



LINTON HALL
SCHOOL

PARENT/STUDENT HANDBOOK 2024-2025

Benedictine Sisters of Virginia

The Linton Hall School (“LHS” or the “School”) Parent/Student Handbook (the “Handbook”) is published and distributed to members of the LHS community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between LHS and any parent, guardian, or student affiliated with or attending the School. LHS may, in its sole discretion, add, revise, and/or delete School policies before, during, and after the school year.

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PARENT AND STUDENT ACKNOWLEDGEMENT

This Form acknowledges that we understand that, as Linton Hall School students and parents, we are asked to support the School and its mission and to acquaint ourselves with, and abide by, the School’s policies and procedures.

We understand that this Handbook is for informational purposes only and is only meant to be used by those affiliated with the School community. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between the School and any parent, guardian, or student affiliated with or attending the School. We understand that the terms and conditions of the Enrollment Agreement signed by us determine our relationship with the School. We further understand that the School may, in its sole discretion, add, revise, and/or delete School policies before, during, and after the school year and such updates need not be in writing or incorporated into this Handbook.

Our signatures below indicate that we have reviewed and familiarized ourselves with the contents of the 2022-2023 Parent/Student Handbook and agree to abide by the School’s policies and procedures, as outlined in the Handbook.

I understand that this Acknowledgement may be electronically signed, and by indicating my assent below, I am agreeing to the use of electronic signatures. I understand and agree that my electronic signature will have the same legal effect and validity as a written signature, and that this Acknowledgement is valid and will be given the same legal effect as a written and signed Acknowledgement. I understand that if I do not wish to sign this document electronically, I can print the document, sign it, and return it to the School.

Parent/Guardian Signature Date

Parent/Guardian Signature Date

Student(s) Signature – **Upper school students (grades 5-8) must sign** Date

Print Full Name of Student(s)

The Place of Peace

As a Catholic community in the Benedictine tradition, the Sisters respect the sacredness of the green space where they have lived and worked for more than a century. To that end, they are transforming some of their private grounds into a sanctuary for all who seek a meaningful spiritual experience, welcoming visitors through hospitality of the heart. The property is a haven of gardens with winding pathways to meditative silos, a grotto and a labyrinth, offering a respite from the busy pace of everyday life.

IMPORTANT CONTACT INFORMATION

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WELCOME FROM THE HEAD OF SCHOOL

Linton Hall School is a special place. As the Head of School, I am so excited to start this new school year together! Linton Hall School has a way of making everyone feel welcome and I look forward to getting to know all of our students and families. Linton Hall School is a ministry of the Benedictine Sisters of Virginia and as such supports our mission to provide Catholic educational experiences that empower students to master academic skills, to develop a sense of self-worth and integrity, and to learn to live effectively and responsibly with others.

Our goal is to focus on educating the whole child, in mind, body, and spirit and promoting the moral development of our students within the context of the Catholic faith. We encourage all students to pursue intellectual excellence, spiritual discovery, creativity, environmental awareness, and physical well-being. Grounded by the Benedictine charism, we strive to educate our children so that they leave Linton Hall successfully equipped to handle any academic, spiritual, and social challenges that they may face. We hope that they are properly prepared to provide a positive impact on their community, society, and the world.

We look forward to collaborating with you this upcoming year!

Adrienne Jewett
Head of School



I. INTRODUCTION TO LINTON HALL SCHOOL

The Benedictine Charism and Philosophy

With the Gospel and Rule of St. Benedict as their guides, the Benedictine Sisters of Virginia (BSV) follow a 1,500-year-old tradition begun by St. Benedict of Nursia and his twin sister, St. Scholastica, in the 6th century. Benedictine monastic life worldwide holds three core elements in common: living in community within a monastery led by a Prioress or Abbot; daily prayer, both individual and the communal prayer of the Liturgy of the Hours; and service to others. The Benedictine way of life can be summed up in their motto: Ora et Labora...prayer and work.

The BSV charism statement echoes these core values: “We, the Benedictine Sisters of Virginia, as monastic women, are called to seek God in community through prayer and ministry.” Throughout their more than 150 years of existence, they have sought to discover the needs of their local community, especially those relating to education.

History of School

The Sisters’ service to Catholic families in the Commonwealth can be traced back to 1868, the year several Benedictine Sisters from St. Mary’s, Pennsylvania came to make a religious foundation in Richmond, Virginia at the request of the local Bishop who needed teachers for the children of German immigrants. (St. Mary’s, the first U.S. Benedictine women’s foundation, came from Eichstätt, Germany.) In 1894, the Sisters moved their primary monastery to Bristow, while leaving Sisters to continue living and teaching in Richmond. The Sisters opened a girls’ school in Bristow: St. Edith’s Academy, which enjoyed an excellent reputation throughout its 28 years of operation. By 1922, the rural area became less attractive to parents of young girls, but the Sisters discovered a need to educate young boys. Adapting to their Bristow community’s needs, the Sisters decided to relocate St. Edith’s to Richmond, where it became the all-girls independent Catholic Saint Gertrude High School owned and operated by BSV. In 2020, SGHS and Benedictine College Prep, the all-boys Catholic high school ministry of the Richmond monks, have joined to become the Benedictine Schools of Richmond, each maintaining their single sex school programs, but co-located on the Goochland, Virginia campus of the monks.

The Sisters then focused on opening Linton Hall Military Academy in Bristow, a boarding school for boys, in 1922.. In the 1950s, the School expanded its international student body by accepting male students from Cuba and Mexico. A new building was erected in 1960 to house the steadily growing population of all-male boarders. The school remained a residential military academy until 1974 when it introduced a day-student program for boys. As Prince William County continued to grow, the Sisters again listened to their local community, and in 1988 LHMS transitioned to a co-ed, independent Catholic day school, Linton Hall School, to educate Kindergarten through eighth grade students. A full-day Pre-K program was added in 2010 and expanded in 2013 to a Preschool program. LHS continues today in the Benedictine tradition educating and preparing the whole student.

Other BSV Ministries

In response to the growing immigrant population in Prince William County, *BEACON for Adult Literacy* was founded in 1992 to meet the educational needs of adult learners. BEACON has served more than 400 students taught by more than 100 volunteers each year and has earned awards for its excellent program and

service to an underserved population. For more information about BEACON, see their website: beaconliteracy.org.

The *Benedictine Pastoral Center* (BPC) was established in 1983 to share the Benedictine tradition of reverence for learning, shared experience of prayer, community, and hospitality through spiritual direction, retreats, spiritual programs, lectio divina, and the natural beauty of the monastery grounds for individuals or groups. For more information about BPC, see their website: benedictinepastoralcenter.org.

The *Place of Peace Columbarium*, resulted in 2014 at the request of the local community who felt the BSV grounds could provide a special place for their departed loved ones to rest. It has become a special way to welcome all as Christ. More information about this ministry can be found on the Sisters' website: osbva.org.

Non-Discrimination Policy

The School, administered under the authority of the Benedictine Sisters of Virginia, Inc., admits qualified students of any race, color, national or ethnic origin, ancestry, sex, mental or physical disability, or any other status protected by law applicable to the School, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, national or ethnic origin, ancestry, sex, mental or physical disability, or any other status protected by law applicable to the School in the administration of its admissions, financial aid, and loans, and its educational, athletic, and other programs.

Spiritual Life – Non-Catholic Students

While Linton Hall School is founded on the Catholic faith, other denominations are welcomed in our student body. The presence of students from other faiths provides a wonderful diversity to the school. However, the presence of non-Catholic students in the School shall not alter the primacy of Catholic religious formation as an integral component of the educational program in the School. All aspects of Linton Hall School should help the students to develop lives of faith and a reverence for God and creation. The entire school will participate weekly at Mass. Preparation for Mass rotates by grade. Students may have the opportunity to take part in the Sacrament of Reconciliation throughout the year.

The primary responsibility for sacramental preparation rests with parents and the parish communities. The religious studies offered at the School are acceptable instructional preparation, but parents must make arrangements at the parish for the reception of sacraments.

All students, regardless of religious denomination, will adhere to the following:

- All students are expected to participate in the religious formation and education programs of the School (except for reception of the Eucharist).
- All students must participate in liturgies, retreats, other religious functions, and religion classes for credit.
- Non-Catholic students may be exempt from formal co-curricular or extracurricular sacramental preparation programs, but not from the catechesis held during the school day.
- All students are expected, for testing and discussion purposes, to be knowledgeable of the Catholic Church's positions on scripture, revelation, and moral practices. While Catholic teaching respects the various faith traditions of the students attending the Catholic school, parents must be aware that it is the Catholic position that will be taught.

Accreditation

As a Catholic Independent school Linton Hall is accredited by the Virginia Association of Independent Schools and is a member of the National Catholic Educational Association, and Virginia Catholic Education Association.

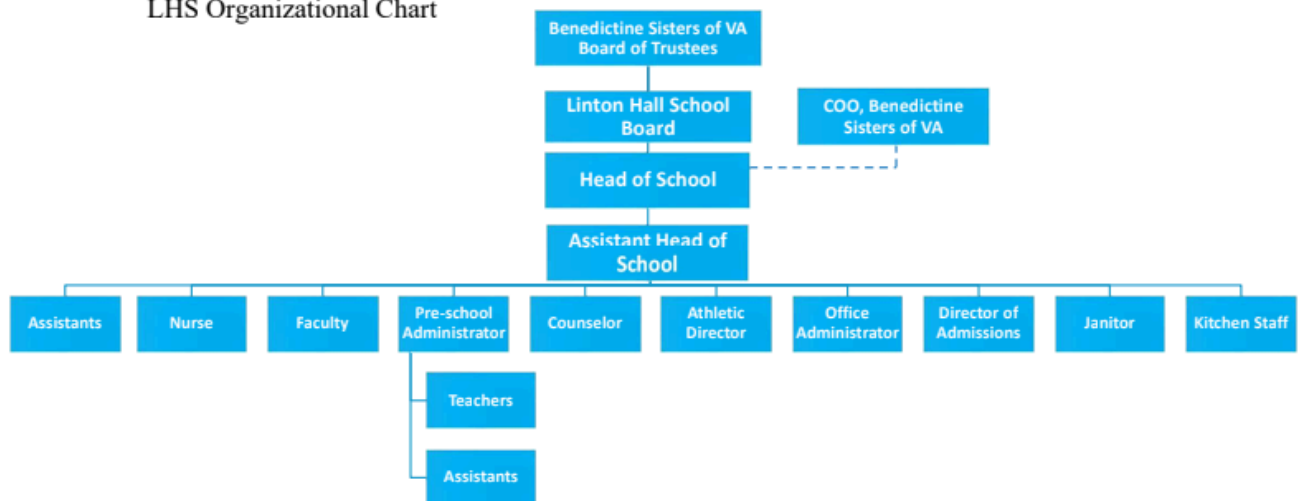
Governance

The School is governed by a Board of Limited Jurisdiction, subject to reserve powers held by the Board of Trustees of the Benedictine Sisters of Virginia. It is the responsibility of this body to plan, develop, and establish policy and to assess the performance of the School consistent with the School's mission and philosophy. The Board is responsible for the selection of the Head of School subject to the Board of Trustees approval and works in close collaboration with the Head of School, though the Head of School is responsible for the implementation of policy and the day-to-day operations of the School.



The Benedictine Sisters of Virginia

LHS Organizational Chart



II. DAILY LIFE

Homeroom

During homeroom each morning, students pray together and salute the flag. Announcements are also made.

In the afternoon homeroom period, students make final preparations for homework and other assignments, teachers check school folders, and a prayer is said on the P.A.

School Meetings and Assemblies

All-School assemblies are held frequently. Many of these are devoted to the opportunity to watch other members of our community perform. On occasion, we are also fortunate to be able to welcome visiting speakers and performers. Every student is expected to arrive at assembly promptly and to exemplify mature, supportive and appropriate audience behavior throughout the lecture or performance. Students who do not have classes before assembly are expected to arrive in time to attend assembly.

Extended Day Program

Extended Day is available for all students, before school from 7:00-8:00 am, and after school from 3:15-6:00 pm. Students may bring a snack each afternoon after school. A variety of activities are offered in the afternoon program. Rules of conduct and behavior contained in this Handbook are applicable during extended day.

