Your guide to
DISTANCE LEARNING

Fall 2020
Student Handbook for Distance Learning
Fall semester, 2020
FREEDOM HIGH SCHOOL
25450 Riding Center Drive
South Riding, VA 20182

We have limited staff in the school building during the fall semester, so you are encouraged to reach out via email. However, if you need to call the school, here are some phone numbers that will come in handy.

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone 1</th>
<th>Phone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Office</td>
<td>703-957-4300</td>
<td>Fax 703-542-2086</td>
</tr>
<tr>
<td>School Counseling</td>
<td>703-957-4307</td>
<td>Fax 703-542-2507</td>
</tr>
<tr>
<td>Athletics</td>
<td>703-957-4308</td>
<td>Fax 703-542-2414</td>
</tr>
<tr>
<td>Attendance</td>
<td>703-957-4309</td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.lcps.org/fhs">www.lcps.org/fhs</a></td>
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</tr>
</tbody>
</table>
OUR MISSION STATEMENT

The mission of Freedom High School, in partnership with the parents and community, is to provide all students a diverse and challenging educational experience that will prepare them for their role in an ever-changing global society.

Our Guiding Principles are:
1. Provide a safe, secure environment
2. Continually look for effective ways students learn and effective ways we provide instruction.

A special thanks to Natalie Beach, Grade 11 for providing the cover art.

DISCLAIMER
School Rules published in this handbook are subject to such changes as may be needed to insure continued compliance with federal, state, or local regulations and are subject to such review and alteration as becomes necessary for the routine operation of the school. Not all rules of behavior can be written and inserted in this agenda; however, we expect students to follow reasonable rules and not violate the rights of others nor disrupt the educational process.
100% Distance Learning for the Start of the 2020-2021 School Year

LCPS will start the school year with 100% distance learning for all students, with very limited exceptions. Students will begin with 100% distance learning on September 8, participating in classes provided remotely, using electronic tools to access live, synchronous classes and classroom meetings, while also engaging in structured learning through online resources and other learning tools provided by LCPS. Most students will not come into school buildings for instruction at the start of the 2020-2021 school year.

This document provides detailed information regarding current plans for 100% distance learning in elementary, middle and high schools. The sample schedules as well as synchronous and asynchronous learning time expectations outlined in this document are subject to change as staff continues to finalize plans for the 2020-2021 school year. Students will interact synchronously (live, interactive online) with their teachers Tuesday through Friday and will also have designated independent work times for asynchronous learning (independent, without live interaction).
SUPERINTENDENT’S MESSAGE

Superintendent’s Equity Statement

Loudoun County Public Schools is committed to providing an inclusive, safe, caring, and challenging learning environment, which serves as the foundation for student growth. In response to a systemic equity assessment that LCPS commissioned in 2019, Superintendent Eric Williams issued the following statement on August 19, 2019, to clearly outline the LCPS stance on creating an inclusive, safe, caring, and challenging learning environment viewed through an equity lens.

LCPS is committed to providing a safe, empathetic, respectful and supportive learning environment in order to empower every student to make meaningful contributions to the world. When students and staff experience racial insults, slurs, and/or other hate speech, we lack the positive culture and climate that supports students’ growth.

LCPS calls for all students, staff, families, and other members of our community to engage in the disruption and dismantling of white supremacy, systemic racism, and hateful language and actions based on race, religion, country of origin, gender identity, sexual orientation, and/or ability. LCPS rejects racist and other hateful behavior and language, recognizing that it encourages discrimination, hatred, oppression, and violence.

Every individual is valued in Loudoun County Public Schools. Let’s celebrate the diversity that helps define us as a school division.

Eric Williams, Ed.D.
Division Superintendent
PRINCIPAL’S MESSAGE

Dear Freedom Students:

Welcome to our 16th year as a high school. The past 16 years Freedom has been an anchor in the South Riding community. This year, Freedom will be the largest Loudoun County school. Our size includes a great diversity of races, ethnicities, religions, gender and sexual identities. The diversity and the sense of community that Freedom students and staff embrace makes the Eagle community an excellent place to learn and grow.

None of us is perfect, and we realize that we must continue to grow to build inclusive classrooms, hallways, locker rooms and clubs. Over the past six years, Freedom administration completed equity training audits (now called equity reflections). The past two years, we have included all Freedom instructional staff in equity reflections and equity training. Through this work, training, and studies, Freedom’s staff members have dedicated themselves to building a school that supports each student who walks through our doors or logs on to any of our classes. We ensure that each student, no matter race, ethnicity, religion, gender, sexual identity is valued and an important part of our community.

I am so amazed and humbled, how most Freedom students live by ideals that value the care for others. How slow you are too blame, but quick to fix; slow to accuse, yet quick to understand. Your voice of reason, compassion, that both supports your fellow peers and identifies poor behavior builds a community. Continue to model the behavior that will build a better school, a better community, a better Commonwealth, and a better country.

No matter what the learning looks like in 2020-2021, have a great year!

Your Principal,

Dr. Douglas Fulton
SCA MESSAGE

Dear Freedom Eagles,

Thank you for giving me the opportunity to be your Student Body President for the 2020-2021 school year. I am excited for what this year holds for us. I look forward to working with all of you, creating a spirit that echoes through the halls of our school. Each and every one of us has a voice to help make this year unique. I strongly encourage you to partake in school events with spirit, livelihood, and exhilaration of what Freedom High School has to offer. The other SCA Officers and I look forward to an amazing year with each of you. From the events that occur to the memories that are made, it creates a memorable experience that all of us will get to experience. We would all love to hear your ideas throughout the year, and discuss anything needed to improve our school. We believe communication is important when it comes to creating a positive school culture. I look forward to a great year with all of you.

