

**Ad Fontes Academy**  
**Parent-Student Handbook**

**2017 - 2018**

[www.adfontes.com](http://www.adfontes.com)

# Ad Fontes Academy Leadership

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<i>Athletic Director</i>	Lori Henry
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Dear Ad Fontes parents,

We are honored to partner with you in the education and discipleship of your children.

The leadership and faculty at Ad Fontes have been called by God to serve your family by providing a distinctive and challenging academic and extracurricular program that is centered on Jesus Christ and brings the proven classical approach to your child's classroom.

Ad Fontes is first a learning community where we encourage parents to be actively engaged in the life of the school and where strong friendships are established. We strive with you to nurture your child's gifts while challenging them to stretch to reach their God-given potential.

Through a Christ-centered program, your child will have all his or her learning grounded in Christ "in whom are hidden all the treasures of wisdom and knowledge."

Through the classical approach, your child will gain rich knowledge but also the skills of learning, thinking and presentation, in the written and spoken word.

Through a thoroughly classical Christian education, your child can be "transformed by the renewing of his mind" to have a sharp intellect united with a humble, loving spirit that is prepared to live out a Biblical life at the university and in the world.

This handbook seeks to articulate the philosophy and policies of Ad Fontes that guide our program and community life. Our leadership and faculty eagerly anticipate the Lord's work in our community and in the growth of your students this coming year.

Thank you again for the privilege and responsibility of working with your children.

Sincerely in Christ,



Dean K. Luckenbaugh  
President, Ad Fontes Academy

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## 1. **Mission and Identity**

### 1.1. **Meaning of the Name of Ad Fontes Academy**

One cry of the Renaissance and the Reformation was a call to go back to the ancient sources of wisdom contained in the classical past and in the Scriptures. This cry was captured in the Latin phrase “ad fontes” meaning “to the springs,” or “to the fountains” because these sources of wisdom were considered to be a fountain that could revitalize the culture.

### 1.2. **Mission Statement**

The Ad Fontes Academy (AFA) mission is to glorify God by assisting Christian parents in equipping their children to be leaders through a superior classical education based on eternal Biblical truth.

#### ***Definition of Classical Education:***

Classical education belongs to the authoritative, traditional and enduring stream of education begun by the Greeks and Romans, developed by the Church through the centuries and renewed by contemporary educators. Infused with the liberal arts and sciences, classical education includes the language arts of the trivium (grammar, logic and rhetoric) and the quantitative arts of the quadrivium (mathematics, science, music and visual arts). Students study great works of art and literature, both old and new, by methods best suited to their developmental stages. As participants in the great conversation of history’s finest thinkers, students acquire more than vocational skills; they prepare for their roles as informed citizens, thoughtful Christians and virtuous shapers of culture.

### 1.3. **Graduate Profile**

At Ad Fontes Academy, we endeavor to be a dynamic organization preparing students who:

- Love God with all of their hearts, souls, minds and strength
- Reason wisely, listen carefully, think precisely and articulate persuasively
- Lovingly engage and influence culture with a Christ-centered worldview
- Have a dedication and love for learning and scholarship
- Possess the tools to live and think with truth, wisdom and independence

### 1.4. **Core Values**

Our core values form the foundation for all we do and may be summarized as follows:

- The AFA Statement of Faith (which includes the belief that the Bible is God’s inspired, infallible and inerrant Word).
- An environment where parents have the primary authority and responsibility for a student’s spiritual, academic, and social training and we serve *in loco parentis* (i.e. our role is delegated, not primary).
- The use of proven classical teaching techniques based on a Biblical world view (i.e., although our role is delegated, it is specific in its methods).
- The provision of spiritually and academically challenging courses and learning environment.
- The daily provision of Christian role models for students through our teachers and staff.
- Non-discrimination in the administration of educational policies, admissions, tuition assistance, and athletic or other programs.

### 1.5. **K-12 Goals**

Our K-12 goals inform the decisions we make and define the school we want to be:

#### **Students will love God with all of their hearts, souls, minds, and strength**

- Students know the Gospel and that the Gospel is the framework from which to view and process everything.

- Students will encounter God through both general and specific revelation.
- Our students will encounter Christ and His message through the story of Scripture
- Students know who they are in Christ and are faithful to Christ
- Students acknowledge God as the source of all that is true, good, and beautiful.
- Students will exhibit virtue as prescribed in Christ's model.
- Students possess a view of creation and life as created good, beautiful, true and holy, but fallen and broken.

**Students will reason wisely, listen carefully, think precisely and articulate persuasively**

- Students are able to lead and participate in gracious and meaningful conversations.
- Students possess and use a framework to order, prioritize, and express thoughts well.
- Students will think logically and creatively.
- Students are gracious listeners and able to entertain a thought without necessarily accepting it.
- Students are able to express clearly, creatively, winsomely and persuasively in any given situation.

**Students will lovingly engage and influence culture with a Christ-centered worldview**

- Students will take initiative and act courageously.
- Students are able to discern between Christian and non-Christian worldviews.
- Students can identify humanistic thought and understand the futility of secular ideals and embodiments.
- Students exhibit empathy and charity in engaging others.
- Students are actively and redemptively engaging culture.

**Students will have a dedication and love for learning and scholarship**

- Students understand all studies as a gift from God.
- Students value hard work, learning, and leisure.
- Students possess a desire for learning.
- Students can learn independently.
- Students pursue deeper learning in areas of interest.
- Students are on their way to becoming life-time learners.

**Students will possess the tools to live and think with truth, wisdom, and independence**

- Students have and make use of a biblical, intellectual and moral framework in order to discern between truth and error and to make decisions.
- Students can formulate the right questions to find meaning and purpose in all of life.
- Students possess the skills of the Trivium and Quadrivium and can apply them across disciplines
- Students view all learning and life as integrated and unified in and through Christ.
- Students will possess foundational and core knowledge in the major discipline areas.
- Students will be exposed to the great ideas of civilization.
- Students will have formed aesthetic skills and sensibilities.
- Students will be trained physically as well as intellectually.
- Students will view every subject in terms of its historical narrative.

**1.6. Our Statement of Faith**

**Approved on December 15, 2015**

*Ad Fontes Academy is an independent Christian school not affiliated with any denomination. Board members and staff embrace the tenets of historic, biblical Christianity as presented in the Statement of Faith. These beliefs will be taught in various ways through all grade levels within a culture of grace*



*that allows for doubt and charitable discourse in the process of making and maturing disciples of Jesus Christ.*

We believe in one God, eternally existing in three distinct Persons – the Father, the Son, and the Holy Spirit. God created the heavens and the earth from nothing, and He is sovereign over all His creation. God made man and woman in His image, and for His own glory, responsible to rule over and care for the earth. God is self-existent, unchanging, omnipotent, omniscient, omnipresent, holy, righteous, and loving.

We believe that the Bible, found in the Old and New Testaments, is inspired by God, infallible, and fully authoritative in all its teaching. Faithful adherence to the teaching of Scripture is essential in the life of a Christian.

We believe that because of his sin, every man has lost fellowship with God and falls short of the glory of God. The extent of sin on all creation is so great that its effects in this life continue to this very day in the form of misery, cruelty, suffering, and death.

We believe that Jesus Christ, fully God and fully man, was born of a virgin, lived a perfect, sinless life in obedience to the Father, and died on the cross as the complete sacrifice for our sin in order to reconcile God and man, and to restore His Kingdom. He physically rose from the dead, ascended into heaven, and resides at the right hand of God the Father where He is our Advocate and Intercessor.

We believe that man's salvation from sin is the gift of God, by grace through faith in Christ, not a result of man's works.

We believe God sent the Holy Spirit as our companion and teacher to call us to follow Him, to empower us to be obedient, to reveal the truth, and to bear fruit in our lives that will last to God's glory.

We believe that Christ will return to judge the earth and deliver His people. They will be bodily resurrected to reign with Christ in a new heaven and a new earth and will worship Him forever. At death, the believer's soul passes immediately into the presence of God. Those who reject God will be eternally separated from God unto condemnation.

We believe the church is one body headed by Christ. The church exists for making disciples, for worship, for the administration of the sacraments, and for fellowship and support. His disciples are sent into the entire world to do the work of Christ--to make disciples, to minister to the least of these, and to care for all creation.

#### **1.7. Statement on Marriage, Gender, and Sexuality**

We believe that God wonderfully and immutably creates each person as male or female, in concert and consistent with other dichotomies in His creation (light and dark, sea and dry land). Thus, preserving the integrity of gender identity and the character of male and female sexual relationships should not be seen as something culturally bound or found in isolated biblical texts. The beliefs and the texts cited below are part of a consistent context and instruction that pervades all of God's revelation to us. Seeking to uphold this witness, we affirm that:

We believe that every person is made in the image of God and must be afforded compassion, love, kindness, respect, and dignity. Hateful attitudes and harassing behavior directed toward any individual or group are to be repudiated and are not in accord with biblical scripture and Christ-like behavior. (Mark 12:28-31; Luke 6:27-31; Genesis 1:27)

We believe that God wonderfully and immutably creates each person as male or female; thus, rejection of one's biological gender is a rejection of the image of God within that person. (Genesis 1:26-27)

We believe, as a consequence of the fall, that the world and each person is sinful and broken, including sexual brokenness. But God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Genesis 3; Acts 3:19-21; Romans 10:9-13; I Corinthians 6:9-11; I Timothy 1:12-16)

We believe that the term “marriage” has only one meaning and that is marriage as a covenant under God which joins one man and one woman in a single, exclusive and permanent union which mirrors God’s image as delineated in the Bible. (Genesis 1:24, Genesis 2:18-25; Matthew 19:3-9; I Corinthians 7:2; I Timothy 3:2)

We believe that God intends sexual intimacy only to occur between a man and a woman who are married to each other (Deuteronomy 5:18; Matthew 5:27; Mark 7:21; I Corinthians 7:3), and that no intimate sexual activity should be engaged in outside of a marriage. (I Corinthians 6:15-18; Ephesians 5:3; I Thessalonians 4:3-5; Hebrews 13:4) We believe that God hates for divorce to occur and that only in specific situations is the breaking of this lifelong covenant allowed. (Malachi 2:16; Matthew 19:7-9; I Corinthians 7:15-17)

We believe that any form of sexual immorality (including but not limited to adultery, fornication, homosexual behavior, bisexual conduct, incest, and attempting to change or reject one’s biological sex) is sinful and offensive to God. (Romans 1:26-27; I Corinthians 5:1-2; I Timothy 1:8-11; Matthew 15:18-20; I Corinthians 6:9-10)

#### **1.8. Our Community**

Ad Fontes Academy is a discipleship school, partnering with Christian parents in raising children who know and live for Christ. Every staff and Board member and at least one parent in each family must be a professing Christian and each parent agrees to support the doctrine, philosophy, and methodology of Ad Fontes Academy. The key elements of classical Protestant Christianity, as expressed in our Statement of Faith, are taught throughout the curriculum. Parents who choose Ad Fontes Academy are expected to cooperate willingly with the philosophy, policies, and curriculum of the school.

Our goal is to provide a challenging academic environment that also nurtures our students in our Christian faith and heritage. Ad Fontes believes a classical Christian education benefits students of varied academic abilities, and so we seek to provide a support system so all students can rise to the challenge of a classical education. Our school crest contains the motto *Soli Deo Gloria*. We also ascribe to *Nisi Dominus Frustra*.

The phrase *Soli Deo Gloria* means “to God alone, glory” or “to God alone be the glory.” Our desire is that the entire orientation of the community, mission and work of AFA be the glory of God. The phrase *Nisi Dominus Frustra* means “Unless God, in vain,” an excerpt taken from Psalm 127:1 (“Unless the Lord builds the house its builders labor in vain”). This phrase addresses our great need for God’s strength and aid in order to help us fulfill our mission and so bring God glory. The first phrase describes our end (bringing glory to God alone) while the second phrase describes our means (the strength of God’s presence).

#### **1.9. Accreditation with the Association of Classical Christian Schools**

The primary mission of the Association of Classical Christian Schools (ACCS) is to promote, establish and equip schools committed to a classical approach to education in the light of a Christian worldview grounded in the Old and the New Testament scriptures.

In 2002, Ad Fontes Academy was granted full accreditation status by ACCS. In 2008, Ad Fontes Academy’s accreditation was renewed through 2018.