For more information contact the Director of Little Sprouts.

School Delays/Cancellations/Early Dismissals Inclement Weather / School Closing

Linton Hall School will make its own inclement weather decisions, guided primarily by the Prince William County Schools inclement weather decisions. The decision on inclement weather will be communicated via email as soon as possible.

If Linton Hall School has students arrive between 9:00-9:15 a.m. Morning extended day will open at 7:30 a.m. and all preschool classes will begin at 10:00 a.m. The two-day and three-day enrichment classes will begin at 10:15 a.m. If Linton Hall School will have a two-hour delay, students will arrive between 10:00-10:15 a.m. Morning extended day will open at 8:30 a.m. and all preschool classes will begin at 11:00 a.m. The two-day and three-day enrichment classes will begin at 11:15 a.m.

If Linton Hall School closes early, we will **determine a closing time** and notify the School community by posting the dismissal time on the LHS website and sending a community email. Please check these two sources first before calling the School's office. The website will be kept up to date as soon as decisions are made. Extended day will end at 5 p.m.

If Linton Hall School makes an inclement weather decision that cancels after-school activities, all Linton Hall School after-school activities are canceled and Extended Day will end at 5 p.m. Communication will be sent via email with the specifics.

Drop-Off/Pick-Up Procedures (normal procedure)

Students in grades 3-8 arrive at the Little Sprouts entrance (near the gym). Students in grades K -2 and carpools with students from K-2 arrive at the front entrance.

The speed limit around the school is **5 mph**. Parents are asked to observe the one-way flow of traffic and the 5-mph speed limit around the School at all times. Parents are required to drive with extreme caution around the School building and observe that pedestrians have the right of way.

Students report directly to their homerooms on arrival.

Dismissal for students in grades Kindergarten through 8th grade will be from the gym to the parking lot. Parents are asked to stay in their cars and refrain from using cell phones while driving on campus. Parents are assigned a lane number to park in and students will be dismissed to their cars promptly at 3:15pm. Kindergarten students will be assigned lanes 1 and 2 if needed, the lane to dismiss first each day will alternate throughout the year.

If a student needs to be dismissed early, a note should be sent to the homeroom teacher and include LHS@lintonhall.edu on the morning of the early dismissal. The student is responsible for handing in work and getting assignments for missed periods.

Parents must come to the School Office whenever early dismissal is necessary and ask that the student be paged for dismissal. Parents should not go to the classroom or take their child from any area other than the School Office.

Parking/Carpool

With our students' safety in mind, and because of fire laws and safety procedures, please park only in designated parking spaces and not along the driveways of the School or on the grass. No car may be parked directly in front of any entrance to the School, and only School vehicles may be parked in the area between the kitchen and gym.

If all visitors' spaces are occupied, parents are required to park at the end of the playground, nearest the tennis courts.

Rideshare Services

Parents should be aware that many rideshare companies, such as Uber, have policies that prohibit transporting unaccompanied minors. The School prohibits the use of these services by students, and will not take responsibility for calling car services for students.

Visitors to Campus

To provide for the safety and security of employees, students, and the facilities of Linton Hall School, all visitors must enter Linton Hall School's Office and check in at the front desk. Visitors will be required to scan their driver's license into the Securely Visitors Management system. Once cleared, they will receive a visitor's badge or volunteer lanyard. Authorized visitors will be given directions or be escorted to their destination.

Parents are welcomed in the classrooms to assist or to observe at the teacher's discretion. Visits must be preplanned with teachers and the Head of School to ensure an uninterrupted learning environment.

Teachers will notify the School Office of parental visits; parents must follow the preceding visitor procedure upon arrival.

Pets on Campus

Family pets need to be left at home at all times for health and safety reasons.

School Supplies and Books

Students are required to arrive on the first day with all of the supplies listed on their grade specific “supply list.” All books may be taken home for study purposes. Hardback books and workbooks should be covered. Students are responsible for any damage to textbooks other than normal “wear and tear.”

Email

The School provides students with an email account which should be used only for School-related communication (*e.g.*, contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from School, etc.). Students are expected to comply with the policies outlined in the School’s Acceptable Use Policy when using their School-issued email account.

Student Lockers, Desks, and Valuables

Students are provided with individual lockers and desks. All lockers and desks are the property of the School and are subject to search and inspection in accordance with the Search and Seizure policy in this Handbook. Personal materials are to be stored in lockers. All books and notebooks should be properly identified with the labels provided. A student should never open another student’s locker. Decorations on a student’s locker must be in the spirit of good taste and judgment (at the discretion of the School) and need to be taken down within two weeks of the end of the academic year. Lockers and desks should be kept neat and organized. The area around lockers is students’ responsibility and should be kept clean. The School is not responsible for items that are lost, damaged, or stolen.

Food at School

The School’s food service program is directly related to the mission of the School. For members of our community to learn, grow, work and play, they must be provided with healthy, nutritious snacks and lunch. The School recognizes that there are different points of view about issues of nutrition and a range of eating habits in our student population. Our goal is to provide balance, nutrition and variety for snacks and lunch. The School seeks to serve meals and snacks that are both appealing and nutritious.

The School provides a daily lunch program for our students. The lunch program is prepared and served by our dedicated dining room staff. When purchasing lunch, students may enjoy any of the food and drink options available.

Parents are expected to communicate with their child about which days they are participating in the program. Lunch payments may be made by FACTS.. For more information, please visit <https://lintonhall.edu/current-families/lunch/>.

On occasion (birthdays, for example), the School recognizes that students may wish to indulge in sugary, salty or other treats that lack nutritional value; the School asks that parents provide such food at School on limited occasions and that parents also offer healthy alternatives when providing such indulgences on campus. If you wish to send in a treat for your child’s homeroom in honor of your child’s birthday, an email must be sent at least 48 hours prior to the nurse for help in coordinating allergy concerns as well as

alerting parents of the treat being provided so that they can make an informed decision on how they would like their child to handle that treat.

Gift Giving

Gifts from individual families to teachers are in no way required or expected.

Gift giving among students at school can lead both to awkwardness and hurt feelings. We discourage students from exchanging gifts at school, and if students choose to do so, it should be done as privately as is possible.

Security, Emergencies, and Drills

The School takes the safety of its students and the community very seriously. There are systems in place in the event of an emergency on campus, and regular drills are conducted to make all those on campus aware of the procedures. Fire drills are conducted on a non-published schedule each week during the first month of school and once a month thereafter. To coincide with the Great South East Shakeout, an earthquake drill will be held in October. There will also be two tornado drills during the school year, one in November and again in March to coincide with the Statewide Tornado Drill.

III. ACADEMIC PROGRAM

Curriculum

Curriculum encompasses the sequentially-ordered learning experiences which the School provides for its students. The total curriculum includes the development of Catholic values and attitudes, as well as the attainment of knowledge and skills necessary for the student's spiritual, moral, intellectual, social, and physical development.

The curriculum for the School includes the following subjects:

PRESCHOOL

- Social/Emotional/Personal Development
- Cognitive Development
 - Language Arts
 - Math Readiness
 - Social Studies
 - Science
 - Fine Arts
- Physical Development, Spiritual Development

LOWER SCHOOL (K-4)

- Religion
- Reading
- English
- Mathematics
- Science
- Social Studies
- Spanish
- Music
- Art
- Physical Education
- Library / Health
- OCEW (Outdoor, Conservation Ecology and Wildlife)

UPPER SCHOOL (5-8)

- Religion
- Reading/Literature
- English
- Mathematics/Algebra
- Science
- Social Studies
- Spanish/World Language
- Music
- Art
- Physical Education
- Library / Health
- OCEW (Outdoor, Conservation, Ecology, and Wildlife)

Students must satisfy the following criteria to be placed in Algebra I, or receive approval from the Math Chair:

1. Math Composite standardized test score National Percentile: 90 or above
2. Class grade in Math: 90 or above
3. Teacher evaluation/recommendation. Because Algebra I incorporates numerous word problems, a teacher's recommendation will take into consideration the reading comprehension standardized test score when making a final decision for placement in Algebra I.

Eighth grade students must satisfy the following criteria to receive credit for Algebra I instruction and placement in the next level of high school instruction:

1. Passing the Algebra I course
2. Scoring 77% on the Diocesan High Algebra I exam (for Catholic high schools)
3. Receiving teacher recommendation for placement in the next level of high school math instruction.

Eighth grade students must satisfy the following criteria to receive credit for World Languages Level I instruction and placement in high school World Languages Level II:

1. Passing the eighth grade World Languages Course
2. Scoring 77% on the Diocesan World Language I exam (for Catholic high schools)
3. Receiving teacher recommendation for placement in level II.

Study Habits

It is important that students develop a responsible approach toward their schoolwork, planning their time outside of school so that they complete their assignments to the best of their ability. The faculty ask that parents help in developing students' healthy study habits by encouraging students to study in a quiet room and by discouraging television viewing, recreational computer use, and telephone calls during the school week.

Agenda and School Folder

To assist students in organizing assignments and in developing good study habits, an agenda must be maintained by all students in grades 4-8. It is the responsibility of the student to maintain the agenda each day. This day-to-day record of homework is monitored regularly by teachers.

Parental Guidance

Parents play a key role in helping students with organization and time management. Of course, students should complete the homework independently so teachers can accurately assess individual academic achievement and needs. The School anticipates that, at times, students will struggle with their homework. Below are a few ways for parents to support the students:

- **Find a steady study spot.** This should be the same spot each day, and if possible, outside the hustle and bustle of family life, with all the necessary materials on hand such as a dictionary, thesaurus, calculator, pencils, paper, graph paper, calendar, etc.
- **Set a time.** Work together to set and live with a definite study time.
- **Diminish distractions.** Television, telephone, family members, etc. can interrupt concentration.
- **Build in a breather.** Breaks can increase productivity. If necessary, use a timer to signal the beginning and the end of a break. Snacks are excellent study aides.

- **Sharpen focus.** Students should develop an awareness of time by estimating how long an assignment will take prior to starting it.
- **Watch for homework overload.** If the student seems to be overloaded, limit the student's time-on-task and encourage the student to talk with, or write to, the teacher the following morning, explaining the problem.
- **Stick to a regular bedtime.** A good night's sleep enhances school success.

Active Studying and Homework Strategies for Students

- **Organize, organize, organize.** Write down assignments, organize school supplies as suggested by teachers, and use a consistent place to carry completed homework to school for every subject. Consider calling a reliable classmate with questions about an assignment.
- **Skim over** any reading assignment before reading it closely.
- **Look it up**, if the definition is unknown.
- **Plan time.** If a teacher has given three weeks to complete an assignment, work on it a little each day. Please do not leave it to the last minute.
- **Learn to outline** and to rely upon it. The outline is a valuable tool for helping organize thoughts and review material.
- **Recite, describe, and explain** aloud the topic in one's own words.
- **From memory**, draw and label a diagram, map, sketch, or chart, and then check the information for accuracy.
- **Write questions** that may be on a quiz and recite the answers aloud. Make a list of important concepts, or write a set of flashcards. Flashcards may be especially helpful in memorizing metric and vocabulary stems, element symbols, Latin and Spanish.
- **Practice, practice, practice.** Just like sports, students can practice academics, especially math and science problems, or speaking in another language.
- **Enlist family members.** Perhaps parents will learn something new!

Homework

In order to reinforce daily work and develop good study habits, the School promotes specific homework policies.

Although homework has different purposes at different grades, homework is required at all grade levels. The amount of homework a student may have on any given day will vary depending upon the nature of the assignment, the amount of work the student completes in school that day, and the speed at which the student completes work at home.

Lower School students generally will not have more than 60 minutes for home study. Upper School students can expect approximately 90 minutes of homework for grades 5 and 6 and approximately 120 minutes of homework for grades 7 and 8.

It is the student's responsibility to complete all homework. Upon returning to school after an absence, students must make arrangements to make-up missed assignments, which must be completed according to teacher instructions. Parents who would like to retrieve assignments and/or books for an absent student are asked to email the teachers. Work can be picked up from the School Office, or from the Extended Day staff after 3:40 pm.

