



# WAXAHACHIE PREPARATORY ACADEMY

WARRIORS FOR CHRIST • PARTNER WITH PARENTS • ACADEMIC EXCELLENCE

## FAMILY HANDBOOK

2019 - 2020



# Table of Contents

<b>NEW FAMILY INFORMATION .....</b>	<b>5</b>
<b>HISTORY AND PHILOSOPHY .....</b>	<b>5</b>
<i>BACKGROUND</i>	5
<i>DISTINCTIVES</i>	5
<i>THE MODEL</i>	5
<i>MISSION STATEMENT</i>	6
<i>VISION STATEMENT</i>	6
<i>OUR PHILOSOPHY</i>	6
<i>STATEMENT OF FAITH</i>	6
<i>STATEMENT ON MARRIAGE, GENDER, AND SEXUALITY</i>	8
<i>NON-DENOMINATIONAL POSITION</i>	9
<i>FINAL AUTHORITY FOR MATTERS OF BELIEF AND CONDUCT</i>	9
<i>DIFFICULT OR CONTROVERSIAL ISSUES AND TOPICS</i>	9
<b>ADMISSIONS POLICIES &amp; PROCEDURES .....</b>	<b>10</b>
<i>NON-DISCRIMINATORY POLICY</i>	10
<i>ADMISSION PROCEDURE</i>	10
<i>RE-ADMISSION POLICY</i>	11
<i>ACADEMIC ADVISING</i>	11
<i>ADDING AND DROPPING CLASSES</i>	11
<i>PARENT AND STUDENT RESPONSIBILITIES</i>	12
<i>STUDENT TEACHER RATIO</i>	13
<b>PARENT INFORMATION .....</b>	<b>13</b>
<b>PARENT CONDUCT .....</b>	<b>13</b>
<i>PARENT PARTICIPATION</i>	14
<i>PARENT/SCHOOL COMMUNICATION AGREEMENT</i>	14
<i>COMPLAINT PROCEDURE</i>	14
<i>APPEALS PROCESS</i>	15
<b>FINANCIAL POLICIES .....</b>	<b>17</b>
<i>APPLICATION AND REGISTRATION FEES</i>	17
<i>TUITION ACCOUNTS</i>	17
<i>NON-ACCEPTANCE OF POST-DATED CHECKS</i>	21
<i>DISCOUNTS</i>	21
<i>BOOK/MATERIALS FEES</i>	21
<i>SCHOOL SUPPLIES</i>	22
<i>UNIFORM COSTS</i>	22
<i>ATHLETICS AND ACADEMIC EXTRA-CURRICULAR FEE</i>	22
<i>VISION/HEARING SCREENING FEE</i>	22
<i>SCOLIOSIS TEST FEE</i>	22
<i>SCHEDULE CHANGE FEE</i>	22
<i>ADDITIONAL FEES</i>	22
<i>WPA REFERRAL AND REWARDS PROGRAM POLICIES</i>	23
<b>ADDITIONAL INFORMATION .....</b>	<b>24</b>
<i>USE OF THE TONGUE</i>	24
<i>CHURCH INVOLVEMENT RECOMMENDATION</i>	24

SCHOOL & HOME COMMUNICATION	25
INCLEMENT WEATHER	25
REQUEST FOR ASSISTANCE FROM OFFICE PERSONNEL	25
VISITOR POLICY	25
EXIT INTERVIEW	26
<b>STUDENT INFORMATION .....</b>	<b>26</b>
<b>GENERAL POLICIES.....</b>	<b>26</b>
<b>ACADEMIC AND GRADING POLICIES.....</b>	<b>27</b>
CREDITS	27
ACADEMIC PERFORMANCE STANDARDS	28
GRADING, EVALUATION, AND FEEDBACK	29
HONOR ROLL CLASSIFICATION	30
GRADE LEVEL CLASSIFICATION	31
ADVANCING IN SECONDARY CLASSES	32
STUDY HALL	32
AUDITING OF CLASSES	32
STANDARDIZED TESTING	32
MODIFICATIONS TO STANDARD INSTRUCTIONAL/EVALUATION PRACTICES	32
<b>ACADEMIC INTEGRITY POLICIES .....</b>	<b>33</b>
PHILOSOPHY	33
DEFINITION	33
CHEATING	33
CONSEQUENCES	34
<b>ATTENDANCE POLICIES.....</b>	<b>35</b>
ATTENDANCE REQUIREMENTS FOR ALL GRADES: K-12	35
REQUEST FOR MAKE-UP WORK	35
TARDY	36
<b>STUDENT CODE OF CONDUCT .....</b>	<b>36</b>
ADDITIONAL STUDENT CONDUCT GUIDELINES	37
THE PHILOSOPHY AND APPLICATION OF DISCIPLINE AT WPA	37
PART I: PHILOSOPHICAL BASIS	37
BOUNDARIES, CORRECTION, AND CONSEQUENCES	39
PART II: THE DISCIPLINARY PROCESS	43
INFRACTIONS (BEHAVIORS THAT NEGATIVELY IMPACT THE LEARNING ENVIRONMENT) LEAD TO REFERRALS	43
RESPECTING SAFETY AND SECURITY:	46
RESPECTING THE LEARNING ENVIRONMENT	47
CONFERENCE AND COMMUNICATION PROCESS	48
<b>DRESS CODE POLICIES.....</b>	<b>51</b>
DRESS CODE PRINCIPLES	52
PURCHASE OF UNIFORMS	52
UNIFORM GENERAL GUIDELINES	52
DRESS CODE VIOLATIONS & ENFORCEMENT	55
<b>GRADUATION POLICIES .....</b>	<b>55</b>
RECOMMENDED DIPLOMA PLAN	55
HONORS DIPLOMA PLAN	56
REQUIREMENTS FOR HOMESCHOOL STUDENTS PARTICIPATING IN WPA GRADUATION	56

<b>LATE WORK / DROPPED GRADE POLICIES.....</b>	<b>56</b>
<i>LATE WORK</i>	57
<b>STUDENT PARKING POLICIES .....</b>	<b>57</b>
<i>ON-CAMPUS VEHICLE USAGE REGULATIONS</i>	58
<b>TECHNOLOGY USE POLICIES.....</b>	<b>58</b>
<i>ELECTRONIC DEVICES</i>	58
<i>CELL PHONES AND OTHER TELECOMMUNICATIONS DEVICES</i>	58
<i>COMPUTER AND TABLET USAGE</i>	59
<b>EXTRA-CURRICULAR INFORMATION.....</b>	<b>59</b>
<b>PHILOSOPHY FOR EXTRA-CURRICULAR ACTIVITIES .....</b>	<b>59</b>
<b>GENERAL POLICIES.....</b>	<b>60</b>
<i>POLICY ESTABLISHED CONCERNING POSSIBLE CONFLICTS BETWEEN     ESTABLISHED ATHLETIC CLASSES, PRACTICES, AND GAMES WITH     SPONSORED SCHOOL FUNCTIONS</i>	61
<b>ATHLETIC CONDUCT POLICIES.....</b>	<b>62</b>
<i>ATHLETIC DIRECTOR AND ALL COACHES</i>	62
<i>STUDENT ATHLETES</i>	63
<i>PARENTS/SPECTATORS</i>	63
<b>ELIGIBILITY REQUIREMENTS AND POLICIES.....</b>	<b>64</b>
<i>PERFORMANCE STANDARDS RELATED TO EXTRA-CURRICULAR     ELIGIBILITY</i>	64
<i>COURSE LOAD REQUIREMENTS – ACADEMIC, FINE ARTS, &amp; ATHLETIC     COMPETITIONS</i>	64
<i>TAPPS ACADEMIC PERFORMANCE STANDARD</i>	65
<i>GRADE LEVEL CLASSIFICATION</i>	65
<i>AGE LIMITATION AFFECTING ELIGIBILITY</i>	65
<b>ATHLETIC DRESS CODE POLICIES .....</b>	<b>65</b>
<i>PRACTICES</i>	65
<i>NOT ALLOWED</i>	65
<i>GAME DAY</i>	65
<b>OTHER POLICIES.....</b>	<b>66</b>
<i>TRANSPORTATION</i>	66
<i>EQUIPMENT</i>	66
<i>FINANCES</i>	66
<i>PICTURE DAY</i>	66
<i>TEAM PRACTICES</i>	66
<i>PHILOSOPHY OF PLAYING MULTIPLE SPORTS</i>	67
<i>ACADEMIC AND ATHLETIC LETTERING</i>	67
<i>WPA BOOSTER CLUB</i>	67
<b>OTHER INFORMATION .....</b>	<b>68</b>
<b>PRIMARY (KINDERGARTEN – SECOND GRADE).....</b>	<b>68</b>
<i>PARENTAL ROLE</i>	68
<b>ELEMENTARY (THIRD – SIXTH GRADE) .....</b>	<b>68</b>
<i>PARENTAL ROLE</i>	68
<i>COURSE PREREQUISITES</i>	69
<i>ACADEMIC DEPARTMENTS</i>	69
<b>SECONDARY (SEVENTH – TWELFTH GRADE) .....</b>	<b>70</b>

<i>PARENTAL ROLE</i>	70
<i>COURSE PREREQUISITES</i>	70
<i>ACADEMIC DEPARTMENTS</i>	70
<b>HANDBOOK DISCLAIMER.....</b>	<b>72</b>

# New Family Information

## **HISTORY AND PHILOSOPHY**

### **BACKGROUND**

In July, 2000, two Ellis County families, recognizing the need for an independent and distinctively Christian School in the community, began the difficult task of planning and working to start a new school. Their work, their prayers, their sacrifice and their service resulted in the opening of Waxahachie Preparatory Academy (WPA), a University-Model® school, in the fall of 2001.

WPA initially utilized space leased from Waxahachie Bible Church. In June of 2012, the school moved to its current home, Heritage Baptist Church in Waxahachie.

In 2003, WPA became a charter member of the National Association of University-Model® Schools (NAUMS, Inc.). WPA was certified as a University-Model® school by NAUMS in 2004 and recertified in 2010 and 2017.

WPA successfully achieved full accreditation in 2008 through SACS (The Southern Association of Colleges and Schools; now known as AdvancED) and re-accredited in 2013 and 2018.

The passion and vision that birthed the school in 2001 remains strong as WPA approaches the end of our second decade of serving the Christian families in our community. WPA alumni can be found, literally, across the nation and around the world, serving their community, their country, the Body of Christ, and their fellow man.

### **DISTINCTIVES**

WPA is a unique private Christian school that has two proven elements of educational success - the professional instruction of a classroom teacher and one-on-one instruction from parents. These components are combined in a college-simulated program. Other proven elements are low student/teacher ratios, a strong work ethic for students, effective curriculum, focus on character development, and oversight by an independent local Board. This approach produces a high degree of academic achievement.

### **THE MODEL**

The University-Model® school (UMS) model combines the positive aspects of home schooling with the positive aspects of traditional schooling and molds them into one model. UMS uses a university-style schedule adapted to the elementary, junior, and senior high levels. Professional teachers teaching in their areas of expertise conduct classroom instruction. Elementary students attend campus classes on Tuesday and Thursday, while secondary students attend campus classes on Monday, Wednesday, and Friday. Students spend alternate days at the satellite home campus, where parents

[Return to Table of Contents](#)

continue their instruction and supervision. Teachers provide parents with detailed instructions for the satellite home campus.

UMS caters to a wide variety of student needs by allowing a range of enrollment opportunities. Parents may choose for their student to take only one or two classes or choose to take the full academic load. Tuition is paid per course, per year.

## **MISSION STATEMENT**

Waxahachie Preparatory Academy, a distinctly Christian University-Model® school, partners with parents to provide students a Christ-centered education through rigorous academics, an active school culture, and the cultivation of spiritual growth producing a life of faith in and obedience to Jesus.

## **VISION STATEMENT**

Our aim is to partner with parents to develop bold, empowered Christ-followers who discern and pursue their God-given calling.

## **OUR PHILOSOPHY**

Waxahachie Preparatory Academy bases its educational philosophy on three main components: (1) laying a biblical foundation, (2) preparing each student for college, and (3) emphasizing the parent's vital role in their child's education.

## **STATEMENT OF FAITH**

The sole basis of our beliefs is the Bible, God's infallible written Word, the 66 books of the Old and New Testaments. We believe that it was uniquely, verbally, and fully inspired by the Holy Spirit and that it was written without error in the original manuscripts.

1. The Word of God is and ever shall be the complete and final revelation of the will of God to man, and the final authority in all spiritual matters (*2 Timothy 3:15; 2 Peter 1:21*).
2. We believe there is only one God, eternally existent in three persons—Father, Son, and Holy Spirit (*Genesis 1:1; Matthew 28:19; John 10:30*).
3. We believe in the deity of Christ (*John 10:33*); His virgin birth (*Isaiah 7:14; Matthew 1:23; Luke 1:35*); His sinless life (*Hebrews 4:15; 7:26*); His miracles (*John 2:11*); His vicarious and atoning death (*1 Corinthians 15:3; Ephesians 1:7; Hebrew 2:9*); His resurrection (*John 11:25; 1 Corinthians 15:4*); His ascension to the right hand of the Father (*Mark 16:19*); His personal return in power and glory (*Acts 1:11; Revelation 19:11*).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved (*John 3:16-19; 5:24*;

Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).

5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5:28-29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9 1 Corinthians 12:12-13; Galatians 3:26-28).
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13-14; 1 Corinthians 3:16; 6:19-20; Ephesians 4:30; 5:18)
8. We believe that God wonderfully and immutably creates each person as male and female. These two distinct, complementary genders reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of God's sovereign and perfect will in creating that person as He intended.
9. 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 be engaged in outside of a marriage between a man and a woman.
10. 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).
11. We believe that in order to maintain the biblical integrity and function of Waxahachie Preparatory Academy, and to provide a biblical standard to WPA students, parents, and staff members, it is imperative that all persons employed by WPA in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22).
12. 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).
13. We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hatful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the Statement of Faith at WPA.
14. Waxahachie Preparatory Academy partners with families to provide students a Christ-centered education in order to produce a life of faith in and obedience to Jesus. Of necessity, this involves the school's understanding and belief of what qualities and characteristics exemplify faith in and obedience to Jesus. Even though parents/legal guardians may personally believe differently, while enrolled at WPA, all students are expected to exhibit the qualities of a Christ-like life espoused and taught by the school and to refrain from certain activities or behavior.

Thus, WPA retains the right to refuse enrollment to or to discontinue enrollment

of any student who engages in, but not necessarily limited to, sexual immorality, including any student who professes to be homosexual/bisexual/transgender or is a practicing homosexual/bisexual/ transgender, as well as any student who condones, supports, or otherwise promotes such practices.(Leviticus 18:22; 20:13; Romans 1:18–32; 1 Corinthians 6:9–11; 1 Timothy 1:8–10).

## **STATEMENT ON MARRIAGE, GENDER, AND SEXUALITY**

1. We believe that God wonderfully and immutably creates each person as male and female. These two distinct, complementary genders reflect the image and nature of God (Genesis 1.26-27). Rejection of one’s biological sex is a rejection of God’s sovereign and perfect will in creating that person as He intended.
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5. 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).
6. 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 the statement of faith at WPA.
7. Waxahachie Preparatory Academy partners with families to provide students a Christ-centered education in order to produce a life of faith in and obedience to Jesus. Of necessity, this involves the school’s understanding and belief of what qualities and characteristics exemplify faith in and obedience to Jesus. While enrolled at, or employed by WPA, all students/parents/staff are expected to exhibit the qualities of a Christ-like life espoused and taught by the school and to refrain from certain activities or behavior. Thus, WPA retains the right to refuse enrollment/employment to or to discontinue enrollment/employment of any student/parent/staff who engages in, but not necessarily limited to, sexual immorality, including any student/parent/staff who professes to be

homosexual/bisexual/transgender or is a practicing homosexual/bisexual/transgender, as well as any student/parent/staff who condones, supports, or otherwise promotes such practices (Leviticus 18:22; 20:13; Romans 1:18–32; 1 Corinthians 6:9–11; 1 Timothy 1:8–10).

## **NON-DENOMINATIONAL POSITION**

This ministry's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position and to do so in all fairness to each family. In honoring this desire concerning the outreach of this ministry, there shall be no attempt made by parents, students, staff, or school board members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which the ministry itself has assumed no official stance. Included are denominational positions regarding:

1. Church government-authority
2. Time and mode of baptism
3. Security of the believer
4. Timing of future events
5. Second work of grace – baptism of the Holy Spirit
6. Sinless perfection
7. Gift of the Spirit – tongues, interpretation of tongues, healing, miracle working, discerning of spirits

We desire to remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational distinctives.

