as deliberate, intentional, and calculated behavior over a period of time by an individual or group that is done with the goal of harming another individual or group. Bullying can include multiple forms, such as verbal, physical, or electronic, each resulting in humiliation, fear, ostracization, physical, psychological, or spiritual harm.

D. Off-Campus Conduct

1. Westminster encourages students to exhibit the following at all times:
 - a) Personal honor and integrity
 - b) Courtesy
 - c) Due respect for the rights and feelings of other people
 - d) All local, state, and national laws
2. Westminster recognizes that it cannot be responsible for all aspects of the personal lives of students and families. However, when off-campus conduct reflects poorly on or causes damage to the Westminster community, the school reserves the right to use appropriate disciplinary measures, including suspension or expulsion.

E. School Facilities/Equipment

1. Phone
Students desiring to use the school telephone must have permission from a member of the Westminster faculty or staff. Calls should be limited to critical needs. Students may not use the telephones in classrooms without a teacher present.
2. Kitchen
Students may not enter the commercial kitchen at any time.
3. Snacks and Lunch
 - a) Only Upper School students and sixth-grade students are allowed to bring anything that would require microwaving. Refrigeration is not available.
 - b) For Lower School students, please send water only—no sodas or colored drinks—in order to avoid messes and prevent stains on the carpets.
 - c) Parents should send a spoon or fork if they send food that requires a utensil.
4. Technology
Students are not allowed to use any of the school or church computers with the exception of yearbook or newspaper staff computers, which may be used only with a teacher present.
5. Textbooks
Students are required to replace or pay for any school-owned textbook, library book, or supply given to them if they become damaged or lost.

F. Boy-Girl Relationships

We believe that our society encourages intimate romantic relationships at much too early an age, well before children have the maturity to handle them. In accordance with Westminster's desire to assist parents in the education of their children, we offer the following guidelines:

1. Group activities are encouraged in order to discourage such pairing off.
2. Flirting is strongly discouraged while students are at school and at school-related functions.
3. Public displays of affection between students (e.g., holding hands) are not allowed.

G. Electronic Devices

1. General Guidelines
 - a) A telephone is provided for student use at the Receptionist's desk in the Lower and Upper Schools.
 - b) Using cell phones, iPods, headphones, tablets (such as iPads), Smart Watches, and other electronics (with the exception of calculators that are approved by the administration and are not internet-enabled) is prohibited during the school day except in accordance with the rules set forth in sections d) and e) below. Seventh

through twelfth grade students who bring electronics (including but not limited to cell phones) to school are to place them in a secure location to be designated by the school, and may retrieve them when leaving school or in accordance with the rules set forth in sections d) and e) below.

- c) If cell phones, iPods, headphones, or other electronics are heard by a teacher or are seen out or being used on the school campus during the school day, they will be confiscated and held in the Upper School office until the end of the next school day. At the conclusion of the next school day, the device will be surrendered by the school to the student. A second offense within a semester will result in the confiscation of the phone/device for five days. After five days from the time of confiscation, the device may be retrieved by a parent of the student. Additional infractions may result in disciplinary consequences beyond those listed above.
- d) Students must obtain prior approval from the teacher to use other academic electronic devices which are necessary for designated classes. Games may not be played on computers (see Westminster Computer Acceptable Use Agreement). Failure to comply will result in forfeiture of the equipment until it is retrieved by the student's parents.
- e) Students who receive prior approval to bring computers (or tablets used in the same manner as laptops) to school must use them for educational purposes only. "Educational purposes" include classroom work, assignments, guidance counseling, and self-directed learning in keeping with the mission and purpose of Westminster. Except in rare cases, "educational purposes" does not include using the internet. Students may not use messaging systems or social networking on personal or school computers during the school day.
- f) Student cell phones or smart watches are not permitted on the Lower School campus.
- g) The administration reserves the right at any time to confiscate the electronic device of any student. The administration and faculty are not permitted to examine the contents of electronic devices of any student. In the event that the administration or faculty reasonably suspect the viewing or distribution of inappropriate images or texts, the parents will be contacted immediately. The administration also reserves the right to contact local law enforcement authorities if it reasonably suspects criminal activity on an electronic device by a student on campus. The administration will return confiscated devices directly to parents.