### 1.10. **Non-discriminatory Policy**

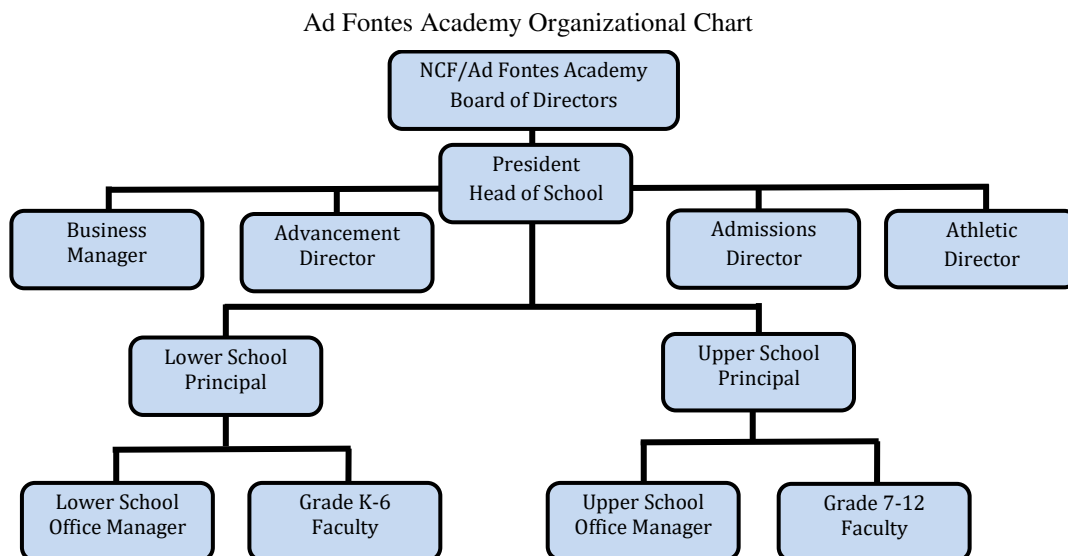
Ad Fontes Academy admits students of any race, color, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

### 1.11. **Organizational Structure**

Ad Fontes Academy is an independent, board-governed school. Ad Fontes Academy is governed by the National Christian Foundation of Education and the Arts (NCF) Board of Directors. NCF is the founding trust of Ad Fontes Academy. The overall responsibility of the Board is to advance the school according to our statement of faith, under the school’s by-laws, and in accordance with its stated mission and graduate profile. Ad Fontes Academy is governed by a Board of Directors consisting of up to 15 members.

#### **Administrative Structure:**

The President/Head of School is appointed by the Board to be the chief executive of the school, responsible to fulfill the school’s mission through all aspects of the school’s administration and program. All employees of the school are directly responsible to the President for the performance of their duties.



## 2. **Parents at Ad Fontes Academy**

### 2.1. **Parent Volunteerism**

The family atmosphere and efficiency of Ad Fontes Academy thrives on the extensive involvement of our parents. Parents are actively encouraged to be involved through the Ad Fontes Parent Association and in their child’s classroom.

### 2.2. **Parents’ Reading List**

At Ad Fontes Academy, parents learn along with their children. The following reading list is recommended to parents to help them increase their understanding and appreciation of classical

Christian education. Many of these titles are available for sale in the school office, or they can be ordered online or through a local bookseller.

- *Wisdom And Eloquence*, Charles Evans and Robert Littlejohn
- *An Introduction to Classical Education: A Guide for Parents*, Dr. Christopher Perrin
- *Classical Education*, Gene Edward Veith, Jr. and Andrew Kern
- *The Lost Tools of Learning*, an essay by Dorothy Sayers
- *Recovering the Lost Tools of Learning*, Douglas Wilson

We also highly recommend that each Lower School parent read *Shepherding a Child's Heart* by Tedd Tripp and *Age of Opportunity* by Paul David Tripp as guides to Christ-centered, biblical parenting.

### 3. **Communication**

#### 3.1. **In Loco Parentis**

Ad Fontes Academy believes in the priority of the family as instituted by God. No other institution is given the high calling of raising and nurturing children. Our school serves *in loco parentis*; that is, teachers stand in the parents' place during school time, training students here as we anticipate Christian parents are also doing at home. Ad Fontes seeks a close partnership with parents in the education of the children.

#### 3.2. **Classroom Visits**

All campus visitors are required to sign in at the office. We encourage volunteer involvement and parent participation in the classroom. Parents should contact the teacher or principal in advance of visiting the classroom and should check in at the office at the beginning of the visit.

#### 3.3. **Communication Between Parents and Teachers**

A student's successful experience at Ad Fontes Academy depends on open communication between the parents and the school. This requires persistent effort on both sides combined with mutual trust and respect.

Parents wishing to contact faculty may leave a message with the office manager in the appropriate school office, or contact teachers directly via phone or e-mail as directed by the teachers. Teachers will attempt to return calls and e-mails within 24 hours. Please refrain from calling teachers at home after 8 P.M. We request that concerns be expressed to teachers by phone or in person rather than by e-mail.

Regular communication between teachers and parents is critical for the success of the student and for building a supportive relationship with the family. Teachers will do whatever is reasonable to foster open and helpful communication between the home and classroom.

#### 3.4. **Conferences**

There is a dedicated day during the first and fourth quarters for Lower School parent-teacher conferences at AFA. See the school calendar for the specific dates. Additional parent-teacher conferences are scheduled as needed. Contact a teacher, principal or teaching team to set up a time. Parents are encouraged to be proactive in developing an ongoing dialogue with all teachers.

#### 3.5. **School Weekly Communication – The Falcon's Call**

On Thursday each week, the main office publishes an AFA parent memo containing official information concerning school activities and other important announcements. Parents are responsible to read the memo, familiarize themselves with its contents, and place school events on their calendars

for reference. All submissions must be submitted for approval to the office by 12 P.M. on Monday in order to be included in the memo. Approved announcements will be subject to editing for style, accuracy and length.

### **3.6. Website and School Announcements**

The school will also communicate with parents via RenWeb. Parents may log in to their ParentsWeb accounts to find announcements, the calendar, electronic copies of forms and the Falcon's Call, and other information.

### **3.7. Communication Procedure Steps**

Under all circumstances, Christian communication principles should be exercised and confidentiality regarding concerns should be maintained. When questions arise, it is important to know whom to consult. Note the proper order for resolution of questions and conflicts in the following areas:

- Lower School Curriculum: Teacher, Lower School Principal, President
- Upper School Curriculum: Teacher, Upper School Principal, President
- Student Performance: Teacher, Principal, President
- Discipline: Teacher, Principal, President
- Sports: Coach, Athletic Director, Principal, President
- Day to day operations: Office Manager, Principal, President
- College Guidance and Course Registration: Upper School Principal
- Financial issues: Business Manager, President
- Facility, Marketing and Development (fundraising): President

## **4. Academic Policies**

Ad Fontes Academy values academic life as crucial to the fulfillment of our mission and discipleship which challenges students to strive for excellence as they live purposefully and intelligently in the service of God and man.

### **4.1. Admissions**

#### **4.1.1. Overview of Admissions**

Ad Fontes Academy uses an admissions process that allows the school to accurately identify and admit students from families that have expressed educational convictions similar to those upheld by the school.

The selection of families and students is second only to Board and staff selection in impacting the school's mission and community. Ad Fontes Academy seeks to foster a family-like atmosphere that is due in great measure to the similarity of Biblical convictions and principles taught and lived out in the homes of our students. Students and families are enrolled at the discretion of the staff leadership.

#### **4.1.2. Requirements for the Student**

A child should have reached the age of five years by September 1 of the year in which he or she would be entering Kindergarten, and six years by September 1 for first grade.

If a student has successfully completed the previous school year and his schoolwork and behavior compare favorably to Ad Fontes Academy standards, the student may be placed in the grade for which he or she is applying. Because the Academy has high academic standards, it is not uncommon for students who enter to repeat a grade.

The student should understand that his or her parents have delegated their authority to the school during the school day. Therefore, the student is subject to the instruction and discipline of the teacher, principals, and the President in their prescribed roles at Ad Fontes Academy.

Ad Fontes Academy does not discriminate on the basis of race, color, national or ethnic origin, or gender in the administration of its policies, admissions, scholarships, and other school-directed programs.

#### **4.1.3. Requirements for the Parents**

At least one parent of a family seeking enrollment should be a Christian who regularly attends a local church. The parents of students in Ad Fontes Academy should have a clear understanding of the Biblical philosophy and purpose of Ad Fontes Academy. This understanding includes a willingness to have their child exposed to the clear, consistent teaching of the school's Statement of Faith.

Parents should have a clear understanding of our unique classical educational approach, which they can gain by carefully reading the informational materials about the school. We also strongly encourage each parent to read the booklet, *An Introduction to Classical Education: A Guide for Parents*, by Dr. Christopher Perrin, for a concise overview of the kind of program we offer at Ad Fontes Academy. Additional books and articles will be made available to parents to deepen their understanding of classical Christian education.

Parents are required to cooperate with all the written policies of Ad Fontes Academy. This is especially important in the areas of discipline and schoolwork standards, as well as active communication with the respective teachers and school leadership. In addition, parents are strongly encouraged to become actively involved in other areas of voluntary school functions.

Our environment is largely a product of the values held by our families. We seek committed Christian families who share our values. Families need not be evangelical Christians to be admitted, though we are an evangelical, Bible-believing organization. In the past, families of many Christian denominations have successfully attended our school. Families are expected to 1) support our ethic of discipline in their home, 2) permit us to teach their children in matters of faith, according to our statement of faith, and 3) support our cultural values by observing the standards set forth in this handbook for clothing, music, language, and other cultural influences while at the school or at school functions.

#### **4.1.4. Acceptance Priority**

Priority for acceptance will be as follows: 1) continuing students; 2) siblings of continuing students; and 3) all other applicants. The Academy will consider a student's academic achievements in the application process for grade placement, but not as the primary determinant for acceptance. We also consider the values of the family, the stability of the home, the student's behavior during interviews, and the likelihood of future academic success at Ad Fontes.

#### **4.1.5. Process**

- Parents are provided with a packet of information and an invitation to tour our facility, meet with the President, principal or admissions staff, and visit the classroom and/or attend an Open House.
- Students applying to the 5th – 11th grades are required to visit for a whole day or part of a day. We will provide a student host for the day.
- Parents complete the online application and pay the application fee to begin the enrollment process.
- As part of the application, parents must provide copies of all previous school records, including all standardized testing, report cards and discipline records.

- A teacher and/or Principal will assess each student applying to grades JrK - 4. This takes between 30 minutes and 2 hours. Students applying to grades 5 – 11 will take the ISEE exam for which there is an additional fee.
- The President and appropriate Principal will interview both custodial parents/guardians and their applicant children.
- Ad Fontes does provide financial aid for qualifying families through FACTS with the same priority as acceptance. These requests will be processed on a first-come, first-served basis for students meeting all enrollment requirements.
- The Principal or President will notify the parents of the admissions decision.
- Families who are accepted will receive an enrollment contract which will be valid for two weeks.

#### 4.1.6. **Deadlines**

Families can apply at any time for the next school year. We encourage parents to apply early since many of our classes fill. We do not accept students on a first-come, first-served basis; however, among applicants of equal merit, date of application may be one factor considered in our determination. Thus, prospective parents have a clear advantage by applying early rather than waiting. When classes are full, qualified applicants will be placed on a waiting list.

During January, re-enrollment will begin for current families. Parents must pay a re-enrollment fee and return their signed contract. If this step is not completed by a designated deadline in February, existing parents will forfeit their enrollment priority to incoming families. Continuing families applying for financial assistance must complete the FACTS process by January 31 to receive priority consideration.

For newly applying families, applications will be reviewed during January and February with letters indicating acceptance or rejection for enrollment sent by March. Applications received in March or later will be reviewed in the order received.

Student applications are accepted throughout the year. However, acceptance is always limited to the student's fit for our environment and the space available in the classroom. For those classes that fill, we have a waiting pool. We always reserve the right to enroll students who are the best fit for our school. We typically will not enroll a student after the first semester is completed in late January.

Failure to pay tuition or fees on or before their deadline may result in forfeiture of your class position.

#### 4.1.7. **Admissions for Part-Time Students**

Ad Fontes accepts part-time students. The Upper School Principal may consider part-time students in Grades 7-12 for classes and extracurricular programs on a case-by-case basis. As space is available, home-schooled students are invited to participate in our extracurricular and athletic programs.