## **FINAL AUTHORITY FOR MATTERS OF BELIEF AND CONDUCT**

The Statement of Faith given above does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of this ministry's faith, doctrine, practice, policy, and discipline, the Board of Trustees of Waxahachie Preparatory Academy Ministries, Inc. is the final interpretive authority on the Bible's meaning and application.

## **DIFFICULT OR CONTROVERSIAL ISSUES AND TOPICS**

WPA will follow these guidelines concerning the relationship between sound education, which is both biblical and college-preparatory, and the treatment of difficult or controversial issues.

1. Because one of God's purposes in the training of disciples is to equip them to reach others with the gospel of Christ and then teach them to obey all He has taught us, we will not encourage our students to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers.
2. Because we must learn to build personal and cultural bridges for the sake of

reaching others with the gospel, we will engage in the study of other cultures and thought forms, including godless ones, so that our students will have a better understanding and ability to communicate with all people.

3. Because God expects His children to be ready to make a defense, acting as salt and light to a world that is often foolish in its understanding and principles, we will teach students to evaluate and correctly respond to difficult or controversial realities in light of God's Word so that they may be able to confront the world without becoming stained by it.
4. Because dealing effectively with difficult or controversial topics generally requires the use of higher order thinking skills, we will support our teachers' use of opportunities presented through the treatment of difficult or controversial topics to challenge their students to develop the skills of analysis, evaluation, synthesis, and proper applications and to apply these skills to godly purposes.

At WPA, we do not intend to shield our students from all of the sin and wrong thinking inherent in a fallen world. Rather, we will teach them to confront those realities openly and honestly, from a God-centered perspective, so that they might be prepared to live in the world - and have an impact on the world - without becoming part of the world.

## **ADMISSIONS POLICIES & PROCEDURES**

### **NON-DISCRIMINATORY POLICY**

WPA admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and an activity generally accorded or made available to its students and does not discriminate on the basis of race in administration of its educational policies, admission policies, or athletic and other school-administered programs.

### **ADMISSION PROCEDURE**

#### **1. Attend an Information Meeting**

This meeting is required to equip parents to fully understand the expectations of their involvement in the education of their child at WPA. Parental involvement is mandatory.

#### **2. Complete the Admissions Forms**

When you are convinced that WPA is where your family should be, complete the online application (one per child), including the family application fee. Online admission ensures your application will be stamped with the date and time received. This date will be used, if necessary, to determine order of admission in the event of class closure, because of space availability. All students must be five years of age by September 1 in order to attend K5.

#### **3. Reference Checks**

[Return to Table of Contents](#)

The Director of Admissions will begin processing the student and family reference checks.

#### **4. Testing and Evaluation**

Placement testing is required for all new students in grades three through twelve. The tests determine the appropriate grade level of your child's math and English skills in relation to our curriculum. New students to WPA should score in the 70<sup>th</sup> percentile or higher on WPA's entrance exams; students scoring below the 70<sup>th</sup> percentile will be placed on academic probation and monitored by administration during each grading term period. For incoming Kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade students, a readiness assessment will be conducted for grade placement.

#### **5. Academic Interview**

A meeting will be held with the Administrator (or his designee) to discuss the academic requirements to be placed on the student and the family as well as the results of the placement/assessment testing. The student and both parents must be present at this meeting. The Administrator will also determine if WPA is the right fit for either the student and/or the family.

#### **6. Letter of Acceptance**

After the academic interview, the family will receive a letter informing them of the Administrator's decision. Once accepted, the student may register for classes. A deposit must be paid when registering, which includes non-refundable enrollment fees and material fees per student for the courses selected.

### **RE-ADMISSION POLICY**

If a family has been through the entire application process and has re-applied or re-enrolled within an 18-month period, they must update records, update references, take the placement testing, and repeat only the academic interview, unless there are extenuating circumstances. After the 18-month period has expired, the family must complete the full application process again. Any previous account balances written off must be paid before a family will be accepted for re-admission.

### **ACADEMIC ADVISING**

All students entering high school must undergo academic advising for the purpose of establishing a diploma plan. In addition, any requests for transfer credits must be assessed before a new student is allowed to register.

### **ADDING AND DROPPING CLASSES**

Because of the nature of the University-Model<sup>®</sup> school, Waxahachie Preparatory Academy does not recommend new students enroll after the end of the first full week of classes. After the first week of the semester, individuals may enroll, with administration approval, if the student is in good standing with the school, and space for him or her is

[Return to Table of Contents](#)

available in the desired course. Students may drop courses during the first two weeks of classes each semester. Forms are available in the office for all schedule changes. These forms must be signed by the parent and approved by the office. The student will not be allowed into a new class without this form. Add/drop fees apply.

A student may drop a course as late as one week following the first progress report in each semester without having it affect or appear on his or her transcript. Should a course be dropped after the second progress report in a semester, a grade of WP (withdrew passing) or WF (withdrew failing) will appear on his or her transcript. This grade will have no impact on the student's grade point average.

Students who withdraw completely from the academy may, at the discretion of the administration, receive grades of "I" (Incomplete) for all courses dropped at the time of withdrawal. For more information on the impact of dropped courses on a student's academic record, please refer to "Grading Standards." This information relates specifically to grades, not finances. For information on the financial impact of adding or dropping courses, please refer to the "Financial Policies" portion of the Family Handbook.

## **PARENT AND STUDENT RESPONSIBILITIES**

Students must be accepted to WPA through a formal admissions process. Both parental involvement and student cooperation is essential for WPA to fulfill its mission. The parents and student applying for admission must meet the following requirements:

1. Parents must provide WPA with a completed online application for each child applying for admission. Academic records, health forms, and other information as specified in the application packet must be included for each student. Students will not be admitted without complete records.
2. Parents must sign a form stating their acknowledgement of our Statement of Faith and Statement on Marriage, Gender, and Sexuality as an expression of who we are and what will be taught in the classroom. At least one parent must express their own personal commitment to Jesus Christ.
3. Parents and students must be willing to abide by the school's rules and regulations.
4. Parents must be committed to providing partnership instruction in the home classroom on the days that the child is not attending WPA.
5. While attending WPA, it is strongly recommended that each family be active members of a local Christian church. We believe that when a Christ-centered perspective is united, and consistently taught, in the home, a local church, and Christian school, children receive a strong foundation of support and encouragement that builds spiritual maturity.
6. Parents and students must be committed to the University-Model® learning experience and Christian environment of WPA. Each student must be willing to adhere to WPA's "Student Code of Conduct," "Dress Code Policy," and all other policies regarding student behavior.

7. Any change in marital/family status or guardianship must be made known to the school accompanied by any and all supporting documentation.
8. Parents must be willing to use a Christian Conciliation Service to settle any disputes.

## STUDENT TEACHER RATIO

Waxahachie Preparatory Academy allows up to the following student/teacher ratios. Up to three additional students per grade may be allowed with administrative approval under special circumstances.

- 12:1 for K5
- 14:1 for 1<sup>st</sup>—6<sup>th</sup> grades
- 16:1 for 7<sup>th</sup>—12<sup>th</sup> grades

# Parent Information

## PARENT CONDUCT

***“May the words of my mouth and the meditation of my heart be pleasing in your sight, O Lord, my Rock and my Redeemer.” Psalm 19:14***

Just as students at WPA are held accountable for their words and actions, so, too, are the *parents* of those students - particularly regarding communication between home and school. Parents should model humility, gentleness, and spiritual maturity to their students by treating the WPA faculty and staff with respect, both publicly and privately. Our communication to and about one another must be seasoned with grace, edifying to others and glorifying to God. 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 the doctrinal beliefs outlined in our Statement of Faith.

If a parent (or student) acts or speaks in an unkind or disrespectful manner to any faculty or staff member at WPA, the matter will be taken up by the Administrator, who, according to biblical instruction, will give the offending party an opportunity to repent and to ask forgiveness of the offended party - thus encouraging unity and grace. If the offending party is unwilling to comply with these guidelines, the student(s) of that parent or parents may be withdrawn from the Academy, or barred from admission to the Academy for the following semester.

In severe cases of slander or disrespect, a recommendation can be made to the WPA Board for immediate expulsion of the student(s) whose parents are unwilling to walk in a biblical manner in their relationship with WPA faculty and staff members. This parental Code of Conduct also applies to WPA-sponsored events. While enjoying the event,

participants and fans should exemplify Christ in all words and actions and therefore be peculiar in comparison to the world. The WPA Administration will “encourage” participants and fans that act unbecomingly to rethink their words and actions as witnesses of Christ, and may ask such participants and fans unwilling to change their behavior to leave the game immediately.

## **PARENT PARTICIPATION**

Each family is responsible to participate at WPA for a minimum of twenty (20) hours for their first child attending WPA and five (5) additional hours for each additional child enrolled at WPA. Hours will be tabulated from July 1<sup>st</sup> thru June 30<sup>th</sup>. Single parents will receive a ten (10) hour reduction in their responsibility. Any family member, who participates as the following, will gain full Parent Participation hours for the entire family:

- WPA board member
- WFA board member
- Booster Club board member
- Grade Representative

## **PARENT/SCHOOL COMMUNICATION AGREEMENT**

At WPA, we try to follow the guidelines that the Lord has set in handling problems, according to MATTHEW 18. We need you to be willing to confront when necessary. We expect you to address concerns with the individual and not with others.

If a problem should develop, we expect parents to discuss the problem in a Christ-like manner directly with the faculty or staff member. If the parent feels that the problem was not resolved, then we ask that you follow up in the biblical way and approach the Administrator about the situation.

NOTE: Although there may be times you do not agree with a situation, with a teacher, or with the school, it is important that the children see a unified front. You must be supportive of the school and the teacher as relating to the student.

## **COMPLAINT PROCEDURE**

If you have a complaint:

1. Tell it to the right person in person. Complaints against specific individuals should be expressed first to the individual in question face to face, and expressed to their supervisor only if you cannot work it out between yourselves.
2. Express it clearly for the purpose of understanding and reconciliation. Make sure the person to whom you are expressing your complaint knows all the details of the situation and exactly what you are complaining about and why. Always approach them for better understanding with a goal of reconciliation. Misunderstanding of complaints could lead to further problems and needless disunity.

3. Don't broadcast it. Express your complaint only to the person who should hear it. Unneeded worry, harm, and hard feelings result when problems and dissatisfactions are expressed to persons other than those directly involved with the problem and an impression of disharmony is presented.

If you overhear or are told a complaint:

Pray about it. Ask God to take care of the situation and use it for His glory. Don't share a bad report. Ephesians 4:1-3, Colossians 3:12-13.

If a complaint is made to or about you:

1. Analyze the complaint. Be sure you understand the specifics and why it is being made. Ask the person to clarify any areas of misunderstanding.
2. Give it prompt attention. Talk directly with those involved, using administrative counsel.
3. Make it a growth experience. Don't take offense, even if falsely accused. React in the opposite spirit. If the complaint is valid, strive to make correction immediately, seeking prayer and guidance even from the accuser. A wise man learns from counsel and reproof.
4. Pray about it. Ask for God's wisdom in solving the problem and His help in putting the solution into effect. Pray for the person who brought the complaint and ask God to help you love that person even more than before the complaint was made.

## APPEALS PROCESS

### General Concern and Appeal Process

#### Steps for Concerns or Complaints Not Related to Disciplinary Actions

#### How to solve problems at Waxahachie Preparatory Academy

The following procedure has been established by Waxahachie Preparatory Academy for handling parent concerns not related to disciplinary actions\*:

- If the concern does not involve a staff member (hereafter referred to as “**the teacher**”), the parent should feel free to contact the Administrator (hereafter referred to as “**the principal**” for an appointment.
- **If the concern involves the principal, while the parent is encouraged to meet with the principal first, in this one instance, the parent may bypass all required steps and contact the board directly.**
- **If the concern involves a teacher, the parent must first meet with the teacher regarding the concern.**
- If the principal is contacted first, he is required to ask the parent whether or not they have met with the teacher to discuss the concern.

- If the family has not yet met with the teacher, the principal must refer them to the teacher and offer to arrange contact or an appointment with the staff member so that the concern can first be addressed between the parent and the teacher.
- The vast majority of concerns get addressed and problems, if there are any, get solved by simple and direct communication between the teacher and the parent.

Parents may set up a conference with the staff member by letter, e-mail, text, voice mail or with the help of the school office.

Please do not voice call the teacher after school hours. Please do not just show up or try to meet with the teacher without an appointment. School policy prohibits the teacher from meeting with a parent at times when the teacher is directly supervising students or carrying out assigned duties.

- If a parent has met with the teacher, is not satisfied, and still feels that the issue has not been resolved, then he/she may make an appointment with the principal.
  - The principal will meet with the parent to discuss the concern.
  - The principal will meet with the teacher for a response to the concern.
  - The principal may elect to have a meeting with the teacher and one or more of the student's parents to discuss the concern together.

The principal will then:

- direct the staff member to make specific changes or take specific corrective actions, or
- direct the staff member to continue the process, procedure, or activity that has raised a concern.

The principal will then:

- report back to the parent regarding specific changes, or specific actions, and/or the administrative decision to allow or continue that which raised a concern;
- If the parent is not satisfied with the principal's decision and considers the issue to still be unresolved:
- The principal will, at the parent's request, contact the Chairman of the governing board of WPA regarding the unresolved issue.

The Chairman of the governing board, or his appointed representative, will determine if the issue or complaint is compelling enough to call for a review of the principal's decision. Not all appeals will be considered by the Chairman of the governing board or his appointed representative.

- If the appeal is not to be considered, the Chairperson, or his appointed representative will inform the parent that the matter will not be considered further and that the principal's decision remains in effect.
- If the appeal is considered, the Chairperson, or his appointed representative, will review the matter and then do one of the following:
  - Inform the parent that the principal's decision remains in effect and the matter will not be considered further, or,
  - Direct the principal to make specific changes or take specific corrective action.

It is important to note here that the parent simply disagreeing with the principal's decision will not be considered a compelling basis for reviewing the issue. The Chairman and the governing board have authorized the Administrator (principal) to carry out policy and procedure and to make decisions regarding students, teachers, and the operation of the school. Parents should not expect all disagreements to be appealable beyond the Administrator.

\* For the concern and appeal process related to behavior and discipline, please see the section of the Family Handbook entitled: The Philosophy and Application of Discipline at Waxahachie Preparatory Academy.

## **FINANCIAL POLICIES**

### **APPLICATION AND REGISTRATION FEES**

WPA assesses the following fees during the admissions process. **These fees are nonrefundable and nontransferable.**

- A \$95.00 application fee is assessed for each student.
- The placement testing fee is \$75.00 for full battery testing, \$55.00 for placement testing for grades 3-12, and \$27.50 for readiness testing for grades K-2.
- The registration fees are \$275.00 for the first student and \$137.50 for each additional student per semester.
- The National Association of University-Model® Schools (NAUMS) fee is \$25.00 per student per semester.
- The Warrior Family Association (WFA) fee is \$20 per family per semester.
- In addition to tuition, all courses have classroom curriculum and supply fees which are also non-refundable.

Only parents or legal guardians may submit enrollment/re-enrollment documents and payments. We do not accept enrollment or course changes from students.

### **TUITION ACCOUNTS**

All payments are due on the first of the month. For your convenience, payments may be made according to WPA's payment schedule.

[Return to Table of Contents](#)

## Receipt of Payments

Payments may be mailed to the post office box or hand-delivered to the front office. Please do not leave a payment on the front desk unattended or after hours. We must receipt all payments and cannot guarantee the safe handling of payments not received and receipted by office staff.

## Payment Plans

WPA offers three payment options for the 2019-2020 school year: payment in full, twelve (12) monthly payments, ten (10) monthly payments.

1. The full-pay plan qualifies for a 5% tuition discount that can be applied to accounts thru April 30, 2019, with annual fees due at re-enrollment and full 5% discounted tuition due on May 1, 2019.
2. The twelve-pay plan will have monthly payments, beginning with re-enrollment, due April 2019-March, 2020.
3. The ten-pay plan will have monthly payments, beginning with re-enrollment; due April, 2019-January, 2020.