XI. Dress Code and Uniforms

A. Philosophy

School uniforms and the dress code are part of the Westminster culture. The Westminster dress code is based on the principles of order and simplicity. Although the uniform code is not meant to encourage conformity; rather, it is our goal that the uniform code helps to foster an environment that avoids unnecessary distractions, pressure, and comparison for students and faculty.

B. General Rules

It is expected that students will adhere to the Westminster dress code and uniform requirement, by heeding the following guidelines:

1. Students should appear neat and clean. Parents should take care to buy enough uniforms to accommodate their family's laundry habits.
2. Although heavier outerwear may be chosen at parents' discretion, only approved outerwear may be worn in the school building. Be sure your child has an approved long-sleeve garment for layering indoors.
3. Clothing may be selected to permit reasonable growing room, but unreasonably oversized uniforms are not permitted. Boys' shirts must be long enough to remain tucked in throughout the day.
4. Backpacks in the Lower School need to be without characters. No attachments or toys should be hanging from backpacks.
5. Visible tattoos and body piercings (except for one earring per ear for girls) are not permitted.
6. Girls in kindergarten through sixth grade cannot wear makeup. Makeup should be limited to that which is neither extravagant nor distracting for girls in the Upper School.
7. Jewelry should be limited to that which is neither extravagant nor distracting and hair accessories should match the uniform.
8. In the interest of modesty, girls' skirt lengths must at all times be no higher than three inches above the kneecap.
9. Torn or ripped pants will not be permitted.
10. Facial hair is not permitted for male students. Hair styles should not be distracting.

C. Uniforms

Uniform specifications are listed on the website and may be obtained from the main school office. When ordering from Lands' End, please use the Westminster preferred school number: 900059080. Lands' End contributes three percent of all sales made with the preferred number to the school.

D. Violations

1. If the administration determines a student needs to change clothes, parents will be called to bring appropriate clothing or accessories.
2. Repeated and/or serious violations will be addressed by the administration on a case-by-case basis.
3. The administration will determine whether to prohibit any other practices considered generally inconsistent with the spirit of the dress code.

XII. Discipline

The policy below represents a body of guiding principles that the administration will seek to follow in order to establish a predictable and consistent system of discipline and consequences at Westminster. However, the Heads of Lower and Upper School, along with the Head of School, reserve the right to evaluate student actions on a case-by-case basis and to apply consequences it determines are appropriate and necessary. Such consequences may involve bypassing normal disciplinary steps and administering actions which may include, but are not necessarily limited to, suspension or expulsion.

A. Philosophy

1. One of our highest goals at Westminster is to point one another to Christ. Certainly we want to teach students to discern right from wrong and to practice self-control in ways that honor God; but we also want them to recognize that when they fail, they both need and have a Savior who is perfectly sufficient. When students (or anyone in our community) violate rules, treat others harshly, or show disrespect, we believe it is a great opportunity for them to see their need for Christ, to repent from sin, and to renew their trust in His righteousness alone.
2. Furthermore, our discipline policies and procedures are intended to encourage children to learn biblical ways to talk to one another, play with one another, support and encourage one another, handle disagreements, receive correction, and express emotions. Additionally, we are eager for students to learn responsibility in caring for their own and others' possessions as well as the natural environment as they fulfill God's creation mandate to subdue and have dominion over the earth.
3. In summary, two desires drive our philosophy: first, a desire to see students look to and trust in Jesus; and second, a desire to live in biblical community with one another.