Part-time students will go through a modified interview process based on the classes they are applying for. When involved in AFA classes and activities they will be required to follow all AFA policies including dress code.

#### 4.2. **Re-enrollment**

Re-enrollment at Ad Fontes Academy is not automatic. Qualified returning students will be given priority in enrollment. Students are expected to earn their place in the school each year. Those students who continue to have academic difficulty or who persist in negative, uncooperative, or non-productive attitudes or behavior may be denied re-enrollment. These decisions are made only after full discussion with the student's teachers and parents. The school may decline to re-enroll a student based upon conduct by the student or his or her family that the school deems to be detrimental to its mission.

Re-enrollment agreements for returning students are mailed in January. Because financial commitments must be made early in the planning for each school year, Ad Fontes Academy requires each family of a returning student to commit financially by February 1 of the preceding school year (see “Policy on Tuition Payments and Scholarships” following).

#### 4.3. Tuition Payment Policy

**Tuition:** Cost for instruction and books at Ad Fontes Academy.

**Application Fee:** Amount to accompany application for attendance at Ad Fontes Academy.

**Guidelines:**

- The application fee is a non-refundable fee that will accompany the intent to return (current students) or application form (new students). The school will not consider any student until this fee is paid.
- For a student to be enrolled, a family must have a signed enrollment contract and either register on FACTS tuition management system or pay in full to hold their child’s position in the class. The contractual agreement is a commitment for the entire academic year and Ad Fontes hires teachers and makes other fiscal plans based on these commitments.
- If a child leaves AFA, the family owes payment of all remaining tuition due for the academic year. Remaining payments due may be paid in a lump sum or on a monthly basis if desired. All payments must be completed by April 1 of the academic year unless an alternative agreement has been arranged. Further, all Ad Fontes material (e.g., text books) will be returned in good condition or Ad Fontes Academy will be reimbursed for their cost.
- Tuition payments will normally be made in one of the following manners:
  - 1 One lump sum payment
  - 2 Two payments
  - 3 Ten monthly payments
  - 4 Alternative agreement approved by the President.
- The due date for monthly tuition payments is the fifth or twentieth of the month.
- For payments more than 45 days overdue, the NCF Board will not issue report cards, transcripts, standardized test results, or similar information. Final report cards and transcripts will not be issued until all fees are paid.

#### 4.4. Graduation Requirements

Ad Fontes offers two diplomas: the Standard Diploma and the Advanced Diploma. The Standard Diploma consists of an honors-level, college preparatory program. The Advanced Diploma is awarded to students who take the most challenging course loads available.

	Standard Diploma	Advanced Diploma
<b>Bible/Theology</b>	3 cr	3 cr
<b>History</b>	4 cr	4 cr
<b>Latin/Foreign Language</b>	3 cr	*4 cr
<b>Literature</b>	4 cr	4 cr
<b>Logic</b>	Required	Required
<b>Math</b>	3 cr Math through Junior year	*4 cr Minimum of Precalculus
<b>Rhetoric</b>	4 cr	4 cr
<b>Senior Thesis</b>	Required	Required
<b>Science</b>	3 cr	4 cr



<b>Other</b>		*One Math or Latin credit required in Senior year.
<b>Total Credits</b>	24	27

The Senior Thesis is the primary component of Rhetoric 2.

Academic records from grades 9-12 will be used as criteria for graduation. Students in 7th and 8th grades may receive credit toward graduation for high school level work completed in those years. Ad Fontes Academy offers Algebra I in 8<sup>th</sup> grade and Latin IA and IB in 7<sup>th</sup> and 8<sup>th</sup> grades which together count as 1 credit of high school Latin.

Students must complete 3 years of high school Latin. Students entering in their 10th grade year may take Latin or another language (if offered).

Upon written request of the parents, the President or designated staff may waive or reduce up to two course credits toward the Standard Diploma for students who have a documented learning disability or medical condition, subject to the following conditions: the student is a long time Ad Fontes student, the parents have demonstrated a clear commitment to their child’s education by working with Ad Fontes Academy teachers and school leaders, and the parents and Upper School Principal agree that the work required is too difficult for the child in question.

#### 4.5. **Secondary Doctrines**

For doctrinal issues that are not addressed in the Ad Fontes Academy Statement of Faith (2.2), our faculty will follow the following guidelines:

- Classroom discussion of secondary doctrine should be on an informative, non-partisan level. AFA employees must be careful not to speak to the students in a manner that would cause offense to the secondary doctrinal positions of parents.
- On discussion of secondary doctrine issues, presentation of various perspectives of an issue is expected. Teachers should encourage active Biblical dialogue on these issues but not to promote their personal convictions.
- The employee should encourage the students to follow up any questions they have with their parents and pastor.

#### 4.6. **Controversial Subjects**

Ad Fontes Academy seeks to respect the convictions of parents and teachers in various academic subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. There are some subjects that Christian families and churches commonly consider divisive, and which faithful Christians disagree on. When such a subject comes up in class, and discussion of it is not part of the goals of the class, the teacher will not allow class time for discussion of the topic. However, in the event that discussing the controversial topic is a part of the goals for the class, the teacher will guide the discussion by exhibiting and expecting students to exhibit charity and respect to others, by instructing students to respect the teaching from their parents and church, and by directing the students to examine each perspective on the issue. The goal is to teach students to be knowledgeable of their own positions as well as of other widely held views, without engaging in adversarial relationships in class.

#### 4.7. **Curriculum Guide**

A K-12 Curriculum Guide is revised each year with current course descriptions. It is available for review by request from the school office.

#### 4.8. **Class Procedures**

Though each teacher may provide the students with additional classroom responsibilities, there are certain expectations in each classroom:

- As good stewards of their opportunity, students are to come to class prepared.
- As part of a learning community, students are to show respect to all students and the teacher.
- Students should refer to all adults with the proper title: Mr./Mrs./Miss/Dr.
- When a teacher introduces a guest to class, the teacher will have the class rise to greet the guest.

#### 4.9. **Study Hall and Free Period**

The purpose of an Upper School Study Hall is to provide a quiet environment for work to be done. Group study sessions will not normally be conducted in Study Halls, and should be conducted during lunch or after school. Study Halls are to be treated as actual courses and students should report to study hall under the supervision of the faculty. Tardiness and absence from Study Halls will be treated according to the Attendance Policies (5.1).

#### 4.10. **Summer Required Reading**

Each Upper School student will have required reading in order to encourage an ongoing academic pursuit in the summer. Classes will have discussion of these books at the beginning of each fall semester. AFA will provide summer reading books and questions in the spring before summer vacation.

#### 4.11. **Tutoring (Upper School)**

Students are encouraged to ask their teachers for help when they are having difficulty in a class. A student who wants extra help should talk with the teacher to schedule a help session either before school, after school, during study halls or free periods, or during lunch. Teachers will provide tutor hours in which they are available. Any student with a grade below 75% is strongly encouraged to seek assistance. Any student with a grade below a 70% may be required by the course teacher to attend tutoring.

Teachers are not permitted to tutor one of their own students for the subject they are currently teaching for additional pay. If a student requires tutoring beyond what the teacher can ordinarily provide, another teacher may agree to serve as tutor or parents can make arrangements with an outside tutoring agency. The office may have a list of recommended tutors.

#### 4.12. **Registration and Enrollment**

##### 4.12.1. **Registration**

Students receive course registration forms for the following school year in the second semester. Upper School students can select elective courses and non-core courses on a space-available basis in consultation with their parents and with approval of the Upper School Principal. Elective and non-core courses are subject to change due to enrollment or faculty availability.

##### 4.12.2. **Advisement – College Admissions**

The Upper School Principal facilitates college advisement and high school course selection. Throughout the year, the Upper School Principal maintains communication with families as they go through the college admissions process.

College counseling should begin early. Parents are encouraged to meet with the Upper School Principal and discuss opportunities for their children. The Principal may plan visits from college admission staff, college visits, and individualized planning sessions with each student as requested.

#### 4.12.3. **Advisement – Role of Parent**

Parents are encouraged to review the student’s schedule for the following year, and shape their school-related and non-school activities and commitments around their goals. After the Faculty Advisor reviews the Course Registration, the student will need to review course requests with the parents for approval. Ad Fontes Academy and the Northern Virginia area provide a plethora of opportunities and activities. Parents play a key role in helping students define goals and avoid overburdening themselves with too many activities.

#### 4.12.4. **Academic Load**

High school students are required to take at least five credit-earning courses each semester. The Upper School Principal will advise students and parents regarding appropriate course selections.

#### 4.12.5. **Learning Disabilities**

At Ad Fontes, we desire to provide the opportunity of a classical Christian education to as many students as possible. Our policy is geared to provide the best educational environment for every student.

**Severe Learning Disability:** Any condition in a potential student which would require a separate classroom, program, and faculty or staff in order to provide the educational services desired by the parents.

**Learning Disability:** Students with average to above-average cognitive abilities and intellectual potential who have been diagnosed with a mild to moderate learning disability (such as ADD and dyslexia).

#### **Guidelines:**

- Children with a severe learning disability will not be admitted to Ad Fontes Academy due to the lack of adequate staff, funding, and facilities.
- Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other students in their grade level. The school may utilize techniques and strategies that support these individual students in completing school or work tasks. These strategies do not alter the content of assignments or tests.
- The Principal, in conjunction with the parents and teacher(s), will make decisions on the use of learning strategies. These strategies will not significantly increase the workload of an individual teacher.

#### 4.12.6. **Disclosing a Learning Disability**

When a child has a learning disability (LD), it affects his ability to learn, both in the classroom and at home. Many learning disabilities are also connected with behaviors that show up in the classroom. Therefore, parents must notify the school when their child has been diagnosed with a learning disability. This information will be shared with classroom teachers so that they are better able to teach the student.

Also, medication for a learning disability can have a dramatic affect on a student’s attention, moods, and behavior. Therefore, parents must notify the school when their child either begins taking, stops taking, or changes doses of such a medication. Parents must provide the name of the medication, the condition it is treating, the frequency of dosage, and the possible and known side effects.

#### 4.12.7. **Dropping or Adding a Course**

“Drop” means that a student leaves a class with no record of having been enrolled. “Withdraw” means that a student leaves a class, but the transcript records that he was once in the class but did not complete it. This policy applies to all students at Ad Fontes Academy.

**Guidelines:**

- At the parent's request, a child may drop a course up until two weeks after the start of the course. There will be no record of the dropped course on the transcript.
- After the drop deadline, parents may request that their child be allowed to withdraw from a course. The Principal will review the student's academic situation, particularly with respect to high school graduation. If the Principal authorizes dropping the course, the student's transcript will list WP or WF (withdrawn passing or withdrawn failing) beside the class name. See 4.13.8.
- Classes that students have dropped or from which they have been withdrawn are not calculated in the final GPA.
- Parents choosing to drop or withdraw a student from a class required for graduation do so with the understanding that Ad Fontes is not obligated to provide a substitute class or to make any other provisions that will allow that student to graduate.
- Dropping or withdrawing from a course will not alter tuition.
- The Upper School Principal must approve exceptions to any of these guidelines.

**4.12.8. Withdrawal from School**

If a family wishes to withdraw a student from the school, the Principal and President must be notified in writing. A student is not formally withdrawn from Ad Fontes Academy until the Principal, President, and the parents have signed a Withdrawal Form. Families are required to pay all remaining tuition per their signed contract agreement. A request for release from the contract should be sent in writing to the President.

**4.12.9. Repetition of Failed Coursework**

In the event that a student must repeat failed coursework for graduation, the following protocol applies:

- If the course is repeated at AFA, either in the summer or during the regular academic year, the higher of the two grades will be recorded.
- If the course is repeated at another school:
  - 1 The student must obtain permission in writing from the Upper School Principal prior to enrolling in the course.
  - 2 The replacement course may be treated as either a transfer course or an independent study. The Principal will determine this when he gives permission to take the course and will base his decision on the quality of the academics as well as the similarity to the AFA course being replaced.
  - 3 If treated as a transfer course, the student will receive credit for the course but the grade will not be calculated into the student's GPA. If treated as an independent study, the student will receive credit, the new course grade will replace the previous course grade, and the new course grade will be calculated into the student's GPA.