WPA will be moving to February re-enrollment for the 2020-2021 school year. Please be advised that the twelve (12) pay plan for the 2019-2020 school year will result in two (2) tuition payments for two (2) months, for families re-enrolling in February, 2020 for the 2020-2021 school year and choosing the twelve (12) month payment plan.

New families who register after the onset of monthly payments will have their total tuition and fees divided by the number of months through January.

- No student may attend class without having at least one tuition payment applied to the family tuition account.

## Student Withdrawal Tuition Refund Policy (Effective 04/01/19)

WPA makes financial assurances to faculty, staff, and vendors prior to the start of each school year, which continue regardless of student withdrawals from the school. New and returning families who enroll with WPA by submitting signed enrollment financial documents have entered into a legally binding contract for full school-year tuition and fees, as detailed in enrollment documents. This obligation is not intended to cause hardship for any family, but is a necessary provision to insure the financial solvency of the school. Tuition refunds and/or cancellations impact WPA's ability to satisfy its obligations. A qualified tuition refund plan will assist WPA in meeting contractual commitments.

Current students whose family plans are uncertain (such as pending job transfers out of area) should consider this policy prior to re-enrolling. Delayed enrollment until after the

current re-enrollment week, resulting in the loss of the \$275 early re-enrollment discount, may be advisable rather than committing to the annual tuition.

WPA's Tuition Refund Policy does not offer 100% refund on tuition, but is designed to protect a portion of the tuition investment for families who have enrolled and remitted tuition, but are unable to attend WPA for one of the following reasons:

1. A move greater than 50 miles from the WPA campus;
2. Death of a parent or court-appointed legal guardian;
3. A physician's written determination that a student's medical condition will no longer permit the student to attend the school.

\*Unemployment, separation/divorce, or unexpected medical illness of the person responsible for paying tuition is not covered by the Tuition Refund Policy.

Should a change in circumstances necessitate retracting student enrollment, the Administrator must be notified. An exit interview with either the Guidance Counselor and/or Administrator is required in order to obtain school property (textbooks, athletic gear, etc.), as well as complete required withdrawal documentation. The withdrawal process is not a release of the contractual financial agreement established in the enrollment application. Full tuition is due according to the posted payment schedule and prior to the release of student records. All financial accounts must be settled through the business office before any official records or transcripts will be released.

To request tuition refund, families must submit the reason for withdrawal during the exit interview. If the Tuition Refund Policy criteria is met, families receive a refund up to 60% of core tuition (English, math, science, history courses) prorated for the number of days of school attended. The refund will be applied to any outstanding account balance, with the open balance due at that time. Any credit balance will be refunded via check or ACH draft within 7-10 business days. Non-core classes, including athletics, are not eligible for refund under the Tuition Refund Policy.

## **Financial Aid**

WPA offers financial assistance for qualifying families. The school contracts with Independent School Management's Financial Aid for School Tuition (FAST) Program to administer the need assessment via outside confidential application submission. Only WPA parents or guardians may participate in this program. Should additional family funding occur, via extended family members or friends, the additional income sources must be included in the FAST aid application. All financial aid awards are made on first-come, first-served basis and contingent upon school admission and available funds.

New families must submit their full application documentation prior to receiving notification of qualified assistance. Final financial aid confirmation will be given to new families upon acceptance to WPA and receipt of first payment. For new families, the

deadline for receiving financial aid consideration is the week prior to the first day of school each semester or tuition invoicing, whichever occurs first.

Existing families may apply for financial aid prior to the re-enrollment period. Their award notification will be made during re-enrollment, and confirmed upon receipt of first payment. For existing families re-enrolling during the spring, the deadline for receiving financial aid consideration is June 5<sup>th</sup>. More information may be found on RenWeb.

### **WPA Payment Schedule Guidelines**

- All monthly tuition payments are due on the first (1st) of each month and will be counted past due after that date.
- If payments are received in the front office or in the PO Box after the fifth (5th) of the month, the account is considered delinquent and a \$35.00 late fee is charged. If the fifth of the month falls on a weekend or holiday, the payment must be receipted by a designated staff member or received in the PO Box by the previous school day.
- Should the payment for a full-pay tuition account be received after the deadline, the account will be converted to a payment plan and a late fee of \$35.00 will be assessed for each month of missed payment(s).
- Tuition account balance statements will be mailed mid-December for the January final monthly payment, or upon request.
- Should a course change affect the monthly payment plan, new payment vouchers will be issued. The final tuition payment statement will reflect any nominal changes.
- A charge of \$25.00 will be billed for any checks returned for "Insufficient Funds." The reissued invoice will be due upon receipt.
- If, for reasons other than stated in the Tuition Refund Policy, a family who withdraws student(s) before the end of the school year is still responsible for the balance of the tuition account.
- All tuition account balances must be paid in full before a student can be registered for the next school year and before report cards will be issued to the family.
- No child with an outstanding tuition balance shall be graduated from the school without consent of the Board.
- If the school cancels a class, only those enrolled in that class at that time will be eligible for a tuition and fee refund.

### **Tuition Delinquent Payment Policy:**

Most families make timely payments to their tuition accounts, but occasionally, there are accounts which are exceedingly late on a regular basis. The WPA Board has adopted a number of policies that address the habitually delinquent account holders. Please make note of the following delinquent account policy:

- Should a tuition account become two months' past due, educational services will not be offered to the family's student(s) until the account is brought current. The student(s) will not be permitted to attend classes, receive instructional content, or access RenWeb until the account, including late fees, is paid to date.
- For families who have been denied education services, the following re-enrollment policy will apply:
  - During the February re-enrollment period, 1/12 of the annual fees & tuition will be collected.
  - The remaining eleven (11) payments will be automatically drafted monthly from the family's bank account. WPA will require bank draft authorization from the family.
  - Once a family has demonstrated the willingness to abide by established finance plans and their payment history honorably restored, they then may elect any payment plan with or without automatic bank drafting.

### **NON-ACCEPTANCE OF POST-DATED CHECKS**

Checks accepted for payment of goods and services must be dated the date of receipt. Post-dated checks are not legal tender and will be refused and/or returned.

### **DISCOUNTS**

- Parents who elect to pay the full-pay tuition amount on or before May 1, 2019 will receive a five percent discount.
  - Full-pay discounts are not valid on courses selected after the May 1, 2019 deadline.
- Existing families enrolling during the enrollment period will qualify for the early enrollment discount on their first child.
  - Early enrollment discounts are not valid after the April, 2019 re-enrollment period.
- Existing families enrolling more than one child during the April, 2019 re-enrollment period are allowed a five percent (5%) discount on the annual tuition amount for the second child, ten percent (10%) for the third child, and fifteen percent (15%) for each subsequent child.
  - Multi-student discounts are not valid on courses selected after the April, 2019 re-enrollment period.

### **BOOK/MATERIALS FEES**

Parents are required to purchase a few of the books; most courses provide textbooks, workbooks, and materials with a class fee. All books and supplies listed on the curriculum list must be purchased by the family by Mock Day. If a book has been ordered, but has not been delivered, the parents must inform the teacher at Mock Day

[Return to Table of Contents](#)

and have an estimated date when the books or supplies will be available for the student. The books checked out to the family are the responsibility of the family. Any damage to the books will be charged to the family at the end of the year. If a family drops a class, all books and workbooks must be returned to the school.

## **SCHOOL SUPPLIES**

WPA furnishes a list of supplies required for each class. Teachers may periodically require additional supplies for special projects or assignments. Parents will be responsible for purchasing each student's supplies.

## **UNIFORM COSTS**

Parents are responsible for providing the specified WPA student uniform. See the "Dress Code" section of the Family Handbook for uniform details.

## **ATHLETICS AND ACADEMIC EXTRA-CURRICULAR FEE**

Athletic and academic extra-curricular fees will be assessed per sport or activity. These fees are to be paid prior to participation. No refunds will be given to students temporarily barred from participation resulting from academic or disciplinary problems.

## **VISION/HEARING SCREENING FEE**

Texas state law requires all students in the 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grades receive vision and hearing screening. Information will be provided prior to screening. A fee of \$10 may be assessed for this fee. Exception: family physician may perform exam and submit report.

## **SCOLIOSIS TEST FEE**

This test is required of all female students (ages 10 and again at age 12) and all male students (only one time at age 13 or 14). Information will be provided prior to the testing date. A fee of \$10 may be assessed for this fee. Exception: family physician may perform exam and submit report.

## **SCHEDULE CHANGE FEE**

Student schedule changes after enrollment (other than simply adding courses) will incur a \$25 administrative fee per student change; a separate form is required for each student. School-initiated schedule changes are exempt from this fee.

## **ADDITIONAL FEES**

There are a number of fees associated with academic services, which may include transcript fee, letter of recommendation fee, counselor evaluation fee, etc. Please contact the office for more information. Please see the included fee schedule for a list of fees.

After 30 minutes past dismissal from class, athletics, or activity, a late pickup fee of \$5 will be charged for the next 15 minutes and \$1 minute for every minute thereafter.

In the event a student has damaged property, the student's financial account will be billed accordingly.

For fees related to Saturday School, please see the section on Discipline.

## **WPA REFERRAL AND REWARDS PROGRAM POLICIES**

The WPA Referral and Rewards Program is designed to incentivize and appreciate those families and or staff members who partner with our school by referring new families to our school.

When a new family (one or more children) is accepted and completely enrolled into WPA, the newly enrolled family has the option to formally designate one (1) family or staff member as the family or staff member who, by whatever means, referred them to Waxahachie Preparatory Academy. This designation potentially qualifies the current WPA family or staff member to receive a financial reward equivalent to ten percent (10%) of the annual tuition paid by the newly enrolled family for the current school year. This is a direct reward and does not reduce the annual tuition paid by either the new family or the current family.

Financial rewards to designated families will be disbursed in the first week of the month of June after the close of the current school year and applies only to tuition actually received by WPA. No fees are included in calculating the reward.

### **Eligibility**

All "current" WPA families and staff members are eligible **to be designated** as the reward family by a new family and thereby potentially qualify for the financial reward.

- "Current" WPA family is defined as one who is enrolled or re-enrolled for the 2019-2020 school year. A newly enrolled family is considered "current" once their child or children have completed the application process and all relevant fees and payments have been made.
- "Current" staff member is one who has a contract for the 2019-2020 school year, signed by all relevant parties, and filed with the HR Office of WPA

### **Declinations, Authorizations, Approvals**

A "newly enrolled" family may decline to designate a reward family or staff member.

A "reward family" or staff member has the option to accept or decline the financial reward.

## **Requirements and Conditions (Beyond General Eligibility) Related to a “Designated Family” Receiving the Financial Award:**

- The “newly enrolled” family must remain an enrolled family for the entirety of the 2019-2020 school year or the financial reward is forfeited.
- The “reward family” or staff member must remain enrolled or employed for the entirety of the 2019-2020 school year or the financial reward is forfeited.
- The “newly enrolled” family must be completely up to date on tuition payments at the close of the 2019-2020 school year or the financial reward is forfeited.
- The “reward family” or staff member must be completely up to date on tuition payments at the close of the 2019-2020 school year or the financial reward will be applied to their outstanding balance.
  - Once outstanding balances have been addressed, the remainder of the reward, if any, will be remitted.
- A member of the “reward family must file IRS W-9 form with the finance office or the financial reward is forfeited.
- A member of the “reward” family must sign and submit the WPA form indicating that they have read these policies and are aware of the taxable nature of any reward of six hundred (\$600.00) or more and that WPA must report the disbursement on Form 1099-MISC to the signatory family member and the IRS.
- Current WPA Staff Members named as “designated family” will not file vendor paperwork or receive a W-1099 form; the financial reward will be processed through the normal payroll process with all relevant withholding applied.

### **ADDITIONAL INFORMATION**

#### **USE OF THE TONGUE**

***So also the tongue is a small part of the body, and yet it boasts of great things. Behold, how great a forest is set aflame by such a small fire!***  
**James 3:5**

We realize the tongue is one of the most significant threats to God’s work at WPA. Therefore, we expect everyone involved with WPA to use the tongue in a manner that praises God, encourages and heals, speaks the truth, is sensitive to all faiths, and seeks to build and not destroy. When we fail, we will be eager to repent, forgive, or correct those offenses, as the Bible requires.

#### **CHURCH INVOLVEMENT RECOMMENDATION**

While attending WPA, it is strongly recommended that each family be active members of a local Christian church. We believe that when a Christ-centered perspective is united, and consistently taught, in the home, a local church, and Christian school, children receive a strong foundation of support and encouragement that builds spiritual maturity.

## **SCHOOL & HOME COMMUNICATION**

Communication is vital in the University-Model® school. WPA administration and teachers will communicate regularly with parents by RenWeb, telephone, website, e-mail, postcard, letter, meetings, and, most importantly, the Family2Family newsletter every two weeks and the Weekly Reminder twice a week. We encourage parents and students to contact teachers to clarify assignments or expectations. Parents and students must be respectful of a teacher's time and should never call or text a teacher before 8 AM or after 9 PM. Parents and students should attend all school meetings. If there are questions or problems within a particular class, the parent or student should first talk with the teacher.

If the issue cannot be resolved satisfactorily, the parent or student should talk with the Administrator. Our desire is to cultivate a positive and effective relationship with the parents to ensure the student's success. Any questions about events, school policies or guidelines, or other information should be directed to the school office. Promotional literature, other than WPA-sponsored activities, cannot be distributed at WPA.

## **INCLEMENT WEATHER**

In case of inclement weather, please check local TV news stations as we follow what the Waxahachie ISD is doing. If inclement weather arises during the school day, we will notify the parents via e-mail or call families for student pick-up.

## **REQUEST FOR ASSISTANCE FROM OFFICE PERSONNEL**

Parents may make requests for transcripts, administration of medication, homework requests, and attendance records, but should not request assistance in typing, filing, researching, or making phone calls on their behalf. Requests for unusual assistance must be made through the Administrator.

## **VISITOR POLICY**

To enhance both student safety and operational efficiency, WPA will enforce the following guidelines governing the presence of visitors on campus during regular school hours. This policy does not include parents who are dropping off or picking up students. Students and parents should make potential visitors aware of this policy.

1. All adult visitors (including parents) must check in with the office upon arrival to obtain permission from the office to remain on campus. A background check will be performed (driver's license required for first check-in) and a printed visitor's pass must be worn at all times during the visit. In addition to administration approval, any visitor desiring to sit in a WPA class must also obtain permission from the teacher of that class.
2. Minors (age 17 and under) will not be required to go through the automated background check, but must have prior approval from one or more of their parents and school administration to be issued a visitor pass.

3. All visitors must be willing to comply with the rules and regulations governing student and staff conduct, including appropriate dress regulations.
4. Students or friends not attending WPA who drive on campus for the purpose of giving a ride to a WPA student may not loiter in the parking lot or enter the buildings, unless they obtain permission from the office.
5. All visitors, other than parents or guardians, must have prior parent and administration approval to gain admittance to see a student.
6. Siblings of students, who are under the age of 18, may be allowed to eat lunch with a student, with prior administrative approval.

## **EXIT INTERVIEW**

WPA will conduct a mandatory exit interview with families who are not re-enrolling. This process will enable WPA to determine if there are areas that require attention and improvement. Records will not be released until this process is completed.

# **Student Information**

## **GENERAL POLICIES**

### **Semester Exams and Reviews**

Only students who are taking final exams may be on campus on exam days during exam times unless expressly authorized by the Administrator. Semester exams in courses taken for credit count 20% of the semester grade. Any semester exam in courses not taken for credit in the 8<sup>th</sup> grade count 15% of the semester grade and 10% in the 7<sup>th</sup> grade. Attendance to semester review periods count towards the absent/tardy total for that class for the semester.

### **Student Transportation**

Parents are responsible for transporting students to all school activities. No student may transport any other WPA student other than a family member for school-related events unless a waiver, signed by a parent/guardian of both the riding and driving students, is on file in the school office. School employees must have a minimum of two students in the vehicle when transporting minors.

### **Closed Campus during the School Day**

Because of WPA's university class scheduling format, students enter and leave the Academy's campus at different times of day, depending upon their individual course schedule.

- Students leaving campus for a special purpose at any time during their regular school day must have written parental permission, and the student must sign out in the office.
- Students may not leave campus during a lunch break or study hall. Seniors, if given off campus lunch privileges by the administration, may go off campus for lunch with parent approval, but must return for class on time and be present for chapel.
- Students, during the school day, may not go to their car without permission from the office.
- Students must be in the class for which they are registered when on campus.
- After the school day has ended, students are released. Parents are responsible for arranging transportation for their children. Students will remain under the supervision of school personnel until they have been picked up or a parent or guardian arrives to assume responsibility for their children.