Assessments/Test/Examinations

The School's testing program is intended to assist teachers and administrators in a systematic evaluation of the academic and religion programs, to diagnose students' strengths and weaknesses, and to aid in revision of the curriculum and planning of instruction.

Teachers generally announce tests and other major assessments at least one week in advance. An assessment/assignment calendar is kept in the Upper School hallway, so students can organize their academic responsibilities. If in a situation where workload is abnormally high, the student is encouraged to consult with the student's homeroom teacher.

End of year examinations are given to students in grades 6-8 in Language Arts, Mathematics, and Spanish (eighth grade only).

Grading System and Report Cards

Progress Reports

Evaluation of the student is based on teacher judgment and observation, daily work, tests (to include, but not be limited to, projects, portfolios, and other tools of assessment), class participation and effort.

The purpose of report cards is to alert the parents and present to them an assessment of their student's achievement in the students' academic studies.

Progress reports (report cards) are issued at the end of each trimester in grades K-8.

Interims are available online in the FACTS Family Portal at mid-trimester (grades 1-8) to indicate inadequate academic progress, a significant decline in grades, and/or behavioral concerns. The teacher may also issue an interim progress report at any time.

Grading System

Preschool issues progress reports in February and May.

Grades K-2

- M Meets Grade Level Standards – Student consistently meets skills
- P Progressing Toward Grade Level Standards – Child is in process of developing skill
- NI Needs Improvement – Student is not demonstrating skill

Grades 3-8

- Grades 3-8 use numeric (percentage) grades.
- Below 70 is designated by an F.
- * (asterisk) indicates modified curriculum

GPA will be calculated for eighth grade students by request only. The key for grade points in eighth grade is:

93-100: A-4.0 85-92: B-3.0 77-84: C-2.0 70-76: D-1.0 Below 70: F-0.0

Students taking Algebra are taking a high school-level course. Students must maintain a homework average of 90%, a minimum grade of 77 or higher and have the permission of the teacher to remain in the course. Students are recommended by math teachers for Algebra. The Head of School makes the final decision about class placement.

Indicators for Effort, Conduct, Specials, and Personal Development:

3	Outstanding
2	Satisfactory/Good
1	Needs Improvement
X	Unsatisfactory

Grades and Honors

Good Samaritan Award

- Given once per month by homeroom and specials teachers grades K-8 during Mass

St. Benedict Society Award

- Given once per trimester by homeroom teachers grades K-8 during Mass

Upper School

Head of School's Award

- Minimum grades of 93 in every subject
- 2 or higher required in Effort, Specials, and Conduct

First Honors

- Minimum grades of 85 in every subject
- 2 or higher required Effort, Specials, and Conduct

Students who achieve Honors for the year (year-end average of 85 or higher in all subjects) will be eligible to receive the **LHS Letter (L) Award**

Final awards for academic honors may not be given if there are *three* or more 1s or any one X on a report card for any subject's effort or conduct grade,

Students who are on time and are present for an **entire full day of school each day throughout the year** will receive a Perfect Attendance Award.

Academic Warning/Academic Concern

Students having a grade lower than 76 and/or repeated 1s or Xs in a subject, conduct, and/or effort are subject to administrative review.

Summer Projects and Courses

The School does not customarily award credit for required or enrichment courses taken during the summer. However, for a number of reasons, students may be required to take essential courses during the summer. In order to do so, they must enroll in a summer course approved by the School and the relevant teacher(s) and/or take a special School exam administered by the appropriate teacher. Arrangements and permissions should be secured well in advance.

The School also maintains a required summer reading program, to promote a love of reading and to provide an opportunity for students to explore different literary genres either independently or by reading books in concert with members of their family. Reading lists for students based on grade level are available on the School's website. Students are expected to complete the reading during the summer months and any written assignments the teacher may have required.

It is School policy that the faculty and administration will make all class placement decisions and that we will not be able to accept parents' requests for class placement. All class placement decisions will be made with interest, care, and concern.

Promotion Standards

Teachers, along with the Head of School and the Administration, make the decision regarding a student's placement and readiness to move from one level of the School to the next. A student must be deemed ready physically, emotionally, socially, psychologically, and academically, in the School's sole discretion, in order to move to the next level. The repetition of a grade is recommended when it is deemed by the School to be necessary and advantageous to the particular needs of the student.

- Teachers strive to discuss with parents when a student is not progressing satisfactorily toward a passing grade in a course.
- Students failing one or two academic areas must successfully complete summer school or another program approved by the Head of School in order to be promoted to the next grade. If a student fails three or more core academic subjects, the student generally will not be promoted to the next grade.
- Students who have not successfully completed summer school or another program approved by the Head of School but would not benefit from being retained in the grade, may be "placed" in the next grade level.
- The final decision to promote or retain a student lies with the Head of School.

Graduation Requirements

Graduation from eighth grade is determined by administrative review. The School does not guarantee the award of a diploma or any certificate of satisfactory completion of any course of study to students. In order to qualify for graduation and/or award of a diploma, students must satisfactorily complete (by attaining a passing grade) all courses for credit in the School's academic program, satisfy their financial obligations, and be in compliance with the School's code of conduct and all other regulations and policies.

Accommodations

The School does not discriminate against qualified applicants or students on the basis of disabilities that may be reasonably accommodated. The School will discuss with families of applicants with known disabilities whether the School will be able to offer their children the appropriate accommodations to help them be successful at the School.

The School is committed to ensuring that students with disabilities are provided with equal access to the School's programs and services, in accordance with applicable laws. For students who seek additional support or curricular adjustments, the School requires documentation indicating that the student's disability substantially limits a major life activity. Students who present the School with appropriate documentation of disability will be granted those requested academic accommodations that are supported

by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student's family and the Head of School and Administration. No waivers of academic graduation requirements will be granted.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill the student's academic requirements satisfactorily. In such instances, the student's homeroom teacher, the Head of School, Administration, and/or other support personnel may decide that the accommodations put into place may not suffice to ensure the student's success at the School. At that time, the Head of School will decide whether it is appropriate for the student to remain at the School.

Tutoring

Learning difficulties can be encountered in the classroom that cause student, teacher, and parent concern. The teacher is always the first line of remediation, and it is the teacher who offers suggestions to parents about home assistance or teacher help. The teacher knows the student's history from the student's file and has the kind of daily learning encounters that can best identify problems and suggest skill-building extra help.

Tutoring may be mandated only for a defined period of time, until a student can return to working comfortably without assistance, so that the full extent of the program can be part of each student's daily routine. Students are expected to use tutoring infrequently and with specific goals that are temporary. The School's resources are designed to assist students individually when needed over the long term, so dependence on tutoring is neither desirable nor necessary. Time available during the day is best used on program requirements, homework assignments, and meetings with teachers. Parents are expected to make arrangements for tutoring off campus and at times that do not conflict with regular School obligations.

The School does not have an "approved" list of tutors, although we have worked productively with some over a number of years, nor do we have a review or evaluation system that assesses tutors' pedagogical skills or places them under any kind of School supervision.

Library

The library is available to serve the needs and interests of students, faculty, staff, and families. Students learn to use various library resources within the context of their classes, and teachers are available to assist with research, reference material, and general questions about the library.

Please follow the proper procedures for borrowing library materials. Parents are asked/expected to guide students in returning materials on time.

If library books are not returned, students will be assessed an amount equal to the value of the book or its replacement, whichever is greater, as determined by the Head of School/administration. Families will be held responsible for the cost of lost or unreturned books and materials.

Standardized Testing

In addition to academic tests for grading purposes, the School will administer standardized religion and achievement tests as listed below:

- Students new to Linton Hall School are given a developmental assessment.
- Grades 1 - 8 will take STAR assessment three times per year.
- The PALS test is given to kindergarten students.

- The Assessment of Catholic Religious Education (ACRE) is given in grades 5 and 8.
- The School also administers the High School Placement Test. Students in grade 8 may choose to take this standardized test if they are considering attending a secondary school that requires testing for admission.

Eighth grade teachers may review the format and style of the high school placement test with their students.

Graduation

Graduation provides a special opportunity for friends, relatives, and their extended family to celebrate the unique gifts of the graduating students. Graduation is a special, formal occasion. The Graduation date is published in the School calendar.

IV. COMMUNITY EXPECTATIONS

Honor Code

Truthfulness and honesty in all personal and academic matters are fundamental expectations of the School. Courtesy is expected at all times. Respect for the rights and property of others is essential for the well-being of the community. Participation in formal occasions, such as competitions, performances, dances, field trips, etc., requires that students maintain the School standard and that they be aware that their actions reflect on the reputation of their School community.

Academic Honesty

Students are expected to approach their academic work with the utmost care and integrity. Plagiarism, cheating, and other kinds of academic misrepresentation are regarded as serious breaches of conduct. As is appropriate to lower grade levels, each case is treated individually and with the potential for learning in mind.

Cheating

No form of cheating, *e.g.*, copying a friend's homework or obtaining online translations, is acceptable. Cheating undermines the integrity of the School's mission toward providing an academically rich environment, and deprives students of the opportunity to demonstrate genuine mastery of the curriculum.

Plagiarism

The School is dedicated to educating students in various ways about ethical and moral behavior. Plagiarism is perhaps one of the most important issues facing educators and their students today, for academic honesty is the currency of what we do together at School. Though the School's philosophy emphasizes collaboration, the School also strives to teach students the importance of taking responsibility for their own work, and acknowledging when any work submitted is the result of collaboration.

Code of Conduct

Teachers have the right to teach. No student will stop the teacher from teaching.
Students have the right to learn. No student will stop another student from learning.

Since Linton Hall School is a Catholic School, it is imperative that the students learn to live and interact with others in a Christian manner. Behavior is based on respect for others, kindness, awareness, safety, and pride in our School. Behavior is governed by two rules: you cannot hurt yourself, and you cannot hurt others. More than that, however, our expectations of student conduct are aligned with the concepts of character development that underlie all of our guiding principles for students. We expect all students to abide by the School's rules, as described in this Handbook, and to conduct themselves in a manner which reflects the Benedictine values and principles of the School.

Lunch Rules

Students should be seated at all times unless given permission to get up to throw away trash or line up. Students should raise a hand if something is needed and a teacher will help. Students should use indoor voices at all times and get silent immediately if the lights are flickered. 6, 7,8th graders may use the microwave independently, all others need teacher help.

General Playground Rules

The goal of recess, and play offered on the playground, is for everyone to enjoy safe play. Therefore, students should never push or pull anyone, keep their hands and feet to themselves, take turns and form a line when there are people waiting for a piece of equipment, listen and respect the teachers on duty, only

play in the designated areas, keep the pebbles and rocks where they are, avoid standing in front or to the rear of swings, never jump out of the swings and avoid twisting the chains or swinging sideways, only slide down feet first on the slides, and avoid overcrowding the playground equipment.

Dress Code and Appearance

Students are expected to be in proper uniform each day. Please refer to *Uniform Requirements*, Appendix A, for specific details. Students who are out of uniform or otherwise violate the Dress Code policy will receive a uniform referral and repeated offenses could result in disciplinary action.

All students must keep their hair clean and tidy. Unusual fad hairstyles such as “Mohawks”, etc. are not permitted. Boys must also be neatly shaven; mustaches and beards are not permitted. Change of hair color, which includes bleaching or use of hair dye, is not permitted during the school year. If a student chooses to dye their hair during vacations, the students’ hair must be restored to its original color by the first day of school.

Athletic shoes (all black) must be clean and neat. Skirts and jumpers are worn at knee length.

Girls may wear stud earrings in one hole in each ear lobe only. No earrings are allowed on boys. Nail polish, make-up, and jewelry, except for a cross or religious medal, are not worn.

Dress Code for Out of Uniform Days – On occasion the entire school or a specific class may participate in an out of uniform day. Uniform requirements are suspended, but students are expected to comply with school clothing guidelines. Failure to comply may result in disciplinary action.

- Children may not wear shorts during winter uniform session.
- Students are not allowed to wear sundresses or tank tops.
- No “short” shorts, shorts must be no shorter than four (4) inches above the center of the knee. Skirts should be no shorter than the uniform skirt.
- T-shirts with references to inappropriate slogans and pictures may not be worn.
- Shirts must meet the pants or shorts and stomachs must be covered with no exposed midriffs.
- Nice jeans are permitted but they must not be patched or torn.
- Tights and/or leggings without skirts or long shorts are not permitted, tight shorts or pants are not permitted.
- No flip flops, hee-lies, crocs, or skater shoes. Sneakers are required for students having PE on out of uniform days.