B. Lower School Policy

1. The first two times a student is sent to an administrator for discipline, his or her parents will be contacted and apprised of the details of the visit. Possible disciplinary measures include, but are not limited to, restitution, janitorial work, parental attendance during the school day, or spanking. If corporal punishment seems warranted, the administrator will act only in concert with the parents.
2. The third office visit will be followed by a meeting of the student's parents and an administrator.
3. Should the student require a fourth visit, a two-day suspension or other measures deemed appropriate may be imposed.
4. If a fifth visit is required, expulsion may result.

C. Upper School Policy

1. Faculty members are expected to maintain proper classroom management and may issue or record disciplinary referrals, marks, or demerits to that end (hereafter, *marks*). When a student receives four disciplinary *marks* in quarter (nine-week period), a detention will be issued. Detentions will be held for an hour before school on Fridays.
2. Students will be issued *marks* for minor infractions. Students will also be issued merits for demonstrating actions toward others that reflect the values we seek to instill in our students at Westminster.
3. Teachers will record attendance for each class period to include non-academic periods, such as *schole* and zero period. Detentions will be issued for excessive tardiness. The administration will establish the appropriate disciplinary policy for tardies by the end of the first quarter of school. This policy will likely include a higher priority placed upon student presence and timeliness in 0 Period.
4. When detentions are issued, parents will be informed by an Upper School administrator.
5. If a student receives more than one detention, the student and his parents may meet with the Dean of Students and/or the Head of the Upper School, depending on the gravity of the student's behavior. Multiple detentions may result in suspension or expulsion.

6. Suspensions may carry an academic penalty of two points per day subtracted from the final semester grade. All work must be made up and turned in upon return to school.

XIII. Communication Philosophy and Commitments

A. The Goal

In light of our covenantal commitments as well as our desire for real spiritual community at Westminster, we want to make every effort to be governed by biblical principles in our relationships with one another. The terms covenant and community imply that we are in partnership with one another and have thus agreed on the general goals and directions we believe God has given our school. Moreover, we are commanded to treat one another as brothers and sisters in Christ for the purpose of building up one another in Christ. This should be our mutual goal and a foundational commitment in all that we do.

B. Resolving Conflict

Many people in our culture mistakenly believe that the goal in Christian community is to avoid conflict at all costs. This simply is not true, or really even possible. As sinful people, we will make mistakes and do others wrong. The real question is not “Will we have conflict?” but rather “How will we respond to conflict?”

When conflict arises, the most common temptations are to run and hide or go on the attack. The Bible, however, instructs us to engage, talk, and discuss as brothers and sisters in Christ (Matthew 18:15-20). That is our desire at Westminster – to foster a spirit of open communication, as well as the means and opportunities for it. Administration, teachers and board members are united in their commitment to facilitating resolution to conflict in a manner that is gospel centered. Such facilitation may often involve direct and even difficult conversations; however, we must be willing to deal with conflict in such manner in order to develop a culture of honesty and trust. As believers, our ultimate goal of conflict resolution should be reconciliation and restoration.

Conflicts should be resolved at the lowest level possible, in accordance with the biblical principles of Matthew 18. If a dispute or grievance occurs between any two (or more) members of the Westminster community, there should first be a private meeting of the specific persons involved. This meeting should be for the purpose of reaching a respectful agreement between the two parties and for making appropriate restitution between the two parties. If an agreement cannot be reached, both parties should then approach the next level of authority, following the pattern set forth in Matthew 18. We strongly discourage gossip with other parents about a problem at the school.

1. Students/parents to teachers:

- a) All concerns about the classroom should first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
- b) If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. Prior to any requested meeting, the administrator will determine whether it is in the best interest of all parties to have everyone present for the meeting. However, all parties will be clearly notified of the meeting and all topics and individuals discussed in the meeting.