## **ACADEMIC AND GRADING POLICIES**

### **CREDITS**

#### **Definition of Credits**

In general, six (6) WPA credits are equivalent to a full year's instruction in a given course of study. Students will earn course credits on a semester-by-semester basis. The Standard Per-Credit Requirement (PCR) for all courses offered at WPA will be 16 weeks of instruction for each credit earned. Therefore, the fall and spring semesters for WPA will be scheduled for 16 weeks of instruction.

#### **Transfer of Credits**

Students may transfer high school credit from another public or private school by providing a complete transcript from the previous school(s). Homeschooled students may apply for credit by following the guidelines set forth by the school. The student will be given the following credit if the course(s) is deemed comparable to courses required for a WPA diploma:

- one complete semester course at a full-time school = three (3) credits;
- one complete yearly course at a full-time school = six (6) credits;
- each complete semester course in a home school or umbrella school program will be individually determined for transfer of credit.

#### **Courses completed outside of WPA**

Dual credit hours transfer with the same credit hours as given by the conferring school.

Students have 90 days from completion of course to transfer the course onto the transcript. The end date for a one-semester course is six (6) months from

commencement of that course. The end date for a two-semester course is 12 months from commencement of that course.

While credit may be granted for transferred courses, actual course grades earned at any other institution, including a home school, will not be averaged into the student's GPA. Current students will be assessed fees for transfer of credit courses.

For grades 1–8 home schooled courses, parents must provide documentation that the course has been completed prior to advancing to the next grade level.

## **ACADEMIC PERFORMANCE STANDARDS**

Students must achieve a passing grade or GPA (grade point average) of 2.0 or above each semester in attendance at WPA in the core academic classes to remain in good academic standing. A student whose grade falls below a 70 or GPA falls below 2.0 in the core academic classes during any given semester can be placed on an academic improvement plan and may be blocked from future registration at WPA. At the discretion of the Academic Committee and administration, a student may be given the opportunity to regain good academic standing by being placed on academic probation for the following semester. This decision will be based on the student's attitude, participation, and effort. A student placed on academic probation must earn a grade of 70 or GPA of at least 2.0 in the core academic classes during each grading period of the following semester to return to good academic standing. If the student does not maintain the minimum GPA, he or she may be dropped from classes and blocked from future enrollment at WPA. If the student maintains the minimum grade of 70 or GPA of 2.0 or higher for the entire semester, he or she will be removed from academic probation.

If a student fails the fall semester of a course, if the failing grade is within 10% of passing, the family may elect to continue in the spring. If, at the end of the spring semester, the student has brought the spring grade to a level that, when combined with the fall semester, averages to a passing grade for both semesters, the new passing average will be used for both semesters. A notation will be made on the transcript. If the spring semester does not bring the fall semester to passing, the fall grade will remain failing.

When the student successfully completes the course, the passing grade earned will replace the failing grade. When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded, and only the passing attempt will affect the GPA. On the transcript, the failing grade of an absolved failed course will be replaced with NG (no grade).

Students may attempt to absolve a failing grade in another academic setting, such as another school or a home school. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by WPA. If credit is granted, it will absolve the failing grade on the student's transcript; both attempts will be noted and neither the original failed course nor the transferred credit will be calculated into the

[Return to Table of Contents](#)

student's GPA. Any student who has not successfully completed the previous course in the WPA sequence at WPA must take a placement test to be able to enroll in the next course.

## **GRADING, EVALUATION, AND FEEDBACK**

### **Philosophy**

We at WPA view and present grades as an accurate reflection of the quality of a student's work in a given subject at a given time. At WPA, grades serve four basic purposes:

- to help us teach, correct, and train;
- to help us in the on-going placement of students at a level and in subjects responsive to their needs, background, and abilities;
- to provide us with a just and legitimate means of holding students accountable for the quality of their work; and
- to provide a means of communicating a student's progress and achievement to his parents and other parties, such as college entrance boards or other schools to which the student may transfer.

We will establish just and objective standards based on legitimate expectations. This principle means that students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish, and to give credit based on a common standard. We will make every reasonable effort to place students properly, basing placement upon their background and abilities, rather than any social criteria (such as age). WPA will use grades to encourage disciplined academic study and to encourage student progress in both learning and achievement.

### **Grading Standards, Class Rank, and Grade Point Average (GPA)**

Courses at WPA are graded on a scale of 0-100. The course grade itself represents a percentage of content mastery, which is then used to determine the grade value of individual courses. The grade value of a given course is calculated by converting the course grade (0-100) to a 4.0 scale.

- The letter grade equivalents of this system are as follows:
  - A grade of 90-100, and cumulative GPA of 4.0, is equal to an A.
  - A grade of 80-89, and cumulative GPA of 3.0, is equal to a B.
  - A grade of 70-79, and cumulative GPA of 2.0, is equal to a C.
  - A grade of 69, and cumulative GPA of 0.0, is equal to an F
- No course grades in excess of 100 are awarded.
- No grade points or credits are awarded for a failed course (grade below 70 or F).
- Other possible grades are Incomplete (I) and Withdrawal (W). A student will receive an "I" if unable to complete the course requirements because of circumstances beyond the control of the student. Special permission is granted

by the Administrator to complete the requirements after the semester has ended. Withdrawal before the eighth week will not be recorded on the transcript. After the eighth week, withdrawal will be recorded on the transcript as WF (failing) or WP (passing), depending upon the student's grade at the time of withdrawal. The student will not receive credits for any course in which WF, WP, or I is earned.

- If courses are weighted, the weighted grade will be used in determining GPA.
- Credits transferred to WPA will be applied to the student's diploma requirements (and be included on the transcript), but the grades earned in these courses will not be included in the determination of a student's GPA.
- Class rank will be based on the student's GPA from all courses that are taken at WPA for credit.
- Only six credits of PE or sports may be applied towards the GPA per academic year.

## **Reporting of Grades**

WPA issues two progress reports within each semester, occurring at the end of week five (5) and week ten (10). Should parents have concerns based on their student's progress report or at other times during the semester, teachers and the Administrator are available for phone or in-person consultations. Teachers will contact by phone parents whose student is performing at an average below 70 percent in any class at any time during the semester.

Annually, all students enrolled in eighth grade and above meet individually with the Administrator to select the appropriate diploma plan for the student's needs. Annual meetings are necessary to monitor the student's progress toward his chosen diploma and to facilitate any necessary adjustments in the plan.

Grades for classes will be averaged for each progress report. The final semester grade will be a cumulative average of the semester grades.

## **Final Exams and Inclement Weather Days**

Should there be a need for a make-up inclement weather day, that day will be made up on the Monday prior to finals, followed by three days of finals for secondary grades.

## **HONOR ROLL CLASSIFICATION**

Each semester, WPA will publish honor rolls.

To be eligible for the A Honor Roll: (1) Students must be enrolled in at least three courses at WPA of which two must be core courses; (2) Students must earn only A's in those courses during that semester.

To be eligible for the A/B Honor Roll: (1) Students must be enrolled in at least three courses at WPA of which two must be core courses; (2) Students must earn only A's or B's in those courses during that semester.

To be eligible for the Dean's A Honor Roll: (1) Students must be enrolled at WPA in all four (4) core courses (English, Math, History, Science); (2) Students must earn only A's in those courses during the semester.

To be eligible for the Dean's A/B Honor Roll: (1) Students must be enrolled at WPA in all four (4) core courses (English, Math, History, Science); (2) Students must earn only A's or B's in those courses during the semester.

## **GRADE LEVEL CLASSIFICATION**

### **Elementary and Junior High Promotion**

In order to be promoted in grades K5 – 8th, students must take and pass the core courses each year. Core courses are language arts, math, science, and history. If not taken at WPA, core course completion must be demonstrated to and accepted by the Academic Committee prior to the start of the new school year.

### **Beginning High School Classification**

In order to encourage academic advancement, WPA students in grades seven and eight may take courses that earn high school credit without being classified as a high school student. However, there is a maximum of 18 credits that can be earned before their classification changes. Once a student begins his 19<sup>th</sup> credit (including transfer credits), the student will then automatically be classified as a high school student (ninth grade). From that point on, the student will only have four years of high school eligibility in academic, fine arts, and athletic competition.

In addition, a seventh or eighth grade student who is taking high school level courses must have an equal or greater number of courses classified as seventh or eighth grade level in order to receive the lower classification. Such classification must be noted on the student's high school transcript.

**NOTE:** This policy applies to academics only. To determine implications for athletics, please see "Eligibility Requirements for Extra-Curricular Activities."

### **Ninth-Twelfth Grade Classification**

A high school student's grade level classification will be determined by the course numbers of the high school level courses that are being taken each semester. The grade level will be assigned corresponding to an equal or greater number of courses classified on the appropriate grade level.

## **ADVANCING IN SECONDARY CLASSES**

A secondary student may advance up to two classes. To be eligible for advancement, a student must be in good academic standing (i.e., a GPA in core academic classes of 2.0 or above) and have completed the prerequisite for the course as listed in the course descriptions available in the Enrollment Packet. Diploma requirements must still be completed.

To achieve advanced placement in English or math, the student must pass the appropriate placement test for English or math to advance to the desired grade level (and meet the prerequisites for the course). Placement for history or science courses will be based on student performance in the previous course within the department and recommendation from the instructor.

Placement for foreign language or computer courses will be determined by performance on appropriate department tests and approval by the instructor. All advanced placement is subject to approval by the Administrator.

## **STUDY HALL**

Study hall will be offered for students remaining on campus but not enrolled in another class. Students may register for any hour of study hall during the class day, but may not register for more than two periods on the same day. Registration in a study hall is required for any student expecting to be on campus but not in class during school hours. A study hall will be offered only during each class period.

## **AUDITING OF CLASSES**

WPA does not allow the auditing of classes. Any student enrolled in any class at WPA will receive a grade reflecting his or her level of achievement in the class.

## **STANDARDIZED TESTING**

During spring, Waxahachie Preparatory Academy administers the TerraNova Achievement Test for all enrolled students in grades K5 through eleven. All students are required to take the test. Those students who take at least three hours of class per semester will not be charged for the TerraNova Test. Those WPA students who take less than three hours of class per day and siblings of current students will be charged \$50. Cost of TerraNova testing for non-registered students is \$90, due at test time.

Additionally, tenth and eleventh grade students are required to take the PSAT (administered at WPA). The cost for PSAT testing is \$35 for all students.

## **MODIFICATIONS TO STANDARD INSTRUCTIONAL/EVALUATION PRACTICES**

WPA and its instructors are not equipped to modify its instructional or evaluation practices or procedures in response to a student's learning disabilities or other special

challenges, such as ADD. All students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individualized standards developed in response to special needs.

## **ACADEMIC INTEGRITY POLICIES**

*"The integrity of the upright will guide them, but the perversity of the unfaithful will destroy them." Prov. 11:3*  
*"A truthful witness gives honest testimony, but a false witness tells lies." Prov. 12:17*  
*"Righteousness guards the man of integrity, but wickedness overthrows the sinner." Prov. 13:6*

### **PHILOSOPHY**

WPA will not tolerate academic dishonesty (i.e., cheating). Academic dishonesty is both a serious breach of personal integrity and a serious hindrance to real student learning. We exhort our students and their parents, therefore, to adhere to high standards of personal integrity, both in school and in the home. I Chronicles 29:17a reminds us that God "tests the heart" and is "pleased with integrity." We want to encourage and equip our students to become disciples of Christ committed to serving and pleasing God in all the student may do.

### **DEFINITION**

Having academic integrity means valuing and demonstrating positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creations and opinions of others (i.e., intellectual property)

You are acting with academic integrity to the extent that you demonstrate these values, and in particular:

- Take full credit for your own work, and give full credit to others who have helped you or influenced you, or whose work you have incorporated into your own.
- Represent your own work honestly and accurately.
- Collaborate with other students only as specifically directed and authorized.
- Report breeches of academic integrity to a teacher, dean, or administrator.

### **CHEATING**

Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of the course. This breach includes, but is not limited to:

[Return to Table of Contents](#)

- Presenting information collected, organized, or envisioned by someone else as your own (with or without the author's permission) or allowing someone else to present your work as his or her own.
- Taking shortcuts (such as unauthorized use of study aids) that allow you to bypass steps of an assignment.
- Using forbidden material to "help" during an exam, such as cheat sheets, graphing calculators, or cell phones.
- Asking about or sharing questions and/or answers to quizzes and exams.
- Submitting the same work for more than one assignment without express permission from your teacher(s).
- Altering corrections or scores with the intent of changing your grade.
- Misrepresenting yourself in any way to your teachers in regard to the work you have done, such as saying you've turned in an assignment when you did not, or that you've worked hours longer than you actually did to complete an assignment.
- Fabricating information to try to earn more time, more credit, or grading leniency on an assignment, project, or exam.
- Missing class in order to avoid turning in an assignment or taking a test.
- Doing more or less than your share of a group project without permission from your teacher.

## **CONSEQUENCES**

The instructor will follow these steps if academic dishonesty has taken place:

First offense:

- written referral and a grade zero (0) for the affected assignment; and
- copy sent to the parents, the Principal, and student's file.

Second offense:

- same as above, including an administration meeting with the student, parents, and the Principal to resolve or correct the offense.

Third offense:

- the student will receive a grade zero (0) for the affected assignment; and the Administrator will take disciplinary action appropriate for any serious offense.

## **ATTENDANCE POLICIES**

### **ATTENDANCE REQUIREMENTS FOR ALL GRADES: K-12**

Attendance will be recorded in RenWeb for each class. Students are marked absent if they are not present at the beginning of class. If students arrive to class during the first half of the class, the absence will be changed to a tardy.

Parents must contact the school when their child is absent from class. The school will contact the parent when the student is absent and no contact from home has occurred. Students must regularly attend classes in order to successfully complete a course.

Students may not be absent more than:

- two periods during a semester for a course meeting one period a week.
- four periods during a semester for a course meeting two periods a week.
- six periods during a semester for a course meeting three periods a week.

Students failing to meet these attendance requirements will not be recognized as having completed the course. They will be awarded a grade of incomplete, and, in the case of credit-bearing high school courses, denied credit for the course. Parents may appeal this incomplete to the Academic Committee. The Academic Committee will review the case and any information the parents and student present. The committee will then make a recommendation to the Administrator. The Administrator will have the final determination if the course should be given credit.

In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence. Removal of the incomplete can be done by the granting of a variance (refer to the policy under “Credits: Definition of Credits and Minimum Per-Credit Attendance Requirement”) or by make-up course work prescribed by the school.

In cases of school related absences, in order for those absences not to count towards the attendance requirement, the student must obtain and have all teachers sign a pre-approved absence slip. This form must be returned to the office by 3:30 PM the school day before the absence. This policy covers all sports events, academic meets, senior trips, and up to two (2) college visit days per year during the junior and senior years. (College visit days cannot be carried over to the next year.) All pre-approved absences must be approved by administration first.

### **REQUEST FOR MAKE-UP WORK**

Parents should first check RenWeb for assignments related to make-up work. For additional questions related to make-up work, parents should email the teacher directly. Parents must not go to the teacher’s classroom to secure student’s assignments during the school day.

## TARDY

In general, a tardy will be treated as a discipline problem. If a student is absent because of his direct participation in a school-related event, he is not counted absent on either the attendance recording forms or the grade book (though the individual teacher may choose at his/her discretion to make some other notation in his/her grade book to help in collecting assignments or other classroom paperwork issues). Siblings of these students who are also absent, but are not participating in the event, should be counted absent as usual. When a student accrues three tardies, an absence will be recorded for the semester. If a student is tardy for over half the class period, the tardy will be recorded as an absence.

In order to give your children time to prepare for their initial class at WPA, our tardy policy applies at five minutes before their first class. At the start of the day, this would be at 8:25. Any student who has an initial class after first period will be considered tardy in the same manner. We lock the drop off doors at 8:25 and the student will need to go to the front office to enter the building and will need a tardy pass to class.

