

Student Handbook



2021-2022

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Vision

Our Vision

To provide Austin with an advanced academic format school that integrates the use of Charlotte Mason-inspired classical curriculum and approach to learning which involves the parent as an active teaching partner. Sterling Classical School's vision is to utilize the vehicle of an advanced academic format schedule to promote scholastic excellence, foundational character development, strategic parental support, and the gift of time for families to grow closer to God and each other.

Mission

Our Mission

To sojourn with parents in the building of future generations with a Biblical, classical education which results in passionate seekers of wisdom and knowledge, through Christ, who seek to bring honor and glory to God.

Educational Approach

“The idea that vivifies teaching is that ‘Education is a Science of Relations’, by which phrase we mean that children come into the world with a natural [appetite] for, and affinity with, all the material of knowledge; for interest in the heroic past and in the age of myths; for a desire to know about everything that moves and lives; about strange places and strange peoples; for a wish to handle material and to make; a desire to run and ride and row and do whatever the law of gravitation permits. Therefore, we endeavor that he shall have relations of pleasure and intimacy established with as many possible of the interests proper to him; not learning a slight or incomplete smattering about this or that subject, but plunging into vital knowledge, with a great field before him which in all his life he will not be able to explore. In this conception we get that ‘touch of emotion’ which vivifies knowledge, for it is probably that we feel only as we are brought into our proper vital relations.”

~ Charlotte Mason

Charlotte Mason

Sterling Classical School embraces the philosophy of Charlotte Mason in the presentation of a classical curriculum.

Classical education depends on a three-part process of training the mind. The early years (Grammar stage) of school focus on facts, systematically laying the foundation for advanced study. In the middle grades (Logic stage), students learn to think through arguments. In the high school (Rhetoric stage) years, they learn to express themselves. This classical pattern is called the trivium.

Charlotte Mason was a pioneer in education whose thought-provoking ideas were broad and far-reaching. It took six volumes to contain her writings on just the topic of education alone. Therefore, it is challenging to summarize her philosophy. In general, she promoted the following: gaining knowledge from the reading of living and whole books, narration, short lessons, nature walks, nature notebooks, art appreciation, journaling, copy work, dictation, free-time handicrafts, and the development of good habits.

Sterling intertwines the classical trivium with the Charlotte Mason philosophy in the following manner. We promote the use of living and whole books in all subjects as a fundamental way to acquire knowledge. We also support the tool of narration. While we believe the acquisition of facts is an important building block, we think narration is more effective at encouraging knowledge retention through active thinking and not “parroting”. Solid narration skills transition nicely into oral and written composition. SCS promotes writing across the curriculum and not solely taught in isolation. SCS carefully chose a limited curriculum rich in information and knowledge that promotes a love of learning. Charlotte Mason valued the exploration of nature and God’s creation and she found that possible through the gift of time.

The Advanced Academic Format

An advanced academic format takes the best aspects of traditional, full-time public/private schools, as well as home schools, and creates a unique college-

simulated model. It uses this academic schedule adapted to the lower, middle, and upper schools. Professional instructors teaching in their areas of expertise conduct central classroom instruction.

Focus

Foundation

- To develop a school that goes beyond academics to reach students, families and the community with the foundational truth of Jesus Christ and His word.
- To partner with parents in equipping the next generation of leaders and disciples of Christ.
- To support parents in their roles of raising and training children according to God's word.
- To be a resource for seekers and Christian families in their daily walk and spiritual growth.
- To be good stewards of all our resources and faithfully give God all honor and glory through our obedience to His call.

Facts

- To provide students with a classical education, in which Grammar (the fundamental facts and rules of each subject), Logic (the ordered relationship of particulars in each subject) and Rhetoric (the expression in speech and writing of the ideas of a subject) are emphasized in all subject areas.
- To inspire students to develop a love for learning and to achieve their academic potential.
- To teach all subjects from a Biblical worldview.
- To utilize the vehicle of an advanced academic format as a means of prompting students to develop self-discipline, responsibility and reasoning skills from a Biblical perspective.

- To teach students to understand and use the fundamental processes in communicating and dealing with others (reading, writing, speaking, and listening).

Faith

What we believe:

- We believe that the books of the Old and New Testament, making up the Holy Bible, are the inspired word of God. We believe it is complete and the final authority for belief and behavior. (II Tim 3:16, II Peter 1:21, John 17:17)
- We believe that there is one, and only one, true and living God. We believe that in the unity of the Godhead, there are three eternal and coequal persons: the Father, the Son, and the Holy Spirit. (Mark 12:29, John 4:24, Matthew 28:19)
- We believe that Jesus Christ is the pre-existent and eternal son of God. We believe He was supernaturally conceived of the Holy Spirit and born of the Virgin Mary. We believe Christ died on the cross as a substitute for sinful man, was buried, arose bodily from the tomb, ascended into heaven where He ministers to Saints, and will someday come again for His own. (John 1:18, 8:58, Matthew 1:23, Colossians 1:15-17)
- We believe the Holy Spirit has an active ministry to the world in general which includes the restraining of evil, convicting of the unsaved, and bestowing God's goodness on all mankind. We also believe He has a ministry to every Christian that consists of regenerating, sealing, indwelling, and baptizing into the Body of Christ, and the giving of Spiritual gifts. (Acts 5:3-4, II Thes. 2:3-9, John 16:7-11)
- We believe that salvation from sin is provided only through the blood of Jesus Christ. We believe there is nothing man can do to attain this salvation through good works, moral achievement or religious status. We believe the only condition for salvation is personal faith in Jesus Christ as one's own substitute for and Savior from sin. (I Peter 1:18-19, 2:24, II Cor.5:21, Eph. 2:8-9, 4:32)
- We believe in the spiritual unity of believers in our Lord Jesus Christ. (I Cor. 12:13)

Non-Denominational Stance

This ministry's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position and to do so in all fairness to each family. It is not our intention to replace the local church or to take its place in teaching doctrine and the details of following Christ; rather we exist as a service to the body of Christ. There shall be no attempt made by parents, students, staff, or advisory panel members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which the ministry itself has assumed no official stance. We desire to remain united in the salvation and love of Christ, avoiding the dissension which may be caused by denominational distinctness.

Classroom discussion of secondary doctrine shall be on an informative, nonpartisan level. In their instruction and conversation, teachers will demonstrate respect toward individual family's Christian beliefs and practices with the goal of building unity within the body of Christ.

Process

Non-Discrimination Statement

Sterling Classical School admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities made available to students of the school. It does not discriminate on the basis of race, color, national, or ethnic origin in the administration of its educational policies, admissions policies, financial assistance, athletics, or any other school administered programs.

Enrollment

Sterling has an open enrollment policy for any qualified student whose family follows the Admissions Process. Sterling adheres to the policy that a student must be five years of age by September 1st to register for Kindergarten. New students are allowed to enroll at the school and register for courses prior to the commencement of the school semester.

Admissions Process

Attend an Informational Meeting. Parents are required to attend an Informational Meeting about the school. These meetings are held at scheduled times, and families will receive their Application Packet at this meeting. Application Packets may only be obtained at this meeting.

Read/Pray/Complete Forms. Read required books/literature on classical, Christian and Charlotte Mason education, all of which may be obtained at the Informational Meeting.

(Classical & Christian Education by Gregg Strawbridge & recommended Charlotte Mason readings.)

Prayerfully consider your family's needs for education and whether those needs would be best met by Sterling Classical School. If, after reviewing the school material and praying about your decision, you still want to proceed forward, then please complete all the forms enclosed in the Application Packet. Please note that the actual date when you

formally apply for admission may be used to help determine course registration priority relative to other new students. Enclose the requisite fees and notify references to expect a call from the school's admissions team. Please mail the completed admission packet to the following address: Sterling Classical School, 12800 Angel Side Drive, Leander, TX 78641.