Outdoor, Conservation, Ecology, and Wildlife (“OCEW”) Uniform

The OCEW uniform consists of jeans with the length of the legs not exceeding the heel of the shoe. Also, acceptable are crew neck t-shirts and woven long sleeve shirts. The shirt must be long enough to permit being tucked inside the pants. It is required that waterproof boots come to just below the knee or at least to mid-calf. Hats and gloves are required for the colder months, as well as winter coats that have a functional zipper. Athletic running shoes, leggings, scoop neck t-shirts and knit tops are not permitted.

Physical Education Uniform

Only Linton Hall School PE uniforms are authorized for wear during Physical Education classes.

Attendance and Absences

Students are expected to attend and be on time for every class. Regular class attendance increases a student's probability for successful performance and fosters the development of punctuality, self-discipline, and responsibility. Any absences without approval from the School will be considered unexcused. The School insists on and monitors student attendance; however, the responsibility for ensuring attendance belongs to the parents.

Students in grades kindergarten through grade eight who miss ten or more days of the school year, whether excused or unexcused, and who have not satisfactorily completed the required work, may be considered for retention. Certification of absence by a physician is an exception to the ten-day limit. However, satisfactory completion of required work is still required.

The School expects families to abide by the following protocols with respect to student absences:

- For planned absences, prior notification to the child's teacher(s) and to the Head of School is required via email. Parents are encouraged to take family trips when school is not in session.
- For unplanned absences (*e.g.*, illness), parents are asked to call the School or email the School Office and leave a message at 703.368.3157. If the School Office has not heard from the parent by 10:00 am, the office will call home. A written excuse, explaining the reason for absence and signed by the parent, must be presented upon the student's return to school.
- Parents seeking to pick up their child early (whether or not the child will be returning to school during the school day) should submit a prior written note or emailed authorization.
- After returning from an absence, the student is expected to complete any missed quizzes or tests in a reasonable time as determined by the teacher.
- Teachers are not required to give detailed homework assignments ahead of time for students who are on planned absences. Students can check the web site and/or email the teacher, for homework assignments. It is the responsibility of the student to obtain all missed class work and homework assignments when returning from any absence, and work must be turned in according to teacher instructions.

An excessive number of absences may result in reduced grades or course failure, no credit for missed work, loss of eligibility for trimester and end-of-year honor roll and awards, and/or disciplinary action, up to and including dismissal, in the School's sole discretion.

If a student is absent from the school day, they are not permitted to attend any after school events or extra-curricular activities for the day.

Tardiness

The school day begins officially at **8:15** am. It is important that students have sufficient time to organize and settle in before the school day begins. Bringing students to school late is difficult for both them and the teachers. Although it is understood that occasionally prompt arrival is just not possible, parents should be aware that, for young students, it is often difficult to fit into activities that have begun already. For older students, catching up with a class that is underway is challenging. Additionally, the late arrival of a student on a regular basis is also disruptive to the classroom environment and the learning that is taking place.

A student is considered tardy if the student arrives after 8:15 am. If arriving after 8:15 am, once the doors have closed, parents must park and walk their child into the lobby where they will sign their child in.

Acceptable Use

- The School is fortunate to have excellent resources for communication and research. Students are expected to remember that any exchange of information within this community must be made in line with the School’s general standards of conduct. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled in the School, whether linked to the School’s network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Acceptable Use Policy and any applicable policies and procedures as long as they are enrolled in the School, as set forth in this Handbook and as further described below.

The School has explicit guidelines for using computers and other electronic devices, both on and off campus, using the School’s network, and accessing the Internet, to which the School expects students and parents to adhere. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

Students may:

- use technology for school work or class projects and assignments, at the teacher’s discretion;
- access the Internet with teacher permission to enrich learning related to school work; and
- use technology in ways directed by the teacher.

Students may not:

- post personal contact information about themselves or other people;
- access or attempt to access network resources not intended for them;
- share their passwords or other’s passwords with anyone, with the exception of parents/guardians and teachers;
- alter electronic communications to hide their identity or impersonate another person;
- communicate with or make plans to meet a stranger in person;
- use inappropriate language or images in email, web pages, videos, or social networking sites;
- be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- engage in cyber-bullying, harassment, or sexting, in violation of the School’s policies prohibiting bullying, harassment, hazing, and discrimination and related polices as stated in the Handbook;
- access or attempt to access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- sexting, as defined below (“Sexting And Sexually Explicit Material”);
- plagiarize printed or electronic information—students must follow all copyright, trademark, patent, and other laws governing intellectual property;
- install or download software on to School computers from the Internet, home, or by any other means;
- create or use a mobile hotspot on the School campus;
- remove any School-owned computer equipment (including, but not limited to, network cables and keyboards) from the School without express permission;

- store personal files on the network, except in their own network user account—any information that a student leaves on a School-owned device may be deleted at any time, with or without notice;
- use cell phones or other personal electronic communication devices during classroom time, without the express permission of the teacher;
- disclose confidential or proprietary information related to the School or recklessly disregard or distort the truth of the matters commented on;
- access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;
- use the network for illegal or commercial activities;
- vandalize, steal, or cause harm to the School’s equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware or software settings, or changing online materials without permission);
- deliberately disrupt or attempt to disrupt the software or hardware of the School network; or
- be “friends” with, or otherwise directly connect to via online networks and services, any School employee on any social networking site that is not used primarily for educational purposes. If a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify the Head of School.

Students should understand that:

- the use of inappropriate language, harassment, and disrespectful comments in email, texting or a chat room, or on a website or social networking site from either inside or outside the School, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled in the School, is prohibited;
- there is no guarantee of privacy associated with their use of the School’s technology resources. Students should not expect that email, voicemail, or other information created or maintained on the School’s network, School-issued devices, or School-administered services (even those marked “personal” or “confidential”) will be private, confidential, or secure. The School has the right to access and monitor both student-owned and School-owned computers and communication devices connected to the School’s network. Each student consents to the School’s right to view and/or monitor the School’s network and all of its associated accounts; and
- they will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.

Parents/guardians should understand that:

- it is the responsibility of all parents/guardians to read this policy and discuss it with the student;
- teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity; and
- if a student damages the hardware or software of any School-owned technology, the parent/guardian may be responsible for paying for the repair or replacement of that technology.

The School may:

- access, view, monitor, and track any information or communication stored on or transmitted over the School’s network, on or over equipment that has been used to access the School’s network, or School-issued devices, or School-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or mis-delivery; and

- restrict the material accessed and not permit computers to be used for anything other than educational purposes.

Security

Security on any computer network is a high priority, especially when the system involves many users. Students must notify a system administrator if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the School's network.

Reporting Violations

If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another School community member's use of technology, the student should immediately report the student's suspicions, feelings, and observations to their Teacher.

Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution of any such violations to the fullest extent of the law.

Artificial Intelligence (AI) Policy

In this policy, the abbreviation AI is used to refer to any AI or GenAI based tool. Linton Hall School's use of AI will support ethical and responsible usage of these tools, and the faculty and staff will use these tools intentionally, purposefully, safely, ethically, and appropriately.

While AI has tremendous capacity to assist learning, it is important to remember that there are significant challenges presented by these tools. Below is guidance for using these tools:

Understand the limitations: Currently these tools may generate false, inaccurate, outdated, biased, fictional, or offensive content, and cannot accurately cite sources. Thus, it is important to use other sources such as a human with background knowledge, trusted websites, primary documents, etc. in your work, and to verify the output of AI-based tools.

Seeing is not always believing: When viewing any type of media, pause and consider the source. Images, voices, videos, and text can all be manipulated, and while some adjusted content is harmless, other content can be used to deceive or cause harm.

Safeguard your private information: Assume that every piece of information you provide will be collected, analyzed, and used in training the AI. It may also be used for advertising, tracking, or other harmful purposes. Do not input anyone's sensitive, confidential, or other identifying data into an AI tool.

Academic integrity: It is important to acknowledge that the use of AI to complete academic assignments or assessments can be considered a form of academic dishonesty. At Linton Hall School, we prioritize the development of critical thinking, problem-solving skills, and the genuine application of knowledge. By using AI to generate or complete academic work, students undermine their own learning process and hinder their ability to develop these essential skills. It is crucial for students to engage in their assignments with integrity, putting forth their own effort and utilizing their intellectual capabilities to foster true academic growth.

When producing work for an assignment, the expectation is that Linton Hall School students use their own knowledge, skills, ideas, and words, or incorporate outside sources in academically appropriate ways. Plagiarism is forbidden, and this extends to misrepresenting the creator of student work. Ultimately, any work you submit must be your own with proper attribution to any work or sources that are not your own.

e-Safety Policy

The School incorporates online and remote learning programs in its curriculum and program. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the School community, consistent with the School's standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School's online and remote learning environment is subject to the requirements and limitations of the School's online and remote learning technology.

This e-Safety policy is intended to work in concert with the School's other rules and policies, including those set forth in this Handbook. Students and parents are therefore expected to continue to comply with all School policies and standards of academic and social behavior as stated in the Handbook and elsewhere, including, but not limited to, the School's Acceptable Use, Social Media, Code of Conduct, Attendance and Absences, and Confidentiality policies. This policy sets forth additional, modified, and/or clarified expectations for the School's online and remote learning environment.

- **Dress Code**: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students adhere to the dress code policy as stated in the Handbook
- **Cyberbullying and Online Conduct**: When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.
- **One-on-One Interactions**: School faculty, advisors, and administrators will provide virtual one-on-one meetings with students as appropriate. The School will seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families.
- **Recording**: Online and remote learning sessions and communications should not be considered confidential and may be recorded. Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School's online and remote learning programs.
- **Risk Management**: All members of the School community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the School will strive to support and ensure students' safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.

Social Media

The School understands the desire of students to use social networking websites, Internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., TikTok, YouTube, Facebook, Twitter, Instagram, Pinterest) (collectively referred to as “Social Media”). Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student’s parents. However, to the extent that students, parents, or members of the School community represent the School to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand *before* participating in Social Media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the School’s network. Students are expected to comply with the policies outlined in the School’s Acceptable Use Policy regardless of whether they are using School-provided equipment or their own personal devices.

Cell Phones and Electronic Devices

Use of cell phones, Smart watches, or other electronic devices as phones is not permitted at any time in any of the academic buildings at the School during the school day. Student cell phones **must** remain in the students’ backpack or turned in to the teacher and be turned off during the school day. If a student does not comply with this policy, the cell phone will be confiscated and must be picked up by a parent.

In addition, the School prohibits students, parents, and School community members from using cell phones or other electronic devices to record (video, audio, or otherwise) the school environment without express permission from the School. This policy generally does not apply to recordings at School performances and events.

Gambling

The School prohibits gambling of any kind, including gambling over the Internet.

Alcohol, Drugs and Tobacco

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaping), and/or any paraphernalia associated with the use of illegal drugs and may not intentionally misuse products that can act as inhalants, while enrolled at the School. Students also are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer. Such conduct is also prohibited by all members of the community while on campus and at School-sponsored events.

School officials reserve the right to require that a student suspected to be under the influence of drugs or alcohol be taken for testing within 24 hours, with the results of such testing shared with parents and the appropriate school officials.

Parents’ Role in Alcohol/Drug Prevention

Parents are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. The following goals have been developed for parents as a guide for discussion and as a foundation for community agreement.

As parents we will:

1. Become informed about the facts of alcohol and drugs so that we can discuss these substances credibly with our students.
2. Develop and communicate to our students a clear position about alcohol and drug use.
3. Promote and encourage social activities without alcohol and drugs.
4. Not serve alcohol to LHS students who are under the legal drinking age or allow under-age people to bring alcohol or drugs into our homes.
5. Support School and law enforcement policies regarding the use of alcohol and drugs by young people.
6. Request and endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.