### **STUDENT CODE OF CONDUCT**

***“Even a child is known by his actions, by whether his conduct is pure and right.” Prov. 20:11***

***“Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers.” Eph. 4:29***

***“So in everything do to others what you would have them do to you.” Matt. 7:12***

The purpose of WPA’s Student Code of Conduct is to promote Christ-like attitudes, behaviors, and character consistent with the Statement of Faith in the learning environment and to encourage the development of positive Christian relationships among our students. While on-campus concerns are primary, WPA reserves the right to address any off-campus conduct deemed to significantly effect on-campus relationships and/or learning environment. Individuals should not allow others to break these codes and should follow Matthew 18 in helping the other person come into alignment with these codes, to the point of bringing it to the attention of school administration. Thus, with agreement and support from home, WPA students must abide by the following rules of conduct:

- Students must show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) must, therefore, be used when addressing an adult.
- Students must treat each other with respect, kindness, purity, and compassion. bullying, intimidation, slander, verbal or physical abuse, or harassment of another student in any form is not tolerated. This includes text messages, internet social networking, and other forms of electronic communication. As God commands us

in Matthew 7:12, “So in everything, do to others what you would have them do to you.”

- Each student must use restrooms, locker rooms, and changing facilities conforming to their biological sex.
- Chewing gum is not allowed anywhere on campus.
- Food or drink, other than water in a clear container, is not allowed in the classroom unless specifically authorized by the teacher and/or administration.
- There will be no horseplay, running, or rough play during or between classes.
- Use of profanity is not permitted on campus or at any WPA-sponsored event.
- Inappropriate public displays of affection are not permitted on campus or at any WPA-sponsored event.
- Tobacco or tobacco related products, illicit drugs, alcohol, or weapons are not allowed on campus or at any WPA-sponsored event.
- Students must abide by the Academic Integrity Policies stated earlier in this handbook.
- Students must show respect and not violate or damage another person’s property while on campus, including, but not limited to, books, cars, clothing, personal items, or cellphones.
- Any activity, by a WPA student in public, which is inconsistent with this Code of Conduct and is brought to the attention of the administration may be considered for disciplinary evaluation.

## **ADDITIONAL STUDENT CONDUCT GUIDELINES**

### **Use of Property and Buildings**

Students have the responsibility to be good stewards of the physical resources God provides for our use. The school facility and grounds should be kept clean, orderly, and in a manner that shows an attitude of gratefulness and an awareness of Heritage Baptist Church and their ownership of the facilities. Students should actively protect and take care of the school and Church’s property and assist the school staff in operating a school that is safe for everyone. Students must refrain from any action that degrades the physical appearance of the school or that may cause property damage (e.g., throwing trash on the grounds, leaving trash in the classrooms or lunch area, writing on tables, walls, or other property, sitting or standing on tables or chairs, walking on the gym floor outside of sports, etc.).

## **THE PHILOSOPHY AND APPLICATION OF DISCIPLINE AT WPA**

### **PART I: PHILOSOPHICAL BASIS**

#### **The WPA Mission**

The Mission Statement of WPA implies our desire to help our students develop character, knowledge, and wisdom. The goals of our Discipline Plan are an extension of that Mission Statement:

[Return to Table of Contents](#)

- Self-Discipline (a life quality that is foundational to the development of positive and productive character); and
- A Well-Ordered School (a pre-requisite for an instructional environment that seeks to develop character and impart knowledge and wisdom). A well-ordered school implies
  - a safe and secure campus (in every sense) and
  - classrooms and learning environments that are free from disruption

### **Discipline vs. Punishment**

At WPA we recognize the difference between discipline and punishment. Punishment is what happens when adults are frustrated, and the only goal is that the young person (our child, our student) is as unhappy as we are at that particular moment.

Discipline is the application of consequences with the goal of eliminating behavior that is not in the students', or WPA's, best interest.

**Indeed, discipline that leads to self-discipline is a part of the character training that parents expect from the school.**

## **Standards**

Each student is expected to:

- Demonstrate courtesy, even when others do not;
- Behave in a responsible manner, always exercising self-discipline;
- Attend all classes, regularly and on time;
- Prepare for each class; take appropriate materials and assignments to class;
- Meet school and campus standards of grooming and dress;
- Obey all campus and classroom rules;
- Respect the rights and privileges of students, teachers, and other school staff and volunteers;
- Respect the property of others, including school property and facilities;
- Cooperate with and assist the school staff in maintaining safety, order, and discipline;
- Adhere to the requirements of the WPA Family Handbook.

## **BOUNDARIES, CORRECTION, AND CONSEQUENCES**

A Discipline Plan that works (i.e. helps a student to eliminate behavior that is not in his or her best interest or in the best interest of WPA) involves **boundaries, correction, and consequences**.

**Boundaries** are:

- Standards
- Rules
- Expectations
- Instructions
- Parameters
- Agreements
- Requirements

and as such must be established, and communicated, for individual classrooms, grades, divisions, and the school as a whole.

**Correction** is:

- Verbally instructing students regarding their actions;
- Interrupting their behavior;

[Return to Table of Contents](#)

- Redirecting their behavior; and
- Reminding students of expectations and
- Referring the student to the administration for determination and application of consequences.

Most children, especially in the younger grades, respond to **correction** out of a desire to please their teacher, and most school situations can be addressed in this manner (most of the time). At other times, however, **correction** needs to be accompanied by **consequence** in order to help the child eliminate behavior that is not in his or her best interest or in the best interest of the learning environment for the other students.

**Consequences** are:

- Restrictions on, or removal of, privileges and opportunities
- Required responses; and
- Impacting events viewed by the child as undesirable.

Consequences must:

- Be age appropriate;
- Be appropriate to, and proportionate to, the relative seriousness of the infraction and the frequency of its occurrence;
- Be provided by the classroom teacher, and then ultimately by the administration, if the student does not initially respond with improved behavior.

**It is important to note here that a well-ordered environment is not the same thing as a harsh environment.**

A school should certainly have high expectations of students. To the same degree, the school should provide a high level of support in helping children learn, respond to, and ultimately meet, those expectations.

At WPA our underlying objective is that, even in the midst of boundaries, correction and consequence, our students will know that we love and respect them.

**We will do our best to make sure they have an opportunity to learn that there are times that unconditional love must be expressed in terms of boundaries, correction, and consequences.**

## **Developmentally Appropriate Boundaries, Correction, and Consequences**

### **Lower Elementary Classroom Management (K-4<sup>th</sup>)**

At WPA, each elementary classroom, has an administratively approved classroom discipline plan that is based upon the principles of Honorable Character® (see [www.honorablecharacter.com](http://www.honorablecharacter.com)). This approach to classroom discipline has a strong emphasis on recognizing and reinforcing positive behaviors as well as noting areas

[Return to Table of Contents](#)

wherein students need to improve. Daily and weekly parent communication is fundamental to this widely used discipline plan.

As a part of Parent Orientation, teachers provide an overview of their specific class rules, procedures, and management plan, as per the guidelines of Honorable Character® program.

As mentioned before, for most children, simply knowing about and understanding the plan results in compliance and self-discipline. For some, compliance and self-discipline will be a process that comes through crossing boundaries, receiving correction, and experiencing consequences.

**For others, self-discipline will not be attained by the classroom management process and will require the intervention of the Principal and the application of administrative consequences.**

### **Upper Elementary and Secondary Classroom Management (5<sup>th</sup> -12<sup>th</sup>)**

We love our students. For this very reason we are committed to providing for them, and requiring of them, the most basic tenant of our Philosophy of Discipline:

- classrooms and learning environments that are free from disruption

The approach to upper elementary and secondary classroom management then becomes one of providing correction and, if necessary, consequences should a student or students engage in any behavior that “disrupts” instruction or in some way detracts from an “on-task” environment.

This obviously gives the teacher broad discretionary authority in their classroom and this is as it should be.

The approved upper elementary and secondary classroom management plan is as follows:

- First correction or redirection: name on board
- Second correction or redirection: check mark after name
- Third correction or redirection: referral to the Administrator’s office
- Fourth or more correction: a call to the office for the removal of the student, followed by a referral documenting the infraction and the corrective process followed prior to making the call.

As mentioned before, for most students, simply knowing about and understanding the plan results in compliance and self-discipline. For some, compliance and self-discipline will be a process that comes through crossing boundaries, receiving correction, and experiencing consequences.

**For others, self-discipline will not be attained by the classroom management process and will require the intervention of the Principal\* and the application of administrative consequences.**

\* On a day-to-day basis, the referral process will be managed by the Administrator/Principal and authorized individuals (such as the Guidance Counselor). In the event the Administrator/Principal is off campus or otherwise unavailable, the he or she will appoint and authorize another staff member to fulfill this role. Wherever “Administrator or Principal” is mentioned, this potential delegation of authority is understood to be in effect and the use of the pronoun “he” does not preclude delegation of the management of this process to a female member of the staff.

### **Administrative Discipline**

### **Developmentally Appropriate Consequences Beyond the Classroom**

#### **Referring versus Sending**

For each classroom discipline plan there is a point at which students must be referred to the Principal’s office. This will vary to some degree as a function of our desire to recognize developmental and grade level differences. Some behaviors are chronic, and the classroom plan has not resulted in compliance and self-discipline.

Some behaviors, and the degree to which that behavior found expression, do not fall within the parameters of classroom discipline plans, but are considered immediate grounds for referral to the Principal’s office or removal from class.

In general, a parent can expect a child’s behavior to be referred (reported) to the Principal’s office when:

- minor infractions have been repeated often enough to process the student through available classroom corrections (and no incremental options remain for the teacher to apply) and there has been no improvement in behavior.

In general, a parent can expect the child to be sent or taken to the Principal’s office when the behavior in question has been, from the teacher’s perspective:

- Serious;
- Lacking a positive response to classroom consequences;
- Disruptive of the learning environment
- Disrespectful;
- Inappropriate; and
- Potentially, or actually, injurious or abusive to self or others.

Clearly, the preceding list is one of broad categories that are open to interpretation. Exactly so. It is the classroom teacher who has primary responsibility to manage and provide a well-ordered instructional environment.

[Return to Table of Contents](#)

**The classroom teacher must have discretionary authority, however, to involve the Principal's office whenever he or she feels that administrative intervention must be taken into consideration.**

## **Administrative Intervention**

Administrative intervention is the Principal's response to situations that have been referred to him by a teacher or staff member. The Principal also has discretionary authority to respond to situations referred to him by adults who are not on staff (parent volunteers, field trip chaperones, etc.). Additionally, the Principal has discretionary authority to initiate administrative intervention processes for situations that have not been referred to him, but of which he /or she has knowledge or reason to have a concern.

## **PART II: THE DISCIPLINARY PROCESS**

### **INFRACTIONS (BEHAVIORS THAT NEGATIVELY IMPACT THE LEARNING ENVIRONMENT) LEAD TO REFERRALS**

In most schools, the writing of, or receiving of, a referral is an emotionally charged issue associated with a major behavior problem, and the referral is seen in and of itself as punishment.

Our Discipline Plan differs significantly from this approach.

At WPA, a referral is essentially a "communication and documentation" tool and is not in and of itself a consequence. Referrals are not reserved for major disruptions and may/will be written for issues both major and minor.

**Discipline Referrals will be written regularly at the discretion of the teachers, staff, and administrators in order to maintain a learning environment (classrooms and common areas) that is safe, secure, and free from disruption.**

Consequences resulting from a referral will affect a student's ability to participate in school privileges and programs at various levels. The goal of the process is to provide secure, recognizable boundaries for all students, to ensure consistent discipline by the teachers and staff, and to assist the school administration in successfully supporting the student and the teacher while the problem is being solved.

### **Referral Forms Are:**

- Filled out by a staff member regarding a student infraction (excessive talking, etc.)
- Provided to the Principal who then
  - Uses the "Referral Categories" section of The Discipline Plan to assign a specific number of demerits that are indicated for that infraction.

The Principal may or may not call the student in for a conference depending upon the nature or frequency of the infraction. The Principal may or may not call the parent/guardian in for a conference depending upon the nature or frequency of the infraction or the consequence to be served.

One copy of the referral form (with the date and nature of the infraction noted, and the consequence to be served) is delivered to the student. One copy is e-mailed or mailed to the parent/guardian. One copy becomes part of the student's current school year discipline file.

### ***REFERRALS LEAD TO CONSEQUENCES***

Teachers and staff members write referrals. It is the Principal who assigns demerits and consequences. As mentioned above, should a student receive demerits or a written warning, a referral will be sent home with the infraction and number of demerits given listed.

As the nature of student infractions becomes more serious or as the infraction re-occurs or becomes chronic, some referrals will result in significant numbers of demerits. The Principal has discretionary authority that includes, but is not limited to, sending a student home, assigning in-school or out of school suspension, assigning Saturday School, or calling for a Discipline Review Committee, potentially leading to voluntary withdrawal or expulsion.

The more serious the potential consequence, the greater effort WPA will make to contact parents/guardians and involve them in the discipline process before decisions are made.

### ***Possible Consequences***

The Principal assigns consequences that he determines to be appropriate, fair, and most likely to be effective in light of:

- The number of demerits assigned to the Infraction Level;
- The degree to which a boundary was violated; and
- The student's discipline record for the current school year.

The potential consequences include, but are not limited to, the following:

- Verbal Warning
- Written Warning
- Temporary Removal of Privileges and Event Participation
- "Specific Uniform Item" Requirements for a Designated Time Frame
- In-School Suspension
- Out-of-School Suspension
- Saturday School\*

- Discipline Review Committee\*\*
- Other
- **There is no “after school” detention given or supervised by the principal**

**\*Saturday School:**

**Saturday School will often be the consequence assigned as the result of an infraction.**

- Saturday School begins at 8:30 a.m. and ends at 10:30 a.m.
- Saturday School may be assigned incrementally (e.g. 8:30 to 9:00; 8:30 to 9:30) or for the entire two-hour Saturday School session, at the Principal’s discretion and/or in light of the demerits assigned to the infraction and/or in light of the age of the child.
- Parents will be billed 25.00 (regardless of the amount of time the student has been assigned) in order to pay for Saturday School staffing.
- Generally speaking, each demerit earned by a student infraction will result in 30 minutes of Saturday School.
  - As Saturday School sessions are only two hours long, only 4 demerits can be served per Saturday school.
  - If a student has multiple infractions resulting in multiple referrals and demerits, it will be necessary to assign more than one “Saturday School”.
- There is no “after school” detention given or supervised by the principal.
- Failure to attend Saturday School without prior arrangements made with the principal will result in additional consequences and possible suspension.
  - Should Saturday School be assigned late in the week, parents are welcome to request an extension and have their student serve the following week.
  - Parents who can document a regularly scheduled activity conflict with a Saturday School assignment should contact the Principal to request an alternative consequence or time frame.
- Referrals received for inappropriate behavior during Saturday School will result in additional consequences and possible suspension.
- Students in Saturday School must be in School Uniform or will otherwise receive additional consequences and possible suspension.
- Students in Saturday School must be in School Uniform or will otherwise receive additional consequences and possible suspension.
- Parents, as partner teachers, are welcome to submit a written request to the principal for a Saturday School assignment for their child for behavior related to the home instructional period/day. Fees still apply.
- Parents are welcome to attend Saturday School with their child or to wait on campus while the detention is being served. Fees still apply.

## Referral categories and demerits

There are two basic categories of infractions (and therefore two basic categories of referrals):

- Respecting Safety and Security
- Respecting the Learning Environment

### Distinguishing Minor from Major:

**For infractions noted with 1 (one) red asterisk**, the behavior should receive on-site re-directive correction to maintain/restore “what is best” for the student involved and/or to maintain/restore “what is best” for others who may be affected by the behavior (see definition of correction). For “Level 1” infractions, staff members have discretionary authority to write, or not write a referral.

**For infractions noted with 2 (two) red asterisks**, the behavior should receive on-site re-directive correction to maintain/restore “what is best” for the student involved or to maintain/restore “what is best” for others who may be affected by the behavior (see definition of correction on page). **A referral form must then be filled out and submitted to the principal.** After reviewing the information in the referral, the principal will determine follow up.

**For infractions noted with 3 (three) or 4 (four) red asterisks**, the behavior should receive on-site re-directive correction to maintain/restore “what is best” for the student involved or to maintain/restore “what is best” for others who may be affected by the behavior (see definition of correction on page). **A referral form must then be filled out and the student must be escorted by a staff member to the principal or the principal must be called to come to the class and remove the student.**

### **RESPECTING SAFETY AND SECURITY:**

1. No hall pass or being in a location/engaging in activities not accounted for by the hall pass (including excessive time out of class) \*
2. Rude or discourteous behavior (physically, verbally, or any other format) to another student \*
3. Failure to report to authorized “before school” and “after school” locations \*
4. Carrying out practical jokes and pranks on other students (1st time) \*\*
  - Carrying out practical jokes and pranks on other students- (2nd time) \*\*\*
  - Carrying out practical jokes and pranks on other students (3rd time) \*\*\*\*
5. Verbal Harassment (repeated or intense verbal abuse of another student) \*\*
6. Physically mistreating another student (1st time) \*\*
  - Physically mistreating another student (2nd time) \*\*\*
  - Physically mistreating another student (3rd time) \*\*\*\*

7. Contributing to an unsafe environment by reckless/careless actions (1st time) \*\*
  - Contributing to an unsafe environment by reckless/careless actions (2nd time) \*\*\*
  - Contributing to an unsafe environment by reckless/careless actions (3rd time) \*\*\*\*
8. Endangerment of, or harm or injury to, another person as the direct or indirect result of a reckless act \*\*\*
9. Endangerment of, or harm/ injury to, another person as a direct or indirect result of a purposeful act \*\*\*\*
10. Possessing, providing for others, or using, any “controlled substance” including tobacco products, on campus \*\*\*\*
11. Fighting \*\*\*\*
12. Bullying in any format: verbal, physical, written, electronic; solicitation of the participation of others for the purpose of same \*\*\*\*
13. Profanity/Vulgarity in any form or format \*\*\*\*
14. Threat of Physical Harm in any form or format \*\*\*\*
15. Leaving campus in a manner without proper authorization \*\*\*\*
16. **Principal Discretionary Issue**

## RESPECTING THE LEARNING ENVIRONMENT

1. Distractive behavior in the classroom, assembly, or other school function \*
2. Unauthorized use or exhibition of personal electronic devices \*
3. Littering \*
4. Disorderly Conduct in Class or During Passing Periods (horseplay, roughhousing, excessive noise, running in the buildings, minor lunchroom issues, throwing small objects, paper wads, etc.) \*
5. Disrupting the classroom: \*\*
  - (three or more requests in one period to cease activities not supportive of instruction or assigned class activity)
6. Misrepresentation of factual information \*\*
7. Unauthorized provision of, possession of, access to, or use of, unauthorized Information or resources/assistance with
  - **regular class work/minor tests/quizzes**\*\*
  - **or major assignment/test** \*\*\*
8. Non-compliance: refusal, or delaying, to follow correction and/or direction \*\*
9. Minor vandalism, damage, or alteration to school property or the property of another\*\*
  - Major vandalism, damage, or alteration to school property or the property of others \*\*\*

- Destruction of school property or the property of others \*\*\*\*
10. Unauthorized relocation or possession of another individual's property, school property, or the property of another organization \*\*\*\*
  11. Recording, posting, or sharing, in any way, the voice or image of another without prior consent (of the individual and/or Waxahachie Preparatory Academy) and/or in a way that disrupts the educational environment \*\*\*\*
  12. Failure to follow WPA rules and/or Acceptable Use Policies regarding technology \*\*\*\*
  13. **Principal Discretionary Issue**

## **CONFERENCE AND COMMUNICATION PROCESS**

When the principal receives a referral from a staff member or is otherwise aware of behavior outside of that permitted by The Discipline Plan, the Principal will meet with the student. For serious situations that could involve suspension or expulsion, the office will attempt to contact one of the parents and invite him\her to be present for the conference. Parents will always be notified either by e-mail, letter, or phone call that an office conference between the student and the Principal has occurred, the nature of the infraction in question, and the administrative consequences, if any.

The Principal will discuss the referral or incident or behavior with the student and the student will be allowed to give his\her side of the story or explanation. Parents and students should not expect that we will take the word of the student against the word of the teacher or any WPA staff member.

### **Referrals can be appealed.**

#### **Appeal, Grievance, and Complaint Process**

Occasionally a parent or student questions whether or not the disciplinary action taken by the school is warranted. The following procedures should be followed:

- If there is a question regarding a consequence applied by the classroom teacher or faculty member, the parent must contact the teacher\faculty member for clarification.
- If there is a question as to what happened or why the referral was written, or why the student was taken to the office, the parents must contact the teacher or staff member for clarification (the exception to this would be when discipline was initiated by the Principal without referral from teachers or staff members).
- If there is a question regarding administrative consequences (what was assigned and why), the parents must contact the Principal for clarification.

Parents may set up a conference with the teacher by letter, e-mail, voice mail or with the help of the school office. Please do not call the teacher at home. Please do not just show up or try to meet with the teacher without an appointment. School policy prohibits

the teacher from meeting with a parent at times when the teacher is directly supervising students or carrying out assigned duties.

After meeting with the teacher, if the parent does not feel the question has been resolved, then, and only then, will a meeting be set up with the parent and the Principal. After that meeting, if the parent does not feel that the question has been resolved, then a meeting will be set up with the parent, teacher, and the Principal. The previous meetings must have been held to reach this level.

For disciplinary consequences other than recommendation for expulsion, disciplinary decisions cannot be appealed beyond the Principal unless it can be reasonably asserted that the consequence:

- Was assigned in a manner inconsistent with the Waxahachie Preparatory Academy Discipline Plan and reasonable due processes.

### **Demerits and the Discipline Record**

Demerits are the means by which WPA is able to view a student's discipline record, over the course of a grading period, a semester, or a school year, objectively and fairly.

Demerits help determine what consequences are appropriate.

Once a referral is written and submitted, and after the student has had an opportunity to explain his or her behavior to the Principal, demerits are entered into the student's discipline record. The exception to this will be when the Principal determines that the administrative response to the referral will be a verbal or written warning.

- Infractions with one red asterisk = One Demerit
- Infractions with two red asterisks = Two Demerits
- Three red asterisks = Three Demerits
- Infractions with four red asterisks = Four Demerits

**It should be noted that while demerits certainly appear to be consequences and results, they are more of a record keeping process. Parents and students should not expect that the only result of a referral will be one or more demerits**

**(See "Possible Consequences").**

### **Multiple Demerits Lead to Quarterly Status Reviews**

Every nine weeks, students in the following categories will, along with a parent/guardian, be subject to a Quarterly Status Review:

- students who have earned fifteen or more demerit points for that quarter;

The review process is as follows:

[Return to Table of Contents](#)

**Initial Review** - This review is carried out by the Principal and is automatic for any student who falls into the category described above. The Principal will examine the academic /behavioral/attendance record of all students on the review list for that nine-week period and determine if any action needs to be taken. The Principal has discretionary authority to decide that no administrative action is warranted and may, therefore, terminate the review process. No student file will reflect an initial review wherein the process is terminated in this manner.

The Principal may decide that the student and family is best served by taking administrative action and will, therefore, initiate the second level of the status review by requiring a student/family consultation.

**Student\Family Consultation** – In this stage of the process, the student, one or more of the parents/guardians, and the Principal (and other staff members at administrative discretion) meet together to discuss the reason for the status review and how the situation can be remedied for the future. The Principal has the discretionary authority to decide that no further action is warranted and may terminate the review process and, indeed, this is the goal of the consultation. Alternatively, the Principal has discretionary authority to exercise other options:

- The assignment of additional consequences
- Counseling family regarding resources, intervention, and assistance
- **Calling for a Discipline Review Committee**

The Principal may decide that the needs of WPA, or the needs of the student, are best served by taking more serious administrative action and will, therefore, inform the parent/guardian regarding the initiation of the third level of the status review: The Discipline Review Committee.

A Discipline Review Committee Hearing is an indicator that the student has made himself or herself potentially ineligible to continue at, or return to, Waxahachie Preparatory Academy.

**The ultimate purpose of the Discipline Review Committee is to determine whether or not to set aside, or finalize, this ineligibility.**

**The Principal has discretionary authority to call for a Discipline Review Committee, regardless of the number of demerits accumulated, if an infraction has occurred, that in and of itself, is deemed egregious.**

A committee consisting of three or more WPA administrators and/or teachers will review the student's academic/behavioral/attendance record for the current and previous, if any, grading period(s).

The student and the parent/guardians will be invited to address the committee and state what they believe to be a compelling reason for allowing their student to continue at WPA. Note: this is the equivalent of an expulsion hearing and all due process rights

[Return to Table of Contents](#)

regarding same will be accorded. After which, the family will be excused, and the committee will begin deliberations.

**In the event that the committee does not find a compelling reason to allow the student to continue at WPA, the committee will communicate the finalization of the student's ineligibility to continue at, or return to, Waxahachie Preparatory Academy.**

Upon review, the Discipline Review committee may alternatively recommend that:

- no further action is required, and the Principal should terminate the status review process;
- the Principal should exercise additional options from the second stage of the process (assign additional consequences other than expulsion).

Please note: WPA reserves the right to refuse re-enrollment to the school to any student who does not meet eligibility requirements. WPA reserves the right to refuse re-enrollment for any student when, in the judgment of the administration, that re-enrollment would not be in the best interest of WPA, its students, or faculty regardless of disciplinary points accumulated. Previous enrollment does not guarantee re-enrollment.

### **Forfeiture of Eligibility to Continue or Return as a Student at WPA**

Any student who has earned seventy or more demerits prior to the end of a school year or by the end of a school year, will be considered to have made themselves ineligible to continue or return as a student at WPA.

Often, a student will have issues that are questionable but do not rise, in and of themselves, to the level of automatic ineligibility. WPA reserves the right to declare a student ineligible to return to school the following year, if, in the judgment of the Principal, the student's behavioral and/or attendance record warrants such action.

The due process that is a part of the Discipline Review Committee Hearing will be accorded to all such students and their families.

## ***DRESS CODE POLICIES***

WPA's dress code is intended to encourage modesty and decency at all WPA-sponsored events. WPA staff will determine the appropriateness of a student's clothing or hairstyle. Any student who is not dressed appropriately will be asked to follow the steps listed under Dress Code Violations and Endorsements. The Administrator may grant exceptions to the uniform code for special dress days. Violations of the Uniform Code may at times seem subject to interpretation. The Administrator has final discretion on all uniform decisions.

## **DRESS CODE PRINCIPLES**

There are clear Biblical principles that ought to govern choice for dress for all WPA students and those who are visiting the campus:

1. Dress styles are inappropriate if they attract undue attention to the outward appearance. (1 Timothy 2:9)
2. Dress is to be distinctively masculine or feminine in conformance with one's biological sex, reflecting a wholesome appreciation for God's creative plan. (Deuteronomy 22:5)
3. Immodesty in dress is incompatible with the concept of the Christian as one indwelt by the Holy Spirit, God Himself. (1 Corinthians 6:19-20)
4. Self-respect and school pride deem sloppy or overly casual attire inappropriate, and respect for others requires that elaborate or showy dress be avoided at any school-sponsored function. (1 Peter 3:3)

## **PURCHASE OF UNIFORMS**

The purchase of new uniforms should be made through Lands' End. WPA keeps a supply of used uniforms on hand. You may choose to buy your uniform pants anywhere; however, WPA requires the uniform to look the same as those demonstrated at the school and be navy or khaki in color. If the appearance is not the same style, color, and/or quality, the uniform will be in violation of WPA's dress code.

## **UNIFORM GENERAL GUIDELINES**

The general guidelines are always as follows:

- Good hygiene is expected.
- Hair should be neat and clean. There may not be any distracting hair styles or coloration, bleaching, patterns cut into the hair, or styled upward taller than one inch. Boys' hair may not go below the eyebrow or extend past the mid-ear, and may not extend below the bottom of the collar of the shirt when the boy is standing, nor include "tails." Boys may not wear sideburns lower than the middle of the ear, or have facial hair.
- No black nail polish or lipstick may be worn.
- Students must wear shoes at all time while on campus. Shoes must have a sole and be tied if designed with laces. Shoes must be closed toe and heel, with heels no more than one inch. Boots may be worn on campus but may not go above the mid-calf of the leg.
- Socks, leggings, or tights must be worn and must be visible. Leggings and tights must be solid black red, white, or navy. Leggings must be worn with socks.
- Shorts must be worn under dresses. Uniform clothing should not be excessively tight or excessively loose or immodest. Cargo shorts may be worn as dress code.
- Uniforms are to be kept clean and in good repair without any tears, rips, or holes.
- Excessive or distracting jewelry may not be worn.

- Boys may not wear earrings or other pierced jewelry. Girls may wear only one earring per ear; no other pierced jewelry is allowed. Any item of jewelry deemed to be unusually distracting, because of color, pattern, or size, is unacceptable for school wear.
- Tattoos are strongly discouraged. In the event a student has a pre-existing tattoo, it must be covered at all times.
- No caps, hats, or other head coverings, such as bandannas, may be worn in the building.
- Girls in elementary may not wear make-up.
- Shirts and blouses must be tucked in.
- Clothes should not be tight or form-fitting.
- Belts must be worn with shorts or pants that have belt loops and must be black, blue, or brown (third – twelfth grades only). Only skirts and skorts do not require a belt
- Skirts, shorts, skorts, and jumper lengths are to be worn to two inches above the knee or longer.
- Uniform pants with an elasticized waist may be worn by kindergarten, first and second grades only.
- No light khaki pants are allowed.
- Only WPA outerwear may be worn in the classroom. All other outerwear must be left in the basket.

Below are listed all the options in the uniform.

### **GIRLS BASIC UNIFORM**

- Navy or Khaki Pants (Pleated or Flat Front)
- Navy or Khaki or Plaid Shorts
- Navy or Khaki Jumper (for elementary)
- Navy or Red Polo Dress (K-3rd grades Only)
- Navy or Khaki Skort (for elementary only)
- Navy or Khaki or Plaid Skirt
- Navy or Khaki Long Skirt (for 7th grade & up)
- White Oxford w/WPA Logo– Short or Long Sleeve
- Polo Shirts w/WPA Logo – Red, White, Navy (Short or Long Sleeve)
- Girl's Princess Blouse w/WPA Logo – Red, White, Navy Piping (required with jumper)
- T-Shirts w/WPA Logo – Red, White, Navy, Gray
- Navy, brown or black belt

### **BOYS BASIC UNIFORM**

- Navy or Khaki Pants
- Navy or Khaki Shorts
- Polo Shirts w/WPA Logo – Red, White, or Navy (Short or Long Sleeve)

- White Oxford w/WPA Logo – Short or Long Sleeve
- T-Shirts w/WPA Logo – Red, White, Navy, Gray
- Navy, brown or black belt

### **OUTERWEAR UNIFORM OPTIONS (boys & girls)**

- Cardigan Sweater w/WPA Logo – Red or Navy
- Fleece Vest w/WPA Logo – Navy
- Fleece Jacket w/WPA Logo – Navy
- School Jacket w/WPA Logo – Navy
- Regular and Appliqué Sweatshirts w/WPA Logo – Navy, Gray, or Red
- Hooded Sweatshirts w/WPA Logo – Navy, Gray, or Red
- For warmth, a white, red, or navy turtleneck shirt or mock turtleneck shirt may be worn under the uniform shirt. Undershirts must not extend beyond the outer shirts.

### **ATHLETIC UNIFORM (Seventh - twelfth ONLY)**

- PE Shorts – Navy
- Any WPA T-shirt or Sweatshirt

### **SPIRIT DRESS CODE**

When allowed by the administration, the student may wear jeans or uniform pants/shorts with a WPA shirt. All clothes must meet the general guidelines listed above, with the exception of tucking in shirts and wearing belts.

### **CASUAL DRESS CODE**

When allowed by the administration, the student may wear any clothes that meet the general guidelines above with the exception of tucking in shirts and wearing belts.

- Pants/jeans may not have holes, tears, or decorations of any kind and may not be too short, tight, or loose.
- Non-uniform top/shirt may be untucked, but tops may not have inappropriate writings or graphics.
- Regulation shoes are still expected (i.e., no open-toe, backless shoe are allowed). Boots may be worn.

### **FORMAL DRESS CODE**

When an event is deemed “formal” by the administration, the gentlemen must wear dress shoes, dress pants, belt, shirt, and tie with an optional but preferred jacket. Ladies must wear dress shoes, a dress or skirt with blouse that meets the length guidelines above and is modest in appearance. No strapless dresses are allowed. The back should not be lower than mid-back.

## **DRESS CODE VIOLATIONS & ENFORCEMENT**

Violations to the dress code will be treated as follows, depending on the severity, at discretion of the administration:

1. The first violation will result in a warning and may result in a referral and require that the student have appropriate clothing brought from home.
2. The second violation will result in a referral and a parent conference.
3. The third violation will require a referral and the student to not attend school for the rest of the day and be picked up by a parent.
4. If a student attends an event sponsored by WPA and is not in acceptable dress, he may be asked to leave the event by the administration or supervising school representative.

