

LOGOS CLASSICAL ACADEMY

Educating for Exultation



PARENT/STUDENT HANDBOOK

*Not to us, O Lord, not to us,
but to Your name give glory,
for the sake of Your steadfast love and Your faithfulness!*

Psalm 115:1

2022-2023

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An Introduction to LCA

Dear Parents,

Thank you for choosing LCA. This book provides insight into those questions you may have or may not have thought to ask about our school. We strive to provide an orderly and organized program for students. But above all, we want to love God and love His children. To us, this means that we are a community of people who love each other and live in accordance with scriptural standards for a community.

At LCA, our method is classical. That is, we use learning methods that have been proven successful through the testing of centuries. Students have natural strengths and tendencies that change through the grammar (early), logic (middle), and rhetoric (older) stages of their growth. This method achieves impressive results for the same reasons Socrates, Aristotle, Jefferson, and other great teachers did: we teach our students to think and invite them to participate in history's Great Conversation.

But our method is also Christian. We are convinced there are right and wrong, truth and falsehood, actuality and mere opinion. We are persuaded that in Jesus we find the highest expression of universal truth; as He said, "I have come, a light into the world, that whoever believes in Me should not abide in darkness" (John 12:46). We strive to introduce our students to the very thoughts and character of God so that their own thoughts and character will be conformed to His perfect standard.

Put together, classical methodology works hand-in-glove with Christian families to create a timeless form of education that is fused into one. We take up the privilege the challenge of education humbly, but boldly. Thank you again for granting us the privilege of helping to educate your child.

John Howard

Head of School

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A Mission for Christian Influence

The consistent accelerated growth of classical Christian education in the past three decades has been attributed to our unique mission. Many ministries attempt to make Christianity relevant to today's culture. However, with a glance back at history, Christianity is more influential when it leads the culture, rather than trying to adapt to it. Christianity conquered empires, civilized peoples, converted conquerors, influenced invaders, and built Western culture. To restore the Christian church to leadership, we seek to develop leaders who know that Christ is Lord of all. Nothing, educational or otherwise, has a better track record of developing the world's greatest leaders than classical Christian education.

We are a generational ministry committed to reclaiming the role of Christians as leaders in education through the restoration of classical Christian education. In short, our purpose is to cultivate Christian education in students.

Our Mission Statement

The mission of LCA is to glorify God by working in partnership with Christian families to equip their children with a Christ-centered, academically excellent, classical education focused on instilling knowledge, understanding, and wisdom.

As a classical Christian school, we strive to develop Christian leaders who possess the qualities of a deep and reasoned faith, a heartfelt moral compass, a strong command of language, who are well-read, well-rounded, and appreciate beauty. These qualities, we believe, will help them transform the church, the community, and the world. Successful graduates will possess:

1. **Virtue and mature character** – This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. We help students rightly order their affections (the classical Christian definition of virtue) through the study of the great literature of the West and the Bible. Above all else, we teach students to live in accordance with *Coram Deo* – being in the presence of God.
2. **Sound reason and sound faith** – We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas.
3. **A masterful command of language** – Because language enables us to know things that we have not directly experienced, nothing is more important within Christian education. Without a strong command of language, even scripture is silent. As people of “the Word,” Christians should be masters of language. We expect our students to master uncommon vocabulary, grammar, usage, and translation through our study of Latin and English.

4. **Well-rounded competence** – Educated people are not specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine art, drama, music, physical activity, math, logic, science and arithmetic. Throughout our program, skills are introduced that are essential for an educated person. We expect our graduates to be well-rounded.
5. **Literacy with broad exposure to books** – Educated people are well read and able to discuss and relate to central works of literature, science, art, architecture, and music. We expect our graduates to be well-read in the important literature and ideas of Christian theology and the West.
6. **An established aesthetic** – Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age. We expose our students to the great artists to develop their aesthetic and cultural appreciation.

With the end in mind, we build our program upon these goals:

- We place Christian truth at the center of all learning.
- Our goal is to graduate thinking, compassionate, and articulate students whose chief end is to glorify God.
- We challenge students with a rigorous educational experience.
- We prepare students to shape culture and society.
- We are a close community that encourages Christian living.
- We support standards and values of Christian families at school.

Statement of Faith

LCA holds the following Statement of Faith. By enrolling their children here, parents agree to allow their children to be taught in accordance with this Statement of Faith.