In addition we will:

7. Take responsibility for our own students and be concerned for the welfare of the students of others.
8. Set a responsible example for our students.
9. Attempt to resist peer pressure and encourage our students to do likewise.
10. Help our students develop healthy concepts of themselves and effective problem-solving, decision-making, and communication skills.
11. Not sponsor or condone activities our students or we are unable to control (such as parties with limited or no adult supervision).
12. Communicate openly with other parents to establish a sense of community and to provide support in giving consistent messages to our young people.

The School Administration and Counselor are available for consultation with parents and students on a variety of issues, including drugs and alcohol.

Inappropriate Items/Weapons

Possession or use of fireworks (including firecrackers), a firearm, a pellet gun, a knife, or any other dangerous weapon is prohibited. Any knife other than a pocket or penknife may be considered a dangerous weapon. Certain types of knives, including, but not limited to, switchblades, double-edged knives, dirk knives, or any knives with a detachable blade, and fireworks are illegal in Virginia.

Propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building, so as to endanger another, is considered reckless behavior and is also prohibited by the School.

Search and Seizure

The School may conduct a search of a student and/or the student's belongings, including personal items, such as bags and backpacks, personal electronic devices, and other effects, if the School suspects a student may be violating the law or violating a School rule or code of conduct. Lockers and desks are the property of the School. Students exercise control over their lockers and desks from other students, but not from the School and its officials. As a result, the Head of School and the Head's designees, as well as law enforcement officials, may search lockers and desks as the School determines may be appropriate, which may include random searches. The School and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard.

Bullying, Harassment, Discrimination, Hazing, Sexual Assault and Sexual Harassment

The School does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as “interpersonal misconduct”). The School is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the School community.

Interpersonal misconduct is prohibited on the School’s campus and the property immediately adjacent to School grounds, on School vehicles, and at School-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not School-related or through the use of technology or an electronic device that is not owned, leased, or used by the School, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at school, or (c) substantially disrupts the educational process or the School’s orderly operations. Though interpersonal misconduct that occurs outside of the above locations may be outside of the School’s disciplinary reach, we still encourage families and students to share potential incidents with a trusted staff member (as discussed in more detail below) if the School may need to have a heightened awareness of protecting students’ safety while at school.

Definitions

Aggressor

A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation towards another person.

Bullying

Bullying means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. It is important to note that these behaviors may be common misbehaviors that students experiment with as they learn to navigate social dynamics. A perceived difference in power, the intent to harm or humiliate, and a repetition of these behaviors over time are what distinguishes bullying from typical and age appropriate misbehaviors. While bullying is defined as behavior that is repeated over time, the School may discipline students for a single act of misconduct that violates the School’s code of conduct.

Bullying may be physical or emotional. Physical bullying includes, but is not limited to, hitting, punching, poking, shoving, tripping, vandalizing or stealing. Emotional bullying includes, but is not limited to, name-calling, threatening, taunting, malicious and incessant teasing, spreading rumors or persistently excluding a student from a group or activity.

Cyber-Bullying

Cyber-bullying is bullying through the use of technology of any kind.

Examples of conduct that constitute cyberbullying include, but are not limited to:

- Creating web pages or profiles, or impersonating someone online in a way that subjects them to ridicule;

- Repeatedly making offensive, demeaning, or mean comments on another's online social media profile; or
- Writing offensive, demeaning, or mean comments online.

Faculty/Staff

Faculty/staff members include, but are not limited to, educators, administrators, counselors, dining services workers, custodians, athletic coaches, advisors to extracurricular activities, support staff, substitute and temporary teachers, volunteers, and paraprofessionals.

Harassment Or Discrimination

Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include, but are not limited to, limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

Hazing

Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students or other persons, or which subjects such student or other person to extreme mental stress, in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student(s) or person(s) so endangered or injured participated voluntarily in the relevant activity.

Hostile Environment

A hostile environment refers to a situation in which certain misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

Sexual Harassment

Sexual harassment is a type of harassment. Sexual harassment refers to unwelcome or unwanted sexual advances, requests for sexual behaviors, or other verbal, physical, demonstrative, or online conduct or communication of a sexual nature which creates an intimidating, hostile, or offensive learning environment. Sexual harassment can happen in person or online, one on one or in a group, or among adults or students. It can happen once or on multiple occasions. The harasser or target may identify anywhere along the gender identity spectrum. Examples of conduct that may constitute sexual harassment

include, but are not limited to:

- Unwelcome verbal behavior, such as comments, suggestions, jokes, whistling, foul or obscene language, lewd or derogatory remarks based on sex, regardless of whether directed at persons of the opposite or same sex, gossip regarding one's sex life, body, sexual activities, deficiencies, or prowess, and questions about one's sex life or experiences.
- Unwelcome physical behavior, such as touching, rubbing or massaging someone's neck or shoulders, pats, squeezes, grabbing, groping, kissing, fondling, repeatedly brushing against someone's body, or impeding or blocking normal movement.
- Unwelcome nonverbal and/or visual harassment, such as posting sexually suggestive or derogatory or sex-based messages, offensive e-mail or voice-mail messages, unwanted or offensive letters or poems, pictures, cartoons, or drawings, even in one's own locker or cubby.
- **Unwanted sexual advances**, such as pressure for sexual favors, sexual favors in return for acceptance, or threats if sexual favors are not provided.

Target

Any student against whom bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment has been perpetrated.

Legal Definitions And School Policies

In accordance with the School's mission, values, and standards of conduct, the School has, at times, supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the School's standards may be stricter than the law and the School may impose discipline accordingly. The School's efforts to enhance its protection of students in no way expand an individual's rights under applicable laws. Further, the School may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

Reporting Complaints

A student who is the target of interpersonal misconduct, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the School, is expected to report the matter promptly (either orally or in writing) to the Head of School, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to the School Counselor, or to an external the Department of Social Services (DSS). When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such misconduct, are urged to immediately notify the Head of School, or the Assistant Head of School. Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

The School expects students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual *solely* on the basis of an anonymous report.

The School cannot promise absolute confidentiality to those reporting bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of interpersonal misconduct or retaliation may be subject to disciplinary action.

Responding To Complaints

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School or the Head of School's designee, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors), and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate, to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.

The Head of School or Head of School's designee will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. The School may consult with faculty, the School's healthcare providers, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The School will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School (or the Head of School's designee) will generally make the following determinations:

- Whether, and to what extent, the allegation of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

The Head of School (or the Head of School's designee) will determine any appropriate disciplinary action for a student who is found to have committed an incident of interpersonal misconduct or retaliation. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in restriction, disciplinary notice, probation, mandatory counseling, suspension, separation, dismissal, and/or any disciplinary action deemed appropriate by the School.

Information about consequences or other corrective action may be shared with the School community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise. Resources such as counseling or referral to appropriate services are available to all students – including the alleged aggressor(s) and the alleged target(s) – during and after an investigation.

Notification To Parents/Guardians

The School will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation, and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of interpersonal misconduct or retaliation.

In all situations, the amount of information shared by the School may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigation processes.

Notification To Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Virginia law to the Department of Social Services (DSS), law enforcement, or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

Child Abuse and Neglect Reporting

The School is committed to the highest standards of care for our students, and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student. In accordance with Virginia law, all School employees are required to report suspected abuse or neglect of any student under age 18. Virginia law requires School employees having “reasonable cause to believe” that a child has been abused or neglected to report such knowledge or suspicion immediately to DSS. Suspicion or belief may be based on factors including, but not limited to, observations, allegations, facts or statements by a child, a victim, or a third party. Such suspicion does not require certainty or probable cause. The responsibility to report rests both on the School and also on all School employees. While a School employee may wish, and is indeed encouraged, to consult with the Head of School prior to making a report of suspected child abuse or neglect to DSS, all employees are required to report their reasonable suspicions to DSS, even if the Head of School may not agree with the employee's concerns. Other members of the community are also encouraged to report suspected child abuse to the authorities.

Student Pregnancy

A student who becomes pregnant or fathers a child should receive support and encouragement from the school community so the baby may be brought to term. The parents should be able to bring their child into the world with adequate physical and psychological preparation. They must learn to deal with the responsibilities that now take precedence in their life — the care of their child.

POLICY:

PREGNANCY

1. Any student who becomes pregnant during the time she is enrolled in school will be given every opportunity to continue and/or complete her education in a Catholic school. If a pregnant student chooses to leave and/or the doctor recommends she leave, she will be considered as homebound for the duration of her pregnancy. The student, her parents, and the school share jointly in the decision for her to attend classes or to pursue a specially formulated homebound program.
2. Upon learning of a student pregnancy, the school should demonstrate its support for the student(s):
 - a. Meet with the Head of School, so they may provide any possible assistance for the student.
 - b. Meet with the student(s) and parent(s) to discuss the need for counseling.
 - c. Assist with the referrals to ensure adequate prenatal safety and guidance.

V. DISCIPLINE GUIDELINES

General

These Guidelines are based on the School's philosophy and principles regarding developing good character by emphasizing positive behavior, as it occurs, and reflect the School's commitment to providing a safe and healthy environment for students.

Discipline at this stage of a child's development should be a learning process, not merely a punitive experience. Discipline matters will be treated on an individual basis. The School defines discipline as firm limitations, coupled with understanding and compassion.

The School strives to promote effective and caring communication among faculty, staff, students, and parents that supports students in their personal growth and provides room for a young person to make mistakes and learn from them. The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the School.

As a School, we want to work with families in changing behaviors in students that interfere with the learning climate of a classroom or pose problems of safety for students. Both expectations and consequences are age and developmentally appropriate. Teachers are primarily responsible for handling discipline in the classroom. However, the teacher may ask the Head of School or other administrators to assist in resolving a problem. We seek to redirect students to more acceptable and appropriate activities and types of behavior, as we believe that one of the most effective ways of modifying behavior is to provide a positive alternative model. We seek to help students learn how to manage their behavior more effectively and deal with difficult situations constructively. As such, we encourage students to use acceptable words to deal with frustration and resolve conflicts. In sum, by emphasizing positive behavior, our goal is to help students understand what is expected and take accountability for their actions.

Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. The School may, in its sole discretion, contact parents to address both minor and more serious instances of misconduct, at any time.

Because we believe and follow a positive approach to responding to student conduct, we do not use physical punishment or withhold meals or naps. In addition, we do not discipline students for toileting accidents. Our discipline philosophy is to use verbal messages to demonstrate understanding and respect for each student.

If a student fails to meet the School's expectations, the School will implement, in its sole discretion, an appropriate disciplinary response, which may include, but not be limited to, the following:

- Counseling and/or conference with the student and family
- Assignment of special tasks
- Denial of privileges
- Detention
- Probation
- Suspension
- Dismissal
- Expulsion

Additional consequences of misconduct (and attempting misconduct) are detailed below. These examples are intended to provide students and their families with a general understanding of the School's disciplinary approach; however, the School will respond to each situation with a response that the School determines, in its sole discretion, is appropriate.

Consequences of Academic Dishonesty

Students who have been found guilty of some form of academic dishonesty, such as: cheating, copying work or homework from another student, plagiarism, will have their parents contacted and likely receive no credit for assignment. The administration may decide to meet with the teacher, parents and student to determine the most appropriate course of action.

Detention

A student who has engaged in inappropriate conduct, may be assigned to lunch detention or may receive an alternative consequence designed to rectify the harm done as determined by the School in its sole discretion. Students are responsible for contacting their parents or guardians to arrange for pick-up after serving a detention or other punishment, if applicable.

Probation

Probation for disciplinary reasons means that a student has been found to have committed a major violation of the School rules (lying, cheating, disruption of the educational process, etc.) and/or has been found to be in violation of the Honor Code.

Suspension and Dismissal

Students who have engaged in a serious act of misconduct (as determined in the sole discretion of the Head of School or the Head's designee) may be suspended from School, prohibited from attending all School-related activities, or dismissed from School. Such serious acts of misconduct may include, but are not limited to, the following:

- Possession or use of alcohol, tobacco, or illegal drugs;
- Improper sexual conduct;
- Sexual or other harassment;
- Threat or use of physical violence;
- Possession or use of matches, lighters, fireworks, explosives, weapons, or other dangerous materials;
- Reprehensible conduct tending to reflect serious discredit to the School;
- Willful destruction of property;
- Stealing;
- Dishonesty;
- Bullying or malicious gossip;
- Repeated acts of unkindness or misconduct;
- Repeated classroom behavior that impedes other students' learning; and
- Refusal to cooperate with an ongoing investigation into interpersonal misconduct

Students who receive a suspension from school for any period of time are considered unexcused for the days they miss. However, they may be allowed to make up some portion of the work missed, at their

individual teachers' sole discretion. It is the student's responsibility to discuss the particular circumstances with the student's teachers.