- If the student brings the concern, he must have permission from his parents to do so.
- c) If the problem is still not resolved, the parents should present the concern to the Head of School. If there is still no resolution, then the Head of School will request the wisdom and assistance of the Board of Directors to facilitate reconciliation.
2. Parents/patrons to administrator:
 - a) If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate employee.
 - b) If the problem is not resolved, they should present their concerns to the Lower School Head or Upper School Head and then proceed to the Head of School.
 - c) If there is still no resolution, they should request a hearing from the Board.
 - d) This procedure also applies to Westminster faculty, staff, and board members.
 3. Staff to Administration:
 - a) All concerns about the standards of the school should first be presented to the appropriate administrator. A respectful demeanor is expected at all times.
 - b) If the problem is not resolved, the staff member may present the concern in writing to the Head of School followed by a meeting to discuss the concern.
 - c) If the problem is still not resolved, the staff member may appeal to the Board in writing and request a hearing. The request will be passed to the Board through the Head of School. The Head of School is required to pass on all such requests.

We invite everyone in our community (students, faculty, parents, board members, administration, and church) to be honest and open when there are issues that need to be discussed. And, in the end, though we will certainly not always come to agreement, we can still treat one another with the honor and grace that God desires from us as His children.

Our approach to resolving conflict is outline in the Conflict Resolution below. Beginning at Reenrollment in 2021 (for Academic Year 2022-2023), all parents will be required to sign and affirm this Conflict Resolution Grid.

Guidelines for Problem Resolution – Applying Matthew 18

As part of our covenantal commitment to one another, the Westminster community has always sought to adhere to the principles of conflict resolution outlined in Matthew 18: 15-35. While these biblical truths are clear, sometimes implementing them can be challenging. To provide more definitive guidelines on what application of these principles looks like in our school setting, the Board has developed an outline to refer to when conflict arises. This template will provide a tangible guide and help ensure clarity and consistency in these matters.

Question or Problem	First step	Second step, if the first step does not address	Third step if needed
	1:1	1:1 + 1	1:1 + several
Issue between your student and another student	As covenantal parents, encourage your student to talk directly with the other student one-to-one – (a great opportunity to teach your student how to apply Matt 18)	Add either the teacher or the other student’s parents to the discussion. The other parent, also being a covenantal family, will understand and appreciate this as the next step	If not resolved, then add either the Lower School or Upper School Head for attempted resolution or further next steps
Issue between your student and a teacher	As covenantal parents, encourage your student to talk directly with the teacher one-to-one	Parent and student meet with the teacher	If not resolved, then add either the Lower School or Upper School Head for attempted resolution or further next steps
Issue between your student and another student’s parent	Parent talks directly with the other student’s parent one-to-one as a first step. (Parent discretion on including the student)	Both sets of parents meet to attempt resolution	If not resolved, then add either the Lower School or Upper School Head for attempted resolution or further next steps
Parent question re a specific class or Issue re a specific teacher	Speak directly with the teacher	Add either the Lower School or Upper School Head for attempted resolution	If not resolved, then add the Head of School for attempted resolution or further next steps
Parent question re administration of the school or a grade level item	Speak with the Lower School or Upper School Head, as appropriate	Add the Head of School for attempted resolution	If not resolved, contact the Westminster Board through email
Parent question re Westminster in general (not class or grade specific)	Speak with the Head of School one-to-one	Contact the Westminster Board through email, copying the Head of School	
Parent issue with an administrator (non-teacher)	Speak first to that administrator	Add the Lower School, Upper School Head or Head of School (next level up) for attempted resolution	Add the next level up for attempted final resolution (If Head of School engaged in step two, contact the Westminster Board through email for this step

The Power of Words

One key to healthy communication is to understand the awesome power of the tongue and to take our words seriously. Proverbs 18:21 reminds us that words can either kill or give life. They are either poison or fruit, and the choice is ours. As Christians involved in gospel community, our words should be life-giving, full of grace, and a source of encouragement. We need to be instruments of redemption for one another, and our words should point others to Christ and the hope that can only be found in Him. When our words are destructive rather than life-giving, we need to repent and work toward restoration. Some of the surest indicators of true gospel-centered relationships are freedom to admit mistakes and willingness to forgive.