Sincerely,
Neeharika Yallayi, 2020-2021 SCA President

2020-21 SCA Officers

President: Neeharika Yallayi
Vice President: Haley Adams
Secretary: Lin Sahu
Treasurer: Aaron Weidner
Historian: Dori Bruno

2020-21 CLASS OFFICERS

Class of 2021 (Grade 12)
President: Jake Beyer
Vice-president: Celine Sayegh
Secretary: Jacob Fink
Treasurer - Krish Kapur
Historian- Ryan Broussard

Class of 2022 (Grade 11)
President: Lex Bayer
Vice-president: Ryleigh Leonard
Secretary: Jillian Morse
Treasurer: Sami Fuleihan
Historian: Sumukhi Vadrevu

Class of 2023 (Grade 10)
President: Ema Sayegh
Vice-president: Justin Koeke
Secretary: Paul Rowser
Treasurer: Kira Valentine
Historian: Kristen Kotecki

Class of 2024 (Grade 9)
President: Carter Hutchinson
Vice President: Yasmeen Ashour
Secretary: Julia Cecotti
Treasurer: Daniel Kamel
Historian: Ava Nassiri
SCHOOL PERSONNEL

ADMINISTRATION
Doug Fulton  Principal
Douglas.fulton@lcps.org
Neelum Chaudhry  Assistant Principal, Administrator Grade 10
Neelum.chaudhry@lcps.org
Kathryn Koscinski  Assistant Principal, Administrator Grade 9
Kathryn.koscinski@lcps.org
Fred LeMaster  Assistant Principal, Administrator Grade 12
William.lemaster@lcps.org
Tonya Smith  Assistant Principal, Administrator Grade 11
Tonya.smith@lcps.org
Patricia Nette  Special Education Dean
Patricia.nette@lcps.org
Brad Bauder  Athletic Director
Thomas.bauder@lcps.org
Anthony Long  Assistant Athletic Director
Anthony.long@lcps.org
Alison Blackstone  Activities Coordinator
Alison.blackstone@lcps.org

SCHOOL COUNSELING
Kenneth Christopher  Director of School Counseling
Kenneth.christopher@lcps.org
Lisa Strother  School Counseling Secretary/Registrar
Lisa.strother@lcps.org
Suzanne Wyker  School Counseling Secretary
Suzanne.wyker@lcps.org
Lisa Wood  Career Center Specialist
Lisa.wood@lcps.org

Counselors: Students/Families, please check the beginning alphabet of your last name alphabet to find your counselor.
Irene Lee  Student Last Names: A—CAP
YeRin.lee@lcps.org
Cristi Goldberg  Student Last Names: CAR — FR
Cristi.goldberg@lcps.org
Darlene Adu-Gyamfi  Student Last Names: FS — KAS
Darlene.AduGyamfi@lcps.org
Molly Eck  Student Last Names: KAU — MC
Molly.eck@lcps.org
Colleen Hurley  Student Last Names: ME — PO
Colleen.hurley@lcps.org
Eric Cusick  Student Last Names: PR — ST
Eric.cusick@lcps.org
Karen Burke  Student Last Names: STI — Z
Karen.burke@lcps.org
MAIN OFFICE STAFF

Hope Casserly       Bookkeeper
        Hope.casserly@lcps.org
J. J. Rogers        Attendance Secretary
        JJ.rogers@lcps.org
Jill Malinchock     Main Office Secretary
        Jill.malinchock@lcps.org
Stefani Shomali     Main Office Secretary
        Stefani.shomali@lcps.org
Sandra Wilfong      Main Office Secretary
        Sandra.wilfong@lcps.org

SAFETY AND SECURITY

Scott Conner        School Security Specialist
        Scott.conner@lcps.org
Ross Madison        School Security Specialist
        Ross.madison@lcps.org

SCHOOL HEALTH OFFICE

TBD                 School Nurse
        School Nurse Assistant

DEPARTMENT CHAIRS

Ben Gibson          Social Science Chair
Veronica Short      English Chair
Shawn Adkins        Math Chair
Phuong Lue          Science Chair
Jonathan Schiffler  Fine Arts Chair
Damian Tremblay     World Languages Chair
Mahvash Fatmi       Special Education Chair
John Cunningham     CTE Chair
Kate Adamczak       Health & PE Chair
Jacqueline Clement  EL Chair

NOTE: All teachers and staff can be reached via email. The addresses are listed on the school's website (www.lcps.org/fhs).
TENTATIVE CALENDAR OF EVENTS
Because we are in a Distance Learning environment, all events are tentative and will be held virtually until further notice. Please check the school’s website for updated information and virtual invitation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25, 2020</td>
<td>Grade 9: Back to School Night</td>
</tr>
<tr>
<td>August 27, 2020</td>
<td>Grades 10—12: Back to School Night</td>
</tr>
<tr>
<td>September 4 - 7, 2020</td>
<td>Holiday (Labor Day)</td>
</tr>
<tr>
<td>September 8, 2020</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>September 11, 2019</td>
<td>College Application Info. Night</td>
</tr>
<tr>
<td>September 22, 2019</td>
<td>LCPS College Fair @ Stone Bridge HS</td>
</tr>
<tr>
<td>October 5, 2019</td>
<td>SAT @ FHS</td>
</tr>
<tr>
<td>October 7 - 9, 2020</td>
<td>Senior Picture Make-Ups</td>
</tr>
<tr>
<td>October 12, 2020</td>
<td>Holiday (Columbus Day)</td>
</tr>
<tr>
<td>October 14, 2020</td>
<td>PSAT/Senior Service Day</td>
</tr>
<tr>
<td>October 17-18, 2019</td>
<td>7th Week Schedule Quarter 1</td>
</tr>
<tr>
<td>October 17, 2019</td>
<td>FAFSA Info Night</td>
</tr>
<tr>
<td>October 29, 2019</td>
<td>End of Quarter 1 grading period</td>
</tr>
<tr>
<td>October 30, 2019</td>
<td>Student Holiday/Staff Development</td>
</tr>
<tr>
<td>November 2 – 3, 2019</td>
<td>Student Holiday (Records/Planning)</td>
</tr>
<tr>
<td>November 6, 2019</td>
<td>Freshman Parent Night Q1 Check-in</td>
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<tr>
<td>November 20, 2019</td>
<td>Math Honor Society Inductions</td>
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<tr>
<td>November 21, 2019</td>
<td>World Lang. Honor Soc. Inductions</td>
</tr>
<tr>
<td>November 25 – 29, 2020</td>
<td>Holiday (Thanksgiving)</td>
</tr>
<tr>
<td>January 2, 2020</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>January 13-14, 2020</td>
<td>7th Week Schedule Quarter 2</td>
</tr>
<tr>
<td>January 15, 2021</td>
<td>End of Quarter 2 Grading Period</td>
</tr>
<tr>
<td>January 18, 2021</td>
<td>Holiday (Martin Luther King, Jr.)</td>
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<tr>
<td>January 19, 2021</td>
<td>Moveable St. Holiday/Teach. Wkday</td>
</tr>
<tr>
<td>January 20, 2021</td>
<td>Holiday (Presidential Inauguration)</td>
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</tbody>
</table>
# SCHOOL TIMINGS