In the event of a student suspension, parents may be required to sign a behavioral contract in which they signify their understanding of the problem and agree to work with the School in correcting the situation. The failure of the parents to execute the above referenced agreement shall preclude the student from returning to the regular instructional program.

Students who are dismissed from School will be prohibited from being on School grounds and will not receive academic credit for the time after which they are dismissed. Students who have been expelled from the School may not apply for admission to Linton Hall School or a Diocesan school for a minimum of one (1) year from the date of expulsion.

Behavioral Expectations While Away From School

Students should be aware that they represent the School community at all times, both on and away from campus. While it is not the School's intention to monitor students in all of their off-campus activities, the School may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus.

Parent Involvement

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

Disclosure to Next Schools

The School works closely with students and families to support the honest reporting of disciplinary matters to next schools. When a student applies to a next school, it is the obligation of the student and the student's parents to notify such school about whether the student has ever been suspended or dismissed from, or experienced any significant change in status at, LHS. If a student's disciplinary status changes after applying to, or being accepted to, a next school, LHS similarly expects the student and student's family to notify such schools of the student's discipline.

STUDENT HEALTH AND SUPPORT

Nurse and Illness

The Nurse or Front Office Administrator (if the nurse is unavailable) evaluates students who become ill during the school day and contacts their parents as appropriate and is available five days per week.

In order to maintain a safe and healthy environment for students and staff, please do not send students to school with any of the following: fever, vomiting, diarrhea, persistent cough, profuse discolored discharge from nose or eyes; constant or severe earache; a contagious rash or a rash that blisters, pusses, or is otherwise uncomfortable. Students who develop a fever of 100.0 degrees F or greater, vomiting, or diarrhea will be asked to go home. If parents cannot be reached, the School will call the designated emergency contact. It is of the utmost importance that parents and emergency contacts be reachable at all times, and that contact information is kept up-to-date with the School.

Students must be symptom-free for 24 hours (without the use of fever-reducing medication) before returning to school. Parents are expected to notify the School if their child contracts a contagious illness such as strep throat, chicken pox, or head lice.

Health Records and Forms

An Authorization to Treat and Share Health Information must be on file for every student. The School also requires proof of an annual physical examination from a licensed physician and proof of up-to-date immunizations for every student (please see below for a more detailed policy on immunizations).

Families are asked to provide the School with information about the student's physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information. Please refer to the "Confidentiality" policy in this Handbook for more information about how this information is used.

First Aid Kits

First-aid kits are compiled in "emergency care bags" at the beginning of each year. They are restocked as needed from supplies kept by the school office, in a cupboard that is out of reach to the children. Teachers have the kits with them during specials, outside, and on field trips. They also bring them outside during emergency drills. The school has a large emergency kit with larger items, kept in the school office. It is replenished as often as it is used.

Incident Reports

An Incident Report form will be filled out for *any and all* injuries during school hours. Parents will be called to be informed of any head bumps or injuries. Completed forms are signed by the teacher, Director, and parent, and kept in the student's file.

Immunizations

In accordance with Virginia state law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a Certificate of Immunization form and signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the School with an Immunization Exemption Certification, pursuant to state law. A Medical Immunization Exemption Certification must be signed by a

medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A Religious Immunization Exemption Certification must be signed by the student's parent or guardian, attesting that immunization conflicts with their sincerely held religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any School activities.

If there is a risk of a vaccine-preventable disease impacting campus or the School community, the School may, in its sole discretion, exclude non-immunized students, including those with valid religious or medical exemptions, from school and all School activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is a risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Virginia Department of Public Health.

Communicable Illnesses

The School may exclude any student who (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness, if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

Medications at School

Students may not bring, and will not be permitted to maintain, medicine of any kind with their personal belongings. Parents are expected to attend to students' medication needs outside of school whenever possible; however, if a student must take a daily prescription medication, parents are expected to provide the School with a Permission to Medicate Form signed by the student's doctor and parent(s). Front Office Administrator, in collaboration with the parent/guardian and the student's physician, will establish an individualized medication administration plan for any students who must take medications at school.

A responsible adult should deliver medications to the School in a pharmacy or manufacturer-labeled container. Please ask your pharmacy to provide separate bottles for School and home. Medications will be dispensed by School nursing staff or by School personnel who have been designated and trained in accordance with the School's policy regarding delegation of prescription medication administration. Medications should be picked up at the end of the school year. Any medications left after one week of School closure in June will be destroyed.

In general, the School does not permit students to self-administer medication. Exceptions to this policy may be granted on a case-by-case basis, consistent with a physician recommendation and the student's understanding of the student's medication and competency in the administration. Misuse of the privilege

to self-administer medication(s) may result in immediate revocation of said privilege(s). The School will not assume any responsibility for students not in compliance with this medication self-administration policy.

A duplicate dose of life-saving medication provided by the parent/guardian will be stored at Front Office Administrator. It is the sole responsibility of the parent/guardian to notify Front Office Administrator in order to update the student's medication administration plan with respect to any medication(s), dosing revisions, and health status changes.

Counseling Services

A part-time School Counselor is available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the School may require a student to see the School Counselor.

The School Counselor is part of a team of faculty members and administrators who collaborate with respect to students' educational experience at the School. As part of this collaborative effort, the School Counselor may share information obtained from parents and students on a "need-to-know" basis with other employees of the School and a student's parents. The School Counselor is not engaged as any student's private therapist. Please refer to the Confidentiality policy in this Handbook for more information.

Should the School determine, in its sole discretion, that it is in the best interest of a student to obtain services of a psychologist or other mental health professional not employed by the School, a School Counselor or Office Administrator may assist in a referral for such services.

The School Counselor are also available to talk with parents on issues regarding their children and hold monthly parent discussion groups on various topics.

Other Counseling

The School maintains a list of referrals for educational, intellectual, psychological, or speech and language evaluations, should parents/guardians wish to consult with the School regarding such an evaluation. Parents who need guidance in this area are encouraged to consult the Head of School or School Counselor. It is recommended that the results of such evaluations be shared with School personnel so that appropriate recommendations can be implemented.

Medical Leave

A medical leave from school may be appropriate in case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the Nurse and Head of School, and the School Counselor; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at school. In the absence of a treatment plan that, in the School's opinion, meets these needs, the School may decline to grant a medical leave request and instead require the student to withdraw.

A student's family may request medical leave. The School requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the School in its sole discretion) to allow the School to evaluate the leave request, including, but not limited to, at least the following information: (a) a recommendation from the student's treating medical professionals that the student would benefit from taking a medical leave; (b) a description of how the student's medical condition limits the

student's ability to participate in required academic or extracurricular activities; (c) the plan for treatment of the student's medical condition; and (d) an anticipated date for the student's return.

Additionally, in certain situations, the School may require that the student be evaluated and subsequently placed on medical leave. The School may initiate a discussion of a leave of absence in circumstances including, but not limited to:

- When mental health or physical symptoms are or may be impeding a student from functioning appropriately academically;
- When a physical or mental health condition interferes with a student's attendance at school;
- When a student behaves in ways that may be self-destructive or dangerous to others;
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate; or
- When a student exhibits symptoms or behavior that is of concern to the School.

This initial discussion may include, in the School's sole discretion, the student's advisor, senior administrators, Front Office Administrator, the School Counselor, the parents, or the student, as deemed appropriate. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at school; and the further steps that the School may require if the situation does not improve.

The School may require the family (parents and student) to enter into a medical leave agreement detailing the parameters of any leave. The agreement may include conditions and requirements for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements to make up missed work either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. The decision regarding any student's return to the School from a medical leave remains in the sole discretion of the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style school activities.

Food and/or Severe Allergies

Our goals are to provide a safe and respectful environment for all students, to educate the School community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help students learn to appropriately manage their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to become supportive allies for their peers. As a School, we strive to help our students graduate with the skills and confidence to advocate for their own and others' health and physical safety.

In consideration of the number of students with food allergies, the School has the following guidelines for management of these allergies:

- Products containing nuts and peanuts may not be brought into a nut free zone;
- Sharing of food is prohibited;
- Frequent and appropriate hand washing will be required;
- Surfaces will be cleaned to prevent cross-contamination;
- For classrooms that are designated nut free zones, snacks provided for the entire class will be prepackaged, commercially prepared, unopened, and have an ingredient label indicating there are no nuts or peanuts; and
- For students with severe allergies, the School will be provided with an Emergency Care Plan written by a primary care provider or allergist with parental input.

Successful management of food allergies is the jointly-held responsibility of the School, families, and students. Education encompasses the entire School community including employees, parents, and students. It focuses on preventive strategies, the symptoms of anaphylaxis in individual students, and emergency care. We recognize that the management of food allergies is a developmental process, and we strive to take reasonable measures to protect our youngest students, while recognizing that students should learn to assume increasing responsibility for their own health and safety as they mature.

Severe Allergies

Parents of students who have severe allergies with the potential for developing anaphylaxis must meet with the Nurse to develop an Action Plan *prior to the start of the school year*. Classroom management will be discussed at that time. This plan must be reviewed prior to the start of each school year.

Medical Concerns

The office should be made aware of all medical issues concerning students. The office will work with teacher, student and parent to address all medical issues (via medical plan, asthma action plan, food allergy action plan, etc.) to make sure all necessary issues are addressed and the student has everything necessary to have a successful day at school.

Head Lice

It is the position of the American Academy of Pediatrics, the Harvard School of Public Policy, and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause permanent problems. Nonetheless, the School understands the unpleasantness of the condition and the desirability of limiting its spread across the School community.

It will be at the discretion of the Head of School whether to check other students or the whole classroom.

On occasion, exceptions from this guideline will occur, and the professional judgment of the Front Office Administrator will be followed.

Toilet Training

All children must be toilet trained by the time they begin school. This means they must be able to determine when they need to go to the bathroom and be able to express that need to a teacher. They should also be able to deal with their clothing and their own toileting needs.

Health Emergencies

The Head of School or the Assistant Head of School will attempt to contact parents regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents/guardians, designated emergency contacts, or the student's physician will be consulted to determine appropriate management. In the event of a serious emergency, an ambulance will be called, the student will be taken to the nearest hospital emergency room, and at least one parent will be notified immediately. Emergency situations arising on campus will generally be referred to Prince William Hospital, which is just a few miles from the School. The School neither diagnoses nor treats injuries that occur on non-school time, but does offer temporary first aid for problems that arise during school. If a student complains of a persistent ear ache, sore throat, rashes, or joint pain, such complaints warrant a call to the student's pediatrician.

Parents are expected to keep Emergency Forms up-to-date. Please remember, it is most important that the School have current home, work, and cell phone numbers for parents/guardians, day care providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached. Parents will be notified of an illness or injury that may require follow-up medical care. Clearance notes from the physician post injury, surgery, concussion, etc. may be requested by the Nurse to determine physical or academic restrictions. We would also be informed when a student is officially cleared to participate in all events.

VI. ATHLETICS

Physical Education

Physical education complements and contributes to the spiritual and academic growth and well-being of students at the School. Athletics, therefore, is a fundamental part of the students' overall educational experience. The program at the School strives to incorporate physical and mental skills, self-discipline and sportsmanship, while motivating student athletes to strive for excellence. We believe that the value of participation is life-long, and that team experience can build foundational skills of leadership, teamwork, competition, commitment, integrity, and achievement. Therefore, every student is expected to participate. A student who is ill or injured will be excused only if the student has a note from home, Front Office Administrator, or a doctor.

Students are responsible for having appropriate and necessary clothing and sneakers for each class. All clothing should be labeled with the student's name.

Eligibility

Students are required to have on file a medical form completed and signed by a medical doctor stating that the student is physically fit to participate in physical education classes and athletics. Students also must provide a signed parental consent form and sport fee in order to participate in athletics, which must be provided to the School before or on the first day of practice. No student will be allowed to participate until this form is on file. Students must be in school for the majority of the school day to be eligible for participation in athletics and all extracurricular activities.

Sportsmanship

Athletics enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness, and respect—these are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results. Sportsmanship goals include:

- Developing a sense of dignity under all circumstances;
- Respecting the rules of the game, the officials who administer the rules, and their decisions;
- Respecting opponents as fellow students and acknowledging them for striving to do their best while students seek to do their best at the same time;
- Looking at athletic participation as a potentially beneficial learning experience, whether a win or loss;
- Educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
- Accepting the personal responsibility that comes with your actions on the court/field.

The School also encourages parents to act in a sportsman-like manner. As such, the School hopes parents will:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;

- Encourage students to perform their best, just as we would urge them on with their classwork, knowing that others will always turn in better or lesser performances;
- Participate in positive cheers and encourage our athletes, and discourage any cheer that would redirect that focus;
- Learn, understand, and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task our coaches face as teachers, and support them as they strive to educate our youth;
- Respect our opponents as students, and acknowledge them for striving to do their best; and
- Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short.

Students, parents, teachers, and coaches are all expected to refrain from:

- Use of profanity or displays of anger that draw attention away from the game;
- Booing or heckling an official's decisions, criticizing officials in any way, or displaying temper with an official's call;
- Trash talking or yelling that antagonizes opponents;
- Using verbal abuse or intimidation tactics;
- Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners;
- Any distracting activity such as yelling, waving arms, or feet-stomping during an opponent's free-throw attempts or other solo efforts; and
- Use of artificial noisemakers of any kind.

Parent-Coach Communications

As with parent-teacher and parent-advisor relations, athletics promote the establishment of good communication between parents and coaches. It is assumed that parents and coaches will understand their respective roles in order to best support our student athletes. In an effort to promote effective communication, the following guidelines should be followed:

Parents may expect to learn from coaches information about:

- The coach's and program's philosophy;
- Individual and team expectations;
- Location and times of all practices and games;
- Team requirements (*i.e.*, practices, equipment, off-season conditioning);
- Procedures regarding injuries during practices/games; and
- Discipline that may result in the denial of participation.

Parents are expected to:

- Express concerns directly to the coach;
- Notify coaches well in advance of any schedule conflicts;
- Support the program; and
- Encourage students to strive for excellence.

Appropriate concerns for parents to discuss with coaches include, but are not limited to:

- Students' psychological or physical treatment;
- Ways to help students develop and improve;

- Questions about the coach's philosophy; and
- Concerns regarding students' behavior during athletics.

Inappropriate concerns for parents to discuss with coaches include, but are not limited to:

- The amount of playing time for students;
- Team strategies or play calls; and
- Other student-athletes.

If a parent has a concern to discuss with a coach, the parent should call to set up an appointment with the coach. If the coach cannot be reached, a parent should call the Athletic Director who will help to set up a meeting with the coach. Parents should not confront a coach before, after, or during a practice or game. If, after meeting with a coach, a parent still has concerns, the parent should call and set up an appointment with the Athletic Director to discuss the situation.

Interscholastic Athletic Programs

Students in the Upper School have the opportunity to participate in interscholastic sports. By participating in sports, students develop their individual skills, increase their knowledge of a sport, and enhance their self-esteem in an environment intended to inspire athletes to pursue personal excellence. Through goal setting, teamwork, succeeding and failing, athletes may learn more about themselves as well as others, and often apply the lessons learned on the field or court to other areas of their lives.

The School is a member of the Virginia Catholic Athletic Conference with (Aquinas, St. Patrick, Holy Cross, Holy Family, and St. William of York School) and competes as well with local private and public elementary/ middle schools.

The School offers the following team sports: (per interest)

- Fall – Girls Volleyball, Boys Soccer,
- Winter – Girls Basketball, Boys Basketball
- Spring – Girls Soccer

Teams practice 2-3 days per week from 3:40-5:00. Students are expected to attend every practice. If a student needs to be excused from practice, she must speak to her coach ahead of time.

Transportation for all students and coaches will be provided by carpooling arrangements made by the team managers. Parents may pick their child up at the host school after an away game but must inform the coach before leaving so all students can be accounted for. If someone other than a School parent is responsible for picking up a student from an away game, a signed letter from the parents must be on file with the coach or the Athletic Director.

Participation on School teams involves a very high level of commitment, and absences from practices, games, and other team events should be a rare occurrence. Members of the teams must attend all team events unless they have been absent from school on that day or unless they have been previously excused. If a student must miss a team event, the student should always tell their coach ahead of time. If a student is absent from school the day of practice or the game, they are not allowed to participate in the athletic contest.

Awards

The School recognizes outstanding athletic achievement at its end of the year Sport's Award Ceremony. Recognition for achievement in sports is given by the awarding of letters. An athlete who participates in a sport for an entire season, who stands out in skill and sportsmanship, and who has shown pride in the School is eligible for a letter.

Varsity Letter awards are given at the discretion of the coach based on the following criteria:

1. Attendance/participation in practices and games
2. Attitude
3. Effort
4. Skill
5. Overall contribution to the team

Note: Athletes will receive the actual letter award first in lettering. Athletes then will receive a pin for their sport and a bar in successive years. No athlete will be presented with the actual letter award more than once. JV players will receive a certificate of participation.

Varsity Athletes who have shown exceptional qualities also are eligible for:

- Coach's Award
- Most Improved
- Most Valuable

Sports Clothing and Equipment

- For practice, students are required to wear appropriate clothing such as shorts, t-shirt, sweat pants, and sweat tops.
- Cleats are required for soccer. Metal cleats are not allowed. Appropriate polycarbonate eyewear is necessary for all squash players.
- At the beginning of the season, all players will be issued a team uniform, which they will be responsible for maintaining. Uniforms will be worn only on game days and will be collected at the end of the season. Any athlete who has not returned the athlete's uniform, or has returned it in poor condition, will be billed through the Business Office.
- Jewelry may not be worn during practices and/or during competitive events.
- All athletes who wear glasses when playing any sport must have polycarbonate lenses in their frames. No substitute is acceptable. A note from the student's optometrist or a receipt stating that the lenses are polycarbonate must be mailed to the Athletic Director prior to a student's participation in athletic activities.

Medical and Other Excuses

Any student who is to be excused from physical education or athletics must bring in a medical excuse signed by a doctor and present it to the Athletic Director. For the first day of an excused absence from physical education, a parent note is acceptable. For excused absences from physical education for more than one day, a doctor's note is necessary.

Communication

Please refer to the Athletic Calendar on the School's website which is updated regularly, or call the Main Office for last-minute changes due to weather and daily events.

VII. EXTRA-CURRICULAR ACTIVITIES AND SPECIAL EVENTS

Fundraising

- The main fundraising activities will be conducted by the School Development office and the Parent School Guild (PSG).
- The Guild is subject in all respects to the control of the School, and all Guild activities and all Guild materials prepared by parents must be submitted to the Head of School/administration for approval prior to implementation and/or distribution. Parent wishing to serve as a Parent- School Guild Officers must receive approval from the Head of School
- No fundraising program may require/promote students going door to door.

Annual Fund – helps to generate income for all school needs including special programs, curriculum/equipment for school, and professional development for our staff. The annual fund contributions will allow our teachers to attend a broad range of professional development workshops to keep their skills and ideas fresh and innovative for their classrooms.

School Trips

The School offers a variety of field trips during the school year. Parents/guardians are notified of upcoming trips off campus. All School trips are required to be alcohol, drug, and tobacco free. Students participating in School trips are required to comply with all applicable School rules and all applicable laws. If your child chooses not to attend the field trip there are no classes offered that day.

Parents are asked to help with field trips when there is need for extra supervision and when the activities allow for parental participation. In the event private automobiles/vehicles of students, parents or other authorized adults are to be utilized to transport students on field trips, the drivers and/or the vehicle owners must have a valid driver's license and sufficient liability, medical and uninsured motorist insurance coverage. Evidence to this effect must be presented to the Head of School/administration for review and approval prior to the use of such vehicles.

School-Sponsored Social Events

The following rules apply at all School-Sponsored Events

- Once they arrive at an event, students are required to stay in the designated area.
- Faculty representatives will be present at the event/ and will be in charge at all times.
- Students may not leave the event before it is over unless accompanied by a parent/guardian or other authorized person.
- Students may not leave an event early and then return.
- Parents are required to pick up students on time.

Birthdays

To celebrate your birthday, students are allowed to participate in an out of uniform day on their birthday. We also allow one parent or grandparent to join the student for their lunch on their special day. Any guest should sign in at the main office. We invite you to celebrate birthdays at school but please note that we have a “limited sweet” birthday treat policy meaning please avoid cupcakes with lots of frosting or excessive sweets. As we have many birthdays to celebrate all year long, our goal is to keep our sugar consumption down and focus on other ways to celebrate. The parent/guardian should contact the classroom teacher a few days prior to the child’s birthday to make arrangements. Summer birthdays may be celebrated at any time during the year. Please make prior arrangements with your child’s teacher.

VIII. GENERAL SCHOOL POLICIES

Leave of Absence

Should a student's extended absence from school be necessary or desired, a leave of absence may be appropriate. A leave for medical reasons will be handled in accordance with the School's Medical Leave policy in this Handbook. The School may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made to the Head of School. The School requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the School in its sole discretion.

The School makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the School in its sole discretion.

Leaves of absence may be noted in the student's educational record, including on the student's transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the School's code of conduct, rules, or policies. Additionally, a student granted a leave of absence while on academic and/or disciplinary status may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

Student Media Information

In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students, and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, press releases, social media outlets (including, but not limited to, Facebook and Twitter), newsletters, and local newspapers.

While the School strives to abide by parent/guardian wishes, we do not guarantee use of a student's name or image will never occur. Parents are asked to contact the School if they would like to opt out of the use of Student Media Information.

Background Checks

With student safety as a priority at the School, the School conducts state and national criminal history and sex offender registry checks on any applicant who accepts employment with the School, whether full time or part time, permanent or temporary.

In addition, volunteers working with students must also undergo a background check. A background check is typically not necessary for parent volunteers involved with larger School functions at which

many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the School grounds.

These background checks require the completion of a brief application form and verification of a government-issued photographic identification, and are only conducted with the consent of an individual employee or volunteer. A volunteer's service, and an individual's employment, is contingent upon successful completion of the checks, which may take several days or weeks to process.

Student Records and Transcripts

Students' records are kept on file at the School. Each student's record contains a transcript with grades, athletic involvement, commendations, test scores, formal academic, and teacher letters.

Confidentiality

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about a student's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

Asbestos Hazard Emergency Response Act

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public at the School's Business Office.

This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

IX. FAMILY INVOLVEMENT

Parental Comportment and Support for School Policies

At LHS, we believe that a positive relationship between the School and a student's parents or guardians is essential to the fulfillment of the School's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The School understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, parents are expected to support the School's mission and commitment to Christian principles and support the School's policies, rules, and procedures. LHS, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School may refuse re-enrollment of a student if the School, in its sole discretion, believes the actions of a parent or guardian on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the School expects that parents will observe the following guidelines:

1. Share in the School's vision.

- Support the mission of the School.
- Understand and support the School's philosophy, policies, and procedures.
- Support the School's disciplinary process, and understand that the School's authority in such matters is final.
- Be supportive of the School's commitment to a diverse and inclusive community.
- Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.
- Support the School's emphasis on sustainable practices.

2. Provide a home environment that supports the intellectual, physical, and emotional growth of the student.

- Create a schedule and structure that supports a student's study and completion of homework requirements.
- Be aware of the student's online activities and use of computers, television, and video games.
- Encourage integrity and civility in the student.
- Be a role model, especially when it comes to behavior at School and at athletic events.
- Encourage the student's participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.

3. Participate in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect.

- Provide a home environment that supports positive attitudes toward the School.
- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
- Help build and maintain a positive School environment by not participating in or tolerating gossip.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
- Respect the School's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (*i.e.*, teacher/advisor/counselor, Head of School, in that order).
- Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one's ability.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.
- Understand and support the School's technology policies.