## **GRADUATION POLICIES**

WPA currently offers two diploma options. In order to receive one of the diplomas offered, all candidates must successfully complete the diploma requirements described below, along with the following:

- High school students, who are enrolled at WPA, must take a minimum of twelve credits or four classes per semester on average at WPA until graduation. Six credits or two classes must be selected from the core academic classes each semester.
- Students who newly enroll or return to WPA as a senior with at least 108 credits towards one of the diploma plans must take a minimum of fifteen credits per semester at WPA until graduation. Nine credits must be selected from the core academic classes at WPA each semester.
- Students must maintain a Grade Point Average of 2.0 or above and submit scores from either the ACT or SAT before graduating. Course requirements are listed below.
- Students will complete a minimum of twelve (12) hours of community service each semester in attendance at WPA during the 9<sup>th</sup> through 12<sup>th</sup> grade years. Students may count hours during the summer before each year to count towards the next year's total. (semesters prior to fall 2017 will require 8 hours)
- Core courses comprise those in the following areas: English, Mathematics, Social Studies, and Science.
- Students in high school must complete an average of 12 hours per year of college preparation. These include, but are not limited to, college visits, ACT/SAT preparation and test taking, college lunch meetings, PSAT, You Science Test, etc. These hours do not apply prior to fall 2017.

## **RECOMMENDED DIPLOMA PLAN**

- English: (24 credits) 9th English I, 10th English II, 11th English III, 12th English IV
- Mathematics: (24 credits) Algebra I\*, Geometry, Algebra II, Pre-Calculus

- Social Studies: (24 credits) World Geography, World History, US History, US Government/Economics
- Science: (24 credits) Biology I, Chemistry, Physics, Anatomy & Physiology
- Physical Education: (6 credits)
- Fine Arts: (6 credits) Art,
- Technology: (6 credits)
- Speech: (3 credits)
- Health: (3 credits)
- Foreign Language\*: (12 credits, in the same modern foreign language)
- Electives: (12 credits)

Total Credits: 144

*\*The following classes taken in eighth grade at WPA, if offered, will count toward high school credit: Algebra I, Spanish I and Latin.*

## **HONORS DIPLOMA PLAN**

Honors classes must be taken at WPA to count toward the honors diploma plan. The 12 credits of electives in the recommended plan must come from two of the following areas:

- Math: (6 credits) must include Calculus
- Foreign Language: (6 credits) must be the same modern foreign language as the 12 credits in the recommended plan
- Fine Arts: (6 credits) must be in the same discipline as the 6 credits in the recommended plan

## **REQUIREMENTS FOR HOMESCHOOL STUDENTS PARTICIPATING IN WPA GRADUATION**

If a WPA student wishes to participate in the WPA graduation ceremony as a homeschool graduate, he must speak with the Administrator to inquire of the qualifications which must be met to participate in the ceremony.

### **LATE WORK / DROPPED GRADE POLICIES**

***Whoever loves discipline loves knowledge, but he who hates correction is stupid. Prov.12:1***  
***Diligent hands will rule, but laziness ends in slave labor. Prov. 12:24***  
***But the fruit of the Spirit is...self-control, against such thing there is no law. Gal.5:22-23***

Waxahachie Preparatory Academy, desiring to promote both godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in past their due date.

These principles are designed to promote the development of godly character qualities, such as self-discipline, diligence, and self-control, in the lives of our students and to give all faculty members a framework within which they may formulate their individual class policies.

## **LATE WORK**

- Elementary
  - Due at beginning of period
  - 10% deduction if turned in by 3:15 PM that day
  - 20% deduction if turned in by the beginning of the next class period
  - 30% deduction if turned in by the beginning of the following class period
  - No credit after that
  
- Junior High (non-credit courses)
  - Due at beginning of period
  - 10% deduction if turned in by 3:15 PM that day
  - 30% deduction if turned in by the beginning of the next class period
  - No credit after that
  
- Credited Courses
  - Due at the beginning of period
  - No credit after that
  - Projects / Papers may, with teacher and administration approval, be turned in by 3:15 PM that day for a 10% deduction

As a general rule, elementary students will be able to drop the lowest daily grade in each course during each semester with teacher approval.

As a general rule, secondary students will be able to drop the lowest daily grade in each course during each term with teacher approval.

This principle was adopted in order to assure that students know how a given teacher intends to hold them accountable for any lack of appropriate responsibility, diligence, or self-discipline.

## ***STUDENT PARKING POLICIES***

On campus driving is a privilege, not a right. Student drivers must be cautious and keep their speed to 10 mph when driving on school grounds. Student drivers must park their vehicle in the area the administration designates. Cars must be parked correctly and should remain locked. Neither the school nor church bears any responsibility for vehicles parked on campus. On-campus vehicle usage regulations must be followed. Violation of these safety regulations may result in the loss of the privilege of bringing a

vehicle to school, or the vehicle may be towed. Students must not loiter in the parking lot. Any student wishing to park on campus must fill out a WPA Parking Form with Regulations prior to the first time he parks on campus.

### **ON-CAMPUS VEHICLE USAGE REGULATIONS**

- Enter the property using the north drive entrance.
- Park behind the Elementary Building on the south side of the church.
- Do not park in front of the doors to the storage units.
- Do not block the drive or main vehicle lanes.
- If you enter after 8:25 AM you must go through the front office and sign in.
- If you leave before 3:15 PM you must go through the front office and sign out.
- Do not go to your car during the day unless you sign out and in at the front office.
- You may arrive on campus up to 15 minutes before your class/practice and you must leave campus within 15 minutes of your last class/practice.
- Do not loiter/hang out in the parking area.
- Never engage in horse play/games in the parking areas.
- Do not drive or park on the grass.
- Do not drive over 10 miles per hour while on campus.
- Do not use a cell phone/electronic device while driving on campus.
- Always leave the property using the west drive entrance (the one closest to Hwy 77).

## ***TECHNOLOGY USE POLICIES***

### **ELECTRONIC DEVICES**

Students must not bring any electronic devices to school for the purpose of entertainment. Tape recorders and laptops may be used in the classroom for academic reasons with the permission of the teacher and Administrator.

### **CELL PHONES AND OTHER TELECOMMUNICATIONS DEVICES**

In general, all student communications with parties outside the school should go through the main office during the course of the school day. Students may leave such devices in their car, turned off in their basket/backpack, or in the office.

- Personal cell phones are allowed on campus for those in the 7<sup>th</sup> – 12<sup>th</sup> grades. Phones may be used before 8:20 am and after 3:10 pm.
- Students may not listen to music or use headphones with cell phones or MP3 players while on WPA campus.
- Any content that is viewed while on WPA campus is subject to review by the administration.

- Students may have a cell phone in class or chapel, but must be turned off. Any phone that is left on in class or chapel, even on vibrate or silent mode, will be confiscated. If a phone is confiscated, a charge of \$25 may be assessed before the device is returned. Any confiscated device must be picked up by a parent.
- Repeated infractions of the phone policies may result in the student not being allowed to bring a phone to school.

## **COMPUTER AND TABLET USAGE**

- No downloads or loads from disk/CD/DVD without permission. This restriction includes instant messenger programs, wallpaper/screensavers, games, music, programs, applications, and updates.
- Web browsing/email use is only to be done with permission.
- Absolutely no objectionable content is to be viewed. Determination of what is objectionable will be made by the teacher and administration.
- While on WPA campus, any personal laptop or notebook computers must be approved by the teacher and administration and may only be used for school/class purposes.
- Electronic books may only be used if it has been approved for that class on the curriculum list.

# **Extra-Curricular Information**

## ***PHILOSOPHY FOR EXTRA-CURRICULAR ACTIVITIES***

At Waxahachie Preparatory Academy, our desire is that our sports program and other extra-curricular activities be fully supportive of our school mission and statement of philosophy. To that end, the purpose of any extra-curricular activity at WPA is:

- to partner with parents to develop spiritual maturity in each student,
- to provide each student with an opportunity to participate in extracurricular activities, and
- to learn and demonstrate Christ-like character and behavior during interaction with each other, as well as other groups outside of the school.

We believe extracurricular activities are a vital resource for the training of young minds and hearts. These activities provide opportunities outside the classroom for students to practice and experience biblical principles taught at home and in the school. All students participating in extracurricular activities will be required to sign a participation code of conduct. We expect that, through these parent/school sponsored activities, our children will learn:

- the benefits and proper disciplines of competition;
- the right rewards for hard work and preparation;

[Return to Table of Contents](#)

- the proper submission to and following of scriptural authority subjecting personal interests to those of the leader and the team;
- the benefits of working together in unity under leadership and the appropriate expression of individual talent for the benefit of the team;
- the value of camaraderie and the friendships that result;
- the value of experiencing both victory and defeat;
- the correct way to celebrate or to express disappointment with Christ-like dignity (good sportsmanship), demonstrating honor and respect to coaches, parents, officials, and other competitors; and
- the benefits of experiencing new challenges.

## **GENERAL POLICIES**

1. Any determination of starting position, playing time, and duration of play is to be determined by the head coach. Being in a sport does not guarantee any amount of playing time during a game or competition.
2. All WPA athletic personnel, whether paid or not by the academy, who work with WPA students in any capacity on or off the field/court during the regular course of an athletic season, including off-seasons or in-season practices, **must** fill out an employment application and clear a background check performed by the administration—**NO EXCEPTIONS**.
3. The only personnel allowed courtside, on the sidelines, or any other location typically dedicated to coaches or players are WPA approved coaches and student-athletes, or volunteers appointed by the Head Coach for the purpose of keeping team stats, play-by-play announcing, etc.
4. In accordance with TAPPS policies, all 9th – 12th grade WPA student-athletes must be full-time students (enrolled in 4 academic classes). If a student-athlete drops a class and is no longer enrolled in 4 academic classes, he/she may continue practicing but will not be eligible to compete in meets/games and will not receive credit for the class. 6th – 8th grade students must be enrolled in at least 3 classes.
5. All athletes in grades 9-12 will receive a grade and credit hours in accordance with each sport they play. The grade given will reflect 60% game/meet participation and attitude and 40% practice participation and attitude. In keeping with school policy, athletes are allowed to miss 12.5% of games and practices before credit will not be given for the class. Please note that points will still be deducted from the student's grade for each absence recorded (excused or unexcused).
6. Student-athletes are expected to be at all practices and games, on-time and ready to practice or compete. The only acceptable reasons for missing practices or games are: (a) illness, (b) school-sponsored activities approved by coach through activity sponsor (**See added policy concerning possible conflicts on next page**), or (c) emergencies.

## **POLICY ESTABLISHED CONCERNING POSSIBLE CONFLICTS BETWEEN ESTABLISHED ATHLETIC CLASSES, PRACTICES, AND GAMES WITH SPONSORED SCHOOL FUNCTIONS**

All sponsors of school activities or functions should be very aware of the priority for committed athletes with dual participation. Any schedule conflicts must be first discussed with the coach of the sport to which the athlete is committed. It is the responsibility of the sponsor of said school activity or function to speak to the coach directly should a conflict arise. In all cases, students should not be directed to miss a practice or game until the conflict is resolved as directed by the coach and sponsor.

1. If a student-athlete is going to be absent from or late to a practice or game, he/she must notify the coach as soon as possible on the day of the absence.
2. After each reporting period, if an athlete fails a class, he/she must sit out 2 weeks beginning the following Monday at 8:00 AM. The grades will then be checked weekly. If the grade is passing, the athlete will be able to compete again. If the grade is not passing, the athlete will be out another week and so on until the grade is passing. Athletes that are not competing in games/meets are still required to sit on the bench/attend meets but not in uniform.
3. For team unity, support, and instruction, an injured student-athlete is expected to be at all practices and games, whether or not he/she is able to participate. The only exception to this is if an arrangement has been made with the coach.
4. Student-athletes that participate in outdoor sports will meet even if the weather does not permit; practices will be moved indoors to the YMCA or another approved venue. The coaches will communicate with student-athletes when such changes in practice occur. For Cross Country and Track, please check [www.weather.com](http://www.weather.com) at 6:00 AM for an accurate assessment of the weather (39 degrees and below will be moved indoors).
5. Student-athletes are expected to attend class and turn in all academic work due on time; an athletic event is not an excuse for academic sloth. In the event that a team must miss all or a portion of a school day to travel to a distant location, athletes will need to get a "Pre-Approved Absence Form" signed by their teacher(s) and turn it back in to the office 2 days prior to the event. If no form is turned in, the absent will be unexcused. If the student will be leaving early from a class, he/she cannot leave the room until picked up by a parent or coach.
6. Student-athletes are accountable for the uniforms and equipment provided by WPA. If uniforms or equipment are not turned in when requested by the coach, or by the end of that sport's season, the student-athlete will be required to pay for the cost of replacing that uniform (at a much higher amount than originally paid due to the fact that the cost of replacing one item is more expensive than WPA's cost in purchasing an entire team's), and the student-athlete may be barred from re-enrollment in or graduation from the Academy, as well as have transcripts withheld.
7. Each WPA athletic team has a day designated for team photos. Whether purchasing or not, a student-athlete is expected to participate in these team photos.

8. To participate in sports at WPA, student-athletes must have a physical exam each year (form available in the front office). High school athletes are also required to sign and have on file an Acknowledgment of Rules form which should be turned in no later than the first day of practice.
9. To discuss athletic-related issues, please set an appointment with the Athletic Director. Please refrain from walking into the office and discussing matters publicly.

## **ATHLETIC CONDUCT POLICIES**

### **ATHLETIC DIRECTOR AND ALL COACHES**

***“Let not many of you become teachers, my brethren, knowing that as such we will incur a stricter judgment.” (James 3:1)***

It is incumbent upon Christian leaders to model Christ in everything they do, to reflect the fruits of the Spirit and provide an example of godliness to students. Thus, directors and coaches are held to a higher standard than those they lead, including but not limited to:

- *Spirituality*—Director and coaches must possess and cultivate a personal, saving relationship with Jesus Christ, and bring that relationship into every aspect of their leadership and coaching. Students should view athletic personnel as substantive, Christ-centered role models.
- *Speech*—Director and coaches should employ language that is wholesome, engenders a spirit of love and humility, and even when properly disciplining a student on or off the field/court is dedicated to the training up of that young person in Christ. Directors and coaches should also refrain from demeaning, sarcastic, or accusatory language directed toward players, officials, other coaches, and fans (e.g., it’s one thing to “lovingly” let an official know they’ve made a questionable call, it’s quite another to declare inflammatory and personal remarks).
- *Physicality*—Director and coaches should treat students under their guidance with respect, and therefore refrain from any physical touch that would clearly indicate abusiveness (e.g., a strong pat on the shoulder is one thing, but slapping or violently grabbing a student is quite another). Male Directors and coaches are to take great care in how and where they offer physical support to female athletes; in principle, male coaches should not touch a female athlete unless it is required for training purposes (e.g., positioning an athlete’s feet or arms for a proper shot), or to congratulate an athlete for an accomplishment (e.g., a “high-five” or pat on the back).
- *Community*—Director and coaches must foster unity among the WPA staff, parents, and students by resolving issues in a biblical manner and cooperating with the WPA administration. Athletics (or athletes) must never be viewed as separate from the academic and spiritual life of the academy—we *all* work *together* for the glory of the Lord.

- *Witness*—Director and coaches are representatives of Waxahachie Preparatory Academy on and off the field/court and, therefore, should endeavor to maintain a proper witness of Christ. *Any* behavior unbecoming to Christ or the Academy is unacceptable and can result in disciplinary action. We are, *first and foremost*, ambassadors of Jesus Christ and His kingdom.

## STUDENT ATHLETES

***“Whether, then, you eat or drink or whatever you do, do all to the glory of God.” (1 Corinthians 10:31)***

It is a privilege to participate in athletics at WPA and, therefore, student-athletes are expected to perform to the best of their physical abilities for the sake of the team, school, and, ultimately, the Lord. They are also charged with the responsibility to walk in a manner that upholds the biblical standards of the academy, and to do all things to the glory of the Lord, including but not limited to:

- *Spirituality*—Student-athletes must cultivate a personal, saving relationship with Jesus Christ, and bring that relationship into every aspect of their athletic involvement at the academy.
- *Speech*—Student-athletes should employ language that is wholesome, engenders a spirit of love and humility, and even when frustrated reflect peculiarity to the world. Student-athletes should also refrain from demeaning, sarcastic, or accusatory language directed toward other players, officials, coaches, and fans.
- *Community*—Student-athletes must foster unity among the athletic teams, parents, and coaches by resolving issues in a biblical manner and cooperating with the WPA Administration. Student-athletes are first students and therefore must never view themselves as separate from the academic and spiritual life of the academy—we *all work together* for the glory of the Lord.
- *Witness*—Student-athletes are representatives of Waxahachie Preparatory Academy on and off the field/court and, therefore, should endeavor to maintain a proper witness of Christ. **Any behavior unbecoming to Christ or the Academy is unacceptable and can result in disciplinary action.** We are, *first and foremost*, ambassadors of Jesus Christ and His kingdom.