**Start Time:** 9:00 a.m.  
**Dismissal Time:** 3:58 p.m.

- Classes will be held Tuesday - Friday, with Tuesdays and Wednesdays designated as A Days, and Thursdays and Fridays as B Days.
- Students will not have synchronous classes on Mondays, as that day will be used for asynchronous work and meetings with teachers.

<table>
<thead>
<tr>
<th>Bell Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday A Day</th>
<th>Wednesday B Day</th>
<th>Thursday</th>
<th>Friday B Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:20</td>
<td></td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:26 - 10:26</td>
<td></td>
<td>Block 1</td>
<td>Block 1</td>
<td>Block 5</td>
<td>Block 5</td>
<td></td>
</tr>
<tr>
<td>Synchronous Learning 10:27-10:49 Learning Lab</td>
<td>Students: Work asynchronously (independently or with peers)</td>
<td>Teachers: Planning, collaborative learning team meetings, office hours, professional development, and staff meetings</td>
<td>Block 2</td>
<td>Block 2</td>
<td>Block 6</td>
<td>Block 6</td>
</tr>
<tr>
<td>10:54 – 11:54</td>
<td></td>
<td>Block 3</td>
<td>Block 3 (Lunch)</td>
<td>Block 7 (Lunch)</td>
<td>Block 7 (Lunch)</td>
<td>Block 7 (Lunch)</td>
</tr>
<tr>
<td>Synchronous Learning 11:55-12:17 Learning Lab</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12:22 - 1:07</td>
<td></td>
<td>Block 4</td>
<td>Block 4</td>
<td>Block 8</td>
<td>Block 8</td>
<td></td>
</tr>
<tr>
<td>Lunch 1:07 - 2:07 Synchronous Learning 2:08 - 2:30 Learning Lab</td>
<td></td>
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<tr>
<td>2:35 - 3:35</td>
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<td></td>
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</tr>
<tr>
<td>Synchronous Learning 3:36 - 3:58 Learning Lab</td>
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</table>

- Learning Lab is time dedicated for students to receive flexible small group, synchronous and/or asynchronous instruction.

## Sample Class Schedule

9:26—9:36 a.m.  
Greet Students and start with small activity. Students will write responses in chat. Check attendance

9:36 – 9:56 a.m.  
Deliver instruction. Use videos/still images/or links to support instruction

9:56 – 10:26 a.m.  
Students moved into small groups (either in new meeting room or format such as Google Chat)

10:26- 10:31 a.m.  
De-screen Break

10:31-10:49 a.m.  
Independent work. Teacher is available for class
Student Expectations in
100% Distance Learning

Attendance and Participation

Attendance in 100% distance learning at the start of the 2020-2021 school year is compulsory, and participation in synchronous and asynchronous activities is required. Attendance will be taken during synchronous learning sessions with the teacher as outlined in the sample schedules above. Participation will be monitored through Schoology, the new LCPS learning management system.

For specific guidelines regarding attendance, please use this link:

ATTENDANCE GUIDELINES

Assessment & Grading

Unlike the emergency school closure in spring 2020, both distance learning and eventually hybrid in-person learning will be assessed and graded. Teachers will implement and adhere to the new assessment and grading policy that was created for fall 2020, Policy 5030, Assessment and Grading. Teachers will assess student readiness in September based on diagnostics and formative assessments. LCPS will support staff with identifying where students are academically and create academic plans to support all students. Grade-level or collaborative learning teams will meet virtually to plan for personalized interventions or enrichment based on diagnostic data.

Student Code of Conduct in Virtual Learning Environment

Although our classroom environment is virtual, the standards of behavior are as important as they are in brick-and-mortar schools. Our virtual classrooms are real classrooms with real teachers and students; therefore, appropriate student behavior is expected. To promote the understanding of LCPS students regarding how to behave in an online environment, we have developed a code of conduct that all students are required to follow. In addition to the Student Rights and Responsibilities Handbook (SR&R), this guidance addresses student interaction with LCPS staff and other LCPS students, as well as their individual actions. To access the SR&R, use the following links:

ENGLISH SPANISH ARABIC

To access the Student Code of Conduct, use the following link:

ENGLISH
Roles and Responsibilities in 100% Distance Learning

Each staff member, family and student has an important role in the success of distance learning in the 2020-2021 school year. The following table outlines examples of the responsibilities of various staff roles in supporting distance learning.

School Administration

- Communicate with families regarding distance learning at your school. Be sure families know who to contact with questions or needs.
- Ensure school-based support staff (School Based Facilitators, Special Education, English Learner, Counselors, UMHT, Reading Specialists, Librarians) support student participation and respond to the unique needs of special populations
- Engage staff in professional learning, collaborative learning teams (CLTs) and planning on Mondays
- Determine additional touch points (formal and informal) you will maintain with your staff
- Think about and plan for the unique needs of your school community in the distance learning environment

Teachers

- Plan for and engage students in synchronous and asynchronous learning aligned to school and division guidelines
- Schedule check in for student support as needed
- Facilitate student collaboration virtually as needed
- Collaborate with school administration to connect with families not engaging in distance learning
- Collaborate with other teachers and colleagues to provide appropriate accommodations and support to all students
- Implement and monitor student IEPs and 504 Plans to support student goals and accommodations
- Respond to communication from school and families on a consistent basis
- Participate in school level meetings and division professional learning
Special Education Teachers and Case Managers