C. Consider the following verses:

There is one whose rash words are like sword thrusts, but the tongue of the wise brings healing. (Proverbs 12:18)

...no human being can tame the tongue. It is a restless evil, full of deadly poison. (James 3:8)

If anyone thinks he is religious and does not bridle his tongue, but deceives his heart, this person's religion is worthless. (James 1:26)

D. Guiding Principles to Consider

Put others' interest above your own. (Philippians 2:3-4)

Be completely humble and gentle; be patient, bearing with one another in love. (Ephesians 4:2)

Go and talk directly to someone if he or she has sinned against you. (Matthew 18:15-18)

...first take the plank out of your own eye. (Matthew 7:3)

Speak the truth in love. (Ephesians 4:15)

Do everything without grumbling or complaining. (Philippians 2:14)

E. Summary Thoughts

In Ephesians 4:29, Paul gives us great wisdom and perspective:

Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.

It may be helpful for each of us to consider the following questions when considering our communication:

Is it wholesome?

Is it helpful?

Is my goal to build up the other person(s)?

What are the other person's needs?

Am I concerned about the other person's interests, perspective, and point of view?

Will my words benefit those who listen?

Am I even talking to the right person?

Am I talking about someone inappropriately?

Am I giving ear to anyone who is talking about someone inappropriately?

At Westminster we desire to live in unity with one another. Please remain mindful of these principles, and renew your commitment to build up one another as brothers and sisters in Christ.

XIV. Accounts Receivable Policy

A. Philosophy

Westminster is committed to managing resources in such a way that the mission of the organization is achieved within the context of good financial practices and generally accepted procedures. With this in mind, the goal of this policy is to govern the accountability for financial obligations from families in the school in a balanced and equitable manner.

B. Procedures

1. Accounts receivable is outsourced to FACTS Management Company, a Nelnet company. FACTS communicates with families once they have enrolled in RenWeb and provides a billing structure based on the payment plan that the family selects. Families are sent a reminder notice four days before each auto draft as well. FACTS also manages the incidental billing for athletics, library fines, etc., and communicates regularly regarding timing of auto draft so as to keep families apprised of financial obligations.
2. If a family falls behind more than two months, this will be brought to the attention of the Head of School.
3. The family will be notified in writing that its account is delinquent and that any co-curricular activities that require separate payment will be suspended pending their settling their accounts with Westminster. When accounts are brought current, the Head of School will be notified, and all co-curricular activities can be reinstated.
4. There will be no exceptions to this policy unless approved by the Head of School and reported to the Westminster Board of Directors.

C. After School Care Billing Procedures

1. After School Care (ASC) billing is handled through FACTS. Invoices are generally emailed by FACTS ten days prior to auto draft, and payment is due by the second of each month. If a family falls behind more than one month for ASC payment, it will not be allowed to continue in the program until all ASC charges have been paid.

XV. Westminster Lower School Uniform Specifications

Lands' End - www.landsend.com/school or 1-800-469-2222

School Code - 9000-5908-0

Columns Logo - ID# 0794559K

Please note - The required uniform should be worn on formal days such as school picture day, field trips, assemblies, and other assigned days.

Grades K-6 Boys Required

Chino Pants or Shorts – Khaki (plain front or pleated with no tears or holes)	Lands' End
Polo Shirt - Red with columns logo (Performance Interlock or Mesh, Long or Short Sleeve and adequate length to remain tucked)	Lands' End
White socks	Your choice
Solid brown or braided leather belt	Your choice
Rubber sole black or brown Moc, Wallabee, or approved tennis shoes (see photo examples on next page)	Your choice

Grades K-6 Boys Optional

Polo shirt - Navy or White (Performance Interlock or Mesh, Long or Short Sleeved and adequate length to remain tucked) logo optional	Lands' End
White turtleneck (may be worn only under another shirt)	Your choice
White undershirt (may be worn only under another shirt)	Your choice
Navy fleece vest or jacket, <i>with</i> logo	Lands' End
Navy sweatshirt or performance quarter zip pullover, <i>with</i> logo	Lands' End
Red or Navy columns sweatshirt, crew only (no hooded sweatshirts in classroom)	Westminster