1. We believe the Bible to be the only inerrant, authoritative Word of God (II Timothy 3:16).
2. We believe there is one God, eternally existent in three persons: Father, Son and Holy Spirit (Genesis 1:26, Acts 7:54-60, John 1:1).
3. We believe God made the heavens, the earth, and man as related in the account of creation in the first two chapters of Genesis.
4. 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.

5. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is necessary (Titus 3:5). We believe salvation is by grace alone through faith alone (Ephesians 2:8-9; Romans 11:5-6).
6. We believe faith without works is dead (Philippians 2:12, Ephesians 2:10, James 2:14-26).
7. We believe the indwelling Holy Spirit enables the Christian to live a godly life (Romans 8:9, Galatians 5:22-25).
8. We believe in the resurrection of the saved to eternal life and the lost to eternal damnation (Matthew 25:31-46).
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ (John 17, I Corinthians 12 and 14).

We are a distinctively Christian school, looking to the Scripture and historic confessions and creeds of biblical truth for our foundation. While we understand the Bible to be the sole, infallible Word of God, we examine church history for statements which helped further illuminate and protect the follower of Christ from error. Through the testimonies of the past, and the proclamations handed down to us, we see the sovereign work of God throughout the history of the church. In seeking to be faithful, we desire not to build a new foundation than what is already been laid, but to continue in the works given over to us. Therefore, we seek families of mutual understanding, in faith and belief, with which to partner in the shaping and building of the Kingdom of God through the next generation.

Board Governance

LCA is a 501 (c) (3) incorporated. The corporation is governed by a board of six-seven trustees, occasionally dropping to as few as three trustees. Our board continues to include members who have been involved since the original documents were filed.

Open director positions are appointed for life by our existing board of directors through an internal nomination, examination, and appointment process. Our criteria for appointment to a director's position include the candidate's understanding of classical Christian educational theory and practice, a strong personal Christian testimony and understanding of theology, and the general requirements for an elder as indicated in I Timothy and Titus.

This structure has helped LCA sustain a strong and unique vision. If you have an interest in serving on our board, here are some suggestions: 1) Have patience... openings are somewhat rare. 2) Educate yourself on classical Christian education and theology. 3) Volunteer in other areas. When openings occur, we look to those who are most involved and committed to the school.

ACCS Membership

LCA is a member of the Association of Classical Christian Schools. The ACCS has over 300 member schools. The ACCS seeks to avoid all entanglements with state or federal organizations so that we can practice traditional classical education without encumbrance. The ACCS believes that education is the domain of the parent and seeks to provide parents with a 3rd party verification of a school's quality.

University Model

LCA currently employs a university model approach to education so that students meet for instructional classes from 8:00 until 3:15 on Monday, Wednesday, and Friday with tutorial guidance occurring on Tuesday and Thursday either at school for our five day students or at home under the parents tutelage for three day students. LCA is exploring the possibility of seeking accreditation as University Model school.

Georgia Accrediting Commission

LCA is currently in the process of working toward accreditation under the Georgia Accrediting commission. We are currently working on accreditation as a Non-Traditional Educational Center (for our 3 day a week students) as well as traditional school accreditation for kindergarten, elementary, and middle schools. These additional accreditations will bring additional checks and balances for exceptional academics, specifically in the state of Georgia.

The Admissions Process

LCA uses an admissions procedure that resembles the application process used in many selective private schools and colleges. However, we differ in our criteria. Our goal is to admit families that will contribute to the overall mission of the school. For this reason, academic aptitude is not the primary consideration. LCA seeks to foster a family-like atmosphere that depends on a community of shared Christian values. Therefore, the selection of the student body is among our highest priorities.

- We do not admit on a first-come, first-serve basis.
- We do not admit through a lottery.
- Among applications of equal merit, the date of application is a consideration. So, it is advisable to apply early.
- We do not discriminate on the basis of sex, race, color, national or ethnic origin. As a private school, we admit and retain students selectively. **While we exercise grace as a matter of Christian practice, we reserve the right to admit or dismiss families for cause or no cause, at the discretion of the Head of school and the board. Dismissals may be appealed only to LCA board of directors.**

Acceptance Standards and Admission

Acceptance refers to our qualification process. Families and students are assessed on a scale:

1. Considers the parents' appreciation of classical Christian education
2. The Christian testimony of the parents
3. Family stability and support
4. The student's readiness for the grade to which they are applying
5. The attitude/behavior of the student.

Acceptance must occur prior to admission. Families that are accepted may be placed on a waiting list until class openings are available. Accepted candidates are classified as *Qualified* or *Highly Qualified* based on the above criteria. This distinction is only important when an "overflow" seat opens in a classroom. Our enrollment cap allows for two discretionary seats beyond our cap. These seats are made available in extraordinary circumstances and are only available to Highly Qualified students and families.