- Plan, deliver, support, and engage students with disabilities in synchronous and asynchronous learning to provide appropriate accommodations, assistive technology, and specialized instruction as per the student IEP
- Implement IEPs to support student goals and use data to monitor progress
- Monitor the use and effectiveness of accommodations
- Collaborate with related service providers and all IEP team members
- Respond to communication from school and families on a consistent basis
- Participate in school level meetings and division professional learning as available
- Collaborate with school administration and UMHT to connect with families and students as appropriate

School Counselors

- Provide counseling and SEL lessons using evidence-based techniques to promote wellness
- Provide online webinars, synchronous, and asynchronous sessions to inform students of important school counseling information.
- Support students/parents in individual academic advising sessions to help relieve academic concerns and stress
- Develop schedules for new student registrations (6-12)
- Collect individual course requests and placement recommendations for FY21 to support master schedule development
- Provide web access for college and career information
- Collaborate with school administration and teachers to ensure a smooth transition from grade 5 to 6 and 8 to 9
- Provide check in/check out with parents/students as requested
- Provide tele-counseling or consult services to students.
- Participate in school-level multidisciplinary meetings and support MTSS interventions and implementation
Librarians
- Provide support for teachers with knowledge and curation of resources for use in the creation of lessons
- Provide instruction on literacy skills, research skills, digital citizenship,
- Provide professional development on a variety of topics such as research tools, tech tools, maker ideas, digital citizenship
- Develop other resources, as needed, for instruction and student involvement in literacy (reading challenges, book trailers/reviews, webquests, pathfinders, etc.)
- Support with connections beyond the classroom (such as virtual field trips, subject area experts, etc.)

Students
- Establish daily routines for learning
- Identify a space in your home where you can learn comfortably.
- Check your Schoology courses and LCPS email daily
- Participate in synchronous learning opportunities
- Be a good digital citizen
- Communicate with your family, teacher and/or school counselor if you feel you need additional resources or are feeling overwhelmed

Parents/Families
- Help your child establish routines
- Identify a space in your home where your child can learn comfortably
- Encourage physical activity and exercise
- Track your child’s learning via Schoology
- Support your child’s digital citizenship
- Communicate with your child’s teacher, school counselor or administrator if you feel you need additional resources or are feeling overwhelmed
Behavior Expectations

Student Interactions with Instructional Staff and other Students

- Students are expected to abide by the code of conduct in the Students Rights and Responsibilities and be good digital citizens.
- Students should address all LCPS staff members as adults with the courtesy expected for education professionals.
- Students should treat each other with respect.
- Students should phrase communications with LCPS staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails, virtual classes, and phone conversations must be respectful.
- Students should communicate with teachers via email. If a student requests a Google Meet via email, parent or caregiver must be present for the virtual meeting. If a parent or caregiver cannot be present, the teacher will require an additional staff member be present. If a student is 18 years of age or older, a parent or caregiver is not required; an additional staff member should still be present.
- Students are prohibited from recording Google Meets.
- The integrity and authenticity of student work is something we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student’s work, and/or misusing content is prohibited.
- Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other LCPS students. These actions are prohibited as indicated in Policy 8210 and may result in temporary removal from the virtual learning environment.

Instructional Staff Interactions with Students

- Virtual classrooms and a recording of the lessons can take place by instructional staff as long as there is no personally identifiable information (PII) or student records disclosed.
- Teachers will have their cameras on during instruction.
- Instructional staff will record synchronous class sessions with their students so that students who are not able to participate may access the session recording at a later time.
- Instructional staff will allow students and/or parents/guardians the flexibility of having cameras on or off for the entirety of the session. It is recommended that students use the “Background Blur” feature in Google Meet.
• When staff meet with a single student, another adult must be present. This may be either a caregiver or another staff member.
• Students should be supervised when participating in synchronous class meetings via Google Meet. Teachers of students in grades 6 - 12 may use “breakout rooms” with students (either by creating separate Google Meets or using built-in Breakout Room features) as long as the teacher can access those rooms to monitor students.
• Staff should not discuss specific student’s grades in the presence of other students.

**Discipline in 100% Distance Learning**

LCPS School Administrators will initiate the following procedure for improper behavior in any class during the virtual learning environment. A student may be temporarily removed by staff if a student violates LCPS Student Code of Conduct in the virtual learning environment.

The parent(s) or adult caregiver of any student shall be notified if a student is removed from the virtual environment for more than 30 minutes. The teacher will report all violations to school level administration.

Any additional violations of LCPS code of conduct or Acceptable/Responsible Use or the Students Rights & Responsibilities may result in additional disciplinary action. Families should contact their school administrator with questions.

School level Administrators will review and investigate all reports of threats or cyberbullying. Cyberbullying refers to bullying by a student(s) towards another through electronic communication. Cyberbullying includes such things as sending mean, vulgar or threatening messages or images; posting sensitive private information about another person; pretending to be someone else in order to humiliate another person; and defamatory online social media websites.(General Assembly (§ 22.1-276.01 the Code of Virginia):

For more egregious violations (threatening, cyberbullying, using racial slurs in the virtual platform) that may result in suspension or recommendation for expulsion, school administration may proceed with extending discipline once school is back in session, either later this school year, or the beginning of the upcoming school year.
GUIDELINES OF STUDENT BEHAVIOR IN A VIRTUAL ENVIRONMENT

Expectations of student behavior in an online environment are different than expectations in the physical school classroom. Students are expected to abide by the Student Code of Conduct and be good digital citizens. Remember that you are engaged in an academic class. Therefore, you are expected to refrain from activities that are not appropriate for educational environment.

