



Loudoun Classical School Parent & Student Handbook 2023-2024

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General note: Many of the policies and procedures in this document were adapted, with permission, from the handbooks of Jonathan Edwards Classical School (Nashville, TN) and Greyfriars Classical Academy (Matthews, NC). We are very grateful for their assistance and counsel. See more at jecanashville.org and greyfriarsclassical.org.

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Motto, Vision, & Values

Motto

Our school motto, *Ordinans Amores*, translated *Ordering the Affections*, is a summary statement of the aim of our instruction at Loudoun Classical School. Our Christian forefathers—most notably Augustine, Calvin, the Puritans, and Lewis—have written at great length about the priority of properly ordered affections in the life of the Christian. Even the ancient pagans understood that education without virtue is useless. The Holy Spirit through common grace taught Plato to say that education rightly understood is “that training which is given by suitable habits to the first instincts of virtue . . . rightly implanted in souls not yet capable of understanding the nature of them . . . leads you always to . . . love what you ought to love from the beginning of life to the end.” Ultimately, it is the special revelation of God’s word, illuminated by the Holy Spirit in our hearts that teaches us to love what God loves. Toward that end, *ordering the affections to what ought to be loved* is a main goal of our instruction, summed up in our key verse, Philippians 4:8, “Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.”

Vision

Building Christ’s Kingdom by equipping students to be wise, virtuous, and eloquent lifelong learners through a biblically based and academically excellent education toward the end of knowing and serving our Lord Jesus Christ, walking reverently and faithfully by the Spirit in this present age, to the glory of our God and Father. The Word of God teaches us the goal of all wisdom and knowledge is to glorify God: “*The end of the matter; all has been heard. Fear God and keep his commandments, for this is the whole duty of man*” (Eccl. 12:9-13).

Values

Loudoun Classical School seeks to provide a vigorous classical liberal arts education for our students and to create a thriving covenantal community of learners. We are gospel centered, grace saturated, and theologically reformed. We aim to help Christian parents fulfill their God-ordained responsibility to educate their children in the nurture and admonition of the Lord. We strive to demonstrate the love of the Triune God for our students by the way we teach, serve, and live from a whole heart. “*You shall love the Lord your God with all your heart and with all your soul and with all your mind*” and “*Whatever*

you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ” (Matthew 22:37; Colossians 3:23-24).

Doctrinal Standards

Statement of Faith

The following are the doctrines that will be taught in various ways throughout all grade levels.

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

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

God's Creation of the World and Man: The Triune God, Father, Son, and Holy Spirit, alone has existed from eternity past and in His wisdom decided to create the universe from nothing. God spoke and it came into existence. Humanity did not evolve from lower life but was created by God. Man, male and female, was created with dignity in that he was made in God's image and was created in humility in that his purpose is to glorify God and to enjoy Him forever. Male and female are created and designed equal in their dignity before God yet wonderfully unique in their roles and callings to live and humbly serve before God as men and women. In creation, God mandates that marriage is between one man and one woman. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the unique image of God within that person, and is therefore a rejection of one's Creator (Rom. 1:18-32)

Fall of Mankind: Though man was created good and upright, all mankind participated in Adam's fall from his original sinless state and are thus lost in sin and totally depraved. As fallen sinners, our guilt before God is because of our sin in Adam as our representative head, as well as the sins of omission and commission that we freely choose to commit against the true and living God.

God's Dealing with Man: God has bound Himself to man by way of a covenant. Initially God committed Himself to give life to Adam upon the condition of his perfect obedience. When Adam sinned, God made a new covenant. In this covenant He bound Himself to save a people for Himself. He also committed to keep the terms of the covenant on behalf of man by the work of Jesus Christ. Therefore, the confidence and hope of believers are in God's covenantal faithfulness rather than in their own performance. The great salvation promise of the Covenant of Grace is that all of the obligations of the Covenant of Works that God requires of all mankind, have been fulfilled perfectly in the life, death, resurrection, and ascension of Jesus Christ.

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

Justification by Faith Alone: Sinners are justified by grace alone through faith alone in Christ alone. Sinners do not deserve salvation, and they cannot earn it. Justification is a one time act of God, granted by His grace through the imputation of Christ's righteousness to the believing soul, whereby the sinner is pardoned of all his sins, and made righteous in God's sight, and this is received by faith alone.

Sanctification and the Empowering Holy Spirit: Every true believer in Jesus Christ is united by faith to Christ alone, and possesses in Him all that he needs for life and godliness. Believers are indwelt and empowered by the Holy Spirit, who enables them to gratefully live godly lives and to perform good works to the glory of the Triune God. This work of sanctification is a process that believers experience in their union with Christ which will not be fully completed and perfected until glory.

Body of Christ: All believers are spiritually united in the Lord Jesus Christ, the Head of the church. Every believer is a member of the body of Christ. Every believer should seek to be a member and serve local congregations of Christ's body that are faithful to Christ and His Holy Word. It is important for our teachers and instructors to be members in good standing of a faithful local congregation of God's people.

Final Judgment and Resurrection: At the second coming of Christ, the lost and the saved will be bodily resurrected and judged by Jesus Christ, the King of kings, and Lord of lords. The lost, those who denied the grace of God in Christ, will be eternally damned, and the saved, those who received by faith the gracious mercy of Christ as Savior, will inherit eternal life with God and will dwell with Him in a New Heavens and New Earth forever and ever.

Westminster Confession of Faith

The Westminster Confession of Faith (WCoF) is the theological basis for all that is taught at LCS. Students and parents, while not required to sign or subscribe personally to the WCoF, will, as part of the enrollment process, sign a statement that they have read the WCoF and acknowledge it to be the school's theological basis, including the basis for the code of conduct. This means that both students and parents will refrain from arguing against these tenets in the school. Parents are obviously welcome to provide their students with any additional theological instruction in the home setting. Teachers will acknowledge the same role of the WCoF. Only the Headmaster, Theologian, and Dean of Academics are required to subscribe to the WCoF.