Parent Interview. Once completed application forms and application fee are received, you will be contacted to schedule a Parent Interview. This interview is for the purpose of discussing the compatibility of the family's goals with the school's methods and philosophy. Parents will need to have read the required reading prior to the scheduling of a Parent Interview.

Placement Testing. Bring your child to Placement Testing which will be scheduled at the time of the Parent Interview or shortly thereafter. If your child has been tested recently you may submit those scores for review. It will be at the school's discretion if additional testing is required.

Acceptance. After completion of the Parent Interview and Student Assessment, if all parties believe that Sterling will successfully serve the needs of your family and student, you will receive an Acceptance Packet including your Course Registration form, other mandatory forms that are required to be on file, and an invoice for the required registration fees.

Return Acceptance Packet forms, Course Registration form, and all fees within **10 calendar days** to secure your student's admission. When SCS receives your fees and Course Registration form, you will receive a registration confirmation including the tuition total based on classes chosen. Tuition must be paid in full, or a tuition plan must be set up with FACTS, within 10 days in order for your child's registration to be processed. Acceptance and registration does not automatically confirm a requested course schedule.

Finalize Schedule. Before the first week of classes, you will receive a Course Schedule Confirmation with your child's course schedule and room/teacher assignments.

Course Registration

Students register at Sterling Classical School on an annual basis. Families wanting to enroll after the start of a semester will be reviewed on a case by case basis.

Conditions for Continued Enrollment

Continued enrollment at Sterling depends upon compliance in the following areas:

1. **Attendance:** A student must not be absent without approval from school more than four days in any semester.
2. **Behavior:** A student may be expelled for serious breaches of conduct as stated in the "Student Code of Conduct."
3. **Tuition payments:** A student whose tuition installment is more than thirty days overdue, without arrangements for future payment, will be dismissed.
4. **Academic progress:** If a student's semester grades reflect failure in any core subject, that student is subject to dismissal.

Finances

Tuition Payment Options

Option 1: Pay ENTIRE school year tuition by the first week in May.

(This option can be paid for with either a check or cash)

Option 2: Pay each semester's tuition by the following dates:

*1st Semester: By first week in May

*2nd Semester: November 1st

(This option must be paid through enrollment in FACTS)

Option 3: Automatic withdrawal through FACTS, deducting an equal payment each month, on the assigned day of the month, from your bank account or credit card starting in April through February (for a total of eleven installments). There is a one-time processing fee of \$41 to use this service.

Refund Policies

Application fees: Application fee is refundable within 24 hours after the family

interview.

*All other fees are non-refundable.

Delinquent Accounts

Student records will not be released to any accounts that are not current.

Tuition

In order for Sterling Classical School to be able to offer an academic program of excellent stature, we rely on tuition funds as our primary financial resource as we select teachers, staff and a building source. This is done carefully and with the assumption that every Sterling family has prayed through the admission process and understands the significance of their commitment. Therefore, tuition is non-refundable.

Policy

Parent and Student Expectations

It is essential that Sterling have the involvement and cooperation of both parents and students in order to successfully accomplish the vision initially set forth. We expect parents, as a condition of acceptance to this school, to be in agreement with our core foundation and established policies.

Parent Guidelines

- A. Parents must be in agreement with the school's purpose and spiritual objectives, and be willing to abide by the school's rules and regulations.
- B. Parents must be committed to the parental responsibility for providing a quality, Christian education for their children in accordance with existing law.
- C. Parents are encouraged to be active members of a local Christian church.
- D. Parents must be willing to provide Sterling with a completed application form for each child applying for admission, along with transcripts and transfer credit requests from previous schools or home school.
- E. Parents must be in agreement with, and supportive of, the school's procedures for handling student discipline.
- F. Parents must be willing to adhere to the financial policies laid out in the "Finances" section in the Student Handbook.
- G. Parents must be committed to providing partnership instruction in the satellite classroom on the days that the child is not on campus. Parents are responsible for providing regular structure for completing home assignments, checking assignment sheets and monitoring the student's completion of these assignments, and helping the student as needed. Parents agree to submit to the school's authority in curriculum selection and coursework assignments.
- H. One parent must be actively involved in the educational process with the student during the at-home class days.
- I. Sterling does not recommend the parent work during at-home school days, since the advanced academic format requires a parent be actively involved during the at-home

school day. If both parents are required to work during at-home school days, it is the recommendation of Sterling that other education options are explored.

J. Parents must complete mandatory service hours designated for the school year or pay the established service charge.

Defined Parental Roles Related to At-Home Instruction

In the LOWER SCHOOL, parents will serve as “teaching partner” in the satellite classroom at home. Parents will receive instructions from the instructor at the school on a regular basis outlining home assignments and preparations needed for the next class. Direct supervision of the student may be necessary at home in order to insure understanding and completion of assignments.

In the UPPER SCHOOL, parents will transition from “teaching partner” to “private tutor” in 7th-9th grades, then “guide to independent study” in 10th-12th grades. Parents of students in 7th-9th grades are the “private tutor” and will allow the student to assume some independence in the completion of assignments. Parents should still read each assignment sheet, assist with structuring time for the student, offer assistance as needed, and verify each assignment is completed in a timely manner. Parents may contact teachers to verify instructions when necessary. Parents may spot-check work for understanding of concepts.

Communication with the Teaching Partner/Parent

Effective, consistent communication between the teacher and teaching partner/parent is vital and is accomplished primarily through RenWeb and Google Classroom. Teachers develop weekly assignments based on the departmental standard provided by Administration and then will post it online for the teaching partner/parent to access.

We also challenge our parents to commit themselves to supporting the following tenets as the Lord allows:

--Pray for the mission, teachers, administration, and Advisory Panel of Sterling Classical School.

--Cooperate fully with the educational policies, purposes, and distinctive values of Sterling, doing their best to make Christian education effective in the lives of each of their children, that they may love and serve the Lord

Jesus all of their lives.

--Support the school financially, in addition to tuition payments, as the Lord gives the opportunity and means.

--Assume volunteer duties and responsibilities for Sterling as opportunities arise and as God provides the strength and time.

--Resolve matters of dispute with the person or persons involved, not gossip or criticize the school before their children, and follow the Bible's instruction on settling matters of dispute contained in Matthew 18 and summarized, with reference to Sterling, in our Grievance Policy.

--Seek the advancement of Sterling in all areas: spiritually, academically, and physically.

--Become aware of, and support, the policies of the school.

--Use of the Tongue: The tongue is one of the most significant threats to God's work at Sterling Classical School. Therefore, we expect each person to use the tongue in a manner that praises God, encourages and heals, speaks the truth, is sensitive to all faiths, and seeks to build and not destroy. When we fail, we will be eager to repent, forgive, or correct those offenses, as the Bible requires; so also the tongue is a small part of the body, and yet it boasts of great things. *Behold, how great a forest is set aflame by such a small fire!* James 3:5

STUDENT CODE OF CONDUCT

The purpose of **Sterling's Code of Conduct** is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among its students.

Sterling deeply desires that our staff and students would adorn the Gospel of the Lord Jesus Christ by rejecting the anti-authoritarian, selfish, and unloving attitudes that surround us, preferring instead to speak and act with love, grace, and respect, flowing from a grateful and joyous heart. In order that students might have tangible ways to see and then model these intangible ideas, we have listed some guidelines to help them. They are expectations we desire that our parents share as well. The list is not intended to be exhaustive, but representative. At Sterling, they are to be cheerfully manifested at all times, in every situation.

This **Code of Conduct** is applicable to students while on the campus of Sterling either inside or outside, while at any Sterling event located on another school campus or location, or while at any event where the student might be seen as a representative of Sterling Classical School.