Family-School Communication

All students will have a School folder which facilitates communication between parents and the School. Parents should check the folder nightly. It will contain the Agenda, memos, and other information from teachers and staff. Homeroom teachers regularly check folders for parental acknowledgments, comments, and other communications.

Head of School's Communication: A weekly newsletter will be sent to each family electronically.

In emergencies or when the School makes an inclement weather decision, the email alert system will generally be activated.

All materials prepared by parents for release to the School community must be approved by the Head of School or his/her designee.

Parent-Teacher Conferences

Parent conferences are scheduled in November. A sign-up email will be sent to parents from their child's teacher; parents are responsible for signing up for conferences.

Conferences are extremely important forums for teachers and parents to exchange information about student progress. Students may sometimes participate in these conferences when specifically agreed upon by the teacher and parent in order to maintain effective, direct communication among teacher, parent, and student. Additional conferences may be scheduled at the request of parents or teachers at any time during the school year.

The School may, in its discretion, require parents to meet with the School, either separately/individually or together.

Current Family Contact Information

Parents are expected to keep the School informed of contact information for emergency situations. If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where the parent can be reached, as well as information regarding who will be responsible for the student and how they may be reached in case of illness or other emergency.

Multiple Households

In order for the School to communicate most effectively with parents and support each student, teachers and administrators need to be aware of students who spend time in multiple households. Additionally, information regarding who the primary caregiver is should be communicated to the School, in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips, or other issues, the School should be informed. These situations can be stressful for parents and confusing for students, and assistance in minimizing the School's phone calls for clarification is very important.

Unless otherwise specified, each parent for whom the School has current contact information will receive a copy of the student's report card as well as other informational mailings and electronic communications during the year.

School Gatherings Off Campus (Not Sponsored by the School)

In the younger grades, party invitations should not be delivered or discussed at School unless all classmates are included. The misuse of party invitations in a school setting can be very hurtful to students. The invitations themselves can offer all parents an important teaching opportunity with students on considering the feelings of others. No one likes to be excluded, and often parties create these feelings in students who are not a part of the celebration.

Parent-School Guild

The Parent-School Guild's mission is to support and assist the School faculty and administration in advancing its mission by

- unifying parents in an effort to provide community building experiences for the School;
- supporting and promoting quality Benedictine education at the School;
- encouraging Benedictine values of family life.

The Parent-School Guild is a vital organization in the life of the School. Because the home and School must work together if the School is to offer the very best atmosphere and programs for student growth and development, members are expected to be actively involved. Meeting dates and dates for Guild activities are made available at the beginning of each year.

The Guild is subject in all respects to the control of the School, and all Guild activities and all Guild materials prepared by parents must be submitted to the Head of School/administration for approval prior to implementation and/or distribution. Parents wishing to serve as Parent-School Guild Officers must receive approval from the Head of School.

X. ENROLLMENT AND FINANCIAL INFORMATION

Enrollment Agreements

Enrollment agreements are sent to families upon acceptance. Students may not attend classes unless a properly executed enrollment agreement is submitted to the School in a timely manner. Enrollment agreements will be sent to returning students only if all financial obligations are current, and the School is generally satisfied with the student's academic performance and behavior. Please see the Re-Enrollment Policy for additional information.

Once an enrollment agreement has been signed and accepted by the School, parents are responsible for the full tuition for the academic year, regardless of the reason for withdrawal. Please see the Handbook's Tuition Refund Plan Policy for additional information.

Tuition Assistance

Our School community is committed to helping families effectively meet the cost of the School education to the extent that the School's resources permit. Families who demonstrate that their financial resources are insufficient to pay the full cost of tuition are eligible to apply for financial assistance. Families applying for financial aid must demonstrate need through an application to FACTS Grant & Aid Assessment. The FACTS assessment is based on a family's ability to meet educational expenses. Families must provide tax returns, current W-2's and other supporting documentation.

Families interested in receiving financial aid must reapply each year and demonstrate continued need. All families applying for financial aid should generally be prepared to submit materials by the end of January.

The FACTS application is completed online. The website for submitting an online application or checking the status of a submitted application is <https://online.factsmgmt.com>. All supporting documentation (tax returns, W-2's, etc.) can be uploaded to the website, faxed or mailed directly to FACTS.

Families that have extenuating circumstances relating to their financial situation that they do not feel are adequately addressed through the normal application process, are asked to submit additional information in writing to the Head of School. Any additional information provided may be considered by the Financial Aid Committee during the review of a family's application.

Financial aid awards are based on the financial resources of the family and the limited financial aid resources of the School. Awards are determined based on the information provided by the family directly to FACTS and the School. If the School determines that the information provided was materially inaccurate or misleading, the School may rescind an award at any time. Any family that receives financial aid is not eligible to receive any other discount.

Tuition and Fees Billing Schedule

It is important for all families at the School to understand that tuition represents the majority of the School's revenue. Timely tuition payments are essential to the fiscal stability of the School.

A nonrefundable tuition deposit is due with the submission of the online Enrollment Packet and applies toward the tuition balance.

Annual Tuition may be paid by your choice of one of the following payment plans:

1. **Paid in Full** - discount for early payment is given if all tuition and fees are paid in full by June 1 or 15 for the current enrollment year. A FACTS annual fee will apply to Paid in Full accounts.
2. **10 monthly payments** - beginning June 1 or 15 of the current enrollment year and ending in March of the following year. A FACTS annual fee will apply to 10-month accounts.

* Please note: changing your choice of the Paid in Full plan to a 10-month plan will result in a FACTS fee of \$35 (subject to change.)

All payments must be made online through the FACTS Family Portal (<https://factsmgt.com>). Payments can be made with a stored bank account (ACH) or using a credit card. A fee of up to 2.95% applies to credit card payments. All fees are subject to change. All payments will automatically be charged to your credit card or withdrawn from your bank account.

In the event it becomes necessary to withdraw your child, you will be responsible for the remainder of the year's tuition.

Siblings of an enrolled student may be eligible for a sibling discount. Sibling discounts are not available if financial aid is received. The final decision of whether to grant or deny a sibling discount is at the discretion of the School.

Other Fees

Timing for other generally applicable fees are set forth below:

- **Application Fee** (nonrefundable) for new students is due with the completed application packet.
- **Enrollment Fee** (nonrefundable) for returning students is due with the completed enrollment packet.
- **Book, Supply and IT Fee** (nonrefundable) are billed through FACTS incidental billing and are due May 1.
- **Extended Day Rates** for the 2024-2025 school year are \$9.50 per hour for all care. These fees are billed on a bi-weekly basis through FACTS.
- **Lunch accounts** are billed on a bi-weekly basis through FACTS.

Other fees in addition to the above may be applicable (e.g., sports fees, field trips, Fife & Drum, choir). These fees will be paid online through FACTS payment forms.

There will be a FACTS fee charged to the family for insufficient funds, currently \$30, and subject to change.

Students may not attend classes, take examinations, or graduate, unless tuition and all other fees are paid in a timely manner consistent with this Handbook and the enrollment agreement.

Billing

No student will be permitted to begin School unless the tuition has been paid in full or a family is current with payment. The School does recognize that families may experience extenuating financial circumstances. While the School is willing to work with families in these instances, all accommodating payment plans must be approved in writing by the Head of School and payments must be received on a regular basis.

If an account is more than 60 days overdue, it will be brought to the attention of the Head of School and Asst. Head of School. The School will review the case, make appropriate arrangements regarding collection, and may decide the student will not be permitted to return to School the following trimester or for the remainder of the school year. No student is permitted to re-enroll if there is an outstanding account balance from the previous school year. Furthermore, the School will not release any student records, to the extent permissible by law, and may litigate for monies due.

Sibling Enrollment and Early Decision Process

Qualified children of faculty/staff and qualified sibling candidates may be given admission priority, but the School may give highest priority to motivated students demonstrating solid academic achievement or promise, and to those whose values and citizenship reflect their capacity to make a meaningful contribution to the School community. These applicants are expected to meet the same criteria as other students in terms of both readiness and behavior. To maintain balance at each grade level, the gender of the sibling may affect preference status.

Current families who are interested in applying for a sibling are urged to contact the Admissions Office in September. Applications for admission, from both current and new families, must be submitted by **February 1**. Enrollment decisions, regardless of a family's prior or current relationship with the School, are always made at the School's sole discretion.

Re-Enrollment

Re-enrollment at the School is not automatic. A student is promoted to the next grade when the student has satisfactorily met the expectations of the student's current grade, when the School feels it can continue to meet the student's needs, and when the behavior and comportsment of the student and family are consistent with the School's policies.

The Head of School reviews the academic and behavioral records of students at the end of each school year. A decision to re-enroll a student and to subsequently forward a re-enrollment contract to the parents is based upon a student's academic record, effort, attitude, and behavior throughout the prior year, and upon the willingness of the parents to accept and exemplify their responsibility in the partnership of education. On occasion, re-enrollment contracts are held until later (usually April or May) when the School decides that an appropriate decision about placement can be made, or are not extended at all, if the School determines that such a recommendation is in the best interest of the student and/or the School community. The Head of School, at the Head's sole discretion, makes the final decision as to whether a student will be invited to return for another year.

This difficult conclusion is only reached after careful consideration. While parents are obviously involved in this process, the School will make the ultimate decision, and will assist, if possible, in the process of locating an appropriate alternative school.

Family Leave

Families who take a leave of absence from the School of a year or more are generally expected to apply to the School for readmission. The student will be considered on a space-available basis, as well as within the context and competition of the applicant pool for the student's grade level. Strength of the applicant's file is important, including a strong finish to the student's last year at the School, as well as a strong record of academic performance and citizenship while the student is away. Ultimately, the School cannot predict the number of openings or competitiveness of applicant pools for specific grade levels, and given the School's high enrollment, there is never a guarantee of readmission for the following year. Enrollment decisions, regardless of a family's prior or current relationship with the School, are always made at the School's sole discretion.

APPENDIX A - UNIFORM REQUIREMENT

Grades K-8

Summer uniform (boys and girls)

- Yellow LHS polo shirt
- Navy blue walking shorts (girls can wear navy blue skorts)
- Black belt
- Black Shoes (all black)
- Black socks

Summer PE Days (boys and girls):

- Navy blue LHS gym shorts
- Gray LHS t-shirt (No spirit wear)
- Black shoes and black socks

Winter PE Days (boys and girls):

- Navy Zip-up jacket (Lands End) **New this year**
- Navy blue LHS sweatshirt
(grandfathered for 2024-2025 school year)
- Navy blue LHS sweatpants
- Gray LHS t-shirt (No Spirit Wear)
- Navy blue LHS gym shorts

Winter Uniform Boys (Kindergarten-8th grade)

- Gray slacks
- Navy Zip-up jacket (Lands End) **New this year**
- Navy blue LHS pullover sweater or vest
(grandfathered for 2024-2025 school year)
- White button-down collared shirt
- Tie
- Black belt
- Black shoes and Black socks

Winter Uniform Girls (Kindergarten-4th grade):

- Plaid jumper
- White Peter Pan collared shirt
- Navy Zip-up jacket (Lands End) **New this year**
- Navy blue LHS crew neck cardigan
(grandfathered for 2024-2025 school year)
- Navy blue slacks (optional)
- Navy blue socks or tights
- Navy blue girls tie

Winter Uniform Girls (5th-8th grade):

- Plaid skirt
- White button-down shirt
- Black Spandex Shorts for under skirt
- Navy Zip-Up Jacket (Lands End) **New this year**
- Navy blue LHS pullover sweater or vest
(grandfathered for 2024-2025 school year)
- Navy blue socks or tights
- Navy blue girls tie

Lands End - For both summer and winter uniforms

<https://www.landsend.com/co/account/school-uniforms?selectedSchoolNum=900199845>

Summer Uniform and PE uniform apparel with the exception of the navy shorts and skorts

Slopers Stitch House
10560 Associations Court
Manassas, Virginia 20109
<https://stitchhouse.com>

Plaid Jumpers and skirts, gray pants and navy pants/shorts/skirts

Flynn & O'Hara
9650-19 Main Street
Fairfax, VA 22031