School Structure

Collegiate-Style

Campus Days for students are Mondays, Wednesdays, and Thursdays, 8:45 AM - 4:15 PM, and Reading Days are Tuesdays and Fridays. Teachers provide direct instruction and promote classroom interaction on Campus Days. On Reading Days, teachers will provide reading and written assignments which students are to complete independently at home under the supervision of their parents or other trusted adults. Please note that Reading Days are still school days, even though students and their families set their own schedule on those days. Students should expect to spend a commensurate cumulative amount of time on their studies on Reading Days, though the actual time spent on each individual discipline may vary from Campus Days.

Sabbath Breaks

From the dawn of creation, the Lord God set a Sabbath pattern for His creation: six days of work followed by one day of rest. At LCS, we honor this pattern by expecting and facilitating the good gift of Sabbath rest for both teachers and students. We order our weeks so that all are free to participate in the worship and life of their respective local congregation on Sundays (the Christian Sabbath). In the fourth commandment, the Lord gives clear instruction on how to have a Sabbath: “six days you shall labor and do all your work.” Thus, we make assignments in such a way, and expect our students to plan their Reading Days and their weeks, so that they do not have to work on Sunday. We also ask students and parents to honor this day of rest for teachers and administrators by refraining from contacting them on Sundays except in extreme emergencies.

In addition, to the best of our ability, we try to follow a Sabbath rest pattern for our scheduled breaks, by planning them six weeks apart on the Academic Calendar. Because of holiday schedules and other scheduling concerns, we cannot always perfectly line this up, but we will get as close as possible. We want to cultivate an environment at LCS of both hard work and holy rest, understanding that the work is what makes the rest possible.

Academic Calendar

Term 1

Student Orientation/First Day of School

Labor Day (No School)

Fall Break

Columbus Day (No School)

Term 2

Thanksgiving Break

Last Day of Fall Semester

Christmas Break

New Year's Day (No School)

Term 3

First Day of Spring Semester

Winter Retreat (Narnia Week)

Martin Luther King, Jr. Day (No School)

Winter Break

Term 4

Easter Break

Term 5

Last Day of School

Graduation

August 21-September 29

August 21

September 4

October 2-6

October 9

October 10-December 7

November 20-24

December 7

December 8-29

January 1

January 2-February 9

January 2

January 2-5

January 15

February 12-16

February 19-March 28

March 29-April 5

April 8-May 16

May 16

May 18

Admissions

Loudoun Classical School does not discriminate on the basis of race, color, age, sex, or national, and ethnic origin in the administration of any of its policies or programs. It does reserve the right to select students and faculty on the basis of personal religious commitment and beliefs, academic performance, and willingness to abide by its policies.

Enrollment

- ❖ LCS administration will either advance or retain students at its discretion.
- ❖ The student should understand that his parents have delegated authority to the school, therefore he is subject to the instruction and discipline of the teachers and administration in their prescribed roles at LCS.
- ❖ Students seeking enrollment at LCS directly following a suspension, expulsion or behavior problems at another school will not be accepted until they prove themselves elsewhere.
- ❖ Applications are accepted starting January 1. Priority for available seats is given to returning students and their siblings before opening to the general public on February 15.

Tuition & Fees

Re-enrolling Students:

- ❖ \$250 re-enrollment fee
- ❖ \$7,900 tuition
- ❖ \$100 materials fee

New Students:

- ❖ \$200 application fee
- ❖ \$500 placement fee connected to enrollment and placement interview
- ❖ \$7,900 tuition
- ❖ \$100 materials fee

Tuition and fees are non-refundable.

Admissions Requirements

- ❖ Students and at least one parent are professing Christians who subscribe to the LCS Statement of Faith.
- ❖ Students and parents sign a statement indicating that they acknowledge that the tenets of the WCoF will be the theological foundation of what is taught in LCS (see pg. 7 on WCoF for more information).
- ❖ LCS students and at least one parent must maintain active membership and regular weekly in-person attendance in a local church body. Our courses here at LCS presuppose that students are sitting under the weekly preaching of God's Word in a bible-believing church, that they are pursuing a regular course of bible reading on their own, and that families are actively and regularly teaching and training students in Christian doctrine and practice. Along with our LCS Theology classes, these will give students a solid foundation from which to understand and evaluate the texts and ideas with which they will be presented, many of which are not written from a specifically Christian perspective, and some of which are written from a distinctly anti-Christian perspective.

Sustained Enrollment

Sustained enrollment is based on the understanding that students and at least one parent continue to meet the conditions specified above in Admission Requirements.

On those occasions in which the atmosphere or conduct within a particular home is counter to or in opposition to the biblical lifestyle that the school teaches, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. This includes, but is not necessarily limited to: drug use, living in, condoning, or supporting sexual immorality; practicing homosexual lifestyle or alternative gender identity; promoting such practices; or otherwise having the inability to support the moral principles of the school (Leviticus 20:13a; Romans 1:21- 27; Matthew 19:4-6; I Corinthians 6:9-20).

Homeschool Registration

LCS does not meet Virginia's compulsory education requirements and therefore officially operates as a homeschool co-op. For this reason, all students must register with the state as homeschoolers. There are three ways for LCS students to do so:

- ❖ Homeschool under the home instruction option
- ❖ Homeschool with a religious exemption

- ❖ Homeschool with a certified tutor

To ensure that this process is as smooth as possible for parents and the school, we require all families to join the Homeschool Legal Defense Association. Visit hsllda.org to join and to find more information on VA homeschool laws and registration processes. Parents must either join our Discount Group (code: 211053) or provide LCS with a scanned copy of their HSLDA membership card by August 1st. For more information, please see the HSLDA Instructions sheet emailed to you this summer.

Enrollment Process

Step One: Parents Submit Application Checklist

- ❖ Return the completed and signed application (found on LCS website).
- ❖ Enclose the \$200 application fee.
- ❖ Enclose a copy of the student's most recent grades and standardized test scores or other indication of academic status/coursework. If the student has been home educated, parents will indicate the curriculum/approach used for each of the disciplines (History, Literature, English, Math, Science, Foreign Languages, etc.).
- ❖ Parents request that their students' church leader complete and **separately return** the pastoral recommendation included on page five of the application. Parents will provide your pastor a stamped envelope, addressed to: Loudoun Classical School, P.O. Box 2060, Purcellville, VA 20132, to expedite the process.