There may also be times when a student's behavior affects other Sterling students to the extent that it is brought to the attention of the Sterling Administration at which time it will be evaluated for possible discipline or consequences at the school level.

1. Students are expected to exemplify basic Christian standards of behavior, conversation, and attitude. This includes keeping speech edifying to Christ, talking in groups as opposed to isolated pairs of individuals, and restraining from any activity that could be construed as bullying. This includes communication both orally, written, and through technology via text, social media and/or, but not limited to, email correspondence.
2. Students should show respect to adults at all times. This includes responding every time to an adult's request for either a verbal or attentive response. A title (Mr., Mrs., Sir) along with the adult's last name shall be used when addressing an adult.
3. Students should treat each other with respect, kindness, and compassion just as God commands us in Ephesians 4:32, "Be kind and compassionate to one another, forgiving." Students should ask and allow forgiveness and opportunity to make restitution. Students should actively seek ways to build each other up, daily acknowledging each other's individual gifts and talents. "When you come together, each one has a hymn, a lesson, a revelation, a tongue, or an interpretation. Let all things be done for building up."
1 -Corinthians 14:26
4. There will be no talking back or arguing with teachers or staff which would include facial expressions, rolling eyes, etc. Prompt, cheerful communication both oral and nonverbal should be reflective of first-time obedience.
5. Students should be good stewards of the facility and grounds by keeping it clean and orderly. Destruction of property, in any way, is prohibited. This applies to the inside and outside of the school grounds as well as the gymnasium. Students are responsible for

returning any equipment or furniture to the original location should it need to be moved for any reason. Students should keep their belongings clear of traffic areas or restrooms where items could be lost or damaged.

6. There will be no horseplay, running, or rough play during or between classes.
7. Use of profanity is not permitted, and this shall apply to both oral and written communication.
8. Public displays of affection such as handholding, kissing, etc. are not permitted. Students will also not be allowed to pair off away from groups of students. Inappropriate communication, pictures, etc. that are shared either verbally or electronically, on campus or off campus, as indicated above, will be handled as a discipline issue when carried over on campus or brought to the attention of a faculty member or administration. While on the campus of Sterling, it is the goal to encourage strong, Christ-honoring friendships that are inclusive and not exclusive, so as to support a dynamic that is more indicative of a family atmosphere.

In regards to inappropriate communication that is shared off campus being handled as a discipline issue at Sterling: This would occur only when that information via text, email, social media, verbal communication, or otherwise is brought on to the campus, or carried over in any form by a student(s) during school hours or at a school event, to the point that it is brought to the attention of a faculty member or administration, and is noted as a violation of the pursuit of Christ-like character, or is viewed as any form of bullying.

9. Logic students may bring an electronic tablet or notebook computer to school when requested by the faculty for school work, research, etc. Smart phones or Smart watches **are not permitted** on campus for Logic students at any time. Students are welcome to use classroom phones or the office phone if they need to communicate with a parent during the school day. Logic students may not have Smart phones in their backpacks or on their person during school hours.

10. Rhetoric students may have a Smart phone on campus but the device must remain in their backpack during the entire school day. Smart watches are not permitted on campus. Smart phones may not be used in place of laptops at the School of Rhetoric.

If at any time the staff or faculty feels that a laptop or tablet is being used in an inappropriate manner, or in a way that is distracting to others, it may either be taken up immediately and taken to the office for the student to pick up at the end of the day, or the student will be asked to put it away immediately. Multiple offenses will result in permanent loss of electronic usage and will be noted as a disciplinary event referred to the Dean of the Grammar, Logic, or Rhetoric School as is appropriate.

11. Tobacco products, illicit drugs, alcohol, or weapons are not allowed on campus or at any Sterling sponsored event.
12. Students are expected to be aware of and avoid the off-limits areas of buildings or grounds.
13. A student's clothing, personal property, electronic equipment, method of transportation, or school property used by the student (such as a desk) may be searched when there is reasonable cause to believe the search will reveal articles or materials prohibited by Sterling Classical School or would cause harm or injury to the said student or other students and faculty. Regarding a student's clothing or personal property being searched, as indicated, this would only occur when there is an imminent concern for the safety of the student or Sterling student/faculty population as a whole. This would be done in the presence of two or more administration/faculty members and the parent would be notified immediately. There would be NO request for removal of clothing (except jackets or sweater) and/or search of a student's physical body. Search of electronic devices or a student desk would be done only if there was identified concern or threat that the student had something dangerous or inappropriate in their possession.
14. Students who provide their own method of transportation shall abide by all the same laws applicable by the State of Texas for the level of Driver's License the student holds. Student drivers will park their vehicles in the designated parking lot and will carefully yield to all pedestrians on the campus as well as other drivers who are making their way through the

carpool line or to a parking lot. If a student driver demonstrates an unsafe driving pattern while on the campus of Sterling Classical School, the administration may ask that the student driver not be allowed to provide their own method of transportation.

15. Students will adhere to the Dress Code as outlined in the Student Handbook and requires appropriate, conservative dress of the school uniform or casual day attire.

Electronic Usage Policy

Logic students may bring an electronic tablet or notebook computer to school when requested by the faculty for school work, research, etc. Smart phones or Smart watches **are not permitted** on campus for Logic students at any time. Students are welcome to use classroom phones or the office phone if they need to communicate with a parent during the school day. Logic students may not have Smart phones in their backpacks or on their person during school hours.

Rhetoric students may have a smart phone on campus but the device must remain in their backpack during the entire school day. Smart watches are not permitted on campus. Smart phones may not be used in place of laptops at the School of Rhetoric.

If at any time the staff or faculty feels that a laptop or tablet is being used in an inappropriate manner, or in a way that is distracting to others, it may either be taken up immediately and taken to the office for the student to pick up at the end of the day, or the student will be asked to put it away immediately. Multiple offenses will result in permanent loss of electronic usage and will be noted as a disciplinary event referred to the Dean of the Grammar, Logic, or Rhetoric School as is appropriate.

Daily and Chapel Dress Code

Sterling Classical School has established a dress code as a means of discipleship and academic preparation. Cultivating an awareness and appreciation of the importance of dressing for the occasion, our dress code seeks to properly honor the rigor and pleasure of the educational experience. It creates a common set of expectations in considering others' needs while building our school community through an aesthetic unity. It prepares each student to be more effective and ready each school day for learning.

Ultimately, the dress code forms an integral part of preparing for a life of service and faithfulness through a use of clothing to complement our calling as disciples—as students—of Christ. Called to reflect God’s image in our mind, spirit, and body, we desire to train our students to not distract others, or themselves, through clothing choices. Promoting propriety and modesty, readiness and service, selflessness vs. selfishness, Sterling’s dress code is an integral part of promoting community, service, and a deepening understanding of our responsibility to God and each other. This helps fulfill Paul’s call to be mindful of our witness of the Gospel as recorded in Romans 12:1-2:

I appeal to you therefore, brothers, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.

As such, uniforms are not optional for Sterling students. It is our intent that students and parents follow the dress code requirements with respect and joy, “*as doing all things unto the Lord*” (Colossians 3:23).

While the student body has often begun the school year off strong regarding this policy, the tendency has often been for families to become lax in following it over the course of the year. It is our expectation that each student will be as careful in May in how he or she presents himself physically as in August. Our goal will be to graciously maintain the principles and letter of the dress code policy throughout the year as a means of virtue training and academic preparation.

Chapel Dress Code

We are pleased to continue with Chapel Days as part of our school program this year. We want this to continue being a routine experience for each student to attend. Chapel services will be at the start of the school day, on the assigned days, and will be 30 minutes in length. The students will then follow the modified Chapel Day schedule for their classes that day. Chapel will be centered in engaging the students and faculty together as a unified body in a time of worship and training.

Chapel Days will also require a different dress code than daily uniform requirements. A more formal wear is intended to encourage the students to approach this time with utmost respect and openness to learning together with their peers. Please note the Chapel dress code below and the expectations for Rhetoric students and Seniors specifically.

School uniforms can be ordered directly from Lands' End. Please refer to the Lands' End link at www.sterlingclassicalschool.com for specific approved clothing items.

Uniform Wear

All students in K-12th grade wear uniforms. Uniforms may be purchased from Lands' End. When you go to the Lands' End website, "search for a school". Once you find Sterling and click on it, then you will have the choice to add the Sterling logo to clothing items.

If your Grammar student is registered for a Monday elective, we ask that they wear their uniform on Monday, as well as on Campus Days.

Preschool students do not wear uniforms.

Dress Code Daily Policy-General Principles

- All clothes must be neat and clean at the beginning of the day, and may not be torn, have fringed edges, or any other unusual features which will call undue attention to themselves.
- No clothing shall be excessively tight and form fitting or excessively loose. All clothing shall be worn in a neat and modest manner.
- Any accessory deemed to be unusually distracting due to color (fluorescent, sparkling, etc.), pattern, or cut is unacceptable for school wear.

Policy on Dress Code Violations

Student dress code violations will be reported to the office and parents will be contacted to bring the articles necessary to school to bring the student back into compliance with the dress code. Time away from class while not in compliance will be considered unexcused and the responsibility of the student to catch up or gather information on the class time that was missed. Upon the second dress code violation of the semester,

students will be assigned a lunch detention, parents will be called, and the student will need to be brought into compliance with the dress code. A third violation in a semester will result in another lunch detention, parents will be called to bring student into compliance, and a parent meeting with the Dean will be scheduled to validate the importance of the student uniform. Four or more violations will be considered a major disciplinary issue and will be handled according to the established discipline policy.

Upper Body Wear

1. Students must wear one of the required top options provided on the Lands' End school site.
2. It is recommended that upper wear for boys start the day tucked in. The option for an untucked shirt requires the shirt to be clean and well-fitting.
3. Khaki, navy and plaid (as identified on the Lands' End site) jumpers are allowed for girls.
4. Hoodies are no longer allowed as part of the uniform at Sterling.
5. Outerwear for all students must be from Lands' End, a school letterman jacket, or a Sterling jacket from the Spirit Shop. A jacket with a zipper opening is allowed if the shirt underneath is the uniform shirt.

Lower Body Wear

1. Students may wear one of the required lower body options as outlined on the Lands' End school site. If Lands' End lower body wear does not fit, bottoms can be purchased from other places as long as they meet requirements of length (just about the knee) and not excessively tight or loose. All lower body wear with belt loops must be worn with a black, brown, or navy belt if the upper wear is tucked into the lower body wear. No skinny pants, leggings, or cargo shorts/pants are allowed.
2. All students shall wear tied, buckled, or appropriately closed shoes at all times. The soles of shoes may not exceed one inch in thickness, nor may the combined sole/heel height exceed two inches. "Wheel" shoes or shoes that light-up are not allowed at school. Both shoes must also be of the same make and color. All shoelaces must be tied, and all buckles must be buckled.
3. Socks must be in one of the following colors: white, hunter green, gray, or black. Both socks must be in the same color and must be a solid color.
4. Leggings following the same guidelines may be worn ONLY with girls' lower body wear during cold weather. Solid Sterling colors only.

Miscellaneous

1. Hair for both girls and boys must be kept groomed and clean. It must be a natural hair color with a traditional hair style that is not distracting. Boys hair cannot be longer than the shirt collar and is not allowed to be in a ponytail or bun. Hair may not cover eyes.
2. Boys may not wear earrings or other pierced jewelry. Girls may wear only earrings; no other pierced jewelry is allowed. Girls only may wear nail polish.
3. Tattoos are not allowed to be worn, either temporary or permanent.
4. No hats or other head coverings, such as bandanas or winter gear, may be worn in the building.

Chapel Day Uniform

(All items should be laundered and pressed neatly.)

Girls:

- Navy, khaki or plaid skirt, jumper or dress Uniform top
- Mary Jane shoe, ballet flat or dress shoe
- Options: monogrammed sweater or sweater vest (no other outerwear will be allowed for Chapel)

Rhetoric/High School Girls:

- White button-down Uniform blouse (of your choosing from the Lands' End list)
- Plaid A-line skirt (Below the knee) – classic navy/evergreen plaid
- Plaid A-line skirt (Below the knee) – hunter/classic navy plaid (SENIORS ONLY) School Uniform Cross Tie – (SENIORS ONLY)
- Mary Jane shoe, ballet flat or dress shoe
- Options: navy blazer, monogrammed sweater or sweater vest (no other outerwear will be allowed for chapel)

Boys:

- Khaki or navy pants (flat front or pleated) – no shorts or cargo pants
- Uniform top (tucked in with belt)
- Brown or black dress shoe or loafer

Rhetoric/High School Boys:

- White button-down oxford
- Lands' End classic navy/evergreen plaid necktie

- Lands' End hunter/classic navy plaid necktie (SENIORS ONLY)
- Navy blue or black sports jacket (This is the only outer wear that does not need to be purchased from Lands' End)
- Lands' End khaki or navy pants (flat front or pleated) – no shorts or cargo pants
- Brown or black dress shoe or loafer

Discipline Policy and Procedures

Discipline is to be thoroughly Biblical, defined by the Scriptures, proceeding from a Biblical philosophy of discipline. Sterling believes parents should work in partnership to ensure Scripture is used when addressing discipline administered to a child. (Under no circumstances does Sterling Classical School practice spanking or similar forms of corporal punishment).

The primary goal of the Sterling staff will be to practice “preventative” discipline through the use of good teaching techniques; as well, Sterling expects parents to instill in their children the importance of having respect for others and good manners. The school will control the impact of serious discipline by limiting or withdrawing the participation privileges of consistently uncooperative students. The mission is to focus students on the pursuit of Christ-like character in a healthy and safe environment. Thus, Sterling Classical School reserves the right to modify the discipline policy as needed to ensure every student is afforded this opportunity at all times.

Discipline will be administered in light of a student’s particular offense and attitude. There are two levels of offense at Sterling, each treated with a particular procedure:

1. Classroom level
2. Office visit

The vast majority of discipline is handled at the classroom level through the use of mild verbal rebuke for the purpose of sound classroom management.

It is Sterling’s desire that parents be supportive, active, and involved in their child’s training through the use of Godly discipline.

Classroom Level Procedure (Grammar School)

Other school and/or classroom offenses that may not fall under the above enumerated “Office Visit” offenses are disciplined according to the following procedure. While teachers have opportunity to exercise discretion with each occurrence of a behavioral/attitude infraction, they should normally and regularly apply the following procedure in order to maintain consistency within their own classrooms and with other teachers. This procedure is also to be followed by any teacher substitute and/or volunteer teacher or aide when they are acting with the delegated authority of a Sterling teacher.

First Offense:

1. Firm and loving rebuke that identifies inappropriate behavior.
2. Counsel student as to the appropriate manner in which they should behave, support with Biblical Scripture.

Second Offense:

1. Repeat above steps 1 and 2.
2. The teacher notifies parents. (*This second rebuke is really an additional, not just a repeated, rebuke— he is rebuked not only for the initial behavior, but also for his unwillingness to respond in wisdom to the first rebuke. Proverbs 29:1.*)

Third Offense:

1. Repeat first offense steps 1 and 2.
2. The teacher will send the child to the office and now the offense will follow the “Office Visit” procedure.

Classroom Level Procedure (School of Logic/Rhetoric)

Other school and/or classroom offenses that may not fall under “Office Visit” offenses are disciplined according to the following procedure. While teachers have opportunity to exercise discretion with each occurrence of a behavioral/attitude infraction, they should normally and regularly apply the following procedure in order to maintain consistency within their own classrooms and with other teachers.

This procedure is also to be followed by any teacher substitute and/or volunteer teacher

or aid when they are acting with the delegated authority or a Sterling teacher.

*Prior to the First Offense, the student is given a verbal warning.

First Offense – YELLOW

1. Student is handed a YELLOW card with directions for the student to follow.
2. Firm and loving rebuke that identifies inappropriate behavior.
3. Student records rebuke per the card's instruction on the card itself.
4. Teacher records name and checks for parental signature (student's planner or card) the next day. This initial rebuke offers the student the opportunity to demonstrate that he is "wise" and desires to honor both the LORD and his parents with obedience and response to correction (Proverbs 17:10). It also alerts parents to potential problems (especially with regard to attitude) and helps them assume final responsibility for correcting their child (Ephesians 6:4).
5. Teacher will send email to parents, as well, indicating that student reached first offense.

Second Offense – ORANGE

1. No further warning is provided and student is handed an ORANGE card with directions for the student to follow.
2. Student records rebuke in Daily Planner or on the card itself per the card's instruction.
3. The teacher notifies parents by email or phone to provide detail of student's offense. Teacher copies Dean of Logic or Rhetoric on email or notifies of conversation with parent.

This second rebuke is an additional, not just a repeated, rebuke – he is rebuked not only for the initial behavior, but also for his unwillingness to respond in wisdom to the first rebuke (Proverbs 29:1).

Third Offense – RED

1. No further warning is provided and student is handed a RED card with directions for the student to follow.
2. The teacher will send the student to the office per the directions on the RED card and now the offense will follow the "Office Visit" procedure.

Office Visits

There are five basic behaviors that will automatically necessitate discipline from administration. Those behaviors are:

- Disrespect shown to any staff member or peer, whether in the form of a look, a response, or any other action. The staff member will be the judge of whether or not disrespect has been shown. (Exodus 20:12; Proverbs 6:16-17; Romans 13:1,7).
- Dishonesty in any situation, including lying or otherwise deceiving, cheating, forgery, and stealing. (Exodus 20:15-16; Proverbs 6:16-17, 19).
- Rebellion, i.e., outright disobedience (active or passive) in response to instructions. (Colossians 3:20; 1 Samuel 15:23).
- Malicious or selfish physical harm or intent to harm another student, including fighting, shoving, tripping, etc. (James 4:1; 1 Corinthians 13:5).
- Obscene, vulgar, profane, or malicious language or action, including swearing, taking the Lord's name in vain, name-calling, and dirty-joke telling. (Ex. 20:7; Ephesians 4:29-31; 5:4).

Normally, during an Office Visit, administration will:

1. Investigate and determine the nature of the offense (consulting teacher, student, others).
2. Seek to give Godly and Biblical counsel to the student (2 Timothy 3:16).
3. Contact that student's parents to explain the situation.
4. After the parents have dealt with the offense, the administrator will also require restitution or apology, if appropriate, and then pray with and for the student before the student re-enters their classroom.

If a student is sent to the office, within either semester of the school year, the following accounting will be observed:

- The first time a student is sent to administration, the administrator will talk through the incident with the student and allow the opportunity for all necessary information to be gathered from all parties involved. The administrator will provide direction, spiritual training and needed consequences.
- The administrator will then contact the parents to allow them to follow through appropriately at home. Based on the behavior that dictated the Office Visit, the administrator may choose to contact the parent first before meeting with the student.
- The parents' assistance and support in averting further problems will be

sought.

- The second Office Visit will be followed by a meeting with the student's parents and the administrator.
- Should the student require a third Office Visit, a two-day campus suspension will be imposed on the student.
- If a fourth Office Visit is required, the student will be expelled from the school.
- Sterling Classical School reserves the right to adjust the above protocol based on the severity of the situation and/or the needs of the student.

Suspension

This is a temporary dismissal from school that is imposed by the administration for non-compliance with school policies or standards for behavior. A set number of days will be imposed as a disciplinary action and to allow the student and parents time to work towards restitution and resolution of the behavior that led to the suspension. The student will still be responsible for all assignments and expected to submit them immediately upon their return. The established objective must be met by both the student and the parents with the approval of the administration prior to the return to school.

Expulsion

The Sterling Administration and Advisory Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fourth office visit, the student will be expelled. Tuition will be required for the balance of the semester. (Proverbs 13:20; 22:10)

Serious Misconduct

Should a student commit an act with such serious consequences that the administration deems it necessary, the Office Visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct, which occurs after school hours on or off school property.

Re-admittance

Should the expelled student desire to be readmitted to Sterling at a later date, the school administration or the Advisory Board will make a decision based on the student's attitude and circumstances at the time of re-application including the completion of noted recommendations.

Behavior Transition

Kindergarten through 2nd grade students will be allowed a "slow-start" first week in which teacher and students will focus on introducing, practicing, and reviewing specific types of behavior each day. Although the teacher will address any misbehavior, the goal will be to give students some time to develop heart and body habits before they are held accountable to the classroom-level policies.

Grievance Policies and Guidelines

It is important that institutions that purport to be Christian in their mission and relationships actually demonstrate a fidelity to Christian principles in their spheres of influence. To this end, Sterling has established Biblical guidelines for the resolution of disputes and grievances in the operation of Sterling Classical School. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Sterling's operations, between any two parties connected in a direct way to the school. This includes students, parents, volunteers, staff, administration, and Advisory Board.

Students/Parents to Teachers

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful, Christ-honoring demeanor is required at all times, by all parties involved.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator, Dean of Grammar, Logic, or Rhetoric School. If the student brings the concern, it is encouraged that he have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to administration.
- 4.

Parents/Patrons to Administration

1. If the parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate person. A respectful, Christ-honoring demeanor is required at all times, by all parties involved.
2. If the situation is not resolved, they should present their concerns to administration. This procedure applies to panel members who are acting in their capacity as parents/patrons, and not as representatives of the Sterling Advisory Board.

Staff to Administration, Administration to Board

Staff, Faculty, Administration, and Board Grievances: Sterling will follow the recommendation of the Association of Christian Schools International (ACSI) for resolving arbitration between all Board Members, Staff, Instructors, students, and students' families. The parties to this agreement are Christians and believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community in conformity with the Biblical injunctions of I Corinthians 6:1-8, Matthew 5:23-24, and Matthew 18:5-20.

Therefore, the parties agree that any claim or dispute arising out of, or related to, this agreement or to any aspect of the school relationship, including any claim or statutory claims, shall be settled by Biblically-based mediation. If resolution of the dispute and reconciliation do not result from such efforts, the matter shall then be submitted to a panel of three arbitrators for binding arbitration. The selection of the arbitrators and the arbitration process shall be conducted in accordance with the Rules of Procedure for Christian Conciliation of the Institute for Christian Conciliation as printed in the Guidelines for Christian Conciliation.

The parties agree that these methods shall be the sole remedy for any controversy or claim arising out of the school relationship or this agreement and expressly waive their right to file a lawsuit against one another in any civil court for such disputes, except to enforce a legally binding arbitration decision.

Each party, regardless of the outcome of the matter, agrees to bear the cost of his/her/its own arbitrator and one-half of the fees and costs of the neutral arbitrator and any other

arbitration expenses.

School—Home Communication

Communication between the school and the home are essential as we work together as a team. All members of the school community are encouraged and expected to make proper and ongoing use of any communication methods the school may devise. RenWeb will be the key tool of email communication.

Program

Curriculum Objectives

In Language we seek to:

use phonics as the primary building blocks for teaching students to read; encourage students to read correctly as soon as possible; introduce high quality children’s literature as soon as possible, through our literature program; carefully monitor reading abilities to ensure students are at their grade appropriate level, are comprehending adequately, and are reading fluently, both orally and silently; foster a life-long love of reading and high quality literature, after being taught to recognize the characteristics of such literature; integrate wherever possible, other subjects into reading, such as science and history; equip students with the skills necessary for excellent writing, including content, form, and correctness; emphasize skilled writing by requiring students to write often and correctly in each subject area; encourage clear thinking by requiring clear writing and speaking; introduce many styles of writing using high quality literature and poetry throughout the history of great literature.

In History we seek to:

cover the sweep of human history from creation, through ancient times until present; relate the physical geography of a country to its history, culture, and primary industries; broaden an understanding of history and geography, specifically by deepening the level of exposure and research into various topics; make history and geography “come alive” through the use of many forms of information and research, including biographies, illustrations, maps, music, art, foods, architecture, and class projects.

Sterling Classical School does not support or endorse Critical Race Theory or the 1619 Project. Critical Race Theory (CRT) is the practice of viewing all social and cultural issues through the lens of race and racial identity, and casting all human relations in terms of power structures related to that identity. It is pervading both private and public school classrooms across the country. At Sterling Classical School, we believe that all history should be looked at critically and honestly through the lens of a Christian Worldview, not

a culturally Marxist Worldview.

The 1619 Project is an attempt by the New York Times to revise American history. It recasts the country's history by crossing out 1776 as America's founding date and substituting 1619, the year 20 or so African slaves were brought to Jamestown, Va. The 1619 Project argues that all aspects of American life are seen through one lens, which is the lens of institutionalized slavery in America and its ultimate impact.

According to distinguished American Historians, Gordon Wood and James McPherson, the Project's central claims about American history and American slavery were very wrong in numerous ways and leave most of the history out.

At Sterling Classical School, we teach that that American history formally started in 1776 with the Declaration of Independence which stated clearly that, "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness." We believe these truths, and the Constitution they eventually inspired, are the primary reason slavery was eventually ended in America.

In addition, slavery is an institution that has existed for most of human history, up to the present, and was not simply an American phenomenon. The African slave trade was driven by England, Portugal, and Spain, and only a small percentage (around 300 thousand) of the 15 million slaves that were brought from Africa came to the American Colonies between 1600 and 1800. The phenomenon of slavery as a practice or institution cannot be accurately or clearly understood outside of these larger contexts.

In Science we seek to:

show that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment; encourage natural curiosity, teaching students how to ask good questions and design practical experiments to answer them; treat the study of science as a "means to an end," not an end in itself, that is, curiosity, and the way of using science, as opposed to the study of facts; facts should be attained as the result of research and discovery vs. lecture; use many forms of instruction to teach scientific concepts and methods (a variety of experiments, demonstrations, research

projects, etc.).

In Mathematics we seek to:

give students a working knowledge of the grammar (definitions, names, and symbols) associated with mathematical principles at each level; teach mastery of basic concepts at an early age through the use of manipulatives, games, and other visual aids; require memorization of basic mathematics facts at every level once a conceptual understanding has been attained through the use of practical problems, drill, and games; give students a thorough mastery of basic mathematical functions and tables; emphasize practical application of mathematics through the frequent use of story problems; teach students to express problems in correct mathematical notation and teach the application of mathematics in the sciences and other disciplines.

Academic Evaluation

We believe that grades are not a commentary on the relative worth and value of the individual, but rather an accurate reflection of the quality of his/her work in a given subject at a given time.

At Sterling Classical School, grades serve four basic purposes:

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

Definition of Credits

In general, Sterling Classical School students earn one credit for a full year of instruction in a particular course. Students will also earn one credit at Sterling for one year of involvement in a school-sponsored sport. Fall and Spring semesters at Sterling are scheduled for established weeks each of uninterrupted instruction to provide adequate time to master the course.

Promotion

Students must meet all the following basic criteria for promotion to the next successive course:

1. Pass all coursework with at least a 70% average (2.0 GPA).
2. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the following skills/subjects in the grades noted.
3. All students, Lower School and Upper School, will be promoted to the next course in sequence when they achieve a passing grade (70%) in the current course. Student promotion is on a course-by-course basis. Students are not promoted on grade level.

The Grading Scale

Kindergarten through Second Grade

Met Objective = M

Good Progress =G

Working on Skill = W

Not Applicable = NA

Third through Twelfth Grade

A = 90-100

B = 80-89

C =70-79

F = 69 and below

Academic Standing

The advanced academic education model at Sterling Classical School is designed as a fast-paced partnership between parents and educators to achieve high standards in academics for students who want to excel in life. As a result of this design, students are not “just moved through the system”. Students must continually perform at a satisfactory level of performance, or they will not be successful in the model. Each semester, students may receive a classification that outlines for the parents their past academic performance at Sterling.

Listed below are the student academic standings:

- **Academic Good Standing:** Achieving a 70%+ in all courses for the current school year.
- **Academic Probation:** Failing one or more classes in the past term. This student will be given the balance of the school semester to achieve a 70%+ grade in the courses. If the student is not successful in raising the grade in the courses to 70%+ and fails two terms, the student will be required to retake the course and will be a candidate for dismissal/expulsion from Sterling.

Students who are placed on academic probation, and their parents, will be required to attend a conference with the Dean of Students and Faculty within the first two weeks of the probation semester.

Tardy Policy

In general, a tardy will be treated as a discipline problem. Students are expected to be in class at the designated starting time any time after that they will be considered tardy and required to check in with the Sterling front office. In addition, from 2nd period and following, students will receive a tardy if they are not present at the start of class. The student must obtain a tardy slip from the front office receptionist and will take that slip with them to allow entrance into their class.

A student will be allowed ONE unexcused tardy in any given semester. For each unexcused tardy thereafter, the tardy will be transferred to a discipline slip and referred to the Dean of Grammar, Logic, or Rhetoric. The front office receptionist and the Dean of Grammar, Logic, or Rhetoric will make the determination when a student is tardy on whether they will be allowed to go immediately to their class, or if they will be held until the next class starts or there is a natural break allowing their entrance into class NOT to disrupt the teacher or other students.

Any missed work or directions will be the responsibility of the student and/or parent to obtain on their own time and not upon their entrance into class. In order to be excused, a student must supply a note signed by a parent or guardian to the front office receptionist. Only those tardies beyond the immediate control of the student or his or her parents or guardians will normally be considered excused.

THREE tardies will result in an absence which will be recorded on the student's record and will go against the maximum of 4 absences allowed in a semester (there are exceptions to absences when prior approval is received). Students that exceed these absences risk being able to proceed to the next grade level and will be placed on delayed re-enrollment, meaning their re-enrollment will not be accepted until all others have been processed.

Attendance Requirements

A student enrolled in Sterling is expected to be present and on time in school every day that school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Due to the limited number of in-class days, it is vitally important to each student's progress to attend each class day and period. Please use the ample time during the non-class days to schedule personal activities. (i.e. dentists, etc.)

Short-term absences: If a student needs to be absent from school for a day, for any reason, the parents should contact the school office by email or phone as soon as possible.

Long-term absences: If a student needs to be absent for two or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

Extended absences: We will cooperate with families taking their children from school for vacations, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed ahead of the absence. We require that prior to any planned, extended absence, the student's teachers and the school Administration be notified in writing 30 days in advance. This should be done through the Absence Permission Form obtained through the front office. It is the parent's responsibility for the student's work to be completed and turned in prior to leaving or upon return depending on the teacher's request/instruction.

Maximum absences: In the event the total number of planned (that is, parent-approved) absences exceeds four days for the semester, the student may not receive credit for that time period. In the event the total number of absences, whether planned or unplanned, exceeds ten days in one semester, the student may not receive credit for that semester. A petition can be made to the administration and the Advisory Board.

Absence and Tardy Definitions

A full-time student who arrives five minutes after the start of the first class and *before* 10:00 A.M. is considered **tardy**.*

A full-time student who arrives at school any time *after* 10:00 A.M. will receive a half-day **absence**.

* Each tardy occurrence will be compiled. Three tardies will be compiled to equal one absence.

Arrival Procedures

Kinder-4th Grade Morning Drop Off

Please feel free to walk your child to their classroom the first week of school. Beginning the second week of school, students will need to be dropped off in the carpool line or you may walk them to the front lobby. They will need to walk down the hallway to their classroom independently.

If you would like to meet with the teacher, please schedule a time for a parent conference with the teacher. If you need to get a message to the teacher, please give the message to the receptionist in the front office and we will see that it gets delivered. There will be administration and teachers watching students walk down the hall to ensure everyone gets to their classroom.

Every teacher will be at their door beginning at 7:50 to greet each student and help them get settled for their day. Preschool parents may walk their preschool students to their classroom, but we ask that you do not linger in the hallways afterwards as the doors to the hallways will be promptly locked at 8:05.

Security Screening

We use a system that scans a Driver's License and runs a background check on every person that enters the campus. Once the license has been scanned it will print out a visitor's label. This will eliminate the need to run manual background check on volunteers before they can be on campus as everyone will be background checked anytime they enter the campus. As we grow and have more new faces, it will be important to be able to identify every person on our campus by their visitor tag, so we know they entered through the front of the building and were scanned.

Classroom Parties and Birthday Celebrations

Parents of Grammar School students will be notified by the classroom teacher about classroom parties such as Christmas and Valentine's Day parties. Once students are in Logic classes there are no longer classroom parties. If parents wish to plan anything else that takes place on campus, it MUST be pre-approved through the office and the Dean of the Grammar School. All parents must be notified and BOTH classes in the grade must be included in the celebration.

Birthdays may be celebrated at lunch. Parents may bring treats to the teacher on duty in the cafeteria. Treats need to include enough for both classes in the grade. Parents need to be aware of peanut allergies and not include treats with peanut products.

Student Transfer Procedure

In order for Sterling Classical School to transfer student records to another school, the family requesting such records must fill out a record request form from the school the student is transferring to. Sterling is not able to make copies of student records unless the receiving school has submitted a written request form. Parents of SCS are not allowed to take student records off campus to make copies.

Eligibility Requirements for Co-Curricular Activities

All students who desire to participate in co-curricular activities must meet the following requirements to remain eligible for participation. Participation in these activities requires additional time and effort that does not supersede the student's responsibilities to:

- represent the school and their fellow students with excellence

- not jeopardize academic preparation and success
- pass all classes with a 70 or above
- be of good character standing

Co-curricular activities do not, at any time, take precedence over the academic program. Students who turn 19 years of age by September 1 of their senior year are not eligible to participate in co-curricular activities as part of Sterling.

Books and Materials

Sterling will provide complete book lists and recommended sources with contact information upon acceptance and registration. Parents must acquire all curricular materials by orientation for students to begin coursework.

Miscellaneous

SCS Parent Association - PTF/Partners Through Faith

We will utilize a Parent Association to organize and execute volunteer opportunities in and out of the classroom. The volunteer president and officers have the task of assembling the parent community to meet the following needs and others as needed throughout the year:

- Develop and sponsor creative events to promote SCS.
- Host special school events such as school picnics, SCS Community Dinner, Fine Arts night and others to support the school program and strengthen the SCS Community.
- Oversee and coordinate teacher appreciation.

Lunch

All lunches are either “brown bag” and must be brought by the students or they are “hot food lunches” brought in by outside vendors and paid for beforehand by parents. Parents will not be able to bring in food for students, other than their own, without prior written permission from that parent. We ask that parents think very carefully about the snacks and lunches they send to school with their children. Whole foods, as opposed to processed, pre-packaged ones, are always best. Foods with high levels of sugar are an unwise choice, as they will invariably lead to poorer classroom performance. In addition, students should have clear or light-colored drinks, due to the likelihood of spills, particularly with the younger children.

Student/Teacher Ratio

Sterling strives to maintain a small, dynamic student/teacher ratio. Class size allows for the hands-on, interactive, Socratic platform to unfold within the classrooms across the grades. Below are the max target ratios for the grades. There are times when classes will be smaller due to enrollment.*

Within the School of Logic and Rhetoric, there will be times when a class may be allowed to go to 17 or 18, and in such times, the classrooms have been established with seating and physical arrangement to naturally bring in the additional student(s). Such inclusion

enhances the dynamics of the class and still keeps Sterling at a low student/teacher ratio overall where classical, Charlotte Mason, college-preparatory learning evolves at the hands of our highly experienced and degreed faculty and teaching staff.

Preschool	10:1
Kindergarten	14:1
Grades 1st-4th	16:1
Grades 5th-8th	16:1*
Grades 9th-12th	16:1*

Use of Outside Vendors/Businesses

While the vision of the school is to encourage a community of service and volunteerism, there will be times that necessitate payment for services through outside vendors or businesses. With the realization that many Sterling families own or are facilitated with businesses in various fields, there will be an established process for the use, hiring and payment for such services. The need will be communicated to the school/community and those interested may submit a bid. The business with the lowest bid for the outlined needed services will be the one utilized for the school. This will help to create a level of fairness and administration approval, especially for businesses that will create a product that in turn requires payment from Sterling parents.

Mandatory Service Hours

Our parents play a vital role in the total program offered at Sterling Classical School. This model is designed for us to journey together both at home and on the campus of Sterling. We desire to keep our unique program available to as many families as possible who are seeking a classical, Christian, college-preparatory education. In order to maintain our tuition rates and be effective stewards of all our resources, then it is imperative that we have as much hands-on assistance from parents as possible through a minimum of 10 mandatory service hours per school year.

These service hours can be obtained by participating on a PTF committee, serving as a Room Parent or through other volunteer opportunities identified by the school. A Volunteer Log Book will be kept in the school office. In this log book you will find a sheet with your family name for you to fill in every time you volunteer.

Families who are unable to provide the mandatory service hours will be required to pay a \$250 fee which will waive their required hours. This fee will go towards costs associated with needed services for the school not provided through parent volunteers.

Choice of Literature/Library Books

To borrow from Sonlight, “We believe a book should be judged on the positive value it offers, rather than the negative attributes it omits. We envision the literary experience as a joint parent-child effort that sparks quality discussion of the values you hold and the truth you espouse; it’s a process of discovery, explanation and teaching, a process that helps to unlock the real treasures contained in excellent literary work. If you only want books with overt Christian themes in your home—to the exclusion of “literary masterpieces” or cultural essentials—then you will probably have difficulty with some of the classic literature offered.”

In regards to the Sterling library, we are unable to read every book and remove every possible book that may be offensive to someone. We believe it is the responsibility of the parent to guide your child prior to a trip to the library and follow up to see the books being brought home. We also believe that one’s Christianity or spiritual walk is not based on the books they read or allow their children to read, so we are prayerful that literature does not become a source for the enemy to use in dividing believers.

Secured Campus

Sterling is a secured campus. All visitors, including parents, must check in at the school office. We encourage lunch visits and especially lunchroom helpers. Classroom visits must be scheduled in advance and may not always be possible due to space limitations and the disruptions visits cause.

Eligible high school students with documented parental approval and driver form on file in office may leave campus during designated times, including lunch. These students MUST sign in/out at the front office for security and accountability reasons.

School and Office Hours

The school day begins promptly at 8:00 A.M. Ending times vary based on electives chosen by your student. When classes are in session, the Sterling office is open from 8:00 A.M. to 4:15 P.M.

Arrival and Dismissal

Please drop your children off at school no more than 20 minutes prior to the scheduled start time. Please call the school office if you will be more than 5 minutes late to pick up a child, or if there are any unusual car pool changes.

At 10 minutes after designated pick-up time, there will be \$1 per minute charge billed. After three late student pick-up days, the amount will increase to \$5 per minute accrued charge.

Lost and Found

Due to limited storage space, lost and found items are only kept for ten days. At the end of ten days the items will be given to charity. Parents should carefully mark their children's supplies and clothes so that, in the event they are misplaced, they may quickly find their way home.

Inclement Weather

The school will close for inclement weather when Leander and Round Rock Independent Schools close, or based on the decision of Sterling Administration, as to insure the utmost safety for each student and family.

Medical Policy

1. Please report all contagious diseases to the school. This is of great help when other students in the class develop symptoms.
2. Please do not send a child to school until they are symptom-free for at least twenty-four hours.
3. Prescription medicine should be given at home. A written letter of authorization is required by the parent and turned into the school prior to any prescription medication being taken by the student for migraines, Diabetes, Asthma or similar conditions. The School will not administer non-prescription medications aside from one-time usage needs per incident.

4. Prior authorization from administration is required for students needing non-prescription medication administered routinely throughout a school day for a non-contagious condition.
5. Proof of immunizations are required to be provided, updated, and in compliance with the State of Texas, which also allows for a waiver of exemption.

Illness Policy

We ask that families follow the procedures below when deciding whether or not to send a student to school with certain symptoms.

- **Intestinal viruses:** Students suffering from intestinal viruses are permitted back in the classroom once the symptoms of nausea are gone, assuming there is no fever associated with the illness.
- **Fever:** Students running a fever are not permitted in class. If a student becomes ill at school with a fever, the parents will be contacted to come pick him/her up.
- **Illnesses, which require antibiotics:** Students should follow their physician's recommendations regarding when they can be exposed to other children. For example, students with strep throat are typically told not to be around others for at least 24 to 48 hours after the first antibiotic treatment.
- **Common colds:** Students are permitted in class with colds. However, if flu-like symptoms appear, such as a fever, parents will be contacted to pick up their child.

Medical/Allergy/Special Needs

Sterling Classical School is not equipped to meet the needs of students with severe medical, emotional, allergy-related or similar conditions. We are not a peanut-free campus, but students who have peanut allergies will have a class that follows a "peanut awareness" protocol.

In addition, we do not have a registered nurse on staff. Any student who is prescribed an Epi-pen must provide the school office with an Epi-pen and a doctor's note to be kept during the school year. Epi-pens will be stored in a container that is clearly labeled with the student's name. The staff has been trained on how to administer an Epi-pen.

The school policy states that no food is allowed to be shared, and only the lunch monitor

can distribute snacks or food of any kind. The campus maintains a roster of key staff members who are certified in CPR and are accessible to the students on the campus. We are only able to provide basic first aid and then Emergency Medical Personnel will be called to the campus should the staff deem it is a situation that exceeds the level of care provided at Sterling. Students will be evaluated on an individual basis prior to admission to determine if Sterling can provide a safe environment for the child and will best meet their needs.

Late Work Policy: The School of Logic and Rhetoric

- Students and parents may access homework assignments on Google Classroom (5th-12th) and CourseSites (selected 9th-12th classes). Families can expect each week's assignments to be posted by the preceding Sunday at 5:00 P.M.
- Students are responsible for staying current with assignments and communicating with their teacher about missed assignment clarification if needed.
- Late assignments which are not due to a missed class or absence will be collected for a 30-point deduction for the first late day. The same late assignment will receive a zero if not collected by the second day but will still be due according to the teacher's discretion.
- Each student will receive one free pass per class per semester to be used for one late assignment. This waives the late penalty of 30 points when turned in one class period late. However, if the assignment is still not turned in, it will receive a 30-point deduction when turned in the following class period or a zero if not turned in the class period after that. Students will be responsible for keeping track of their free passes.
- Teachers will communicate with parents of students who repeatedly turn in assignments late. Teachers will also communicate with the Dean of the Logic School or Dean of the Rhetoric School on repeat occurrences.
- Students who are absent due to an excused illness will be given one day per absence to turn work in up to three days until the 30-point deduction of late work is enacted. Beyond three days, the teacher and Dean of the Logic School or Dean of the Rhetoric School will decide upon requirements for makeup work.

- Work, tests, or projects that were assigned prior to the absence which fall due the date of the absence or the day the student returns to class will still be due and collected the day of the student's return.
- If a student deliberately missed school without parental knowledge or permission, then the work missed must be made up with the possibility of the grade being lowered at the discretion of the teacher up to and including a possible zero.

Chapel Program

Sterling will have regular Chapel programs throughout the year. This time is established to create a corporate time of worship and fellowship that we are here to glorify God in truth, unity, inspiration and encouragement. Chapel is an interdenominational program.

"... for the equipping of the saints for the work of service, to the building up of the body of Christ; until we all attain to the unity of the faith, and of the knowledge of the Son of God, to a mature man, to the measure of the stature which belongs to the fullness of Christ."

Ephesians 4:12-13

A student enrolled at Sterling Classical School accepts the responsibility of participating in the Sterling Chapel program. Students are to engage in Chapel as a part of the experience in their whole person development while attending Sterling. Attendance is required.

Transcript Request

Students requesting a copy of their transcript should consult the school office or Registrar. Processing of a transcript may take 1-2 weeks. If there is an outstanding balance (tuition, sports equipment, library, textbooks, fees, etc.), the transcript will be unavailable until billing is current.

Official transcripts with the school logo, seal, signature and supporting documentation will only be released to requesting school entities. Official transcripts will not be released to parents.

Grammar School Homework Policy

Sterling is not a part-time school, and in order to fulfill the learning objectives for each grade, students must complete assignments on the home days as well as at school. In

the event that assignments assigned on home days are not completed and returned to school as required, Sterling reserves the right to retain a student for failure to complete the assignments for that grade. In addition, a student may not be eligible to re-enroll if they did not complete the coursework for their grade. This model can only be effective if there is a partnership between home and school.

Grammar School Retention Policy

Due to Sterling's advanced academic format, there may be times where the teacher and administration determine that a student is not academically ready for the next grade. If there are concerns regarding a student, the teacher will request a parent conference and will share his/her recommendations. Sterling reserves the right to refuse promotion to the next grade if faculty and administration believe that it is in the student's best interest. If a parent chooses to go against the school recommendation for their child and place them in the next grade, Sterling has the right to move the student to their previous grade if they are unable to function at grade level in a class of their peers and/or they are causing the class to fall behind. Each student in a class is expected to function at an independent level appropriate for their age group and grade.

Academic and Behavior Identification and Referrals

There will be times when a student is identified with certain academic and/or behavioral issues that require outside assessment and intervention. When Sterling teachers and administration come alongside parents to share the noted concerns, identified behavior, academic struggles or deficits that are preventing a student from being successful in the classroom and/or in moving forward, it is essential that the parents respond in kind. Specific recommendations will be made and compliance to the recommendation may affect re-enrollment options.

Communication of Issues/Events That Occur Off Campus

Sterling administration will address items that come to our attention wherein they have an immediate effect on the students while on campus. This is addressed in more detail in the **Student Code of Conduct** section. Sterling administration will not engage in issues that occur at outside events or gatherings including text or social media communication during the summer, breaks, or after school where parental involvement should be paramount in addressing behavior, safety, moral and spiritual growth. Parents should be

communicating with each other and following Matthew 18 in conflict resolution.

Class and Teacher Requests

Sterling only hires certified, experienced and passionate instructors who believe in the mission and vision of Sterling Classical School. Each instructor brings a high skill level and unique approach to the classroom. Because of the caliber of every Sterling instructor, we do not take teacher requests. In addition, we evaluate each year the students individually and the mix of students within a classroom. We take this information, along with our desire for students to grow friendships and relationships that are inclusive and not exclusive, to decide on the class assignments each year. In that, we do not accept class requests.