Occasionally a student may receive a *Provisional Acceptance* due to a lack of data pertaining to items such as test scores, interview, behavior analysis. Students who are accepted on a *Provisional* basis will be evaluated for retention or dismissal at the culmination of the first quarter.

Admission refers to the student's placement into a seat in a given class. This is primarily a function of space. As mentioned above, the two discretionary seats are available only to Highly Qualified students, regardless of other admission priorities (siblings, etc.).

The admission process is as follows:

1. Complete our online application and submit the application fee.
2. The admissions office will schedule testing for your child. This typically takes 1-1/2 hours or less.
3. The admissions office will also schedule a family interview. This can be scheduled at the same time as the child's testing.
4. After the testing and interviews, notification of acceptance will be given.
5. At the current time all students at LCA are considered "homeschooled students." As such parents are responsible for complying with state requirements for homeschooled students in their state of residence, either Georgia or South Carolina. The records of such compliance should be maintained both at home and at the school.

Acceptance Standards

LCA will consider a student's academic achievements in the application process for grade placement, but not as the primary determinant for acceptance. We also consider the values of the family, the stability of the home, the student's behavior during interviews and the likelihood of future academic success.

Requirements for the Student

- A child should have reached the age of five years by the 1st day of school of the year in which he would be entering kindergarten; six years by the first day of school for first grade.
- If a student has successfully completed the previous school year and his school-work and behavior compare favorably to LCA standards, the student may be placed in the grade for which he is applying.
- LCA does not discriminate on the basis of sex, race, color, national or ethnic origin in the administration of its policies, admissions, scholarships, and other school-directed programs.

Admission Priority

Priority for admission will be as follows, subject to acceptance:

1. Continuing students – Those students who were re-enrolled during our re-enrollment period in February. Continuing students who miss the re-enrollment deadline will be considered “new students” and subject to the admission policy.
2. Siblings of continuing students – Students who have older siblings within the same household who have matriculated at least one school year at LCA.
3. New students – Applicants new to the school, or who have not been continuously enrolled.
4. Wait-pool qualification – During Priority Enrollment, families are ranked for their position on the waiting list by the quality of their application. During General Enrollment (applications made after the Priority Enrollment deadline); we consider based upon order of application. For students on the waiting list who are not admitted by the next year's Priority Enrollment, the list is re-ordered based on the quality of the application. This means that all students are reset in the wait-pool each year. Date of application is a consideration in this pool, so those who carry over from the previous year on the list may have an advantage.
5. For overflow seats – The student must be rated as Highly Qualified to be admitted into the 2 seats reserved for overflow. These seats are made available when circumstances merit them for the good of the school.

Requirements for the Parents

Parents of students in LCA should have a clear understanding of the biblical philosophy and purpose of LCA. This understanding includes a willingness to have their child exposed to the clear teaching of the school's Statement of Faith in various and frequent ways within the school's program.

Parents should have a clear understanding of our unique classical educational approach. Parents should carefully read the informational materials about the school. We strongly encourage each parent to read *The Lost Tools of Learning* by Dorothy Sayers and *Recovering the Lost Tools of Learning* by Douglas Wilson, for explaining the kind of program we offer at LCA. There are several books on classical Christian education available and additional information can be found on our website.

At least one custodial parent is required to be a professing Christian. Families agree that we will teach their children in the Christian tradition. LCA parents are members of our community and must affirm community standards compatible with traditional Christian values. This includes, but is not limited to, the historic traditions of the Christian church on matters of sexuality (sex and gender), marriage and the nuclear family.

Considerations for the Student and Family

Our school environment is essential to our mission. For this reason, we seek committed Christian families who share our values. Families need not be evangelical Protestant Christians to be admitted, though we are an evangelical, Protestant, Bible-believing organization. We receive Roman Catholic, Eastern Orthodox, and a variety of other branches, into our community with an understanding that we may teach some things that conflict with their specific doctrine.

Families are expected to:

1. Support teachers in a Biblical ethic of discipline.
2. Permit us to teach their children in matters of faith, according to our statement of faith and orthodox Christian theology.
3. Support our cultural values by observing the standards we set for clothing, music, language, phones, tablets and other technologies and cultural influences, while at the school or at school functions.