Grades K-3 Girls Required

Plaid Jumper - hunter/classic navy plaid (hemmed no higher than 1 inch above the kneecap)	Lands' End
White collared blouse ("Peter Pan" or turtleneck)	Your choice
Bike shorts (dark colors)	Your choice
Navy or white tights – allowed Thanksgiving through Spring Break (no leggings allowed)	Your choice
White socks – required the rest of the year, cable knee socks or ankle socks	Your choice
Rubber-soled Mary Janes, or approved tennis shoes (see below for approved colors)	Your choice
Matching hair accessories	Your choice

Grades K-3 Girls Optional

Feminine Fit Polo - Red (Performance Interlock or Mesh, Long or Short Sleeved and adequate length to remain tucked) - logo optional	Lands' End
White "Peter Pan" blouse or white polo WITH red cardigan, vest or crewneck.	Lands' End
At-the-knee Blend Chino skort – Navy (hemmed no higher than 1 inch above the kneecap)	Lands' End
Navy or white tights – allowed Thanksgiving through Spring Break (no leggings allowed)	Your choice
Chino pants – Khaki (Stretch Flares, Plain Front, or Pleated Front with no tears or holes) Allowed Thanksgiving through Spring Break. Solid brown or braided leather belt must be worn with pants.	Lands' End
Navy fleece vest or jacket, <i>with</i> logo	Lands' End
Navy sweatshirt or performance quarter zip pullover, <i>with</i> logo	Lands' End
Red or Navy columns sweatshirt, crew only (no hooded sweatshirts in classroom)	Westminster

Grades 4-6 Girls Required

At-the-knee Blend Chino skort - Khaki (hemmed no higher than 1 inch above the kneecap)	Lands' End
White collared blouse ("Peter Pan" or turtleneck) WITH Red Vest, Columns logo required	Lands' End
Navy or white tights – allowed Thanksgiving through Spring Break (no leggings allowed)	Your choice
White socks, cable knee socks or ankle socks	Your choice
Rubber-soled Mary Janes, Topsider, Ballet Flats or approved tennis shoes (see below for approved colors)	Your choice
Matching hair accessories	Your choice

Grades 4-6 Girls Optional

Feminine Fit Polo - Red (Performance Interlock or Mesh, Long or Short Sleeve and adequate length to remain tucked) - logo optional	Lands' End
White "Peter Pan" blouse or white polo shirt WITH Red cardigan, vest or sweater - logo optional	Lands' End
Plaid Jumper - hunter/classic navy plaid (hemmed no higher than 1 inch above the kneecap)	Lands' End
Solid Jumper - navy (hemmed no higher than 1 inch above the kneecap)	Lands' End
At-the-knee Blend Chino skort - navy (hemmed no higher than 1 inch above the kneecap)	Lands' End
Plaid A-line Skirt – hunter/classic navy plaid (hemmed no higher than 1 inch above the kneecap and worn with dark colored bike shorts)	Lands' End
Navy or white tights – allowed Thanksgiving through Spring Break (no leggings allowed)	
Chino pants - Khaki (Stretch Flares, Plain Front, or Pleated Front with no tears or holes) Allowed Thanksgiving through Spring Break. Solid brown or braided leather belt must be worn with pants.	Lands' End
Navy fleece vest or jacket, <i>with</i> logo	Lands' End
Navy sweatshirt or performance quarter zip pullover, <i>with</i> logo	Lands' End
Red or Navy columns sweatshirt, crew only (no hooded sweatshirts in classroom)	Westminster

Lower School Shoe Examples



Boys Moc
Black or Brown/Tan



Boys Wallabee
Brown or Tan



Boys Topsider
Brown, Navy, or Black



Girls Mary Jane
Red, Black or Navy
(Example 1)



Girls Mary Jane
Red, Black or Navy
(Example 2)



Girls Topsider
Brown, Navy, or Black

Student backpacks must be free of characters.
Backpack company logos or Westminster logos are allowed.



Girls Basic Ballet Flat
Red, Black or Navy
Grades 3-6
(Example 1)



Girls Basic Ballet Flat
Red, Black or Navy
Grades 3-6
(Example 2)

Approved Tennis Shoes

- Approved Colors - Navy Blue, Black, Brown, Gray, White, or Red
- No patterns, lights or “decorations” **or any other color** besides the above (including the laces)
- Must have a full back, closed toe and no “cut-outs”

XVI. Westminster Upper School Uniform Specifications

Lands’ End - www.landsend.com/school, 800-469-2222, School Code - 9000-5908-0

Logo #1 - Columns - ID# 0658500K

Logo #2 - Knights - ID# 0543649K

Please note - The required uniform should be worn on formal days such as school picture day, assemblies, and other assigned days.

Girls are expected to dress modestly for P.E. and other such activities (House athletic competitions, socials, etc.) Shorts should be finger-tip length or have leggings underneath. Leggings should not be worn without shorts. Tank tops or spaghetti straps should not be worn.

Upper School Boys Required Uniform

Khaki pants (plain front or pleated front - No outside seam)	Lands End
White long-sleeved Oxford shirt, school logo optional (other logos not allowed)	Your choice
White undershirt	Your choice
Solid brown or black leather belt to match shoes	Your choice
Approved rubber-soled black or brown shoes	Your choice
9-12 only: Tie (professional looking)	Your choice

Upper School Boys Optional

Black or maize polo shirt - school logo optional (other logos not allowed)	Lands End
Light Blue or white long-sleeved Oxford shirt - school logo optional (other logos not allowed)	Your choice
Navy Blazer	Your choice
Navy Vest - school logo optional	Lands End
Black fleece vest or jacket or ¼ zip pullover- school logo optional	Lands End
Black “Westminster” sweatshirt - available on the school website (no hoods)	Westminster
Grades 7-8 only: Khaki shorts	Lands End
Grades 9-12 only: Ties (professional looking) 8 th grade students may not wear ties	7 th and Your choice
Approved athletic shoes, Vans, Converse or boots (solid, neutral colors: black, white,	Your choice

gray, tan, brown or navy blue)	
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Upper School Girls Required Uniform

Hunter/Navy Classic Plaid A-line skirt (no more than 3 inches above the knee)	Lands End
White 3-quarter sleeve Oxford shirt	Lands End
Flats or Loafers, black, brown, gray, tan, or navy blue	Your choice

Upper School Girls Optional

Khaki A-line or pleated skirt, Hunter/Navy Classic Plaid pleated skirt (no more than 3 inches above the knee) Khaki pants (plain front chino or pencil pants)	Lands End
Blue, french blue, or white Oxford shirt (Long, short or 3-quarter sleeve)	Lands End
Maize or navy cardigan, vest or sweater (drifter, cable crew, or fine gauge set) Logo optional. A uniform shirt must be worn under the cardigan or v-neck sweater.	Lands End
White, Classic Navy or Blue polo shirt short sleeve -school logo optional (other logos not allowed)	Lands End
Black "Westminster" sweatshirt - available on the school website (no hoods)	Westminster
Black fleece vest or jacket or ¼ zip pullover - school logo optional	Lands End
Black or navy leggings are allowed with the plaid or khaki skirt on cold days. Leggings should not have lace.	Your choice
Approved athletic shoes, Keds, Vans, Converse (solid, neutral colors: black, white, gray, tan, brown or navy blue)	Your choice
Boots- between Thanksgiving and Spring Break only-black or brown leather or suede. Rain boots can be worn on rainy/wet days.	Your choice

Girls are expected to dress modestly for activities (House competitions, socials, rehearsals etc.) Shorts should be finger-tip length or have leggings underneath. Leggings should not be worn without shorts. Tank tops or spaghetti straps should not be worn.