Step Two: LCS Academic Enrollment Committee Review

Once the application, student records, application fee, and pastoral recommendation have been received at LCS, the application will be reviewed by our Academic Enrollment Committee. If the application is approved, the parents will be notified with an invitation to interview with the Headmaster and Dean.

Step Three: Parent and Student Interview

At the interview (which generally takes 60 – 90 minutes) we will discuss your application and seek to get to know the family and student both academically and spiritually. Student behavior, academic interest, and compatibility with our culture will be observed with care. This will include a discussion of academic placement/potential course selection.

Step Four: Student Acceptance

After the interview, LCS staff will contact the parents to inform them whether the student has been accepted. If accepted, they will receive an enrollment agreement to sign and return along with the \$500 placement fee. LCS staff sign the enrollment agreement, and the student's admission will be confirmed and held until the June deadline for tuition (according to the various payment options).

Placement

LCS has the final say in a student's course placement. Administrators and teachers will take parental preferences into careful consideration, coupled with evidence provided by other methods, such as entrance testing, educational recommendations from previous teachers, and an understanding of the LCS academic culture.

Academics

Reading Days

With rare exceptions, LCS students are not expected to do regular homework on Campus Days, although a quick review of flashcards or memory work may be required for some disciplines. There may also be times when a student needs to complete classwork at home that he did not complete in the allotted time in class.

Reading Days are to be considered school days that offer an unparalleled opportunity for students to learn and grow in the necessary academic and life skill of self-direction, and in the virtues of diligence and perseverance. At the same time, Reading Days ought to offer a measure of restfulness in the midst of good and challenging work, as students are given the blessing of undistracted time in order to read and write and contemplate all that they are learning. We do recognize that these things may be for some students an acquired taste, and we encourage parents to help them develop and maintain an attitude of joy and delight in their work. Reading Days are designed to foster independent learning, and assignments are heavily focused on reading and writing (by hand). Some written assignments will need to be typed, and some will require online work. Expect that typed and online work requirements will increase in high school; still, we are committed to a good amount of reading and handwriting even there.

Reading Day time expectations will vary by grade level and Honors designation. Students should expect to work an equivalent amount of time on Reading Days as they spend on Campus Days, given that the time should be more concentrated and focused. Most high school students should expect to average 7 hours of undistracted attention to reading and assignments on each Reading Day (more for Honors students). Most junior high students should expect to average 6 hours of undistracted attention to reading and assignments on each Reading Day. Many students find it most helpful to make a checklist on Monday and Thursday evenings so that they can get straight to work on their Reading Days. Of course, a given Reading Day schedule may be arranged whatever increments and hours work best for students and their families. Our time estimates assume that students have prepared a plan for accomplishing the required work for the day, and that the time spent in studies is undistracted (i.e., no daydreaming, no internet surfing or messaging, etc.) Parents can help by guiding students with organization assistance and accountability, and by providing a quiet space, a regular schedule (avoid sleeping in and staying up late), and close supervision of any computers and screens available to the student.

LCS does recognize the need to take stock of student workloads; teachers must sometimes offer adjustments and clarifications, either for the entire class or for an individual student. To that end, LCS

conducts formal online parent polls, and teachers conduct informal classroom polls to gauge homework times and determine averages and calibrate loads as appropriate. Furthermore, we urge parents to reach out to teachers with any concerns, or any confusion regarding Reading Day assignments.

Our expectation is that students work faithfully and diligently to the best of their individual abilities. We recognize that our curriculum, though time-honored and tested, may be a significant adjustment for students coming to us from other settings. We expect, understand, and work with that. Teachers are eager to assist students during the school day with individual coaching and encouragement. Our students learn to read hard things by reading hard things; they learn to write well by writing often. Our written assignments require much more of students than simply filling in blanks and encouraging the cram-pass-forget cycle of modern progressive education.

In terms of time requirements for students' studies, LCS operates with a compressed school year (32 weeks instead of the standard 36), which means that our school weeks are full, and students should expect to work hard; families should avoid vacations and other avoidable absences during those weeks. Our breaks, however, are complete breaks, with no regular schoolwork assigned, perfect for off-season family getaways. On balance, our overall time requirements do not exceed the cumulative class time and homework time of other school settings.

Grade Reporting

Grades take second place to learning at LCS. In some cases, grades will indicate a student's mastery of material; more often, grades will indicate a mix of mastery and diligence. Over time, diligence will almost always lead to some level of mastery, even if the material is challenging to a particular student. Our grading policies reflect a commitment to the formation of intellectual virtue as integral to our overall aim of lifetime learning. Because of this, our criteria for "passing a class" and moving on to the next level is not strictly tied to a student's grades, though grades will certainly be part of the consideration.

Student grades will be posted on the school's LMS. Parents will be given login information to track their student's academic progress. Parents should expect that grades will be posted in reasonable amounts of time from the time that the assignments were due. In general, daily grades should be posted within a maximum of 3 days, quiz grades within 5 days, and test and project grades within 7 days. Each teacher will provide a clear explanation at the beginning of each year for each class, summarizing grading policies and course descriptions.

Grading Scale

| Letter Grade | Percent Grade | GPA (Standard) | GPA (Honors) | Interpretation |
|--------------|---------------|----------------|--------------|-----------------------|
| A | 93-100 | 4.0 | 4.5 | Excellent work |
| A- | 90-92 | 3.7 | 4.3 | |
| B+ | 87-89 | 3.3 | 3.7 | |
| B | 83-86 | 3.0 | 3.5 | Good work |
| B- | 80-82 | 2.7 | 3.3 | |
| C+ | 77-79 | 2.3 | 2.7 | |
| C | 73-76 | 2.0 | 2.5 | Satisfactory work |
| C- | 70-72 | 1.7 | 2.3 | |
| D+ | 67-69 | 1.3 | 1.7 | |
| D | 60-66 | 1.0 | 1.5 | Not satisfactory work |
| F | 0-59 | 0.0 | 0.0 | Not acceptable work |

Technology

Students are expected to have computer and internet access at home, as well as access to a printer and scanner. *Nota bene:* scanning is very easily accomplished with a smartphone app like Adobe Scan, Scannable, or TurboScan.