As a school, we operate *En Loco Parentis*, meaning we get our authority from the parent. Parents who choose to enroll at LCA are tacitly agreeing to our form of instruction. While we welcome input, we are transparent about our mission and theology. Parents are expected to accept our program. At the same time, we make reasonable accommodations, when acceptable to our mission, to ensure and expect that parents remain responsible for their child's education.

The student should understand that his parents have delegated their authority to the school during the school day. Therefore, the student is subject to the instruction and discipline of the teacher and the administrators in their prescribed roles at LCA.

Deadlines

1. *Re-enrollment* – During January- February. However, if the re-enrollment fee is not paid by the end of February, they will forfeit their enrollment priority to incoming families.
2. *Priority Enrollment* – January 1st through March 15th. All new student applications received in the open enrollment period will be considered for the class spots available. We do not accept students on a first-come, first-serve basis; however, among applicants of equal merit, date of application may be one factor considered in our determination. Thus, prospective parents have a clear advantage by applying during the open enrollment period during Priority Enrollment rather than waiting.
3. *Acceptance/Rejection Emails*– Emails indicating acceptance or rejection for enrollment are sent.
4. *General enrollment* – Student applications are accepted throughout the year. However, acceptance is always limited to the student's fit for our environment and the space available in the classroom. For those classes that fill, we have a wait-pool. We always reserve the right to enroll students who are the best fit for our school.
5. *Endowment fee* – This is a one-time fee, due after initial approval and offering of enrollment.
6. *Other deadlines*—Failure to pay tuition or fees on or before their deadline may result in forfeiture of your class position.
7. *Teacher requests*—We generally do not consider teacher requests, except in certain circumstances. If you wish to make a teacher request for the next school year you must fill out a Teacher Request Form that can be acquired from the school office. We do not accept verbal requests. Requests for the next year must be made by the last day of the current school year. Teacher requests are not encouraged for the following reason: the teachers put much prayer and thought into balancing the classes considering gender, personality, and classroom dynamics. They have the advantage of being familiar with all of the students. While teacher requests may be granted, we cannot guarantee your child will be placed in the requested class.

We do not accept any requests for a teacher when the alternative is an open teaching position or a new teacher. For example, when an opening in the 4th grade leaves one current teacher, you may not request the existing teacher over an unknown new hire. We consider requests based partially on the explanation

given on the form. If little or no explanation is given, the form will be given little weight.

What to Expect at LCA

We think you will find that classical Christian education is truly different. It returns to methods, content, and values that were proven effective in Western culture for almost 2000 years. Because our system is different, your family and your child may experience a period of adjustment as you begin learning under our system. The following suggestions may help.

Parents' Reading List

We have discovered that it helps our students if their parents understand the philosophy of classical Christian education and the need for it. With that in mind, we have compiled a list of books we suggest all parents draw from to read.

Classical Christian principles:

- *The Lost Tools of Learning*, Dorothy Sayers
- *Recovering the Lost Tools of Learning*, Douglas Wilson
- *Discover Classical Christian Education*, The Ambrose School
- *Shaping Hearts and Minds*, Monica Whatley
- *(Desiring the Kingdom*, James K. A. Smith)
- *(Classical Education*, by Gene Edward Veith, Jr. and Andrew Kern)
- *Wisdom and Eloquence*, Littlejohn and Evans
- *(Norms and Nobility*, David Hicks)
- *The Abolition of Man*, by C. S. Lewis

Parenting consistently with Classical Christian Education:

- *Shepherding a Child's Heart*, by Ted Tripp (Grades k-5)
- *Age of Opportunity*, by Paul Tripp (Grades 5-12)
- *(Collapse of Parenting*, by Leonard Sax)

We generally do not recommend parenting systems like *Love and Logic* which, though they have some good points, emphasize child-choices and consequences over a system of authority in the home.

The Foundation

The educational system called “classical education” was developed over two millennia with the goal of training young minds to be wise. The foundation of classical education is the Trivium. The Trivium’s three phases of learning are adapted to three phases of development in children - grammar, logic, and rhetoric.

K-1st – The Pre-Grammar Phase

Before students enter the grammar phase, they need to develop some basic skills. Reading, writing, and math are the obvious ones. Of greater importance are the skills of order, cleanliness, self-control, manners, and living in community. Classical Christian education trains young children how to sit still, listen, be kind, follow our code (respect, order, unity, diligence, and honesty) and our rule (obey right away, all the way, cheerfully, every day.)