**4.12.10. Auditing a Course**

Under most circumstances, students are not allowed to audit a course. On occasion, the administration and the course instructor may grant approval. Regular attendance will be required and the instructor will establish guidelines, standards, and requirements. Auditing can prove to be distracting in the classroom environment because the student does not have the same investment or accountability. If the instructor concludes that the student has met guidelines, then upon completion of the year a notation of the audit will be made on the student's transcript.

**4.12.11. Individualized Study**

Ad Fontes Academy offers a schedule of courses developed to meet the needs of most students. From time to time, a student may have a special interest or need that is not covered in regularly scheduled

courses. In order to meet this need, the Upper School Principal may approve an Individualized Study course. Such a course will be conducted under a tutor approved by the Principal. The tutor will often be a full-time faculty member, though he or she may be someone with expertise in the appropriate area who is not on faculty. Unless approved by the Upper School Principal, an Individualized Study will not substitute for other requirements and may only be entered into for credit in other courses. Before a student begins work, he or she must submit an Individualized Study Form to the office for approval. The student must complete all work under the guidance of the tutor and as per the Individualized Study Form approved by the Principal.

#### **4.12.12. Guidelines for Upper School Course Load Amendments**

An Upper School student's course schedule may be amended if he or she has a diagnosed learning disability or medical condition. The Upper School Principal will approve learning strategies to be used in the classroom and will work together with the student's parents to arrange a suitable schedule.

#### **4.12.13. Transfer Credits**

Students are permitted to enroll in other schools in order to advance their academic enrichment. Approved courses may be credited toward the student's graduation requirements but are not calculated into the grade point average. Unless approved by the Upper School Principal, students will not receive credit for the course toward graduation requirements if the course is available to the student at Ad Fontes Academy. Before a student enrolls in a course, a Request to Transfer Credit form should be submitted to the office for approval.

Consistent with Ad Fontes' rigorous academic program, courses taken outside must meet certain requirements. In particular, 1 high school credit-hour represents approximately 180 hours of work, including in-class and out-of-class time.

Students who enroll in grade 9 or later must provide a transcript of high-school level courses. Additional information may be required, such as a school profile or course descriptions including texts used, syllabi, and sample assessments.

#### **4.12.14. Standardized Exams – Advanced Placement (AP)**

Students working at an advanced level may have the opportunity to earn college credit through earning a high score on tests administered by the College Board. Each spring students who have performed a very high level in certain courses, and who wish to attempt to earn college credit, may take the Advanced Placement exam in the appropriate subject area. Consult the Upper School Principal for more details. Students are required by Ad Fontes Academy to register and pay for AP exams if they choose to take them.

#### **4.12.15. Standardized Tests**

In addition to routine classroom examinations, students in grades 4-12 are evaluated through standardized testing. At least one achievement test is administered annually to students. The tests serve as one type of measurement of a student's academic progress and potential in relationship to others in the school, state, and country.

Students in Grades 4-8 take the CTP-4 test published by the Educational Records Bureau (ERB). All 9th, 10th and 11th grade students take the PSAT in the fall. Ad Fontes Academy students take the Scholastic Achievement Test (SAT) in the 11th and 12th grades. We suggest that juniors take the SAT at least twice in the spring semester of the junior year. In addition, students may want to take SAT subject tests, depending upon the college(s) to which they are applying.

#### 4.13. Recognition and Evaluation

##### 4.13.1. Homework

Ad Fontes Academy assigns homework as an integral part of the curriculum. Below are the primary reasons for homework being assigned:

- Students often need extra practice in specific new concepts, skills, or facts. In certain subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, the teacher may assign homework to provide the necessary practice.
- Repeated short periods of practice or study of new information is often a better way to learn than one long study period.
- Reading assignments by nature cannot usually be completed during school hours and will, therefore, be routinely assigned as homework.
- Since Ad Fontes Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his or her studies. This will also keep the parents informed about the current topics of study.
- Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework in this situation serves a punitive and practical purpose.

##### 4.13.2. Lower School Homework Guidelines

In order to insure standardization and fairness in the distribution of homework, we have created guidelines for the Lower School to be monitored and enforced by the teachers in each grade and by the Principal.

These guidelines are based on the work of the average AFA student proceeding with due diligence, combined with proper study habits, to complete the required homework. Homework may vary from day-to-day, but it should come close to the average when figured over an entire week's worth of work. Below average or exceptional students may find themselves beyond or beneath the listed ranges, respectively.

Guidelines for each class are as follows:

Grade	Average daily time	Weekly average
K	25 min.	100 min
1	35 min	140 min
2	40 min	160 min
3	45 min.	180 min
4	55 min.	220 min
5	60 min.	240 min
6	75 min.	375 min

Lead teachers (those exercising shepherding responsibilities for the class) will be responsible for regularly monitoring these times (usually from student feedback) and will make adjustments accordingly.

Parents convinced that their student is regularly exceeding these levels should keep a record of time spent (actual diligent study time, not dawdling, daydreaming, etc.) for a two-week period and contact the lead teacher. At that point, it can be determined if the student falls within the norm of the class, and if so, adjustments will be made. If a student is below average in performance, every attempt will

be made to offer study habit suggestions to improve efficiency, but homework load cannot be adjusted in those situations.

### **Additional Homework Policy for the Lower School**

No homework will be given over the major school breaks of Thanksgiving, Christmas, and Easter. In other words, no papers or projects would be due the day students come back to school. Normally, no homework will be given on Friday evenings for students in Kindergarten through 5<sup>th</sup> grades (this is not true of 6<sup>th</sup> grade or the Upper School).

Take-home tests will normally not be administered. The exceptions to this are open-book exams or, in rare cases, parent-monitored make-up tests for students who have been sick.

#### **4.13.3. Upper School Homework Guidelines**

In order to insure standardization and fairness in the distribution of homework, we have created guidelines for the Upper School to be monitored and enforced by the Principal.

These guidelines are based on the work of the average AFA student proceeding with due diligence, combined with proper study habits, to complete the required homework. Homework will of course vary from day-to-day, but it should come close to the average when figured over an entire week's worth of work. Below average or exceptional students may find themselves beyond or beneath the listed ranges, respectively.

Grade	Average daily time	Weekly average
7 <sup>th</sup> & 8 <sup>th</sup>	90 minutes	up to 7.5 hours
9 <sup>th</sup> & 10 <sup>th</sup> (6 academic classes)	120 minutes	up to 10 hours
11 <sup>th</sup> & 12 <sup>th</sup> (6 academic classes)	150 minutes	up to 12.5 hours

These averages are in line with other college-prep private schools (which is how we identify ourselves) that have been surveyed and are appropriate for college expectations.

The Upper School does not follow the Lower School policy of not assigning homework on weekends. Students are expected to budget their homework time and plan for their own family and church activities accordingly. Many Upper School assignments are spread over more than one night, and students are able to adjust their workloads more effectively than Lower School students.

A parent who is convinced that their student is regularly exceeding these levels should keep a record of time spent (actual diligent study time, not dawdling, daydreaming, etc.) for a two-week period and contact the Principal. At that point, it can be determined if the student falls within the norm of the class, and if so, adjustments will be made. If a student is below average in performance, every attempt will be made to offer study habit suggestions to improve efficiency, but homework load cannot be adjusted in those situations. In addition, long-term projects may exceed the nightly average but should not go beyond the weekly limit.

### **Additional Homework Policy**

No homework will be given over the major school breaks of Thanksgiving, Christmas, and Easter. In other words, no papers or projects would be due the day students come back to school. Students may wisely use vacations to read or work ahead on assignments that they already have been given.

#### **4.13.4. Tests**

Tests are given to assist teachers in the evaluation and learning processes. Test policies for each course are explained to students at the beginning of each course.

#### 4.13.5. **Extra Credit**

We do not offer extra assignments for extra credit. Teachers may, at their discretion, offer bonus questions on tests with the following requirements:

- 1) The bonus questions are based on class material.
- 2) The bonus questions cannot be worth more than 10% of the test grade.
- 3) The bonus questions cannot raise a student's grade above 100% on the assignment.

#### 4.13.6. **Grades**

In grades K – 2, we do not give numerically-based letter grades. Instead we evaluate skills by using the following designations:

E = Exceeds expectations for grade level

S+ = High mastery, above average for grade level

S = Average mastery for grade level

N = Needs improvement; additional work toward mastery is needed

U = Unsatisfactory

In grades 3 – 6, as students begin taking tests in more subjects, we assign numerically-based letter grades as follows:

Letter Grade	Grade Score
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	69 or below

All academic grading for core courses in grades 7–12 at Ad Fontes Academy is based on objective standards. Grade point averages (GPA) are computed at the end of the year based on a 4.0 system (A+ may be noted on the report card for commendation purposes; however, only a 4.0 is recorded for purposes of computing GPA). The grading scale is non-weighted. The following table illustrates the percentages, grades, and associated grade points that are used:

Letter Grade	Grade Score	Grade Point
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3



C	73-76	2.0
C-	70-72	1.7
F	69 or below	0.0

#### 4.13.7. **Incomplete Grades**

“I” grade = Incomplete. At the teacher’s discretion a student may receive an “I” due to incomplete work from extenuating circumstances. The student has no more than two weeks after the end of the time period to complete the work. The teacher will determine the due date of all incomplete work. After the due date, the incomplete assignments will be recorded as zeros. Under unusual circumstances, the administration may grant additional time.

#### 4.13.8. **Withdraw/Passing and Withdraw/Failing**

In some cases, a student may wish to drop a course after the add/drop deadline (two weeks after the start of a course). The student, one of his parents, the course teacher, and the Upper School Principal must sign a Withdrawal Form before the request is officially recognized. The student must remain in attendance in the class until notified by the office that the withdrawal is completed. The Principal will determine whether the dropped course is recorded as a Withdraw/Passing (WP) or Withdraw/Failing (WF) based on the guidelines below. Poor grades, other new responsibilities, and most other circumstances are not valid reasons for dropping a course, and will not be approved for a “Withdraw/Passing.” WP and WF will be recorded on the student’s report card and transcript.

Withdraw/Passing (WP) grade – The student has withdrawn from the course due to an emergency situation as deemed appropriate by the Upper School Principal and has an overall passing grade at the time. “WP” has no impact on a student’s grade point average.

Withdraw/Failing (WF) grade – The student has withdrawn from the course for an unapproved reason or with an approved reason but an overall failing grade. “WF” has no impact on a student’s grade point average.

#### 4.13.9. **Final Exams**

This policy will apply to all Upper School courses at Ad Fontes Academy.

Guidelines:

- Final Exams (including final essay exams) will be given to grades 7-12 in Foreign Language, History, and Math and to grades 8-12 in English and to grades 9-12 in Science at the conclusion of the academic year.
- With the exception of essay exams, final exams will be administered in the classrooms, not at home.
- Final exams will not be permanently returned to students. The school will retain exams for three months. The Upper School Principal will retain one or more sample exams on file for reference by future teachers of the course.
- The final exam for a course is weighted 10% of the course grade for all students.

#### 4.13.10. **Exam Exemption**

Seniors will be exempt from any non-AP final exam in any course for which they meet the following requirements: 1) they carry an overall average of 90% at the end of the 4th quarter, 2) they have been absent from the class no more than 10 times in the year, and 3) they have been tardy to class and/or school no more than 10 times in the year.

Juniors will be exempt from any non-AP final exam, in no more than two courses, for which they meet the following requirements: 1) they carry an overall average of 95% at the end of the 4th quarter,

2) they have been absent from the class no more than 10 times in the year, and 3) they have been tardy to class and/or school no more than 10 times in the year.

#### 4.13.11. **Re-exams**

A student who has a passing grade going into an end of course exam and fails the class because of the exam will be eligible to take a re-exam. All re-exams will be given the week after final exams. If a student makes a high enough score on the re-exam to pass the course, the student will receive a maximum grade of 70% for the course.

#### 4.13.12. **Grading Periods**

In the Lower School, the academic year is divided into four equally weighted quarters. Grade reports will be sent home around the middle of each quarter and at the end of each quarter. The Mid-Quarter Report is only a current assessment of a student's performance to that point in the quarter. The Report Card will be sent at the end of the quarter, containing the final grade for the quarter as well as information about absences, tardies, conduct, and comments from the teacher.

In the Upper School, the academic year is divided into two equally weighted semesters. A student's current grades will be available online, but official grades will only be final at the end of each semester.

The final grade for a year-long course with no final exam will be calculated by taking the average of the two semesters.

For a year-long course with a final exam, each semester will count 45% toward the final grade and the final exam will count 10%.

#### 4.13.13. **Upper School Academic Honors**

This policy applies to students enrolled in Grades 7 -12.

##### **Guidelines:**

The following qualification for Honor Roll levels shall apply:

- Cum laude: 3.50 GPA (no individual course grade below B)
- Magna cum laude: 3.70 GPA (no individual course grade below B)
- Summa cum laude: 3.90 GPA (no individual course grade below A).
- Honor Roll designation for the year (based on GPA of final Course Grades) shall be entered on student transcripts.

#### 4.13.14. **Promotion and Retention of Students**

**Promotion:** The advancement of a student from the most recent grade completed to the next successive grade.

**Retention:** Requiring a student to repeat the grade in which he was most recently enrolled.

**New students:** Those students entering Ad Fontes Academy for the first time, coming from another Christian school, a home school, or a public school.

**Current students:** Those students enrolled in Ad Fontes Academy during the current year.

**Guidelines:** New students must meet the following criteria to be accepted into the next successive grade level:

- The normal academic prerequisite for new students is that they either have maintained at least a 2.0 GPA in their previous schooling, or have adequate documentation showing satisfactory readiness for the grade they are entering.

- Testing may be necessary for new students when there is any concern regarding their academic readiness for the grade for which they are applying.

Current students must meet the following criteria to be promoted to the next successive grade:

- Students currently enrolled at Ad Fontes Academy must maintain at least a 2.0 GPA to qualify for promotion to the next successive grade.
- Students seeking to graduate from Ad Fontes Academy must meet all applicable graduation requirements, e.g.:
  - 1 Cumulative 2.0 GPA
  - 2 Successful completion of all required courses. See Graduation Requirements Policy 4.4.

### **Appeals**

All appeals for diverging from or waiving the requirements of this policy will be submitted to the President.

#### **4.13.15. Academic Probation**

This policy applies to all students in grades K-12 at Ad Fontes Academy. If implementation of this policy would be counter-productive to the objective, the appropriate Principal may decide not to place a student on academic probation. A written record explaining this decision will be included in the student's file.

Quarter: The period of time from the date that report card grades are required to be submitted to the office until the next date that grades are required to be submitted.

#### **Lower School Guidelines**

A student in grades K – 6 who receives a “U” or an “F” in any subject overall, or in any subcategory of a subject (such as “conceptual understanding” in math), consecutively on both the mid-term progress report and the end-of-quarter report card is placed on academic probation. A parent-teacher conference is required. If the student is not able to raise those grades on both the subsequent quarter mid-term and end-of-term reports, another parent-teacher conference is needed, and intervention may be required. This intervention may involve testing for learning disabilities and approved educational therapy (at parents' expense), required tutoring, or retention in his current grade level. Intervention may also be required if the student has multiple grades in the “C” range since this indicates that mastery of core skills may not be adequate for the next grade level. Together the teacher and the principal will determine when intervention is required.

#### **Upper School Guidelines:**

- Students are required to maintain at least a 2.0 grade-point average. Grade-point averages (GPA's) for each student will be calculated every six weeks.
- If a student's GPA is below 2.0 (i.e., a “C” average) or if a student is receiving an F in any course at the end of any review period, that student will be placed on academic probation. A student may be removed from academic probation if the student shows improvement either by raising his GPA to 2.0 or higher, or by the Principal's recognition of such.
- A student on academic probation is not normally allowed to participate in extracurricular activities. The Principal may make an exception on a case-by-case basis.
- A student on academic probation will be required to attend tutoring sessions for courses in which he has an average equal to or below 75%.
- If, after two successive review periods, the student's GPA has not risen to at least a 2.0, that student may be expelled.

#### 4.13.16. **Extracurricular Activities Policy**

Extracurricular activity: An organized, Ad Fontes Academy-sanctioned activity intended for student participation and enrichment beyond the normal academic (curricular) activities. As such, participation in such activities (which generally occurs outside of regularly scheduled class time) is considered voluntary. Examples include student organizations and clubs, athletics, drama, special music groups, debate, etc.

##### **Guidelines:**

- Extracurricular activities will not take priority over the academic program at Ad Fontes Academy. Each student must have parental permission in writing to participate in such activities.
- The President must approve the appointment or use of non-staff directors or coaches. The President must approve the hiring of employees to be directors or coaches.
- The purpose of all such activities must conform to established Ad Fontes Academy philosophy and standards.
- All Ad Fontes Academy students participating in extracurricular activities normally must not be on academic probation. See Academic Probation Policy 4.11.13.
- Operating expenses for such activities will be paid by participant fees or by participant-initiated fund raising, unless funds are specifically included in the Ad Fontes annual budget.

#### 4.13.17. **Transcript**

Students in the high school (grades-9-12) may request official transcripts or unofficial transcripts from the Upper School office. The office will typically send official transcripts directly to colleges or potential employers; students and parents should not normally receive unsealed, unaddressed official transcripts.

Families who wish to request an official transcript must complete a transcript request form, located in the Upper School office, and submit it to the office at least seven academic days in advance of the due date. Families may request an unofficial transcript via the form or email three days in advance of the date it is needed.

Transcripts will not be released if all financial accounts with Ad Fontes Academy are not paid in full.

#### 4.13.18. **School Profile**

Ad Fontes Academy's Profile is a succinct document that describes the school program, the record of graduates, standardized test scores, graduation requirements, and course offerings. The School Profile is sent to colleges as a part of the application process.

#### 4.13.19. **School Records**

The school maintains cumulative academic, attendance, disciplinary and health records for each student enrolled. Material in each student's cumulative file is confidential and is accessible only by permission of the appropriate school leader.

Information on the student's permanent record will be given out to the following:

- To the parents and students upon written request by the parents.
- To prospective employers upon receipt of written authorization from parent/student.
- To colleges, universities, and military services upon the parent/student's request.
- To police by parental permission or by warrant. Parents will be immediately notified.

Records will not be released if tuition accounts (including book replacement fees) are not current.

## 5. **Institutional Guidelines**

## 5.1. Attendance

Class attendance is essential for success as a student. Even justifiable absences often result in lower grades because of class time that is missed. Since absence from class is detrimental to a student's academic performance, and since students often find it difficult to catch up on missed work, parents should allow their children to miss school only for the most worthy reasons. Students must be in school for 3 hours to be counted "present" for the day.

### 5.1.1. Arrival and Tardies

The academic day begins at 8:00 a.m. Parents should drop off students by 7:55 a.m. so that they have time to unpack and be ready for class to begin. Students who are not in their seats with all materials ready at 8:00 a.m. will be counted tardy.

Any time a student is tardy to school, a parent must contact the school stating the reason for the tardiness. Tardiness will be excused for reasons mentioned in "excused absences" or vehicle breakdown.

If a student in grades K-6 arrives after the carpool helpers have gone inside at 7:58:

- Parents should park and walk their child to the office to sign in for the day.
- Students will not be allowed to go to their classrooms until 8:15 when the devotions period is over.

If a student in grades 7-12 has not entered the building by 7:58 a.m. or is not present in the classroom at 8:00 a.m., then the student must report to the office to sign in and receive a pass to class.

- If a student arrives later in the day and misses an early test, the student must be prepared to make up the test that same day in a study hall, activity period, or after school. If a student arrives late, then the student must turn in all assignments due in the missed classes that same day.

A pattern of unexcused tardiness is disruptive to the classroom and disrespectful to the teacher and other students. Unexcused tardies will result in disciplinary action as follows:

- On the 5<sup>th</sup> tardy: Parents will be notified of the total number of tardies thus far.
- On the 8<sup>th</sup> tardy: Parent will be contacted by the Principal and receive notice that they will be charged \$25 for each subsequent tardy to their FACTS account.
- On the 9<sup>th</sup> tardy and beyond: Parent will be charged \$25 for each tardy to their FACTS account.

### 5.1.2. Early Dismissal

Parents removing students from school early for appointments or other reasons are to write a note stating the date and time that the student will be picked up from school or call or email the school office. The office staff will bring the student to the office for the dismissal time. The parents must come to the office and sign out their child. Parents are not to go to classrooms to get their children. Due to parking lot congestion during afternoon pick-up, Lower School students will not be dismissed after 2:00 p.m. and Upper School students will not be dismissed after 2:15 p.m.

### 5.1.3. Excused Absences

Absence from school will be excused for illness, emergency family matter, death in the family, dental or medical appointment, funeral, graduation/wedding of family member, or pre-approved family discretionary day.

#### **Illness**

If a student is ill, the parent must call the office in the morning of the absence. When the student returns to school, the student must submit a parental note to the office to confirm the period of absence. If a child has had fever, vomiting or diarrhea within a 24-hour period prior to a school day, he or she may not be sent to school. Should a student contract chicken pox, strep, lice, or other

contagious illness, timely notification to the school is required, so that other students who may have been exposed may be contacted. A student can return to school if a regular body temperature has been maintained for 24 hours without medication.

### **Family Discretionary Days**

Ad Fontes Academy will cooperate with families who take their children from school for vacations, educational opportunities, etc. Parents should notify their student's teachers at least 3 days in advance of the absence.

Approval will not be granted for planned absences during exams, achievement testing, standardized testing, or major field trips. However, when absences are voluntary (rather than due to illness or emergency) students are to work ahead to reduce the amount of make-up work and to help the student keep pace with the rest of the class. Students will be expected to complete some assignments or take tests before their departure. All other missed assignments will be due the day the student returns to campus. Students must make arrangements with their teachers for making up tests, quizzes, or other in-class assignments. Students will receive a zero for any missed assignment not made up according to procedure.

### **College Visit**

Seniors, juniors, and sophomores are encouraged to visit colleges in which they are interested in seeking admission. Seniors are allowed 3 days to visit colleges, juniors are allowed 5 days, and sophomores are allowed 3 days. While these are excused absences, they will not count against a student's absence total when determining whether he may exempt out of final exams. Students who need to be absent from classes must take the following steps:

- At least a week prior to the day missed, a parent must notify the office about the college visit and planned absence.
- The parent and/or student must notify every affected teacher and make up work according to the academic planned absence policy.

#### **5.1.4. Unexcused Absences**

Absences are unexcused in the following circumstances: when a student skips a class, when a student is suspended, when a parent does not notify the office of the reason for the absence. The principal will determine whether an absence is excused or unexcused.

When a student has an unexcused absence, all work due during that class will be marked late when it is turned in. The student will be responsible for making up work missed, and any tests, quizzes, reports, or projects due during the missed class will receive a maximum grade of 70%. (The assignment will be scored normally, with a cap of 70% applied to the grade.)

#### **5.1.5. Excessive Absences**

In the event a student is absent from a class for more than ten days during one quarter (for any reason), the student's parents will meet with the appropriate Principal (and teacher/s if necessary) to determine whether the student will continue in the course or withdraw and receive a grade of WP (Withdraw/Passing) or WF (Withdraw/Failing) on his report card.

- A student must complete the midterm/final exam before a semester grade is given. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed in a timely manner as determined by the Upper School Principal.
- Upon request from parents, the Principal is authorized to waive requirements set by other provisions of this policy. In doing so, the Principal will take into account the following: the student's mastery in all subjects, attitude toward work and study, and disciplinary record at the Academy.

### 5.1.6. Absence from Major Field Trips

Students are expected to attend all field trips, including out-of-town field trips, except in cases of illness or family emergency. Any student who does not attend a field trip will be required to attend school and will be given an appropriate graded project in lieu of the trip.

### 5.1.7. Make-up Work

All work missed because of an absence must be made up to the satisfaction of the teacher. A student has the same number of class meetings to make up work that they missed during their absence. Tests should be made up within the same time frame as other make-up work. If an assignment is due the day a student is absent, it will be due the day the student returns. If a student is absent for one day, on which a test or quiz is administered, he must make up that test or quiz the day he returns. For example:

Tuesday Student is absent Paper due in Literature Test in Latin	Wednesday Student is absent Quiz in Latin	Thursday Student is absent Paper due in Bible Test in History	Friday Student returns Student must turn in Lit paper (from Tuesday) and take Latin test (from Tuesday)
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The student's other work will be due the following Monday and Tuesday.

Note that with the prevalence of electronic communications, high school students can and should submit papers electronically if they are healthy. Our expectation is that students are working *with* teachers, and not finding loopholes in the Make-up Work policy.

In the Lower School, missed assignments will be given when the child returns to school. Due to the teachers having limited free time during the day, we cannot arrange for missed assignments to be ready for pick-up at the end of the day. Students in the Upper School should contact classmates and/or teachers to determine what work they missed.

### Missed Work Due to Athletics or Other School Events

A student who is aware of an athletic competition or other school-sponsored event that will cause him or her to be absent part of the school day is responsible for keeping up with his or her schoolwork. Any work that is due during a period that the student will miss should be turned in before the class period. Any tests that the student will miss should be taken ahead of time if possible. Otherwise, the student must work out an arrangement with the teacher ahead of time for making up the test. Under no circumstances should a student fail to talk with a teacher whose class he or she will miss at least a day ahead of time.

### 5.2. Carpool

Drivers are to remember the three goals of carpool: safety, efficiency, and courtesy. In theory, these goals are whole-heartedly accepted. In practice, when running late or when distracted, they can become more of a challenge.

1. Please do not arrive in the carpool line before 7:30 a.m.
2. For afternoon Lower School pick-up, do not arrive before 2:30 p.m.
3. For afternoon Upper School pick-up, do not arrive before 2:55 p.m.
4. Drivers should never pass other cars waiting in the carpool line.
5. Drivers should remain in their cars at all times while in the carpool lines.

6. All students in Jr. K-12<sup>th</sup> grade must be dropped off and picked up in the carpool line.
7. Drivers may not park and walk students to or from the buildings unless they are tardy in the morning. (*The one exception applies to Jr. K students during the first week or two of school.*)
8. Drivers who need to pick up students early from school must do so before 2:00 p.m. for Lower School students and 2:15 p.m. for Upper School students.

### **Carpool Signs**

- All drivers must show a carpool sign in the front window during **afternoon** carpool. Please make sure your student knows his carpool number.
- All parents and any other designated drivers must have an AFA-issued carpool sign. Each family will be given 3 signs. If you need additional signs for other drivers, please request them from Mrs. Druessel or Mrs. Davis.

### **Traffic Flow**

All cars should enter through the east entrance at the traffic light. Only cars turning right (west) onto Lee Highway may leave through the west exit. All others must return to the east exit at the traffic light.

#### **5.2.1. Late Pick-up**

Faculty and staff rely on carpool drivers to pick up student on time. For grades K-6, end-of-day pick-up is from 2:45 to 3:00 p.m. Drivers are not to arrive before 2:30 p.m. For grades 7-12, end-of-day pick-up is from 3:05 to 3:20 p.m. and drivers are not to arrive before 2:55 p.m.

In the event a student is not picked up by the end of their carpool time, we will bring the student to the appropriate office and AFA will begin calling the emergency contact list. If you know you are running late, please contact the appropriate office as soon as possible to give us an ETA.

We do not have an after-care program. A staff member must stay when a student is left after carpool. Thus we have a consequence for repeated late pick-ups:

- **On 2<sup>nd</sup> late pickup:** Parent receives e-mail from school and notice that they will be charged after the next late pickup.
- **On the 3<sup>rd</sup> late pickup:** Parent will be charged \$15 on FACTS account for the first 15 minutes, and an additional \$15 for every additional 15-minute increment.

### **5.3. Campus Facilities Issues**

#### **5.3.1. Buildings**

Centreville Presbyterian Church hosts Ad Fontes students in grades 5-12. Classes are held on the second floor of the building. The office of the Upper School is located in room 207 on the second floor of the building. Please note the signs that will direct you to the office and to appropriate classrooms. Students will enter and exit through the west door of the building. This door will be locked during the school day and parents and guests will enter through the main lobby doors during school hours and proceed to the 2<sup>nd</sup> floor office.

St. John's Episcopal Church hosts Ad Fontes students in grades K-4. The office is located on the first floor. Parents and guests should enter through the downstairs doors and not through the main church office. The school doors will be locked during the school day. Visitors should knock and will be greeted at the downstairs doors, or they can call the Lower School office for someone to greet them at the door.



### **5.3.2. Boundaries**

At both campus locations, students are required to remain within the campus boundaries during the school day. Students should always be in sight and sound of an Ad Fontes staff member or lead volunteer. Students may not go into the wooded areas or the parking lots without permission.

### **5.3.3. Cleanliness**

Cleanliness of a campus reflects the respectfulness and stewardship of its students. Everyone should go beyond simply not littering and should take responsibility for picking up any trash they notice lying around campus.

### **5.3.4. Elevator Use**

Students are not to use the elevator without permission from the principal. Permission may be granted on a one-time basis for a specific reason, or for a long-term basis in the event a student has an injury or illness. Students must only use the elevator for necessary travel. In some cases, a student may be allowed to bring one classmate of the same gender to carry a bag or other items. Students of the opposite gender may not be in the elevator together unless accompanied by an adult.

### **5.3.5. Food and Drink**

Students are to eat only during designated times, typically morning break and lunch. Students are permitted to bring water bottles to class. Water bottles must contain only water; other beverages are not permitted in classrooms. Students may not chew gum at school unless given permission by a teacher.

## **5.4. Fire/Tornado Drills**

Procedures for evacuating the building will be explained to each class by the classroom teacher at the beginning of the school year. Fire drills will be held regularly according to government regulations. Evacuation procedures are posted inside each room.

Teachers will also be trained in Shelter in Place and Lockdown procedures in the event of other types of emergencies.

## **5.5. Field Trips**

### **5.5.1. Field Trip Overview**

The Ad Fontes Academy experience extends beyond the classroom through a number of field trips each year. Faculty members and parent volunteers supervise these excursions, and parents provide transportation in private cars, or special group transportation is provided. The following standards apply to all chaperones and/or drivers for Ad Fontes Academy events:

### **5.5.2. General Guidelines**

Teachers leading trips must take a first aid kit and a copy of students' Emergency Care forms on any school-sponsored activity. Staff members will request and obtain approval from the appropriate Principal for field trips prior to announcing them. Appropriate attire and decorum is required at all times for students, teachers, and parents. Siblings or children not in the class are not permitted on school-sponsored trips or activities. Volunteer drivers and their cars will be used unless the school has arranged special group transportation. When using their own vehicles, drivers take responsibility through their personal insurance policy. Ad Fontes Academy students may not drive on school-sponsored activities. The school does not usually cover admission fees or other costs for drivers and chaperones.

### **5.5.3. Field Trip Leadership**

Ad Fontes Academy staff members are the official leaders of trips. Staff will make all decisions as to itinerary, agenda, logistics, and attire. Logistical matters may be delegated to parents. Parents are not to alter the plans in any way for any student unless they arrange this with the staff before the trip. In all cases Ad Fontes Academy staff have the final word and the sole responsibility for the trip including the conduct of students and chaperones. All adults are expected to respect the authority of staff. The role of the parent chaperone is critical to the success of any field trip or activity. Parent chaperones have the responsibility for the students assigned to them by the teacher, including their safety and conduct. Normally, parent chaperones are responsible for those students in their cars or hotel rooms. Parents should assist the staff to ensure that students are supervised at all times during trips or activities. Chaperones should immediately report to staff any behavior or activity which poses a threat to any student or is otherwise unacceptable.

### **5.5.4. Legality and Liability**

All chaperones and drivers of automobiles must be at least 21 years of age and be approved by the Ad Fontes Academy administration. A person with a driving record with excessive or severe violations may not drive or operate any vehicle at Ad Fontes Academy events. The driver and owner of any automobile that is used must depend on their own insurance coverage for the purpose of covering their liability and damages to their vehicle. Each automobile must have a current inspection sticker. Both the owners and drivers of vehicles assume full legal and financial responsibilities for the operation of their vehicles or watercraft and full legal and financial responsibilities for the safety of the passengers. The liability arising out of the use of a vehicle or watercraft is the sole responsibility of the owner (first) and the operator (second).

### **5.5.5. Safety**

When traveling, drivers will observe posted speed limits and require that all their passengers wear seat belts. Drivers are never allowed to pick up hitchhikers or stop to assist another motorist while transporting students. Drivers should stay within sight of the other vehicles on the trip and stay with the pre-planned route. If there is a mechanical problem or an accident, the driver must ensure the safety and medical care for the students as a first priority. Students may never be left alone with or near a vehicle. Drivers will not allow or participate in horseplay or other distracting or potentially dangerous activities in a vehicle. Chaperones (staff or parents) may not drink alcoholic beverages or use tobacco products at any time during school-sponsored trips.

### **5.5.6. Field Trip Guidelines**

All drivers are to observe these guidelines:

- Make sure that all students under age 8 are properly fastened in a car seat. All passengers 8 and over must wear safety belts.
- Obey the speed limits.
- Do not talk on your cell phone or send/read text messages while driving.
- Do not show movies or allow students to play video games, listen to mp3 players, or use other electronic devices during the trip.
- Require all students to face forward in their seats and talk quietly.
- Never pick up hitchhikers or stop to assist another motorist while transporting students.
- Stay within sight of the other vehicles on the trip and stay with the pre-planned route.
- If there is a mechanical problem or an accident, the driver must ensure the safety and medical care for the students as a first priority.
- Never leave a student alone near or with a vehicle.

- Do not allow or participate in horseplay or other distracting or potentially dangerous activities in a vehicle.
- Do not drink alcoholic beverages or use tobacco products at any time during school-sponsored trips.
- Accompany students in grades K-8 in public restrooms. No child should go into a restroom alone.
- Let the teacher know if any students do not cooperate with your instructions.

#### 5.5.7. **Decorum/Deportment**

Personal music devices or electronic games may not be brought to any school-sponsored trip or event. If staying in hotels, the television may not be used without direct adult supervision. For school-sponsored parties, such as a dance, by Ad Fontes Academy staff must approve music according to school guidelines. All adults are required to set a proper example for students. Parents are encouraged to enjoy the experience with our students, but they must lead in acceptable standards of etiquette and behavior. For example, adults should freely enter into planned activities and events with students; however, they should not encourage or permit spontaneous activities (e.g., raids to others' rooms, practical jokes, etc.) without the permission of staff. Every event is etiquette training for our students; therefore, every adult must also model appropriate decorum including courtesy, tactfulness, graciousness, and self-control in all settings. Staff will not allow parents to chaperone who choose not to abide by these guidelines. Chaperones will see that students assume the same responsibilities on an event as they do during a regular school day. For example, on a field trip, students will give their full attention to the events on the trip itinerary and will be held responsible for the educational content of the trip. They will be held to a high standard of behavior as well. Students are expected to listen attentively to presentations, speak and act respectfully to each other and to adults, and obey instructions of the teacher, parent chaperones and tour leaders promptly and cheerfully. Chaperones are expected to assist the teacher in holding students to this standard of behavior. Student misbehavior will result in such discipline as deemed appropriate by staff, as well as such discipline as may be necessary upon the student's return to school following the trip or activity.

#### 5.5.8. **Field Trips and the Right Place**

Unless otherwise instructed by the teacher, students are to remain together at all times during the field trip. If attending a school-sponsored activity, such as a school party, students will not be allowed to leave the event and then return again later. Neither may they leave the room or area of the activity without permission of the teacher in charge.

If the students go out for a meal as part of a school-sponsored activity, the teacher and chaperones will require them to sit at the table using proper manners until the teacher dismisses them. They may not be permitted to do anything to disrupt others in a restaurant or other social setting.

When staying at a hotel or other lodging facility, teachers and chaperones will restrict students of the opposite sex from entering each other's rooms. The only exceptions to this are devotional times and meal times with adult supervision. Students are expected to respect each other's property and to regard the luggage of others as private. Sleeping arrangements will be made so that there is appropriate adult supervision. All students must stay in the designated accommodations. In case of questions regarding sleeping arrangements, staff will make the final decision. Chaperones will assist the teacher in enforcing a curfew for all students. Teachers will ensure that students are encouraged to be inclusive of other students during any school-sponsored activity or trip.

In summary, while on field trips or school-sponsored activities, students, parents, and teachers are expected to conduct themselves *Coram Deo*; that is, they will conduct themselves as in the presence of God, doing all for His glory, in harmony with the standards and policies of Ad Fontes Academy.

## 5.6. Electronics on Campus

### 5.6.1. Copier

Students must receive approval from an instructor in order to use the office copier. Availability is at the discretion of the office staff.

### 5.6.2. Electronic Devices

Please refer to the Technology Principles and Practices document for further explanation and references.

#### Practices

- Students may not use cell phones or any other electronic communication devices (ECDs) for any purpose between the time they enter the building and the time they leave carpool. This includes that they may not have ECDs visible during that time. ECDs are not to be used for checking the time, as calculators, listening to music, making calls, or texting.
- Any student who must make a call or send a message, must go to the office and ask permission. The office staff will either provide a phone or allow the student to make a supervised call or text on his personal phone.
- Ad Fontes Upper School will have the office cell phone available at all times during the school day to receive calls or texts with essential information for the students or about the student. You should receive a text confirmation within 10 minutes, usually sooner.
- Students will not be permitted to open or to use laptops or tablets to take notes in class. Our observations and the research are in accord—students looking at screens are less engaged with one another and with the teacher. There may be exceptions to this based on a student’s particular learning needs (as recommended by our Learning Center Director and approved by the Principal).
- A teacher may give permission for a student to use a laptop or tablet to work on a written assignment or project during class. This permission must *always* be explicitly given—it can never be assumed.
- Laptops and tablets are to be used exclusively for school purposes. This precludes using them for email, instant messaging, playing games, surfing the web, viewing photos or videos, or listening to music.

#### Consequences

- The first violation of the Technology Policy will result in the confiscation of the device for two days. The Principal will discuss with the student the policy and the violation and then will contact the student’s parents.
- The second violation of the Technology Policy will result in a one-day suspension, the loss of electronic devices for 10 school days, and a meeting with parents.
- Any subsequent violations of the Technology Policy will result in escalating consequences determined by the Principal. Such consequences may include the loss of electronic device privileges for one year, a suspension of up to five days, disciplinary probation, and—in cases of willful, repeated violation—expulsion from Ad Fontes.
- A student who has violated the Technology Policy within the previous two academic years will be treated as already having one violation, should a new incident occur.

## **5.7. Medication and Illness**

### **5.7.1. Medicine Authorization**

Any medication, prescription or non-prescription, must be supplied by a parent and brought to school in the original container, properly labeled with the name of the student and identification of medication. Medicines must be hand-delivered to the office and may not be sent in backpacks or bags in the care of students. Parents must fill out a Medication Administration Form for the office. Students may not keep medications with them (including cough drops) during the school day. The school does not keep a supply of medications for students, such as Tylenol. Information about medications taken on a consistent basis during the class day should be recorded on the medical conditions form to be filed in the office at the beginning of the school year. Only medications brought by students with a written note from the parents will be administered. If possible, medications should be taken before and after school.

### **5.7.2. Illness at School**

Students who become ill at school will be sent to the school office where the decision will be made to call home. A sick student will remain in the office or an assigned area until a parent or authorized adult can pick him up from school. Students may not be released from school for illness without the authorization of a Principal or his or her designee.

### **5.7.3. Contagious Illness**

Common colds, influenza (mild forms), chickenpox, strep throat, and similar illnesses, though unpleasant and contagious, are not considered serious diseases (see below). However, all students with these or another suspected contagious illnesses must remain at home, or, if onset begins at school, be sent home. Students may not return to school until they have maintained a normal body temperature without medication for 24 hours.

### **5.7.4. Bloodborne Pathogens**

Students should be aware of the danger of pathogens carried in blood and should make every effort to avoid contact with another person's blood. Students must immediately report any presence of blood or other potentially infectious materials to a faculty member.

### **5.7.5. Serious Diseases**

Serious diseases are those diseases which are potentially life threatening or which can cause permanent bodily damage, and can be communicated from one person to another (other than genetically). Examples of these include spinal or viral meningitis, AIDS (Acquired Immune Deficiency Syndrome), and pneumonia. Students who contract these diseases may not return to school until certified as healthy and not contagious by a physician.

### **5.7.6. Permission to Leave School Due to Illness or Medical Appointments**

Students needing to leave school due to illness prior to the end of the school day must be sent by the teacher to the school office before calling home to request permission to leave. If a student must be picked up early due to an appointment, a note or phone call from the parent is required. Students waiting to be picked up by a parent must report to the office and wait there until released to a parent. Parents must sign students out with the office staff whenever they leave campus.

### **5.7.7. Medications and Side Effects**

If your child is taking a medication whose side effects may affect his attentiveness, behavior, or ability to learn in school, parents must notify the school of the following: the name of the medication, possible side effects, the dates that medication begins and ends, and any changes in the dosage.

### **5.8. Messages and Deliveries**

Only in case of emergency will classes be interrupted to deliver messages. If a lunch or other item needs to be dropped off to a student, then parents can leave the item in the office designated area. If a transportation change needs to be made, parents should contact the office, which will in turn communicate this information to students. Last-minute transportation changes should be avoided.

### **5.9. Lunch**

Students must bring their lunches to school unless they have purchased a lunch through the school, such as pizza on Wednesdays. Students in grades K-4 will normally eat in the downstairs multipurpose room with their teacher. Students in grades 5-12 will normally eat in a designated room with staff supervision. Students do not have access to refrigerators or microwave ovens, so they must bring self-contained lunches. In addition, they are to bring any utensils they may need as well as napkins. For younger students, please purchase easily opened drinks and snacks so that students do not need teachers to open them.

### **5.10. Library**

Ad Fontes Academy does not currently have a dedicated library space, but has its library dispersed throughout the classes of the two campuses, as well as an off-campus location. Teachers will work with students to direct students to needed books and resources. In the Upper School, teachers will assist students in locating important books and resources from additional libraries in the area.

### **5.11. Student Storage**

Lower School students will be provided with designated areas for storing their backpacks, books and other supplies. These storage areas are subject to search at any time. Students are responsible for keeping their storage areas clean. The school will confiscate book bags and athletic bags in undesignated locations.

There is very limited storage on site at the Upper School campus. Therefore, Upper School students will not be assigned any regular storage space. They will have to transport their backpacks, books and other supplies every day. The school will confiscate any materials left at the end of each day.

### **5.12. Lost and Found**

Each school office will maintain a lost and found. Please label all clothing, books, and personal articles with the student's or family's name. The lost and found will be cleaned out every other week. Unclaimed uniform items will be donated to the uniform exchange and other unclaimed items will be donated to a local charity or disposed of.

### **5.13. Student Drivers**

Students who will be driving to school must register with the Upper School office by providing a copy of their driver's license, a description of the vehicle (with license number) they will be driving, and written authorization to drive to school from their parents.

### **5.14. Parking and Driving on Campus**

At the Upper School (Centreville Presbyterian Church):

- Student drivers are to park in the center spaces, facing out, nearest the traffic light.
- Students may not enter the school before 7:35 a.m. without specific arrangements with the principal.
- Drivers are not to exceed 10 miles per hour while driving on the campus/church grounds, exercising extreme caution in order to prevent accident or injury. Driving privileges on the campus may be revoked at the Upper School Principal's discretion.

### 5.15. **Bus Rules and Guidelines**

- Only authorized students are to be on the bus at any time.
- Students are not allowed to move around on the bus while the bus is moving.
- Gum is not permitted. Eating may be allowed at the discretion of the driver.
- No hands, heads, or body parts should be out the window. Objects should never be thrown out a window.
- No horseplay. Students must keep hands to themselves and on their own property.
- No throwing of objects.
- Students must be properly facing forward and should not have feet or belongings in the aisle.

### 5.16. **Photography and Publicity**

Ad Fontes Academy students are photographed (and videoed) on a regular basis. These photos and videos may be used to promote the school. If a student or family does not wish such pictures, or a student's work to be used in school publications or promotions, the school office should be notified by filling out the Photography Permission Form. Photographs of students at non-public events (school assemblies, classrooms, etc.) taken by parents or other students should not be published in any form on the internet or via other means.

### 5.17. **Inclement Weather**

Parents should always seek to keep their children safe. If you are uncomfortable driving in severely inclement weather, feel free to stay home. Never risk your family's safety for the sake of trying to get to school.

In the event of inclement weather, school closings or delayed openings, Ad Fontes Academy will follow these procedures:

- By 5:30 a.m. of a given school day, we will e-mail all families and post weather-related announcements on the AFA website and AFA Facebook page. We will have four options: open, closed, a one-hour delay, and a two-hour delay.
- If we need to release students early or cancel after-school activities, we will also communicate those decisions by the venues above as early as possible.
- Since we have families driving from a wide geographic area, we are not able to monitor conditions in every neighborhood. Thus, we will continue not to count tardies or absences on inclement weather days when a family decides it is unsafe to drive to school.
- We will err on the side of having school unless we deem it is unsafe travel for the majority of our families.

Please do not call the school leaders or faculty to verify the announcement.

### 5.18. **School Closings and Classwork**

AFA's practice is not to make up canceled school days. Since we do not make up missed time, we must make the most of the time we do have. When school is canceled, it is often difficult to stay on track academically. Thus, in the Upper School, if a regular school day is canceled, teachers may sometimes send home work for students to complete that day. Teachers will email any such assignments by 10:00 a.m. We expect students to check their email and complete such assignments. We will not assign six hours of work to make up for six hours of missed school. Instead, our goal is to maintain forward progress so that when classes do meet again, students are prepared with the skills and concepts to redeem that time.

### 5.19. Textbooks and Equipment

School-owned textbooks and resource materials are issued at the beginning of the school year and at other times as assigned by the teacher. Parents will be responsible for paying for any textbooks or equipment that are lost or damaged by their child. Students are not permitted to purchase books from the school. If a student desires to have a personal copy of a text, then the office can provide ordering information. End-of-year grades will be withheld until all books and materials are accounted for. Students may be required to purchase textbooks, small musical instruments, supplies and the like. These become the student's personal property.

### 5.20. Dress Code

Ad Fontes Academy has chosen to set specific "house rules" to create an orderly academic atmosphere. We have selected these rules in order to provide the students and parents choices within the context of well-defined guidelines. We fully recognize that these guidelines are not specific commands from the Bible. Nevertheless, having prayerfully chosen these standards, which we believe to be in the best interests of our students, we ask that they be cheerfully followed.

Students are to enter the building in proper dress code and remain in dress code throughout the school day.

#### General Guidelines:

- Students should dress modestly and neatly. Modesty involves not only having regard for the coverage and fit of clothes but also for the message that clothing sends. The requirement to be modest includes in it a stipulation that clothing should not call undue attention to itself or to its wearer.
- Special Event Days: From time to time, the administration may designate one or more school days as a special event day. Attire on such days is more formal than on other days.
- Casual Days: From time to time, the administration may designate one or more school days as a casual dress day. As always, clothing must be modest, well fitting, and appropriate.
- Field Trips and Other Activities: For some events, standard dress code will not be appropriate. In these cases, the faculty and administration will determine and communicate appropriate attire.
- Specific Dress Code requirements are listed in Addendum 1 of this handbook.

#### Consequences

The first time a student is not in dress code, he will receive a warning. Every subsequent day he is not in dress code, he will lose a casual day. After the third dress code violation in a semester, the student's parents will be called to bring the proper attire. A pattern of dress code violation will result in more significant consequences, up to and possibly including expulsion.

### 5.21. Bible

We will typically use the English Standard Version (ESV) Bible for reading and memory assignments. Families are encouraged to purchase a large print ESV Bible for their Lower School children to use at home, and an ESV study Bible for their Upper School children.

## 6. Honor and Conduct

### 6.1. Expectations

As members of a Christian community, Ad Fontes Academy students and faculty strive to live *Coram Deo*, that is, realizing that we are in the very presence of God. Everything we do is for his glory, and the more conscious we are of God's presence among us, the more harmony we find in our School.



The integrity of relationships is one of our top priorities, so the desired end of all discipline is the reconciliation of strained relationships between students or between students and their teachers. Faculty members are empowered to help students maintain their relationships with each other and their teachers and other school staff as they should.

Ad Fontes Academy teaches students God's commands and helps them learn to obey by comparing their behavior to Biblical requirements, commending them when they are obeying God's commandments, and correcting them appropriately when they fail to obey. We also teach students to live within conventional social standards, so even though the Bible does not tell us everything students should do, Ad Fontes Academy asks them to demonstrate their knowledge of ordinary courtesies (e.g., dressing appropriately, not interrupting each other).

A large part of the academy's excellent reputation in the community results from the honorable and conscientious conduct of its students. An Ad Fontes Academy student reflects the mission and identity of the school, no matter where he or she is. Students are expected to behave at all times with consideration for others in thought, word, and deed, and students must abide by the school's stated rules and any others stipulated by faculty members.

The first (and usually the only) person to deal with a discipline infraction is the teacher on the spot, whether in or out of the classroom. Faculty members may also consult with other teachers and, according to the seriousness of a situation, with the Principal.

When discipline is necessary, parents may rely upon the teachers and administration to correct behavior in ways that will affirm Biblical standards of fairness and justice, the dignity of each child, and the need for damaged relationships to be appropriately restored.

## 6.2. **Comprehensive Grievance Policy**

Ad Fontes Academy has this grievance policy in order to establish Biblical guidelines for the resolution of disputes and grievances in the operation of Ad Fontes Academy.

**Dispute:** Any disagreement that results in broken fellowship or trust between the parties or that disrupts the lines of authority in the Academy, or which (in the judgment of either disputant) threatens the successful implementation of Ad Fontes Academy objectives and goals.

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful demeanor is required at all times.
2. If the problem is not resolved, a parent should bring the concern to the Principal.
3. If the problem is not resolved, the parent can bring the concern to the President.
4. If the problem is not resolved, the parents can make a written request for a meeting to the Chair of the NCF Board.

### **Parents/Patrons to Principal and President:**

- If parents or patrons have a grievance or dispute about the general operation of the Academy, they should bring their concerns to the Principal or President depending on the area of concern.
- This procedure applies to NCF Board members who are acting in their capacity as parents/patrons and not as representatives of the NCF Board.
- If the problem is not resolved, see Step 4 above.

### **Ad Fontes Academy Employees to President:**

- All concerns about the standards of the Academy must first be presented to the immediate supervisor. A respectful demeanor is required at all times.
- If the problem is not resolved, the employee should follow step 2 or 3 above.

### **Volunteers to Ad Fontes Academy Employees**

- If any volunteer has a concern about the volunteer work, he will present that concern to the Ad Fontes Academy employee responsible for his oversight.
- If the problem is not resolved, the volunteer should follow step 2 above.

### **General**

It is understood that if any disputes arise which are not covered by this policy, the NCF Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.

### **6.3. Discipline Policy**

#### **Guidelines:**

- The goal of discipline is to disciple the student, to teach him right from wrong and to cultivate in him the desire to do good. In classical terms, the goal is to cultivate wisdom and virtue.
- All discipline will be based on Biblical principles, e.g., restitution, apologies (public and private), swift punishment, restoration of fellowship, no lingering attitudes, etc.
- The kind and amount of discipline will be determined by the faculty, Principal, and if necessary, by the President. The discipline will be administered in light of the individual student's problem and attitude.
- The vast majority of discipline problems will be dealt with at the classroom level. In order to maintain consistency, faculty will regularly meet together to discuss Biblical standards and Academy policy concerning discipline.
- Love and forgiveness will be an integral part of the discipline of a student.
- Phone Calls Home: There are five basic behaviors that will automatically necessitate discipline from the Principal or designated staff (versus the teacher). Those behaviors are:
  1. Disrespect shown to any employee. The employee will be the judge of whether or not disrespect has been shown.
  2. Dishonesty in any situation while at the Academy, including lying, cheating, and stealing.
  3. Rebellion, i.e., outright disobedience in response to instructions.
  4. Fighting, i.e., striking in anger with the intention to harm another student.
  5. Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain.
- In the phone contact with the parent, the administrative staff will outline the discipline to be administered by Ad Fontes Academy. The parents' assistance and support in averting further problems will be sought.
- The disciplinary incident and consequences will be recorded in the student's file in RenWeb.
- If a student displays a pattern of behavior that requires multiple consequences, or if a student commits a serious violation, the Principal or President will determine appropriate consequences and meet with the family to discuss the student's behavior and consequences. Scripture and the AFA Cooperation Agreement will be the basis of that conversation. Consequences in this case may include suspension or expulsion.
- Examples of serious misconduct include: bullying or harassment; sexual harassment; acts endangering the lives of other students or employees; gross violence; the possession of weapons at school; vandalism of Academy property; violations of civil law; or any act in clear contradiction to scriptural commands. Students may be subject to Academy discipline for serious misconduct that occurs after academic hours.
- Should an expelled student desire to be readmitted to Ad Fontes Academy at a later date, the Principal will make a decision based on the student's attitude and circumstances at the time of reapplication.

### **6.3.1. Disciplinary Probation**

Ad Fontes Academy may place a student on a short-term disciplinary probation (one to two weeks) during which the student will not be permitted to participate in any non-academic activities (i.e., field trips, athletics practices/games/meetings). During this time, the student must meet specific behavioral expectations. Violation of probation will result in an immediate conference with parents and discipline potentially including suspension or expulsion. Probation will be noted in the student's record. Probation is at the discretion of the Principal.

### **6.3.2. Behavior Contract**

A behavior contract is a contract between a student and the school, which spells out specific standards that the student must uphold in order to continue enrollment at Ad Fontes Academy. The Principal will issue a behavior contract any time a student is suspended and may issue a behavior contract when a student exhibits a repeated pattern of misconduct. A student enrolled under a behavior contract will be excluded from re-enrollment unless and until the Principal decides otherwise. A student who violates the behavior contract may face suspension or immediate expulsion.

### **6.3.3. Suspension**

A suspended student is not allowed to attend classes, participate in any athletic or extra-curricular events, or represent the school in any manner during the term of his or her suspension. In-school suspension will be served on campus. Out-of-school suspension students will not be allowed on campus during the term of suspension. Suspended students are automatically placed on disciplinary probation after a suspension.

Students who are suspended incur unexcused absences while they are suspended. They will be allowed to make up all academic work missed; however, work and tests missed during a suspension will be subject to a maximum of 70% as per the unexcused absence policy. Students should personally contact their teachers to get their assignments and be prepared to turn them in and/or take tests on the day that they return to class unless they make other arrangements with the teacher.

Students who have been suspended during the year will not automatically receive re-enrollment materials until the school year has been completed satisfactorily. Suspensions will be noted in the student's record. Note that a student who has been suspended will be issued a behavior contract as part of the disciplinary process.

### **6.3.4. Expulsion**

Expulsion is the permanent dismissal of a student from the school. A student may be expelled for a serious infraction or repeated lesser infractions. The President determines if a student is to be expelled. Expulsion will be noted in the student's record.

## **6.4. Conduct Policies**

### **6.4.1. Alcohol/Illegal Drugs/Tobacco**

The school vigorously opposes student use, possession, or distribution of tobacco or alcohol in any form, on campus or off-campus. Violation subjects a student to disciplinary action.

Students are not permitted to use, possess, purchase, or distribute illegal drugs. Violation subjects a student to disciplinary action and may lead to the involvement of local law enforcement.

### **6.4.2. Gambling**

Gambling is not tolerated. Violation subjects a student to disciplinary action.

### 6.4.3. Hazing

Hazing is defined as subjecting someone to an indignity, fright, abuse, or threat; or subjecting someone to abusive and/or humiliating mental or physical harm. Violation subjects a student to disciplinary action.

### 6.4.4. Sexual Harassment

Sexual harassment of students by other students of Ad Fontes Academy is contrary to Biblical teaching, violates the law, and will not be tolerated at Ad Fontes Academy. Sexual harassment includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive educational environment.

Any student who becomes a victim of sexual harassment should immediately report the incident to a school leader and their parents or guardian. School authorities will investigate all such reports immediately. Criminal charges will be handled by civil authorities. Anyone found to have violated this policy will be subject to disciplinary action up to and including expulsion for students.

All such reports will be handled discretely to maintain confidentiality in order to protect the student making the report. The school will follow state agency guidelines in reference to sexual harassment. If a student has concerns about the nature of any conduct or physical contact by a fellow student or by a member of the public, the student is encouraged to report this conduct to a school leader as well as discuss the concern with his or her parents or guardian.

### 6.4.5. Plagiarism

Plagiarism is the false assumption of authorship. A plagiarist wrongfully takes another person's ideas and expressions and presents them as his or her own. Plagiarism is intellectual theft. It is a moral offense that directly reflects the character and moral condition of the student. Any student who uses borrowed material of any kind and does not provide documentation for that material has committed plagiarism.

In the Internet age students are much more prone to misuse sources. Therefore, the Upper School Principal will discuss plagiarism with the students at the beginning of the school year and the faculty will spend intentional class time explaining the nature of plagiarism. For a definition of plagiarism and examples of it, the Upper School Principal and Faculty will consult the current edition of the MLA Handbook. If a student commits plagiarism, the automatic penalty will be a grade of zero for that assignment. There are no exceptions to this rule.

## 6.5. Fundraising Activities

Fundraising is an important component of a private, independent school both to support operations and student scholarships, to fund capital development and to make strategic investments in the school. AFA will actively invite donors to invest in our important mission.

AFA will have two primary fundraising programs during the year: A Fall *Growing Deep Roots* Annual Fund Campaign and "a-thon" events in the Spring involving donors sponsoring students. The President must approve other fundraising activities prior to implementation. AFA will generally avoid product sales campaigns using students.

## 7. Athletics

### 7.1. Age Limitations

To compete in grades 9-12, students can participate if they have not reached 19 years of age prior to September of the current school year.

### 7.2. Participation in Athletics

Students who are a part of a particular sport as a player or manager may not quit that sport to go out for another team until the season of the sport in which they are involved is over. Students will be given a calendar two-week grace period from the beginning of the season in which they may quit a team without penalty. There will not be any refund given and the student will be eligible to participate in a sport the next season. The official start of the season is the first practice or the tryout/evaluation date, whichever date is earlier. It is the goal of the Athletic Program to cultivate Christ-like character and attitudes. Therefore, students or parents who desire to quit a team must contact the coach and the Athletic Director in order to do so. Acceptable reasons for quitting the team are health-related, family emergencies, and academics. If a student quits a team for any other reason, that student is ineligible to play a sport the next season (i.e., if you quit the football team, a fall sport, for an unacceptable reason, then you are not eligible to play winter sports). When a student quits a team, it must be done so in writing. Please consider the impact quitting a team has on the other members of that team before starting the process. Any fees paid will not be refunded.

The privilege of participating in after-school practice or competitive events is contingent upon meeting the following school requirements:

- Be in good academic standing.
- Athletes are required to be at all practices, meetings, and games, and also to be on time. They will comply with all standards and rules set forth by each coach in each sport.
- If an athlete misses two practices (unexcused), then he/she will sit out the next contest.
- The Athletic Director must approve family holidays or special events one week in advance. Absences for vacations are not normally excused. Communication between coaches and parents is essential to prevent misunderstandings and conflicts.
- All class work missed because of an athletic event must be made up in a timely manner as directed by the teacher. It is the student's responsibility to get in touch with the teacher.
- Students in grades 7-12 must attend 3 hours of academic instruction to be eligible for participation in any athletic event (practice, game, meeting, etc).

### 7.3. Athletic Forms (required)

Ad Fontes Academy student-athletes must have on file, in the school office, the following completed forms:

- Current Physical Examination (good for 12 months)
- Insurance/Waiver/Emergency Contact Information
- Code of Conduct

### 7.4. Travel to Athletic Competitions

All athletes must travel in designated vehicles to and from away competitions. The only exceptions are written permission for athletes who ride with their parents or whose parents have made personal arrangements with the coach for the athlete to ride with another parent

Behavior in the vehicles transporting athletes must be appropriate. Safety is the most important consideration. "Horseplay," sitting on the back of the seats, yelling out windows, throwing objects out windows, and loud music will not be allowed.

### **7.5. Athletic Uniform and Dress Code**

Ad Fontes Academy student-athletes will be issued uniforms and equipment, which will be in good condition. They are expected to take care of all items issued to them. At the end of the season athletes must turn in all pieces. If any items are lost or damaged, the athlete or the athlete's parents will be charged the full replacement cost.

Athletes playing at away sites may wear game uniforms to and from the event, with the coach's approval. If street clothes or dress uniforms are to be worn to and from the event, male athletes must keep shirts tucked in and must wear socks, shoes, etc. appropriate to the attire acceptable at Ad Fontes Academy. Ladies must also adhere to the school dress code. Student-athletes should keep in mind that they are representing Ad Fontes Academy and their team.

**8. Addendum 1 – Dress Code**