Progress Reports

Through our LMS, students and parents will be able to see feedback, assignment grades, and overall course grades at any time. In addition, teachers will send progress reports at the end of each semester. These will detail grades and give a description of the student's strengths and weaknesses, noting areas in which the student has shown progress and areas in which progress needs to be made.

Mastery Policy

At LCS, we promote a culture of mastery. It does not serve students or benefit the classroom culture to move students into courses for which they have not attained the requisite level of mastery. In particular, due to the cumulative nature of English Studies, Math, and Latin, students must maintain a solid foundation in order to advance in their studies. For this reason, students earning an end-of-year final grade lower than a 70% must repeat the current level, or make arrangements at their own expense to attain the necessary mastery over the summer. Furthermore, LCS may sometimes determine or recommend that students with a grade average above 70% nevertheless dwell in a course for an additional year in order to attain further mastery.

Parental Responsibilities

LCS recognizes and honors the ultimate privilege and responsibility of parents for the education of their children. The collegiate-style model at LCS provides an excellent opportunity for direct parent involvement in their students' education, particularly in terms of developing habits of diligence, perseverance, and self-direction on Reading Days, as detailed above. LCS Faculty and parents work together to educate our students in the nurture and admonition of the Lord. The amount of parent involvement will vary quite a bit, depending on student habits and abilities. Parents of Jr. High students, as well as students new to LCS, should expect to be more involved in guiding students toward profitable and efficient work habits; as students progress through the years at LCS, we expect that they will, for the most part, be able to responsibly plan and direct their own at-home time.

Parent-Teacher Conferences

LCS will hold parent-teacher conferences at least once a year. If there is a significant concern that warrants an additional meeting during the semester, teachers will make an effort to be available for that.

Policies & Procedures

Absences & Tardies

Students are expected to attend every day of school. Unnecessary absences are highly discouraged. Here are general guidelines:

- ❖ Students should be dropped off between 8:30 and 8:40 AM
- ❖ Students should then enter the lobby and check in with the Administrator to be marked present. Students not marked present by 8:45 AM will be counted tardy.
- ❖ Please attempt to schedule medical/dental/orthodontic appointments outside of school hours when possible.
- ❖ Arriving after 11:00 AM constitutes an absence for the day.
- ❖ Leaving before 12:00 PM and not returning constitutes an absence for the day.

Our academic calendar is published well in advance of our activities. Please schedule vacations during the full-week “Sabbath” breaks we take every fall, Christmas, and spring. Exceptions will undoubtedly occur, but please make every effort to schedule family trips or other extended absences during school breaks. Regular attendance in class cannot completely be made up simply by finishing the assigned work. At school, students are exposed to various types of instruction. Because each class contributes significantly to the curriculum objectives of LCS, and because the instructional program is progressive and sequential, students should attend all prescribed classes. Class periods devoted to lecture, discussion, and in-class activities cannot be made up if they are missed. Much of what a student learns in school comes from the classroom experiences that are not recorded as a grade. Not all school days are created equal. It is imperative that students be in school the first and final week of every semester.

However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interest of their child not to attend school on a particular day. Therefore, absences will be divided into two categories. Excused absences include most absences with advance notice by the parents (such as pre-planned trips and doctor appointments), as well as emergencies (such as sickness and funerals). Any other absences will be considered unexcused. It is an expected courtesy for you to give as much advance notice as possible for excused absences. As often as possible, your student's work for the time away will be given to them before they leave. We encourage students, especially the older ones, to approach their teacher(s) themselves in order to discuss any make-up work. For other excused absences with no notice or for unplanned absences, please email or call the Administrator before school begins.

Students are permitted a maximum of 5 excused absences in the Fall semester and 7 in the Spring semester (unless otherwise arranged with the headmaster due to prolonged illness or other extenuating

circumstances). Students with unexcused absences will not be given credit for class assignments or quizzes missed, and will receive three demerits (for details, see Discipline & Communication Policy). Students are expected to make up work that they miss.

If a student accumulates 6 tardies, he will be given an excused absence on his record, unless he has used his maximum excused absences. In that case, they will become unexcused. There is no differentiation made between excused and unexcused tardies.

Code of Conduct

As Paul writes to the Ephesians, urging them to "walk in a manner worthy of the calling to which you have been called, with all humility and gentleness, with patience, bearing with one another in love, eager to maintain the unity of the Spirit in the bond of peace" (Ephesians 4:1- 3), so we urge our students to conduct themselves in a manner worthy of Christ. Students are expected to:

- ❖ obey the Word of the Lord as recorded in Scripture
- ❖ conduct themselves in such a way that their instruction and the instruction of their classmates is not hindered
- ❖ respect God's creation and be good stewards of it
- ❖ respect the teachers and administration of LCS
- ❖ respect their classmates
- ❖ listen, learn, quiz, and test with academic integrity, uprightness, and joy

Rules

In accordance with the Code of Conduct outlined in the previous section, with the admonition that our behavior should be glorifying to God, below are a few examples of expected behaviors that flow out of such an attitude. This is meant to be a representative, not an exhaustive, list of such behaviors.

- ❖ No electronic devices. Cell phones should be on silent during school hours and kept only in the student's backpack, unless in emergency. This includes during lunch and breaks.
- ❖ All conversations should be honoring to the Lord. Casual cursing, crudeness, idle talk, and unkind speech are all unacceptable.
- ❖ Quiet, orderly conduct is expected while passing through hallways and in the classrooms.
- ❖ Students are expected to treat all of the school's materials and facilities with respect and care.
- ❖ Cheating is widespread in academia today. All forms of cheating are unacceptable at LCS.

Below is a representative, not exhaustive, list of behaviors we define as cheating:

- plagiarism (see definition and details below)
- forging parent signatures and intercepting emails
- copying an answer
- working together on an assignment that was intended to be completed individually

- looking on another student's paper during an assessment
- Additional note on cheating: Our rules are not meant to discourage beneficial and fruitful collaboration or assistance with projects - parental/other help in offering content or editing suggestions for papers is especially encouraged. Much work is and should be done in community, but some work must be done alone. Teachers will make this distinction clear to the best of their ability as regards specific assignments. If a student is ever unsure whether outside help is appropriate on an assignment, he should ask his teacher.

Good Manners

At LCS students are expected to:

- practice good posture, including the way they stand at Assembly and the way they sit in their desks with chair legs touching the floor
- wait until recognized when asking or answering questions in the classroom, unless otherwise specified by the teacher
- speak using proper grammar
- respond to faculty by using either the teacher's name (or sir/ma'am), and not simply "Yeah"; it's much harder to be flippant/disrespectful when you have to say, "Yes, sir" or "No, Mr. Hammond"

This is a brief list of time-honored habits of respect and honor. They are not arbitrary rules to keep, but are based on sound biblical principles. Though such manners are admittedly considered "old-fashioned" in our day, they offer a starting point toward best practices of honor and respect for a lifetime. In faithful and expectant joy, students must understand that these small acts add up to something larger; patience is important as they grow into these expectations. Students should receive them joyfully, because small things influence us in big ways over time. These are not meant to be straight-jackets for students, but small acts of discipline that make them stronger and wiser.

Definition and Description of Plagiarism

Plagiarism, is briefly defined as representing the words, ideas, or any other productions gleaned from an outside source as your own in a submitted paper or project. Intentional plagiarism, such as copying or purchasing an entire paper from an online source, copying large portions of an external source and attempting to pass it off as one's own, hiring someone else to write a paper, or copying large sections of external text into one's own paper without documentation, is theft. As such, intentional plagiarism will be met with immediate and severe consequences. Plagiarism can sometimes be unintentional, such as close paraphrasing of an original source unless explicitly instructed to do so for a particular assignment or building upon or referencing the research of another without proper citation in academic papers or projects. Unintentional plagiarism will result in warning, and a requirement to rewrite or rectify in order to receive credit for the assignment.

Imitation vs. plagiarism: Imitation is a time-honored and extremely effective pedagogical practice. Many of the assignments at LCS involve reproducing an original source, or paraphrasing or retelling from an original source. When an original source is reproduced, students should develop the habit of including a citation, either formal or informal. When an assignment explicitly directs students to imitate or paraphrase an original source, students should develop the habit of noting in the title of such a paper or assignment that it is a retelling or a paraphrase, and name the original source. Faithful adherence to these practices will help keep the distinction between imitation and plagiarism clear.

Discipline & Communication Policy

All discipline is conducted in a manner consistent with the policies set forth in the student handbook.

Communication is a critical component of education and discipline. In the event of minor academic lapses (i.e., assignments turned in late, a failing grade on an assignment), teachers will contact the student's parents directly by email and copy the headmaster. Prompt communication will help a family course-correct their student's habits quickly, and copying the headmaster will mean that all attempts at communication can be documented by the school.

Minor Misconduct

List of Minor Misconduct Offenses

- ❖ Tardiness to class
- ❖ Dress code violations
- ❖ Disorderly conduct (shoving, horseplay, excessive talking, throwing items, talking too loudly or running in the hall)*
- ❖ Use of cell phone, iPod, or other electronic device without permission (item will also be confiscated)
- ❖ Being in off-limits areas
- ❖ Chewing gum or eating in class
- ❖ Being argumentative, rude, or deliberately disruptive*
- ❖ Romantic behavior of an inappropriate or distracting nature
- ❖ Passing notes in class

**These offenses may in certain cases be deemed serious enough to count as serious misconduct.*

Procedure for Minor Misconduct

The penalty for minor misconduct shall generally be *one demerit*, at the discretion of the headmaster.

Serious Misconduct

List of Serious Misconduct Offenses

- ❖ Flagrant disregard of or flaunting of the school statement of faith
- ❖ Skipping classes
- ❖ Intentional Plagiarism (see Plagiarism section below)
- ❖ Insubordination or lying to a teacher or staff member
- ❖ Public displays of affection (kissing, holding hands, prolonged hugs, sitting on laps, etc.)
- ❖ Profanity or vulgarity, including taking the name of the Lord in vain
- ❖ Deliberate intimidation of or fighting with another student
- ❖ Immodesty or indecency in dress, speech, or behavior
- ❖ Defacing or damaging school property
- ❖ Reckless driving
- ❖ Smoking or vaping

Procedure for Serious Misconduct

The penalty for serious misconduct shall generally be *three demerits*, at the discretion of the headmaster.

1. Detention. If a student logs three demerits within a semester, he will be required to report to *detention*. Detention will involve requiring the student to either spend the lunch period in isolation or in a small service/cleanup project on the school grounds. Each additional three demerits will result in an additional detention. Failure to respectfully serve detention will incur an additional three demerits. Parents will be notified of any detention served and reminded of the Discipline Policy.

2. Suspension. If a student logs fifteen demerits within a semester, he or she will receive a one-day at-home suspension. It will be at the headmaster's discretion whether the student's demerit total resets at the end of the Fall semester or carries over to the Spring semester.

3. Expulsion. If suspension does not bring about the desired repentance in the student and patterns of disorder or disobedience persist, the student may be expelled.

4. Note on Exceptional Cases. Some offenses may be, in themselves or by reason of several aggravations, so serious as to incur immediate suspension or even expulsion if the headmaster deems it necessary to protect the integrity, reputation, or safety of the school community; this can include conduct which happens outside of school but subsequently comes to the school's attention. Cases of cheating and intentional plagiarism will result in a 0 on the assignment and an immediate one-day suspension.

5. Readmittance. Should the expelled student desire to appeal an expulsion or desire to be readmitted to LCS at a later date, the student and his parents must submit their request in writing to the LCS

Board. The Board will consider each case individually, and may conduct interviews during the review. The decision of the Board is final.

Overview

This document will define the Loudoun Classical School demerit system workflow. It is designed to clearly outline how the demerit system operates, including a complete list of processes, while defining who is primarily responsible for which process.

The demerit system is built with three major goals in mind:

1. Alert the student in question that he or she has violated a rule, policy, or expectation of Loudoun Classical School and that the disciplinary process will begin.
2. Create a record of the incident.
3. Alert the parents of the student in question that the student has violated a rule, policy, or expectation of Loudoun Classical School and that the disciplinary process will begin.

These goals will be referenced throughout this document. When a process addresses one of these goals, the goals number will be included in the description of the process.

This section only addresses the procedure for demerits, and does not define the rules, expectations, or the code of conduct for Loudoun Classical School. Complete details for these rules and expectations can be found in their respective sections in the student handbook.

Processes

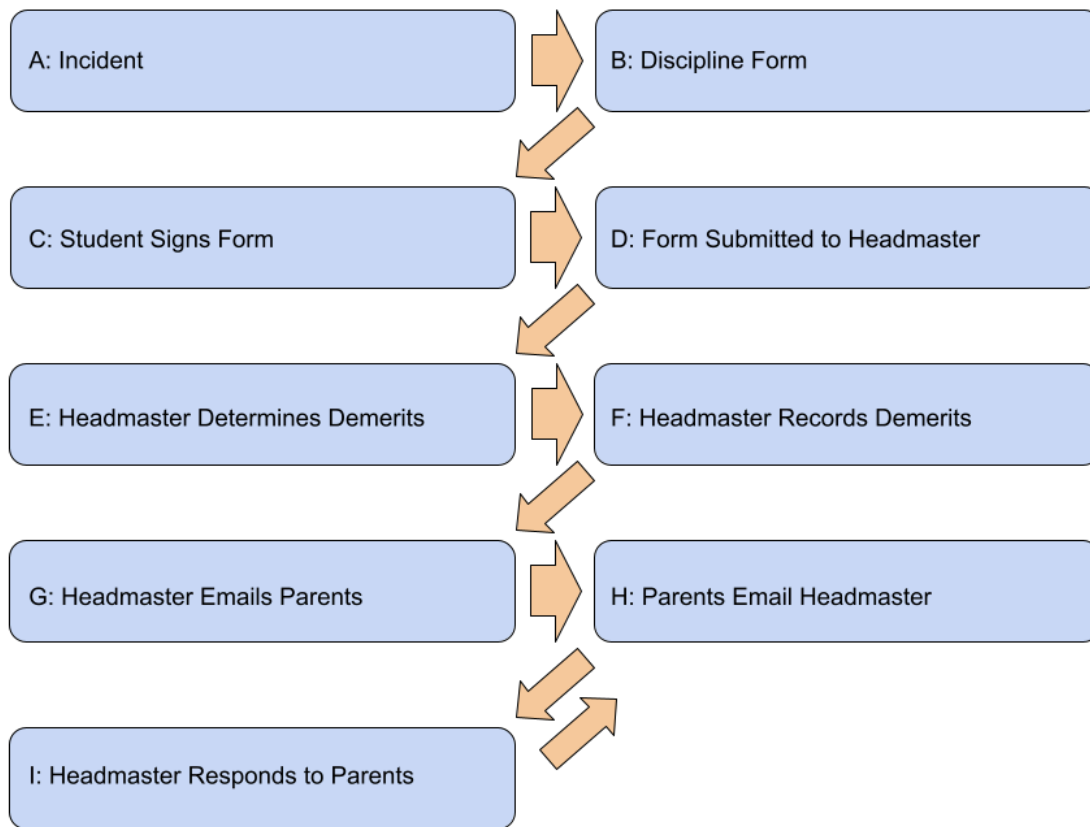
The demerit workflow contains several processes, labeled A-J, which are described in detail in this section. Page # shows a visualization of the entire workflow. Pages #-# describe each process in detail, including the following key pieces of information:

Operator: The person primarily responsible for executing this process.

Preceding Process: The process that occurred immediately before the current process

Description: A detailed description of the process.

Following Process: The process that occurs immediately after the current process is complete.



Process A: Incident

Operator: Student in Question

Preceding Process: N/A

Description: A behavioral or academic event committed by a student which the teacher believes warrants discipline. For a list of what behaviors and actions warrant school discipline, please refer to the student handbook.

Following Process: Process B

Process B: Discipline Form

Operator: Teacher

Preceding Process: Process A: Incident

Description: The teacher fills out a Discipline form, filling out all required information to the best of his or her ability. This document will form the basis for the headmaster's decision regarding demerits for the student in question.

Following Process: Process C: Student Signs Form

Process C: Student Signs Form

Operator: Student in Question

Preceding Process: Process B: Discipline Form

Description: The student in question signs the discipline form. This signature is not necessarily an admission that the student committed the offense described on the *Discipline* form. It is merely an acknowledgement that the form has been filled out and will be submitted to the headmaster. If a student refuses to sign the Discipline form, he or she may or may not receive additional demerits at the discretion of the headmaster. (1)

Following Process: Process D: Discipline Form Submitted to Headmaster

Process D: Discipline Form Submitted to Headmaster

Operator: Teacher

Preceding Process: Process C: Student Signs Form

Description: The teacher will submit the Discipline form to the headmaster as soon as possible.

Following Process: Process E: Headmaster Determines Disciplinary action

Process E: Headmaster Determines Disciplinary Action

Operator: Headmaster

Preceding Process: Process D: Discipline Form Submitted to Headmaster

Description: The headmaster will review all Discipline forms and determine on a case by case basis whether demerits will be given for the listed offense. The decision to give demerits is solely the discretion of the headmaster, who may base this decision on any number of factors, including but not limited to: the content of the Discipline form, interviews with the student in question, interviews with the teacher, the student in question's previous conduct, the severity of the offense, and any other unique or unusual circumstances surrounding the recommendation for demerits. Alternatively, the headmaster may choose to give demerits based solely on the content of the Discipline form. Normally, the headmaster will determine any required demerits by the end of the school day on which the recommendation for demerits is received. In some circumstances, this may not be possible (such as when additional investigation is required). If the headmaster determines that no further discipline is needed this process will end here, and no further records or communications will be made.