During the time of Distance Learning, all students must follow these requirements:

1. Attend all classes for the entire duration of the class.
2. Sign into each class on time, and remain in class for the entire time required by the teacher. Students should log into class through Schoology using their LCPS identification.
3. Check computer equipment beforehand so that you are present when class starts.
4. Follow teacher requirements for your behavior regarding audio and video communications, use of the chat function and obtaining recognition for participation.
5. Find a place at home which is conducive to learning — if your family situation permits, we suggest a quiet place which will allow you to participate actively in class.
6. Purposefully engage in your learning, and refrain from activities such as preparing and eating food, going to the bathroom, grooming yourself, video gaming, etc.
7. Be conscious of your environment and be aware of your surroundings being captured by the camera. You may be seated in your bedroom if that is the best place for you to be actively involved in class. However, if possible, do not sit on your bed during class.
8. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other LCPS students and/or staff. These actions are prohibited as indicated in Policy 8210 and may result in temporary removal from the virtual learning environment.
9. The LCPS dress code policy (Policy 8270) will be applied to the online educational environment. In addition, pajamas may not be worn to an online class.
10. Students cannot use cell phones during class, unless it is being used for an educational purpose requested by the teacher.
11. Students may not record others on the computer screen or during the class session, except with permission from the teacher and the other student(s).
12. All guests in the virtual class must be approved in advance by the teacher.
ACADEMIC GRADING

Our primary mission is to create an environment that provides opportunities, challenges, and support to help each student achieve academic success and meet the challenges of life after high school. We believe that all students are capable of learning and that by working together as a partnership of parents, students, and staff, we can help students reach their potential and prepare them for the future. Students and parents should work closely with the school counselors to design a four-year plan to ensure that students are taking appropriate courses to meet their goals.

Grading and Assessments
Teachers use a variety of assessments to derive student grades each nine weeks. Assessments include, but are not limited to, tests and quizzes, projects, presentations, displays, reports, and homework.

<table>
<thead>
<tr>
<th>Numeric Value</th>
<th>Letter Grade</th>
<th>Quality Points (before weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100%</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>93-97%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>73-76%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
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<tr>
<td>63-66%</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

NOTE: Honors classes receive a .5 point additional weight value and AP courses and dual-enrollment courses receive a 1 point additional weight value.

Honor Societies
Membership is an honor and privilege bestowed on students who demonstrate exemplary qualities of scholarship, leadership, character, and service. The school staff will make efforts to recognize this honor through written communications to parents and through announcements and an induction ceremony. The school staff reserves the right to revoke the membership to honor societies for disciplinary or academic purpose.

For the specific LCPS grading policy please refer to LCPS School Board Policy 5030.
ACADEMIC HONOR CODE

Freedom High School exemplifies and upholds a community built on mutual trust, respect and honesty that is central to the very nature of learning. As members of this community, all students are expected to act with honor and integrity. The integrity and authenticity of student work is something we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student’s work, and/or misusing content is prohibited.

The work of a student reflects directly on his/her own character. When submitting any assignment, the expectation is that the student submits his or her own work. The student is expected to uphold the integrity of his/her work by not allowing another student to copy and submit his/her work under false pretenses.

Honor Code Criteria
Abiding by the Honor Code requires each student to do the following:

- Request or provide only authorized assistance on any assignment. Complete assignments independently with the understanding that completing formative work helps students succeed on summative assessments.
- Protect the integrity of the work by not allowing other students to copy assignments.
- Prepare for summative assessments and only use authorized study aids during tests.
- Uphold the validity of assessments by not sharing information about quizzes or tests with peers who will be taking the assessment at a later time/date.
- Give proper credit to the ideas, opinions, or work of others incorporated into the student’s work.

Make every effort to stay current with assignments when absent. Students are responsible for completing any missed work in a timely fashion. Students are expected to perform honestly on schoolwork and tests.

- If dishonesty is determined, students must complete an alternative summative assessment to demonstrate their learning within 6 consecutive school days after the student received the feedback.

- Teachers working with one or more of the following parties (parents, student, counselor, or administrator) will create an academic Recovery Plan. It may include a parent-teacher conference, retaking the assessment, an alternative assessment, a lowering of the grade, or receiving a failing grade.

- Teachers should clearly define expectations regarding collaborative and independent work, reinforce behavioral expectations regarding dishonesty in assigned work, provide feedback throughout the learning process or the assignment timeline, and take reasonable action to maintain assessment and test security.
ACADEMIC HONOR CODE (continued)

Consequences for Honor Code Violations
First Offense Against Honor Code
- Student and teacher will discuss the incident involved
- Teacher will contact the parent or guardian
- Academic penalty will be imposed at teacher discretion
- Referral to administration for a conference and possible further action
- Incident will be recorded in student discipline file

Additional offenses against Honor Code:
- Student and teacher will discuss the incident
- Involved teacher will contact the parent or guardian
- Referral to administration for further academic/disciplinary consequences
- Conference with student, parent/guardian, administrator or counselor and teacher.
- Incident will be recorded in student discipline file
- Academic penalty imposed at teacher discretion
- Removal from current membership in all honor societies and from positions of leadership. Student will be ineligible for honor societies and positions of leadership for a 12-month period.

NOTE: Academic dishonesty infractions accumulate from year to year.

STUDENT RECOGNITION
Efforts will be made to recognize students for academic accomplishments, outstanding attendance, improvement, positive attitudes, character and citizenship, volunteerism, and leadership. Among the established recognition opportunities are the following:
- **Honor Roll** — Recognizes students every nine weeks for academic achievement based on a county formula.
- **Academic Letters** — are given to students who average a 4.0 or better GPA for the academic year.

**Activity Letters:** Students can earn an Activity Letter by completing 100 hours of community service during high school. Students will receive an Activity Letter and a Pin for earning 150 hours of community service. Please see Career Center Specialist for a Community Service Sheet to track and verify hours.
ATTENDANCE PROCEDURES for DISTANCE LEARNING

As LCPS opens the 2020 school year utilizing a Distance Learning model, parents and students must be aware that attendance is compulsory and participation in synchronous and asynchronous activities is required.

Virginia law requires students under the age of 18 to attend school, and the law states that the parent/guardian has the obligation to see that the student is in school. This is also true for Distance Learning.

There are circumstances that may prevent a student’s attendance in virtual classes. Some of these absences will require appropriate documentation that should be uploaded in the new attendance feature in ParentVUE. Absences that may be classified as excused are the following:

- Personal illness that keeps student from attending class virtually
- Death in the family
- Medical or dental appointments (parent must upload medical documentation)
- Court appearances (parent must upload documentation)
- Religious holidays
- Pre-scheduled college/university orientations (parent must upload documentation from the college/university)

ABSENCE REPORTING

Even though all students are engaged in Distance Learning, it is still the parent/guardian’s duty to inform the attendance secretary, not the teacher, if a student is going to be absent from Distance Learning. The parent/guardian can report their student’s absence by one of three ways:

- Parents can now use ParentVUE to report their student’s attendance, tardy, and early dismissals. Once you are logged into ParentVUE, you will be prompted to the page with your child’s photo on it. To the right of your child’s photo, click on “Report Absence”. Once here, you can indicate an absence, tardy, or early dismissal request for the student. You can upload your documentation by taking a picture of the item with your mobile device.