## PARENTS/SPECTATORS

***Start children off on the way they should go, and even when they are old they will not turn from it (Proverbs 22:6)***

As supporters and encouragers of our athletes, it is important that parents and friends attend the games and competitions of their children. It is also important to model the proper attitude and character on the sidelines of those events.

- *Speech*—Parents and spectators should employ language that is wholesome and encourages others. They should also refrain from demeaning, sarcastic, or accusatory language directed toward any player, officials, coaches, and other fans.
- *Community*—Parents and spectators must foster unity among the WPA family.
- *Witness*—Parents and spectators are representatives of Waxahachie Preparatory Academy and God to their children and others at school events. Therefore, they must endeavor to maintain a proper witness of Christ. **Any behavior unbecoming to Christ or WPA may result in being asked to leave the game or competition.**

## **ELIGIBILITY REQUIREMENTS AND POLICIES**

All students who desire to participate in extra-curricular activities must meet the following requirements to remain eligible for participation. Participation in these activities requires additional time and effort that does not supersede the student's responsibilities to represent WPA and their fellow students with excellence and properly prepare for academic success. Extra-curricular activities do not, at any time, take precedence over the academic program.

### **PERFORMANCE STANDARDS RELATED TO EXTRA-CURRICULAR ELIGIBILITY**

All secondary students who desire to participate in extra-curricular activities during any given semester must maintain a GPA of 2.0 in the core academic classes and maintain acceptable student conduct, or the student may have limitations to participation applied until the grades improve or the discipline problems have ceased. No refunds may be given to students temporarily barred from participation in extra-curricular activities related to academic or disciplinary problems. Students who are on academic or student conduct probation may be barred from participation in extra-curricular activities. It is our hope that the possibility of non-participation will further motivate students to focus on the importance of their academic studies. No athlete, who has been ineligible due to grades for more than three weeks during a season, will be eligible for district honors.

### **COURSE LOAD REQUIREMENTS – ACADEMIC, FINE ARTS, & ATHLETIC COMPETITIONS**

In order to participate in junior high sports (grades six through eight), students must be registered for at least three academic classes: mathematics, language arts, history, science, computer, and foreign language classes at WPA. High school students (grades nine through twelve) must be registered for at least four academic classes: mathematics, language arts, history, science, computer, art, and foreign language classes at WPA, in order to participate in WPA's high school academic, athletic, and fine arts competitions. Of the courses required for ninth through twelfth grade students, only one can be a fine arts class. Classes taken somewhere other than WPA to be transferred to WPA for credit **do not** count toward the four-class minimum requirement.

## **TAPPS ACADEMIC PERFORMANCE STANDARD**

If a student is failing any courses during any of the grade reporting periods during which the student desires to compete in TAPPS, the established TAPPS standard (non-participation for two weeks) will be applied, in compliance with existing TAPPS policy. Also, a student earning high school credit while being classified as a seventh or eighth grade student must carry four or more courses each semester of the ninth through twelfth grade school years, in addition to P.E. or athletics, in order to maintain eligibility, even if diploma requirements have been met.

NOTE: This policy applies to students wishing to qualify for high school sports only.

### **GRADE LEVEL CLASSIFICATION**

Once high school classification is achieved (see “Beginning High School Classification”), WPA secondary students (ninth through twelfth) will compete on the grade level that is consistent with the grade level designation of their courses (i.e., must have an equal or greater number of courses classified as the grade level at which they desire to compete).

### **AGE LIMITATION AFFECTING ELIGIBILITY**

Students who turn 19 years of age by September 1 of their senior year are not eligible to participate in TAPPS competitions (including academic, fine arts, and athletics).

## ***ATHLETIC DRESS CODE POLICIES***

### **PRACTICES**

WPA t-shirt, modest shorts, and appropriate footwear

### **NOT ALLOWED**

Tank tops, non-WPA t-shirts, form-fitting attire, jewelry

### **GAME DAY**

No dressing up before any games/meets. Regular school uniforms are to be worn during the school day.

Basketball: School-issued uniform and warm-up is to be worn to all home and away games.

Cross Country Meets: School-issued uniform is to be worn. A WPA shirt may be worn over the uniform.

Golf: School-issued shirt is to be worn. A WPA sweatshirt or jacket may be worn over uniform according to golf course regulations.

[Return to Table of Contents](#)

Swimming: School-issued swimsuit is to be worn with a WPA t-shirt. A WPA sweatshirt or jacket may be worn over the uniform.

Tennis: School-issued shirt is to be worn. A WPA sweatshirt or jacket may be worn over uniform.

Track: School-issued uniform is to be worn. A WPA sweatshirt, jacket, or WPA shirt may be worn over the uniform.

Volleyball: School-issued uniform is to be worn. A WPA shirt may be worn over the uniform.

## **OTHER POLICIES**

### **TRANSPORTATION**

It is the parent/guardian's responsibility to transport the student-athlete to and from practices, games, and meets. Carpooling among parents is allowed, but it is handled independently by the parents, not WPA. With the exception of a relative, students may not ride with other students unless an authorization form is filled out (available in the front office).

### **EQUIPMENT**

Uniforms and equipment for each team are ordered by the Athletic Director. The head coach is also responsible to distribute and receive back all uniforms/equipment from student-athletes, and keep on file an inventory of current uniforms/equipment owned by the school.

### **FINANCES**

All purchases and expenses to be paid by WPA must be cleared by the Athletic Director. Purchases made without this approval will be the sole responsibility of the person ordering the item(s). WPA athletic expenses cannot exceed the annual budget established for the Athletics Department by the WPA administration.

### **PICTURE DAY**

Head coaches are responsible to schedule and coordinate a day and time for team pictures, as well as communicate this information to student-athletes, parents, and assistant coaches. Team pictures are mandatory for all student-athletes, whether or not they intend to purchase photos.

### **TEAM PRACTICES**

Head coaches are responsible to provide student-athletes with proper training and practice in the sport over which they have authority, including but not limited to: (a) a

practice schedule and plan, (b) proper communication with student-athletes and parents regarding this schedule and plan, (c) Christ-centered motivation and attitudes among players and coaches, (d) regular team prayer or Bible instruction.

## **PHILOSOPHY OF PLAYING MULTIPLE SPORTS**

Because WPA is a small school and has a limited number of student-athletes from which to draw, it is common for a student-athlete to compete in multiple sports. While the school encourages this participation (in fact, to remain competitive, desires this), ultimately, it is a decision made by the parents and supported by the WPA Athletic Department. We believe student-athletes benefit from participation in multiple sports, not only in physical, but also in character development, learning to consider and support others in the team effort to achieve success.

## **ACADEMIC AND ATHLETIC LETTERING**

For athletics, the student competes for a WPA varsity team at the TAPPS district level.

For academics, the student competes for WPA at the ACSI or TAPPS district level and receives a “Superior” rating, or the equivalent TAPPS rating.

In order to letter in a sport at WPA, the athlete must complete the entire sport season, including, but not limited to: attending practices, participating in games/meets, maintaining eligibility, receiving a letter grade and credit hours for the sport.

In order to letter in Academics at WPA, the student must advance to State in his category.

For non-athletes to be able to purchase and wear a WPA letter jacket at school, only WPA activities and honors can be reflected on the jacket. The only approved patches allowed on the jackets that are worn on campus are: letter “W” (which must be earned for academics or athletics; see above), WPA/Warriors, shield & sword logo, Yearbook, NHS, Honor Roll, Graduation Year, sports played through WPA ONLY, character traits, and Scripture verses.

## **WPA BOOSTER CLUB**

The WPA Booster Club’s mission is to provide logistical and financial support for each sport offered at Waxahachie Preparatory Academy. The WPA Booster Club administrator(s) will:

- report directly to the Athletic Director and school Administrator.
- oversee Booster parent volunteers approved by coaches to assist each individual athletic club.
- approve fundraising events and coordinate with school and athletic calendars to obtain approval from Athletic Director and school Administrator.

- assure that all revenue and expenditures are approved by the Athletic Director and noted to the appropriate club account. Use of these funds must be approved by the Athletic Director.
- ensure fundraisers that involve the athlete's participation and done only during the season in which that sport is played. Athletes may not participate in another sport's fundraiser until completion of the current season.
- maintain and provide monthly statements and balance of the Booster Club income and expenditures.
- obtain approval of all Booster apparel being sold on behalf of WPA, displaying any slogans other than the standard WPA logo.

## Other Information

<b><i>PRIMARY (Kindergarten – second grade)</i></b>
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### **PARENTAL ROLE**

At the kindergarten through second grade level, the role of the parent is to be the primary teacher. This arrangement allows young students to have a very positive early education experience before they transition to a more independent course load in the third – sixth grades. This primary teacher role allows the student to have one-on-one teaching time with his or her parent. As the primary teacher, the parent will determine the amount of time needed to spend on any given concept. The readiness, maturity, attention span, and pace at which to proceed are all at the discretion of the parent. The WPA classroom teacher responsibilities are to introduce concepts appropriate to the given grade level, to practice, and to review these concepts. The concepts introduced in the classroom may be a first-time exposure, a resurfacing of a skill not yet mastered, or a review of previously mastered material with their primary teacher. The WPA classroom teacher is a degreed professional who is there to provide support and encouragement and to act as an overall resource for the parent/home campus teacher.

<b><i>ELEMENTARY (Third – sixth grade)</i></b>
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### **PARENTAL ROLE**

At the elementary level, parents will act as “co-instructors” in the satellite classroom. Parents will receive instructions from the campus classroom teacher on a regular basis, outlining home assignments, drill practice, follow-up study over covered material, and preparation needed for the next class. Parents will also take extensive responsibility for direct instruction in some courses (e.g., spelling, vocabulary, and penmanship in Language Arts).

## **COURSE PREREQUISITES**

Satisfactory performance on the appropriate entrance test, successful completion of the preceding course in the WPA sequence, or permission of the instructor is required for the next level.

## **ACADEMIC DEPARTMENTS**

### **Elementary Language Arts**

The primary purpose of the Language Arts program is to develop and refine student skills in both oral and written communication and to promote understanding of and appreciation for fine literature. Emphasis will be placed on reading and writing proficiencies, as well as evaluating the world's great literature against the standard of scriptural truth and wisdom.

### **Elementary Mathematics**

This program focuses on teaching students structured mathematical systems that will enable students to think logically and analytically. The math curriculum will have a strong applications emphasis, encouraging students to view God's world through precision and structure. Importance is placed on learning basic math skills and facts during the early years, in order to provide a strong foundation for secondary mathematics.

### **Elementary Science**

The primary goals of the science program are to teach essential scientific concepts, skills, and methodologies; to encourage the development and appropriate use of higher-level thinking skills; and to help students better understand the Creator-creation relationship. In the elementary courses, students will be presented with the information and skills needed to understand and appreciate the miracle of God's creative genius.

These courses will lead students continually from the known to the unknown by teaching important scientific concepts within the context of the things they can see and recognize. As students study the environment, creatures of the environment, the universe, space, and matter, emphasis will be placed on the entire universe as the direct creation of God, and the man-made idea of evolution will be refuted.

### **Elementary Social Studies**

The curriculum for social studies focuses on the social aspects of human existence and experiences. This study specifically examines the origin, development, relationships, and problems of various societies and their cultures. The primary goal of the program is to give students a broad knowledge of people and their diverse societies, governments, and geography, while teaching biblical citizenship that will be useful for whatever life situation the Lord should deem appropriate for His service. Elementary courses will

provide students with a study of society, culture, politics, social studies, and geography, beginning with a biblical analysis of man as created in the image of God. Instruction then will move outward from the individual to the family, and then to increasingly larger groups, such as the city, state, nation, and world. The studies will then focus specifically on American history and principles that made America great, the eastern hemisphere by geographical regions with an introduction to worldwide missions, and a study of the western hemisphere including recent United States and worldwide events.

## ***SECONDARY (Seventh – twelfth grade)***

### **PARENTAL ROLE**

At the secondary level, the parental role will evolve from “guide for dependent study” to “guide to independent study” as the student matures. Students in the seventh through tenth grade courses will require supervision in order to help them develop disciplined study habits and personal responsibility for the completion of assignments in a timely manner. Parents will supervise student work, monitor student assignments, and discuss content as required. Courses for 11th and 12th grade students are designed to require students to study independently and plan for the completion of assignments, as required in post-secondary education programs. Parents are available to assist as needed for discussion, help with pacing on assignments, organization, and spiritual guidance.

In some courses, the student may need a tutor to help with home assignments, if the parent is unable to teach and review the material (e.g., upper-level math or science courses).

### **COURSE PREREQUISITES**

Satisfactory performance on the appropriate entrance test, successful completion of the preceding course in the WPA sequence, or permission of the instructor is required for the next level.

### **ACADEMIC DEPARTMENTS**

At WPA, the primary goal of the academic program is to prepare students for effective ministry and useful citizenship within whatever life station or geographical location the Lord should deem appropriate for their service.

### **Secondary English**

The primary purpose of the English program is to develop and refine student skills in both oral and written communication, and to promote understanding of and appreciation for fine literature. Emphasis will be placed on reading and writing proficiencies, as well as evaluating literature against the standard of scriptural truth and wisdom. Junior high courses will give students the opportunities needed to improve reading, composition, and higher-level thinking skills. Emphasis will be placed on reading comprehension and

[Return to Table of Contents](#)

analysis, vocabulary and spelling, mechanics of grammar, components of various types of compositions, including the beginning stages of a research paper, and an increasing knowledge, understanding, and appreciation of literature. Students will be taught the principles that literature should be evaluated by biblical standards and that lessons learned through the study of literature should be applied to life.

High school courses will provide students with the opportunities needed to improve reading, composition, and higher-level thinking skills. Mechanics of grammar, components of compositions, vocabulary and spelling, and reading comprehension and analysis will be reinforced. At this level, emphasis will be placed primarily on detailed analysis of various selections from American literature, world literature, and British literature. All readings will be evaluated by biblical standards, and students will begin to see the correlation between an author's worldview and how it affects the work produced. Compositions will focus on students' analysis of literature, with special attention placed on communicating in a manner worthy of a Christian who desires to influence a world in need of Christ. Students will also have the opportunity to enhance and refine their oral communication skills through participating in dramatic readings, persuasive and extemporaneous speeches, and class discussions. Students must have four years of high school English to graduate.

### **Secondary Mathematics**

The mathematics department exists to help students learn to appreciate the orderliness of the creation and, therefore, the Creator, even as they learn to think logically and analytically using highly structured mathematical systems. A concurrent focus on the development of problem solving skills and methodologies gives the math program an important applications emphasis.

### **Secondary Science**

The primary goals of the science department are to teach essential scientific concepts, skills, and methodologies, to encourage the development and appropriate use of higher-level thinking skills, and to help students better understand the Creator-creation relationship, while balancing the acquisition of scientific knowledge with the application of valid problem-solving skills and methodologies. The computer sciences program employs a hands-on approach to encourage students to develop a working knowledge and mastery of skills required for operating the computer in the academic and business communities. Students must have four years of high school science and one year of computer science to graduate.

### **Secondary History**

As the term indicates, history has as its primary interest the social aspects of human existence and experience. Specifically, this study examines the various institutions, relationships, ideas, and problems related to the specific cultures and societies. Students must develop the ability to understand and utilize general facts and ideas to sift and evaluate a given culture's values and traditions through a biblical grid.

[Return to Table of Contents](#)

Understanding the essential information and concepts associated with history (e.g., history, government, economics, geography, etc.), the student will be taught to apply effective communication, research, and critical thinking skills. Students must have at least four years of high school history to graduate.

<b><i>HANDBOOK DISCLAIMER</i></b>
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This handbook is intended to provide information regarding pertinent policies and practices of WPA. It does not create a contract and is subject to change at any time without notice if such change is deemed necessary or advisable by the Administration and/or Board of Trustees at their sole discretion.