Following Process: Process F: Headmaster Record Demerits

Process F: Headmaster Records Demerits

Operator: Headmaster

Preceding Process: Process E: Headmaster Determines Demerits

Description: The headmaster will record the demerits, along with a description of the offense, in the school records. (2)

Following Process: Process G: Headmaster Emails Parents

Process G: Headmaster Emails Parents

Operator: Headmaster

Preceding Process: Process F: Headmaster Records Demerits

Description: The headmaster will email the student in question's parents, alerting them that their student has received demerits, and briefly describing the offense. These emails will be brief; they serve primarily as a tool for notification. Parents are encouraged to reach out to the headmaster for more details about the offense and what disciplinary steps to expect. In the event of serious misconduct, the headmaster will instead request a meeting with the student in question's parents. (3)

Following Process: Process H: Parents Email Headmaster

Process H: Parents Email Headmaster

Operator: Parent of Student in Question

Preceding Process: Process G: Headmaster Emails Parents OR Process I: Headmaster Responds to Parents

Description: If parents want more information regarding the offense or what disciplinary steps will be taken, they are encouraged to reach out to the headmaster.

Following Process: Process I: Headmaster Responds to Parents

Process I: Headmaster Responds to Parents

Operator: Headmaster

Preceding Process: Process I: Parents Email Headmaster

Description: The headmaster will respond to the parents of the student in question, answering any questions they may have and setting up an in person meeting if necessary. Processes I and H will likely be cyclical, with the headmaster and parents responding to each other until a satisfactory resolution is achieved.

Following Process: Procedure End OR Process H: Parent Emails Headmaster

What Happens Next

This procedure may seem cold and sterile, and that's because it is. No one loves procedure, but good procedure is necessary for fair and impartial rules enforcement. Procedure is often impersonal, but it also opens the door for a consistent enforcement of the rules.

That being said, procedure cannot encompass the entire process of discipline. It can make sure that demerits are handled properly, but it can't adequately facilitate what comes next: repentance, restoration, and growth.

Loudoun Classical School is committed to all parts of the discipline process. When students make mistakes (and mistakes do happen), it is not enough to plug them into “the system.” Justice, mentoring, and progress are our key values in school discipline, and those things are best accomplished through personal interactions between our leadership and our students and families. Over the course of the school year, we hope to work with families to provide effective discipline and mentorship for our students through both good, impartial procedures and sincere, personal leadership.

Appeals Procedure and Grievance Policy

If students or parents believe that a disciplinary penalty has been unfairly awarded, they are encouraged to first ask whether this is an oversight or offense that love can cover; in particular, parents should seek to model for their children the Christian virtue of humility and a willingness to forgo strict justice on one’s own account. However, in accord with the Discipline Policy’s overarching goal of truth-telling, we also want to encourage our students to stand up for themselves and their integrity when necessary.

When this is necessary, the student (not the parents) should humbly confront the initiating party of the discipline (that is, either the teacher or the headmaster) and explain his side of the story. If the student does not get what he considers a fair hearing on their initial appeal, he may then appeal the matter again, with parental input if necessary, to the headmaster. Ultimately, the headmaster may deem that the discipline should not be reversed, and students and parents will have to abide by this decision, though the headmaster should strive to help all parties come to clearer understanding of the nature of the offense.

Grievances shall follow an approach analogous to that of appeals, and informed by Matthew 18 principles. A grievance is a situation in which a student needs to initiate a complaint with a teacher (rather than appealing a penalty), or initiate a complaint with a fellow classmate. Again, the student is encouraged to examine himself to see if it is an offense that love should cover, or that requires speaking up. If the latter, the student should address the offending party directly and respectfully, seeking clarification and resolution, rather than in a vindictive spirit. If the offending party does not repent and reconcile, the student may appeal to the next level (if the offender is a student, to the teacher; if the offender is a teacher, to the headmaster), until a suitable resolution is reached. In some cases, interpersonal conflicts between students that are brought to the headmaster’s attention in this way may result in one or more students receiving demerits if one of the above-listed misconduct offenses comes to light.

Analogous procedures should be followed by teachers or staff who may have grievances against one another. Grievances with the headmaster may be appealed to the Board, but only after the process outlined above has been sincerely followed.

Lunch

Students should bring a lunch each school day. There is no refrigerator or microwave for student use.

Lunchroom guidelines:

- ❖ When packing lunches, please remember to include napkins, utensils, etc...
- ❖ Students are not to exchange any food in consideration of those who may have allergies.
- ❖ Please do not bring any nuts on campus in consideration of those who may have allergies.
- ❖ If your child forgets his lunch, you may bring it to school. Please leave it prominently labeled on the counter in the kitchen so as not to interrupt class.

Supplies

Most supply items for the classroom will be provided for each child by the school. While we may ask for families to voluntarily bring in some supplies throughout the year, we generally provide everything to (a) allow the school to choose the styles we desire, and (b) to give parents the freedom not to have to make these purchases. Students are expected to have easy access at home to the following:

- ❖ Computer
- ❖ Internet
- ❖ Scanner (or scanner app)
- ❖ Printer
- ❖ Stapler

Students are expected to bring the following with them to school:

- ❖ Notebooks/paper for notes
- ❖ Pens/pencils
- ❖ Current texts for classes

Uniforms & Dress Code

LCS students wear school uniforms to help provide a consistent appearance conducive to an educational setting and to not distract or offend others. LCS's Land's End store for uniforms and our uniform information book may be accessed through the Student & Parent Atrium on the school website.

The dress code at LCS is designed to convey the value that we place on a disciplined and earnest academic environment. Our uniform and dress code choices reflect the specific standard we have chosen to maintain. We have prayerfully considered the standard we have set for our community. We ask that these standards be cheerfully and respectfully upheld by all of our families. The aims that inform our choices are as follows:

- We aim to create a culture on our campus school days where the primary vocation of our students—the pursuit of academics—is taken seriously. A professional standard of dress, including uniforms, helps to create this sense of vocation.
- We aim to create a culture where personal tastes and preferences are set aside for the good of the community. Rather than facilitating a culture of “haves” and “have-nots” (or in Christian circles, “allowed” and “allowed-nots”), a uniform/dress code promotes a shared culture that accommodates the means and the standards of a variety of families, and discourages the formation of cliques based on these factors.
- We aim to minimize student focus (and parents’ need to focus!) on clothing and outward appearance by minimizing the number of choices students need to make each day. This will also usually minimize clothing costs in the long run.
- We aim to create and foster a culture of unity and teamwork; a uniform is a proven way to do that (e.g. military units or sports teams).
- We aim to promote a culture of genuine modesty among both male and female students, which is a matter of the heart. It is the fruit of respect for self and others. It is an attitude that does not seek to draw undue attention to oneself. Although measurements and minimums/maximums can sometimes help uphold standards of modesty, they do not in and of themselves constitute a definition of modesty, and therefore we have chosen not to focus on them. Furthermore, modesty is very often a matter of body awareness for both men and women: sitting up straight, avoiding slouching and sprawling, and paying attention to the proximity and comfort of others in the way we carry ourselves. Parent coaching at home in the art of wearing clothes gracefully and modestly for both men and women is most helpful here!
- We aim to maintain masculine/feminine distinctions in the matter of dress in a day when distinctions of this kind are viewed with suspicion and even outright hostility. Our choices are made with an eye to maintaining these crucial distinctions in our daily community life. Though this may be the area where standards and choices seem most arbitrary, we do strive to balance both convention and comfort.
- We aim to minimize the amount of time the LCS administration has to spend on formulating, revising, and enforcing a dress code.

Child Safety

If a student or parent suspects any abusive behavior, or suspects that there is inappropriate or grooming behavior from a staff member or volunteer at LCS, please report the behavior to the school headmaster or administration.

School Life

End of Day Pick-Up & Parking

Students will be released at 4:15. Please arrive promptly to pick up your student at the end of the day. If you need to park at any point, please park on the far side of the parking lot, not by the doors.

Communication

The very best way of communicating non-urgent information to the teachers or administration is through email. Email addresses are on our website and at the front of this handbook.

Urgent messages should pass through the Administrator, as teachers are not expected to check their messages regularly throughout the school day. Please be sensitive to the need for teachers to switch gears after school to needing to tend to family and personal matters. It is best to schedule appointments with them in advance. This includes those times when your student did not ask for clarification about assignments during class or via email. The students need to bear the responsibility for their assignments and the consequences if they fail to complete assignments correctly.

Campus Service

Blue Ridge Bible Church has been kind enough to allow the use of their building. We want to gratefully respect the space and always strive to leave it looking better than we found it. We expect all students to help clean up at the end of the day. Each semester we will create a chore list so that we make sure every area is covered. We will distribute the list to all families and post it on the bulletin board so that every student knows what his responsibilities are.

Organization and Tidiness

LCS teachers should expect students to:

- ❖ keep the classrooms and common areas tidy and organized, including their own lockers and desks
- ❖ leave the desk/classroom in clean and neat order for the next class (i.e. pick up all trash, wipe up any spills, straighten chairs and desks, etc.)
- ❖ leave the school in neat and tidy order for the next day (i.e. pick up all trash, wipe up any spills, straighten chairs and desks, etc.)
- ❖ treat books and materials with respect.

- ❖ observe the LCS dress code in class and hallways, maintaining a tidy appearance with shirts tucked in, shoes tied, hair neat and not obscuring the face (as specified in our Uniform Policy).
- ❖ turn in work that has been neatly completed

Illness

The health of LCS students individually and corporately is of importance to us. We hope to maintain standards that promote cleanliness and health at our school. If a student experiences any of the following, he should not attend school:

- ❖ Vomiting
- ❖ Diarrhea
- ❖ Fever (100.3°)
- ❖ Communicable diseases (chicken pox, strep throat, pink eye, influenza, etc.)

Students must be fever free (less than 100°, unmedicated) and diarrhea/vomiting free for 24 hours before returning to school. Unmedicated means that no drugs such as Ibuprofen (Motrin, Advil) or Acetaminophen (Tylenol) have been given to the child in that 24 hour time period. Students who return to school after having had a documented fever or vomiting/diarrhea in the previous 24 hours, or have been ill with the same at home in the previous 24 hours, will be sent home.

Inclement Weather

In the case of inclement weather, LCS will notify families via our LMS. Parents should make sure the office has their most current contact information. Notice of closing will always be communicated as immediately as possible. Recognizing that weather and road conditions may vary widely across the region, parents are encouraged to make their own best evaluation of whether it is safe for them to bring their students to school. If travel conditions are unsafe for you, please stay home and notify us; your student will be granted an excused absence which will not count toward his per-semester limit.

Phones & Devices

Students should not use electronic devices at school, unless a research device is requested by the teacher. In this case, they should be only used in the teacher's presence for the research purpose. Cell phones should be on silent during school hours including during lunch and breaks and kept only in the student's backpack. Teachers may, at their own discretion, allow cell phone use in class for instructional purposes such as calculators, etc. If you need to pass along urgent messages during the day, or are at the door and need to be let in, please call the school at 703-915-3071. Lunch and after-school plans should be communicated to the student before the school day starts.

Weapons Policy

No student may bring any firearms or other weapons on campus; teachers may bear weapons with the knowledge and consent of the headmaster.

Unity

Conflicts come. As conflicts arise, we expect parents and students to address problems following the pattern found in Matthew 18:15-20. Please be generous in applying this Scripture, using each opportunity to do so. It will be an enormous triumph of unity if the LCS community will approach each other quickly and in grace so that small offenses remain small.

We expect the offended party to privately address the offender. If the matter persists, then a brother or sister in Christ should be enlisted to help mediate and observe. Based on the particular conflict, the enlisted party may be the headmaster or another member of the administration, or it may be another individual. Please be willing to address problems, even if the offender is a teacher, administrator, or board member.

Let offended hearts be longsuffering and patient, discerning and careful, and full of humility. When confronted, please strive to patiently hear and respond in humble thankfulness for the care that was made to restore fellowship. It is appropriate to crave peace, but peace should come through resolving (not avoiding) the conflict. Let LCS be known for a humble unity. "Let this brotherly love continue." (Hebrews 13:1)

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