A parent can fill out an absentee google form (http://bit.ly/FHSabs20). This is located on the FHS website’s homepage under “Attendance Reporting”. Once there, click on “Report an Absence”.

3. Call the attendance line at (703) 957-4309. Please include the following information in your call: Student’s name (please spell the entire name slowly); student’s grade, parent/guardian’s name, date of absence, reason for absence. If student is sick, please indicate all symptoms.

Please note that only a parent/guardian can report a student’s absence in ParentVUE. Students do not have access to this attendance feature in StudentVUE. Also, only a parent/guardian may call or fill out the absentee form on our website. Any absence not confirmed by a parent/legal guardian will be considered unexcused.

**TARDY REPORTING**

If the student is going to be tardy to virtual learning, a parent can do one of two ways:

Log into ParentVUE. You will be prompted to the page with your child’s photo on it. To the right of their photo, click on “Report Absence”. This will take you to a screen where you can report if your student will be tardy. You can also upload any medical documentation by taking a photo of it with your mobile device.

A parent can fill out a tardy google form (http://bit.ly/FHStardy20). This is located on FHS website’s homepage, under “Attendance Reporting”. Once there, click on “Report a Tardy”.

Please note we are not accepting phone calls or emails for your student’s tardy. Tardies will be determined on a per class basis. Arrival at the virtual class after the first 10 minutes is considered an unexcused tardy. Teachers will be documenting the student’s tardies. They will communicate this information with administration and the parents/guardians.

**TARDIES AND AFTER SCHOOL ACTIVITITES**

In order to participate in any after school activity such as sports practices, or rehearsals, students must attend all classes and be logged in their virtual class by 9:30 a.m., unless they have prior approval by the principal. If the student shows up after 9:30 a.m. to their virtual class due to a doctor/dental appointment, and the parent utilized ParentVUE that morning to request their students tardy, take a photo of the doctor note with a mobile device and upload it into ParentVUE under “Report Absence”.
EARLY DISMISSAL REPORTING

Even though all students are engaged in Distance Learning, the school needs to be informed if a student needs to leave his/her on-line learning during the regular school day. Parents can do one of two ways:

Log into ParentVUE. You will be prompted to the initial page with your child’s photo. To the right of their photo, click on “Report Absence”. This will take you to a screen where you can report if your student has an early dismissal for the day of instruction. This must be submitted by 10:00 a.m. on the day of the dismissal. You can also upload any medical documentation by taking a picture of it with a mobile device.

A parent can fill out the early dismissal google form (http://bit.ly/FHSed2o). This is located on FHS website’s homepage, under “Attendance Reporting”. Once there, click on “Report an Early Dismissal”. The early dismissal request must be submitted before 10:00 a.m. on the day of the instruction.

Please note we are not accepting e-mails or phone calls for early dismissals.

EARLY DISMISSALS AND AFTER SCHOOL ACTIVITIES

If your student has an early dismissal, please note that he/she will not be able to participate in any after school activity such as sports practices, or rehearsals, unless he/she returns to Distance Learning and the parent submits documentation. If ParentVUE was utilized to submit a student’s early dismissal that morning, go back into ParentVUE and take a photo with a mobile device of the documentation and upload it into ParentVUE under “Report Absences”. In order for the student to participate, the note should be received by 3:45 p.m. on the day of instruction.

TEMPORARY REMOTE ATTENDANCE EXCEPTIONS

LCPS recognizes that a few families may have unique situations that prohibit a child from daily synchronous attendance. The parents/guardians must report these unique situations to the administration and/or counselors to be granted a Temporary Remote Attendance Exception (TRAE). Students will only be granted this exception if approved by the school principal. Temporary Remote Attendance Exceptions (TRAE) will only be approved for one week. The student’s school counselor should be contacted for further questions.
**Discipline in 100% Distance Learning**

LCPS School Administrators will initiate the following procedure for improper behavior in any class during the virtual learning environment.

1. A student may be temporarily removed by staff if a student violates LCPS Student Code of Conduct in the virtual learning environment.

2. The parent(s) or adult caregiver of any student shall be notified if a student is removed from the virtual environment for more than 30 minutes. The teacher will report all violations to school level administration.

3. Any additional violations of LCPS code of conduct or Acceptable/Responsible Use or the SR&R may result in additional disciplinary action. Families should contact their school administrator with questions.

4. School level Administrators will review and investigate all reports of threats or cyberbullying. Cyberbullying refers to bullying by a student(s) towards another through electronic communication. Cyberbullying includes such things as sending mean, vulgar or threatening messages or images; posting sensitive private information about another person; pretending to be someone else in order to humiliate another person; and defamatory online social media websites.

5. For more egregious violations (threatening, cyberbullying, using racial slurs in the virtual platform) that may result in suspension or recommendation for expulsion, school administration may proceed with extending discipline once school is back in session, either later this school year, or the beginning of the coming school year.

**Audio and Video Recordings**

Audio and video recording of students without their consent, or permission from a teacher/administrator is strictly prohibited. Going against this rule will result in disciplinary consequences.

**Appropriate Use of the Internet**

1. In the event there is a claim that a student has violated Policy 8210, Introduction to Student Discipline, they will be notified of the suspected violation and given an opportunity to present an explanation.

2. LCPS students are subject to all local, state, and federal laws governing the Internet. Any student that violates this procedure will be subject to disciplinary action that may result in removal from LCPS class as well as other disciplinary or legal action.
Conflict Resolution

Students are expected to conduct themselves in a civil, respectful manner and follow all protocols for a virtual academic environment.

If you have a disagreement with a teacher during a class, follow the teacher’s direction, but arrange to speak with him/her privately via video conference after class to voice your concerns in a respectful manner. Use the resources of your counselor or an assistant principal if you are experiencing a communication or behavioral problem.

Computers

All students should have an LCPS-issued Chromebook laptop and a charger.

Those students who do not have access to a computer or internet access, are asked to contact the school to receive a Chromebook and/or a hotspot for the internet.

Students who use school equipment will be responsible for damages or lost laptops. The reimbursement price will be $320 for the laptop and the charger.

Inappropriate Literature, Pictures and Drawings

Students are prohibited from sharing or drawing photos, videos, or drawings which are potentially disruptive to the virtual educational environment or which can be considered obscene, or threatening to the security of the school. A range of consequences will be considered.

Minute of Silence/Pledge of Allegiance

Moment of Silence and the Pledge of Allegiance will be observed every day through Distance Learning during the morning advisory time. Students are asked to respectfully observe the Minute of Silence and Pledge of Allegiance. Students and staff are expected to stop and remain quiet during the Minute of Silence. Those opting not to say the Pledge must remain quiet.
**Obscenity, Profanity, Racial/Ethnic Slurs and Demeaning Comments**

Cursing, abusive language, and remarks which can be considered racist or against someone’s religion, sexual orientation, gender, national origin, handicap, or abilities will not be tolerated. A wide range of disciplinary options will be considered.

**Participation in extra-curricular Activities**

All students who participate in extra-curricular activities, including athletics, fine arts, and clubs, must be enrolled at Freedom High School as a full-time student and attend all classes on that particular day.

**Refusal to Identify Self**

All students must, upon request, identify themselves to adults in the virtual environment, in the school building, on school grounds, or at school-sponsored events.

Failure to do so will result in removal from participation.

**Threats, Harassment and Bullying**

LCPS does not tolerate any type of behavior that is threatening, harassing, bullying, or intimidating in nature, either in person, or through electronic media. Under no circumstances should a student make threats, or implied threats, to or about someone. Harassment may include physical, psychological, or verbal abuse or behaviors designed to intimidate others (such as bullying or put downs). Students are expected to report such behaviors to a counselor, administrator, security officer or other adult staff members. Depending on the type of behavior administrators can consider a range of consequences, including removal from school, legal action, and/or recommendation for clinical evaluation.

**Vandalism**

Students are expected to respect the school premise. Defacing or destroying school property, including the LCPS-issued computer, is extremely costly in time and money and will result in consequences, ranging from financial restitution and legal charges to suspension or expulsion. In addition, students will face legal charges and financial restitution.
SCHOOL BOARD POLICIES

Students are expected to abide by all school board policies whenever on school property or participating in a school related activity. A copy of the Student Rights and Responsibilities and special notices with complete detailed policies will be available on the LCPS website as additions to this policy manual. Parents/Guardians are expected to review these thoroughly with their students especially those pertaining to substance abuse and weapons where violations may result in expulsion from school. Information regarding school board policies can be found on the LCPS website www.lcps.org.

Alcohol, Drug, Tobacco and Electronic Cigarettes

School Board Policy (8240) — Alcohol, drugs, tobacco, electronic cigarettes (vapes) and other addictive chemicals and medications that impact the physical, social, emotional and intellectual development of students are prohibited. Students are expected to adhere to the law and the LCPS School Board policy. Please refer to the policy on the LCPS website for discipline consequences for not following this policy.

Weapons Policy

School Board Policy (8235) — Possession or use of a weapon, loaded or unloaded, operable or inoperable, by a student while under the control or supervision of school system personnel, at a school-sponsored activity, or on school property is prohibited. This policy is applicable to students at all grade levels. The term "weapon" is intended to be construed broadly and includes any instrument or device which, by its design or use, is capable of causing injury, harm, or threat of injury or harm to the physical well-being of another person, as largely defined within both federal and state law. For the purposes of determining appropriate penalties for violations of this policy, “weapons” are classified as either Category A or Category B, except under specified circumstances. Please refer to the policy on the LCPS website for a definition of Category A and Category B weapons and discipline consequences.

Safe Harbor Provision: The accidental or inadvertent possession of a weapon by a student, either brought onto or found on school property or at a school-sponsored activity shall not constitute a violation of this policy, provided the student immediately reports the same to a teacher or administrator upon discovery thereof by such student and before it is discovered or seen by a teacher, administrator or other school employee or by another student.
Dress Code

School Board Policy (8270) — All students who attend Loudoun County Public Schools are expected to dress appropriately for a K-12 educational environment. A student’s attire should facilitate the participation in learning as well as the health and safety of students. This policy is intended to provide guidance for students, staff and parents.

Students must wear clothing that is appropriate to a K-12 educational environment and that does not or is not likely to cause a substantial disruption that includes the following attire:

- Clothing must cover the midriff.
- Tops with straps greater than one inch wide.
- Clothing that covers private areas should be opaque and appropriate undergarments must be worn.
- Clothing that does not reveal undergarments or private areas
- Clothing should be suitable for all scheduled classroom activities where unique hazards exist.
- Clothing that is required in specialized courses, such as sports uniforms or safety gear.
- Clothing that includes head covering if worn for religious purposes, as a matter of safety, medical condition, or in connection with a school-sponsored program, activity, or event.
- Clothing free from language that is profane or images that depict, advertise or advocate illegal, violent or lewd conduct, the unlawful possession or use of weapons, drugs, drug paraphernalia, alcohol, tobacco, marijuana or other controlled substances or are discriminatory.
- Clothing and/or head coverings free from gang related or symbols, such as words or drawings that could pose a reasonable threat to the health or safety of any other student or staff.
Student Technology Acceptable Use Policy (LCPS Policy 8650)

LCPS provides technologies, including access to internet, to promote educational excellence by facilitating resource sharing, innovation and communication. Technology includes hardware, software, data, communication lines and devices, terminals, printers, servers, mainframe and personal computers, the internet and other internal or external networks.

**Purpose:** All use of the Division’s technology must be (1) consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students and/or research, or (2) for legitimate school business. LCPS may provide students with access to online educational services and websites through contracts with educational companies and vendors. Students may be provided with a username and password to access educational content on these websites. Use of the computer system is a privilege, not a right.

**Monitoring:** LCPS routinely monitors an individual’s usage of the Division’s technology. The normal operation and maintenance of the school division’s technical infrastructure and services requires that usage and activity are monitored, data and electronic communications are routinely backed up, and programs or other devices are employed to maintain the functionality, integrity, or security of the network infrastructure. Any communication or material using School Division technology, may be monitored, read, recorded, copied, seized, and/or provided to appropriate authorities by school officials without prior notice. Users shall have no right or expectation of privacy.

**Content Filtering:** The School Division selects and operates technology protection measures that monitors and filters or blocks Internet access for all devices connected to LCPS and LCPS-OPEN. The protections prevent access to the following: 1. Child pornography; 2. Obscenity; and, 3. Material that the School Division deems to be harmful to students and material that is otherwise inappropriate for students.

Signature Form. Each student and parent/guardian of the student shall sign the form attached to the Student Rights and Responsibilities that can be accessed online via ParentVue/StudentVue. By doing so, the student and parent/guardian acknowledge to accept the terms of this policy and the failure of any student to follow the terms of this policy or accompanying regulation may result in loss of computer or network system privileges, disciplinary action as defined in the Student Rights and Responsibilities handbook, School Board policy, and/or law.
SCHOOL COUNSELING DEPARTMENT
Adapted for Distance Learning

Mission Statement

In collaboration with students, faculty, parents/guardians, and the community, the Freedom High School Counseling Department provides an equitable, comprehensive, and developmental school counseling program. By advocating on behalf of all students, we provide a safe and positive educational environment that encourages academic achievement and fosters social, emotional, and mental wellness. We empower students to acquire the knowledge necessary to attain lifelong educational, career, and personal/social fulfillment.

Vision

The students of Freedom High School challenge themselves to achieve to their highest potential and are interested in being productive citizens who make a positive difference in the world. They strive to attain higher levels of understanding and to meet individual goals, both academic and personal. They exhibit self-control and show respect and care for themselves, as well as for their fellow students, teachers, parents, and community. Freedom students understand the importance of attaining knowledge and skills that will help them succeed and remain life-long learners who stay current in an evolving workplace and world.

How do Students Request to See a Counselor?

Students will be able to sign up for an appointment with their School Counselor or any other member of our Unified Mental Health Team by filling out a request through an online scheduling system. The student may select an open appointment, and join their counselor at that time through a Google Meet link provided by the student's School Counselor.

Please select an appointment time that coincides with your Study Hall or Early Release, so that you are not missing academic instruction.

If the student needs immediate assistance during normal school hours, the student may contact our Freedom UMHT Email, which is monitored hourly between M – F, 9 am and 4 pm, unless a student holiday. If you or someone you know are experiencing a crisis and need emergency help, please contact 911.
Counseling Office Personnel

**Director of School Counseling:** Ken Christopher  
Keneth.christopher@lcps.org

**Career Center Specialist:** Lisa Wood  
lisa.wood@lcps.org

**Registrar:** Lisa Strother  
lisa.strother@lcps.org

**Administrative Assistant:** Suzanne Wyker  
Suzanne.wyker@lcps.org

**How to contact your school counselors:** Students/Families, please check the beginning alphabet of your last name alphabet to find your counselor.

- **Irene Lee**  
  Student Last Names: A — CAP  
  YeRin.lee@lcps.org

- **Cristi Goldberg**  
  Student Last Names: CAR — FR  
  Cristi.goldberg@lcps.org

- **Darlene Adu-Gyamfi**  
  Student Last Names: FS — KAS  
  Darlene.AduGyamfi@lcps.org

- **Molly Eck**  
  Student Last Names: KAU — MC  
  Molly.eck@lcps.org

- **Colleen Hurley**  
  Student Last Names: ME — PO  
  Colleen.hurley@lcps.org

- **Eric Cusick**  
  Student Last Names: PR — St  
  Eric.cusick@lcps.org

- **Karen Burke**  
  Student Last Names: STI — Z  
  Karen.burke@lcps.org
Planning For Life After High School

Your first step in planning life after high school should be to log in- to Naviance through LCPS GO.

Naviance is a comprehensive college and career readiness tool used in LCPS. It is a web-based college and career counseling software package that helps connect academic achievement to the student’s post- secondary goals. It allows counselors, parents and the student to collaborate in the college admissions process and career planning. You may access Naviance through LCPS GO.

Please make sure you are checking you LCPS email – ALL communication on college resources, career opportunities, and scholarship notifications will occur through your LCPS email account.

NAVIANCE:

Searching for Careers — Click the Careers Tab

Explore Careers & Career Clusters

What are my Interests? Take the Interest Inventory! Learn what career clusters may be a good match based on activities of interest, subjects you enjoy and personal qualities.

Searching for Colleges — Click on the Colleges Tab

College Research Search the database of over 4000 colleges and universities using criteria such as size, location, cost, majors, athletics programs, etc. This tab includes graphs and Scattergrams providing a view of college application outcomes (accepted, denied, waitlisted) for applicants from Freedom High School using GPA and SAT scores. You can gauge you chances of acceptance at the college you are interested in.

My Colleges – Track information about the colleges you are thinking about and applying to. Sign up for colleges that are visiting FHS

Learning About Yourself — Click the About Me Tab

Success Plan: A planner with goals

My Assessments: Includes Strengths Explorer powered by Gallup, will help uncover your talents and reveal your potential strengths.
PORTRAIT OF A GRADUATE

The Virginia Department of Education and the Loudoun County Public Schools have adopted a Portrait of a Graduate with a list of skills that all graduates should have. The following shows how LCPS and Freedom have furthered the vision of the state’s education leaders.

**Virginia’s Portrait of a Graduate**
The Department of Education considers the following to be essential knowledge and skills that students should attain during high school in order to be successful.

- Critical Thinking
- Creative Thinking
- Collaboration
- Communication
- Citizenship

**Loudoun County Public Schools’ Portrait of a Graduate**
Loudoun County Public Schools has adopted the following as essential elements for every graduate.

- Critical Thinkers
- Creators
- Collaborators
- Communicators
- Contributors

**Freedom High School’s Portrait of a Graduate**
Freedom High School has adopted the elements identified by the state and county and added an additional element.

- Critical Thinkers
- Creators
- Collaborators
- Communicators
- Contributors
- Character
Reminders & Notes:

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