2nd-4th – The Grammar Phase

New parents are often impressed and surprised with the amount of memorization and the depth of learning that goes on in a classical classroom. We do this because, as Dorothy Sayers points out in her essay “*The Lost Tools of Learning*,” young children are wired to memorize. In grades K-6, we memorize Bible chapters, classic poems, types of birds, lists of historical figures and their significance, states and capitals, the periodic table of the elements, zoological taxonomy... and the list goes on. Some parents wonder why we do this.

First, as children learn to read and write, they begin to rely less on their memory. If you can make a list, why remember it? Consequently, they use their memory less and less after the 2nd grade. As with anything else with our bodies, if you don’t use it, you lose it. By exercising children’s memory, we are establishing a life-long capacity for them to memorize.

Secondly, when you memorize at a young age, you retain your memory much better. Most of us recall the rhymes and chants we did when we were in grade school. “I before E,” “I pledge allegiance,” and “she sells sea shells,” are all things we probably can recite off the top of our heads. Wouldn’t it be great if we had the preamble to the US Constitution or the 13th chapter of I Corinthians memorized so that it could roll off the tongue?

Finally, before the logic (middle-school) phase, children need to have a collection of facts from which to draw conclusions. By using their innate ability to memorize at a young age, we get them ready for the logic phase. Children in the grammar phase also learn mastery of the core learning skills— reading comprehension, writing, and arithmetic as well as speaking (rhetoric) and independent study skills.

5th-6th – The Pre-Logic Phase

Learning is optimal when it is inspired and intrinsically motivated. In 5th and 6th grades we encourage students to stretch beyond facts to gain a greater understanding on their

own. One way we do this is through reading and literature; we use appropriate thematic truths in a story or work that contains important, higher meaning, which encourages students to discover the power of story. When done properly this enables children to be better prepared for the logic phase. As Christians, we are people of the word. God reveals His truth to us through the Bible. It contains history, stories, poems, songs, prophetic writing, parables, unique story-telling formats (i.e. synoptic and non-synoptic gospels), theology, epistles, and even specialized forms of writing such as apocalyptic literature. To understand the Bible, students need more than a simple understanding of language. True literacy involves knowing how to read these forms to obtain their intended meaning. We call this learning transcendent or poetic truth—truth that transcends the world around us. The pre-logic phase emphasizes this imaginative and exciting form of reading, writing, and understanding.

7th-8th – The Logic Phase

Early adolescent children (grades 7-8) become argumentative. Their ability to draw conclusions from a series of facts begins to develop. This is called the dialectic or logic phase. Most modern educators overlook this phase, except regarding higher math. Classical schools teach formal logic, logical fallacies, and reasoning skills through tools like the Socratic Method and Aristotelian logic. These subjects are foreign to most of us unless we learned them in college. They practice students in the science of accurate thinking. In this phase, the subject matter is not as important as what conclusions the students may draw from knowledge.

9th-12th – The Rhetoric Phase

As students enter later adolescence, they become increasingly aware and concerned with what others think of them. The Rhetoric Phase takes advantage of this development by challenging and equipping students to present their thoughts in an articulate and winsome fashion. The Rhetoric Phase will be academically intensive in all disciplines with a heavy emphasis upon reading and writing as well as discussion and debate. The four years of study at LCA in the Rhetoric School will culminate with a Capstone course, which is an interdisciplinary studies course centered on the ideas that have shaped western civilization. Students completing the Rhetoric School will receive a College Preparatory Diploma.

Inspired to Learn—Trained to Think

Beyond the foundation of the Trivium, the classical method inspires learning. Because classical education cuts with the grain through the developmental phases of the Trivium, it naturally appeals to students. Rather than “bawling words into the ears” of students, classical education engages their minds. Gifted classical teachers inspire students to investigate, contemplate, debate, and pursue knowledge. By encouraging students to love learning, a lifelong gift is communicated.

In training a pianist, one does not lecture to them for nine months and then have them take a final test about the piano. Rather, the student is practiced and coached in the actual playing of the piano. To become a good thinker, students must be practiced in thinking. Our Socratic “table,” present in every Letters classroom, brings students to a daily conversation that challenges their minds with ideas posited by the greatest minds in the history of the world. The Great Books curriculum we use provides the material for the development of great thinkers.

Integration

Finally, integration between subjects presented with a Christian worldview ties the world together. Math, science, philosophy, and history are interwoven in a way that relates all subjects to a whole. As students integrate subjects, scriptural truth is integrated as well. This affects students deeply. The continuity between a student’s faith and his rational mind is a reward few Christians enjoy. Classicism provides this perspective unlike any other form of education. The peace of knowing Christ’s truth as it integrates with His world provides a powerful shield against the hostile questions posed in college and later in life.

New Students: What to Expect During the Grammar Phase

For the first several weeks young students will need to get used to our structure. This is a faster process than you might think. New students look around them and see the order and diligence exhibited by the other students. Most children quickly conform to this positive peer pressure. Students enjoy the environment because they can meet expectations and please parents, teachers, and peers.

By about six or eight weeks parents often notice the homework load. Here are a few tips to help adjust to this phase:

1. Recognize that LCA employs the university model of education. That means that Mondays, Wednesdays, and Fridays are instructional days while Tuesday and Thursdays are tutorial days.
2. On instructional days (MWF) no homework will be given with these exceptions
 - a. Small reading assignments usually to be read with the parents
 - b. Incomplete work from class that will need to be completed
 - c. Catch up work to enable the student to catch up with his/her peers
3. For tutorial days (TTH) the homework load (work done at home under a parent’s tutelage or at LCA with a instructional tutor) should take approximately three to six hours depending on the student. All homework assignments should be completed thoroughly and with excellence prior to returning to class for the instructional days.

Our Curriculum

In the classroom we aim to integrate biblical truth into every subject. Our curriculum overview may be viewed on our website.

Behavioral Principles and Guidelines

We who labor on behalf of children take our responsibility seriously and want to do all we can to build faith and character into these children and to encourage their parents. During the school day, our staff is careful to enforce the behavioral guidelines that we expect of our students. **After hours or at school functions, parents are responsible for their children.** These guidelines are intended to help parents understand what is expected so that we can continue to be an example of exemplary behavior in our community.

Three Convictions

First, we are a big family. Stewardship and safety require that any time students are associated with LCA - onsite or off - they behave with respect toward others.

A student running through our building or at an event may seem harmless, but not to a grandmother who fears a broken hip or to a smaller child who is easily run over. When we borrow or lease a space this means that, as Christians, we must leave it better than we found it. Unattended children sometimes lack the maturity to ensure that a facility is treated with respect. We expect parents to assume responsibility for their children's actions at our school events.

Secondly, children who are well-disciplined and under control honor the Lord, honor their parents and are a positive reflection of our school. The opposite is also true. Unruly children dishonor the Lord and are an embarrassment to their parents and the school.

Finally, and probably most important, discipline is an important part of nurturing faith in our children. To follow Jesus is to obey Jesus and to submit to His authority. Cultivating an obedient spirit in our children and teaching them to yield to God-given authorities helps prepare them to obey Christ and bend their wills to His.

Guiding Principle

True obedience flows from a heart that loves what God loves and hates what God hates. When a student loves the standard, he conforms to it cheerfully and willingly. It is not merely the conformity to an external set of rules. The most important thing that parents and others can do is to seek God's help in nurturing hearts of faith out of which acts of righteousness will flow.

Expectation of Students

1. Respect for property: When children are at school, either before, during, or after school hours, or at an offsite event, we expect them to respect the facilities.

- a. Walk – don't run.
 - b. Do not climb on furnishings.
 - c. No horseplay inside the building.
 - d. Outside the building, no rough play, water fights (except as supervised by adults), or other activities that leave a mess, damage property, or risk injury.
 - e. Leave everything, including the restrooms, cleaner than you found them.
 - f. No eating or drinking, except with specific permission from the authority in charge.
 - g. Children are not to be wasteful with food, drink or other supplies.
 - h. Purposeful vandalism is grounds for immediate dismissal from LCA
2. Respect for adults: We want the children of LCA to honor the adults in the school with respectful speech and behavior. Defying instruction or correction of an adult is unacceptable. Students should rise when adults enter the room, and refer to and address adults as Mr., Mrs., Ms., or Miss. They should respond cheerfully, "Yes, sir," or "Yes, ma'am," when asked to do something.
 3. Respect for others: Children are encouraged to think before they speak and find encouraging things to say to others. Mean, crude, or unkind speech is sinful and therefore not tolerated. We also expect children to pay attention to those around them. Pushing past adults or other kids, overpowering others physically or vocally, and a general disregard for those around them is discouraged.

THE CODE

Respect, Order, Unity, Diligence, Honesty

THE RULE

Obey right away, all the way, cheerfully, every day

School Improvement and Addressing Concerns

We value parental insight as we work together to improve our school. However, we ask that parents involve themselves in a way that will resolve concerns Biblically. If a parent is concerned about an academic, classroom, or other matter at LCA, he or she should follow these guidelines:

1. **First, please address the issue with the teacher, parent, or whomever is most directly involved.** This can be uncomfortable in some circumstances, but it almost always provides better results than going directly to administration.

Proverbs 18:17 says, “The first to present his case seems right, till another comes forward and questions him.” Since the head master rarely has first-hand knowledge of the situation, he usually cannot improve the situation unless the problem has been refined and understood with those who are directly involved.

If your child has a problem relating to another child in the class, we request that you speak directly with that child’s parents before bringing it to the administration. If this is too uncomfortable, our staff may be able to help. If the problem is with a coach, volunteer, or other school patron, please discuss the matter directly with that person before bringing it to our attention.

2. Once the teacher (or other person) has been given sufficient time to respond to a problem, the next step is to contact the head of the school. In this event, the administrator will hear your concern and discuss it with the appropriate people. If you contact the administrator, you will be asked, “Have you talked to the teacher?”
3. If the administrator is not sufficiently able to resolve your concern, the matter may be taken directly to the president, chairman of the board, and then the board of directors. To request this, please inform the headmaster. You may call the chairman of the board if you would like to speak with him/her directly. However, if the process has not been followed, you will likely be referred to the appropriate person.

Whatever the circumstances, please do not discuss the problem with other parents unless they are directly involved. Even though this may be done with the best of intentions, it is important to avoid drawing others into a situation they know nothing about. Following the principles of Matthew 18:15-17 If there is an issue seek to resolve it at the lowest, most private level possible.

When to Come Directly to the Administration

1. If you observe illegal or clearly unethical acts.
2. If your concern is a matter of policy, not the teacher. In other words, you are questioning a stated policy or its implementation. An example: if you have issues with a teacher enforcing the type of shoes allowed at school. Since the uniform policy set by the administration, the teacher cannot effect the change you desire.
3. If you observe a dangerous situation or a security breach.
4. If the matter is personal and not suited for the teacher to know. For example, a recent divorce filing has your child upset and you do not wish to divulge the situation to all your student’s teachers.

A Word About Correction

We believe that discipline should be primarily positive, so we encourage those who work with children to be quick to encourage positive behavior. We also expect a positive, but firm attitude when dealing with bad behavior. As a community, we ask that parents support adults who are correcting their children in these ways. As an adult at school events, please do your part to monitor students when they seem to be unsupervised. When you see behavior that is concerning, we encourage you to intervene and seek out the child's parents.

Field Trips

Most grammar school classes take field trips during the year. In addition, we may invite various performing arts troops to provide one or two school-wide performances each year, either at our school or in a performance center. We strive to make these trips as academically fruitful and purposeful as possible.

Visiting and Parking at the School

Under Normal Circumstances

Parents are encouraged to visit the school as often as they like. During school hours, everyone who enters the school must be escorted or must sign in to obtain a visitor's pass. Parents or relatives of students may be unescorted once they have signed in. All other visitors must be escorted.

School-aged visitors (prospective students excepted) must visit only during the lunch hour, with the permission of an administrator.

All visitors must wear their pass visibly during their time at the school. Children under the age of 18 must be escorted by an adult or, if they are evaluating the school, by their designated host student.

We ask that visitors wear modest and appropriate attire for our environment. If you are unsure of what is appropriate, please feel free to call the office. By conforming to our dress standards, you help us to consistently demonstrate an environment of unity and compliance for our student body.

Morning and Afternoon Arrival and Parking Procedure

Please keep these instructions for reference and for others who may pick up your children.

DO NOT leave cars unattended in the drop-off zone.

Carline should begin at the third entrance on Fury's Ferry, and move towards the Welcome Center doors.

Dismissal Instructions

Each student will be issued a laminated pickup card to be displayed in the front vehicle window. Your child's safety is very important to us and we ask for your cooperation and help in making this system a success (If card is lost please call the office)

Parent Resources

The Word and Thoughts from the Desk

The Word is available as "School News" on the main Gradelink page. In addition, Thoughts from the Desk is sent home each week via e-mail. These are the school's main means of regular communication with our families. All upcoming events, announcements, and schedules are placed in The Word. Please read this each week for important information about events happening at school.

Teacher Newsletters

Each week each teacher in the grammar school (K-6) is responsible for creating a class newsletter. This newsletter, containing information about what is transpiring in class for the coming week, will be emailed home as well as posted on the teacher's page in Gradelink to keep parents informed.

Room Parents

Each homeroom class has a Homeroom Parent or parents (HRP). The HRP coordinates support for the teacher by communicating needs between the teacher and parents.

Lost and Found

The lost and found is in the administration office. Parents need to make sure that ALL articles of clothing are marked on the tags with the child's initial. At the end of every quarter, we will throw out or donate all unmarked/unclaimed nonuniform items to local charities. All unclaimed uniforms will be sold at the consignment store.

Logos Christian Academy Events

Listed below are the events at LCA. You will want to check the school calendar found on the school website to see when they are occurring.

Exordium

Exordium means "introduction." Approximately every other week, students will present an introduction into what they are learning in their classroom during a morning school presentation. The exordium occurs on Wednesdays, will last about 30 minutes, and will consist of various class presentations. Parents who attend will see their children in a new light, hearing memorized Bible passages, grammar chants, poems, and geography or history facts, as well as other types of presentations. We also use this time to teach

valuable character lessons. An exordium schedule will be available in the office and will also be announced in The Word.

Chapel

Chapel will occur on Wednesdays as well and will be every other week as well, alternating with the Exordiums. Chapels will feature various speakers and will focus on one of the Christian virtues. Parents are invited to attend.

LCA Back to School Worship Celebration

LCA families are encouraged to attend the Back to School Worship Celebration the week before school starts. It is a great time for students to worship with their families and for relationships to begin to develop in our LCA family.

New Parent Orientation

This is held just prior to the start of school of the school year.

Grandparents' (Friends') Day

This half day event offers an opportunity for grandparents or other special friends to come and see their grandchildren in their classroom setting and to enjoy an all-school exordium.

Christmas Program

This program will be a culmination of what the students have been studying and practicing in their music curriculum during the first semester. Students performing in the program will be notified how they should dress prior to the program.

Volunteering

Teacher's-aide, Recess, and Classroom Helpers

We welcome parents in our classrooms. Many teachers' welcome volunteers to help with grading, working with individual students who need more attention, classroom work, or recess. Parents are invited to volunteer for this duty and are not required to undergo background checks, etc., if they are parents of a student within the class. Non-parent volunteers are welcomed as well but must undergo background checks. Information is available in our front office. We encourage parents who volunteer in these capacities to dress and behave as though you are members of our staff. If you have questions about these standards, please ask the teacher for whom you are volunteering.

When performing recess or other duties where the parent volunteer has control of the class, parents should be familiar with our guidelines for volunteering in the classroom.

Substitute Teaching

We prefer to hire substitute teachers from within our school community. If you regularly have availability during the full school day and desire to be considered as a substitute, please apply by filling out a form with our front office. We add substitutes to our list

based upon his or her qualifications, our need at the time, the grades for which the substitute is suited/interested in teaching, and the person's past involvement at the school. Once an applicant has been approved, he or she will be asked to participate in a training/orientation. This provides a foundation for understanding school policies and procedures. Please do not be offended if you are not selected as a substitute. Often, it is just a case of availability or our need at the time.

Event Support

One of the greatest needs we have for volunteers at the school is for event helpers. Our many events take many hands to make them what they are. From running errands to decorating to organizing labor, our event coordinators cannot make our largest events happen without your help. Please call and offer your services to our Administrative assistant or the front office.

Fundraising

Amazon Smile

Logos is also setting up an Amazon smile account. This will allow for small portions of any purchase that is made through Amazon, at no extra cost to you, to be donated to the school. For more information, please contact our administrative office.

Annual Concert

Each year LCA will be hosting a concert to enhance the cultural development of our community, to raise community awareness, and to raise funds for LCA. The annual concert will be held in January or February.

Donate Tab

LCA has a "donate" tab on the website as well, for anyone who would like to support the school through tax-deductible donation.

Capital Campaign

The Capital Campaign is exclusively a fund for the physical building needs of LCA.

Georgia Student Scholarship Organization (GASSO)

By donating to GASSO and specifying their donated funds be allocated to Logos Classical Academy, Georgia taxpayers can reduce their personal Georgia tax burden by receiving a 100% dollar for dollar tax credit and thus in essence direct how a portion of their tax dollars are spent. If you're a Georgia resident, or pay taxes in Georgia, please contact the school office to learn more.

Publix Partners

Logos is also setting up a Publix Partner account. This will allow for small portions of any purchase that is made through Publix, at no extra cost to you, to be donated to the school. For more information, please contact our administrative office.

Financial

Overview of Financial Information

- The application fee, the enrollment fee, the endowment and the first two months tuition payments are non-refundable.
- For those paying tuition in ten-month installments the tuition payment is due between the first and the fifteenth of the month the tuition is due. For example, tuition for October should be paid between October 1 and 15.
- