

FCCS

Parent/Student Handbook



BUILD, BEAUTIFY, DEFEND

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About FCCS:

Mission

-At Fayette Classical Christian School we aim to provide Christian families a thoroughly Christ-centered and classical education. We are building future men and women for faithful and fruitful lives in the Kingdom of Christ.

Values

As Christians, we will

- joyfully embrace the Lordship of Christ over all things...which means a glad, unembarrassed faith and obedience to the word of God in all its parts.
- endeavor to help students become men and women of faith, hope, and love.
- seek to serve the God-ordained institution of education...namely the Christian Home.

As Classical educators we will

- approach every subject using the trivium (the ancient "three-fold way" of learning, which focuses on Grammar, Logic, and Rhetoric).
- strive to order the affections of students not just fill their minds. For centuries our forebears knew that education was not the process of filling a mind with facts like filling a box filled with things. Rather, education is the ordering of loves. Students who are educated well are students who have a love for what is True, Good, and Beautiful.
- endeavor to help students become men and women of prudence, fortitude, temperance, and justice.

Commitments

At FCCS, parents who know it is their responsibility to educate their children will find the following support:

- Christian in faith, obedience, and worldview as teachers and students.
- classical in content, pace, and practice.
- aimed at supplementing not supplanting Christian families.
- open* to non-Christian families that might want to participate in the school as it is...*but* we will never compromise our ethos to make non-Christians comfortable
- Christ-centered curriculum taught by Christ-like teachers.
- blended schedule of 2 “in class” days, 3 “at home” days a week.
- The pace will be rigorous and yet intentional about rest and joy. We aim to order the loves of students not merely get through the curriculum.

Pillar Texts

- Col. 3:16-17
- Eph. 6:1-4
- Prov. 25:2
- Prov. 1:7

School Motto

BUILD, BEAUTIFY, DEFEND

Statement of Faith

The following is the foundation of beliefs on which Fayette Classical Christian School is based. They are also the key elements of Protestant Christianity that will be unapologetically taught in various ways through all grade levels.

1. We believe the Bible alone to be the Word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit. He is omnipotent, omnipresent, omniscient, immutable, and has under His immediate authority all things which are in Heaven, in the earth, and under the earth. He readily exercises His power which is present everywhere, and to Him there is nothing that is impossible or unknown. He knows what has been from eternity, what now takes place everywhere, and what will be to all eternity.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.

9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.
10. We believe that God wonderfully and immutably created each person as distinctly male or female (Gen. 1:26-31; 2:18-25; 5:1, 2). These two distinct and complementary genders together reflect the image and nature of God. To reject one's biological gender is a rejection of the image of God within that person and is a sin against God.
11. We believe that marriage was created and sanctioned by God in which God joins one man and one woman in a single and exclusive union. (Gen. 2:24; Matt. 19:4-6)
12. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. Any form of sexual intimacy outside of marriage is immoral and is a sin against God. (1 Cor. 6:15-7:6; Eph. 5:3-7) Sexual immorality includes, but is not limited to adultery, fornication, homosexual conduct, and pornography.
13. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps. 139.)

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the final source of all that we believe. For purposes of Fayette Classical Christian School's faith, doctrine, practice, policy, and discipline, our board is the final interpretive authority on the Bible's application. Index

Academics

Bible

- Encourage students to seek personal application of the Scriptures, because an exclusively academic (i.e. studied but not applied) approach is a distortion of the truth (James 1:22).
- Emphasize the redemptive narrative throughout the Scriptures culminating in the person and work of Jesus Christ. Prioritizing, as God does, the themes presented in His Word, with the highest priority being the Gospel (1 Corinthians 15:3-5).
- Reading, understanding, memorizing, and applying, as appropriate, the entire written Word of God, in context, should be a high priority in all Bible lessons. A subordinate goal will be familiarizing the students with good study helps (2 Timothy 3:16, 17).
- Students read at least one Gospel account, one Epistle, and one Old Testament book each year with an emphasis on students reading the actual text for themselves as opposed to only reading prescribed verses.
- We seek to have the students read the entire Bible by the time they have completed 6th grade.

English

- Equip every student with the skills necessary for good writing, including spelling, grammar, style, clarity, etc.
- Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
- Encourage clear thinking by the students through requiring clear writing.
- Introduce the students to many styles of writing using the Bible and other high quality literature.

History/Geography

- Teach students that God is in control of history and He determines its ultimate outcome, enabling students to see God's hand throughout all of history.
- Develop students' ability to identify whether or not history has been written from a Christian or a non-Christian perspective.
- Teach students how to study history, thinking critically as they evaluate reading material, identifying primary and secondary sources.
- Ensure the students know the value of ancient history and the history of western civilization.
- Broaden students' understanding of history and geography as the students mature. Teaching them a general timeline of historical events from Biblical times to the present, focusing primarily on western civilizations. Make history and geography "come alive" for students through the use of many forms of information and research (i.e., biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.).

Science

- Nurture in students an increasing wonder and appreciation for the orderly and glorious way God created the universe in six days, as described in the Biblical creation account, and the laws which govern it.
- Show students that because God designed the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). By this, revealing to the student, through guided inquiry, the intrinsic laws, systems, and truths God put into Creation.
- Develop students' skills of observation and abilities to record and analyze information.
- Encourage students to apply their scientific knowledge to daily life and to treat the study of science as a means to an end and not as an end in itself.

- Introduce students to the history of science through significant historical scientific breakthroughs and the vast history of scientific giants.
- Use many forms of instruction to teach scientific concepts and methods (i.e., a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.).

Mathematics

- Ensure that students have a thorough mastery of basic mathematical functions and tables.
- Put an emphasis on a conceptual as well as a practical understanding of math through the frequent use of story problems.
- Illustrate God's unchanging character through the timeless, logical mathematical systems that He gave to man through His gift of reason.

Reading

- Equip students with the phonetic skills and practice necessary to read well, that is, smoothly and with good comprehension.
- Carefully monitor and guide students' growth in reading-related skills such as comprehension and vocabulary development while they are reading and enjoying worthwhile, challenging literature.
- Expose students to a wide variety of literature styles and forms; not restrict them to a dull, basal level.
- Integrate the love and practice of reading with many other areas of study, e.g. the Bible, history, and science to help students become a read-to-learn person all their lives.
- Teach students to read carefully and critically with an understanding of the Christian worldview and with the ability to identify opposing worldviews of the authors they encounter.

Latin

- Instruct students in the fundamental vocabulary and grammar of Latin to better their basic understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
- Reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar curriculum, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
- Cultivate scrutiny and logical thinking, which are inherent in the study of Latin.

FCCS Psalms

1 year Cycle:

Praise: 8, 29

Lament/Imprecatory: 6, 11

Thanksgiving: 23, 75

Royal: 2, 46

Wisdom/Confidence: 1, 16

2 year Cycle:

Praise: 67, 111

Lament/Imprecatory: 54, 70

Thanksgiving: 63, 98

Royal: 87, 93

Wisdom/Confidence: 112, 119:1-8

3 year Cycle:

Praise: 113, 149

Lament/Imprecatory: 120, 130

Thanksgiving: 100, 136

Royal: 110, 126

Wisdom/Confidence: 121, 128

Academic Calendar 2023-2024

First Term

August 14 - October 4 (8 weeks)

Break: October 9 - October 13 (1 week)

Second Term

October 16 (5 weeks)

Break: November 20th Thanksgiving (1 week)

November 27 – December 13 (3 weeks)

Break: December 18 - January 12 (4 weeks)

Third Term

January 15 – March 6 (8 weeks)

Break: March 11-15 (1 week)

Fourth Term

March 18 – May 8 (8 weeks) Grading Guidelines:

FCCS Grading Scale

SCL – *Summa Cum Laude – With Greatest Praise* – 4.0 (94-100) A+

CL – *Cum Laude – With Praise* – 3.7 (90-93.9) A

SCH – *Summo Cum Honore – With Greatest Honor* – 3.5 (85-89.9) B+

CH – *Cum Honore – With Honor* – 3.0 (80-84.9) B

CS – *Cum Sufficientia* – *With Adequacy* - 2.0 (70-79.9) C

CD – *Cum Deficientia* – *With Deficiency* - 1 (60-69.9) D

M – *Minime* – *Not adequate* – 0 (0-59.9) F

Admissions

General Guidelines:

Basic School Rules

The following list of school rules are those essential policies to which we require all our students to acknowledge and adhere:

1. Love God. This means honoring and loving His standard and conducting oneself accordingly.
2. Love your neighbor. This means honoring and loving one another in word and in deed.
3. Students are expected to treat all property with respect and care. This includes all books distributed. (Students will be charged for lost or damaged textbooks.)
4. Quick and cheerful obedience is expected. There should be no talking back or arguing with teachers or staff.
5. Students are expected to be aware of and avoid off-limit areas of the campus.
6. Quiet talk and walk is the norm inside the buildings, including in between classes.
7. Electronic devices may only be used as tools to assist in the everyday routine of school (taking notes, writing papers, or using spreadsheets, etc.). If a teacher or staff member regards a device (or any item) a distraction, they will request it be put away or may take it up for a period of time they consider appropriate.

Student Etiquette

There are numerous ways that students are encouraged and expected to show kindness to one another, and to their teachers. Periodically, students will receive teaching and reminders about these expectations. We want Fayette Classical Christian School to be a place where the aroma of Christian love is strong (2 Cor. 2:14-15).

We train our young men to show consideration and respect for ladies in the school. We train our young ladies to accept the sacrifice of the young men with humility and thankfulness. As some applications of this truth, we would like to see young men to do the following:

- Open doors for all ladies and always allow ladies to exit first.
- In hallways, men are courteous and defer to ladies by giving them space and avoid running into them.
- In all events where food is served, ladies are to be served and seated first.

We want to train all of our students to show proper respect to their teachers and administrators. For example, address them as “Mr.,” “Miss,” or “Mrs.” and respond with a “yes” or “no”, instead of “yeah”. “Sir” and “Ma’am” are always welcome.

Uniform Policy

Rationale for Uniforms

- Pressures felt by children to compete in areas of dress are destructive to the unity of the school and the body of Christ.
- Uniformity of dress code and common school colors help foster school spirit and identity.
- Uniforms actually help a student develop their own individuality and personality. Freed from the shallow means of using external attire to conform to whatever trend is popular, a student can proclaim their identity through the more meaningful methods of their character, actions, and speech.
- Our dress code is not neutral or arbitrary; it is a cultural representation of what is going on at Fayette Classical Christian School. Our uniform represents that we are serious about scholarship.

- Uniforms tend to decrease the cost of student clothing. Often parents need only purchase two or three sets of uniforms to last throughout the school year, and often these items can be handed down to other children.

Attendance

- punctuality
- absences

DISCIPLINE POLICY

All discipline will be based on Biblical principles, e.g. confrontation of sinful behavior, confession and apologies (public and private), swift/painful consequences, restitution, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are expected to be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of all FCCS students. Student misbehavior will not be tolerated at school or otherwise.

Office Visits:

There are five basic behaviors that may result in a visit to the Headmaster or designee:

1. Disrespect shown to any staff member. The faculty or staff member will be the judge regarding disrespectful behavior.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Disobedience or defiance in response to instructions, failure to comply. The faculty or staff member will be the judge regarding rebellious behavior.

During the visit with the Headmaster or designee, the nature and degree of the discipline will be determined. The Headmaster or designee may require seeking forgiveness from the offended party, restitution, community service, physical exercise, loss of privilege/opportunity, spanking, or any other measures consistent with appropriate Biblical guidelines.

Most frequently when a student's needs to be removed from the classroom for disciplinary reasons, a loving and firm conversation with the headmaster will usually be all that is necessary. In such cases, parents are not contacted unless the situation must escalate to more serious disciplinary action such as a spanking.

If a student receives serious disciplinary action from the Headmaster or designee, the following accounting will be observed within each semester of the school year:

- When a student is sent to the office for serious disciplinary action, the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- The third office visit will be followed by a meeting with the student's parents and Headmaster or a Board member.
- Should the student require a fourth office visit, a two-day suspension may be imposed on the student.
- If a fifth office visit is required, the student may be expelled from the school.

Expulsion

The Fayette Classical Christian School 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. Any student who persists in opposition to Biblical standards as understood and taught by Fayette Classical Christian School (this includes, but is not limited to, sexual immorality and homosexual orientation), or who does not cooperate with the educational process, or whose parents fail to do likewise, may be expelled.

Serious Misconduct

Should a student commit an act with such serious consequences that the Headmaster deems it necessary, suspension or expulsion may be imposed immediately. Examples of such serious misconduct could include acts endangering other students or staff members, extreme violence, vandalism to school facilities, violations of civil law, or any high-handed act in clear contradiction to Scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

SCHOOL CULTURE

If a student has a significant negative influence on other students, the Headmaster has the right to seek to expel the student. Examples of such behavior would include, but not be limited to student romances, disobedience to parents, love of worldliness, and a surly attitude. A student may be expelled for persisting in opposition to Biblical standards as understood and taught by Fayette Classical Christian School (this includes, but is not limited to, sexual immorality and homosexual orientation), or not cooperating with the educational process, or whose parents fail to do likewise. If this option is exercised, the Headmaster will meet with the parents as well as with the Board and the Board will make the final decision. The parents may then have the option to withdraw their student to prevent expulsion.

Re-admittance

Should an expelled student desire to be readmitted to Fayette Classical Christian School at a later date, the Board will make a decision based on the student's demonstrated attitude and actions of repentance and circumstances at the time of reapplication. (– To be Re-evaluated for the next school year.)

Spanking Policy

Spankings may be administered by the Headmaster or designee when deemed appropriate, with a faculty member (witness) present. Every attempt will be made to phone the parent. A wooden paddle is used, and two swats are the norm. After the spanking is administered, time is spent with the child to discuss apology, restitution, forgiveness, repentance, and encouragement and then returned to class. (See Proverbs 1:7, 13:24, 19:18; 22:15, 23:13-14 and 29:15). If parents do not agree with their child / children being spanked, they must notify the school in writing of their disagreement. In such a case, parents or no less than two other emergency contacts besides themselves must be available to come to the school immediately in order to properly resolve the issue to the satisfaction of the Headmaster. We understand special ward children (foster care, etc.) are prohibited by law from being spanked; therefore, it is the parent / guardian's responsibility to inform the school in writing of these situations.

Resolution Of Conflict

The Bible calls us to demonstrate humility and love toward one another. However, understanding the weakness of our flesh, interpersonal conflicts will inevitably arise between members of our school community. We are committed to open and honest resolution of such matters in accordance with Scripture (Matthew 18:15-17).

Therefore, we expect all members of the FCCS family to:

1. Refrain from participating in destructive criticism of FCCS, especially to or around students.
2. Address problems by going directly to the person involved and addressing the matter in a loving and open way.
3. Address problems or differences which cannot be mutually resolved directly with the party involved to the next highest person within the school administration, until a satisfactory resolution is reached.

Parent Involvement

The family unit is of first importance to Fayette Classical Christian School since the family is the most important human institution ordained by God. No other institution is given the high calling of bringing forth and raising up children. Therefore, Fayette Classical Christian School is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school's regular and special programs. Verbal and informal communication between parents and teachers should be considered open and ongoing. Parent-teacher conferences may be scheduled as needed.

Parents or grandparents are welcome to eat lunch with their children, participate in special events and field trips, volunteer as a teacher's aid, and volunteer as guest speakers.

Field Trip Guidelines

Since field trips are an extension of classroom learning, generally, all rules pertaining to conduct on campus must be adhered to on all curricular field trips. Parents and families are generally welcome to participate in field trips although some trips may not be suitable for younger siblings. Parents who wish to act as a chaperone must pass a background check and attend any meetings pertaining to the trip they will chaperone. As a chaperone, you are to act as an assistant to the teacher and are responsible to supervise the students assigned to you by the headmaster.

Parent responsibilities regarding the other days of the week

Parent / Teacher Conference Form

(from Founders Christian School) to be filled out by Teacher each term

SCHOOL SAYINGS:

- 1. Why are we in school today?** *To glorify and enjoy God.*
- 2. How can we glorify God at school?** *By working hard and loving one another.*
- 3. Why should we work hard?** *Because "the soul of the diligent is richly supplied" (Prov 13:4).*
- 4. Fear God...***and hate evil (Eccl 12:13).*
- 5. In honor...***give preference to one another (Rom 12:10).*
- 6. And whatever you do...***do it heartily, as to the Lord and not to men (Col 3:23).*
- 7. Do all things...***without complaining or disputing (Phil 2:14).*
- 8. Obey...***right away, all the way, and with a happy heart*
- 9. Twice...***Is too much...*
- 10. Leave it...***better than you found it.*
- 11. Handshake...***firm and cheerful, eyes on eyes.*
- 12. He who hates correction...***is stupid (Prov 12:1).*
- 13. Rebuke a wise man...***and he will love you (Prov 9:8).*
- 14. Give thanks...***always for all things.*
- 15. First done...***is not always best done.*

16. **Love...** *(boys) your brothers ... (girls) and your sisters, too!*
17. **Hustle...** *to help out.*
18. **Go to the ant, you sluggard...** *consider her ways and be wise.*
19. **If anyone will not work...** *neither let him eat.*
20. **Wisdom...** *is more precious than rubies.*
21. **Etiquette is...** *love in trifles.*
22. **Start Strong...** *finish strong.*
23. **If you fall down...** *smile and keep on playing.*
24. **Out of the abundance of the heart...** *the mouth speaks.*
25. **Greater love has no one than this...** *that he lay down his life for his friends.*
26. **He who is faithful with little...** *will be faithful with much.*
27. **You reap...** *what you sow.*
28. **To whom much is given...** *much is required.*
29. **Remember...** *the face of your father*
30. **Quit...** *before the dam breaks*
31. **Anything worth doing...** *is worth doing badly*
32. **Festina...** *lente.*
33. **The boy...** *is father to the man.*
34. **You can't...** *have can't in your heart*
35. **Curiosity...** *is the glory of Kings*
36. **Prompte...** *et sincere*

37. Leave it...*better than you found it.*

38. You say true... *I say thank ya.*

FCCS Recommended Reading List:

*Recovering the Lost Tools of Learning – Douglas Wilson

*Lost Tools of Learning – Dorothy Sayers

*Repairing the Ruins – Douglas Wilson

*The Seven Laws of Teaching – John Milton Gregory (intro by Doug Wilson)

Classical Me, Classical Thee - Rebekah Merkle

The Abolition of Man - CS Lewis

Teaching to Change Lives - Howard G. Hendricks

Classical Education - Gene Veith and Andrew Kern

Every Moment Holy - McKelvey

Norms and Nobility - David Hicks

Total Truth - Nancy Pearcy

The Well-Trained Mind: A Guide to Classical Education at Home - Susan Wise and
Jessie Wise Bauer

Wisdom and Eloquence: A Christian Paradigm for Classical Learning - Robert
Littlejohn and Charles Evans

Climbing Parnassus: A New Apologia for Greek and Latin - Tracey Lee Simmons

On Rhetoric - Aristotle
The Republic - Plato

Why Johnny Can't Preach/ The Media Have Shaped the Messengers - T. David Gordon

The Call - Os Guinness

The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric - Sister Miriam Joseph,
C.S.C., Ph.D., ed. by Marguerite McGlenn

The Victory of Reason - Rodney Stark

Classical Apologetics, R.C. Sproul, John Gerstner, and Arthur Lindsley

How Should We Then Live - Francis Schaeffer

Mere Christianity - C.S. Lewis

Postmodern Times: A Christian Guide to Contemporary Thought and Culture - Gene
Edward Veith

Tilt-a-Whirl - ND Wilson

How to Read a Book - Mortimer Adler

Any Child can Write – Harvey
Home Education - Charlotte Mason
Shepherding a Child’s Heart – Tedd Tripp
For the Children’s Sake - Susan Schaeffer Macaulay
Endangered Minds - Jane Healy

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- Founders Christian School

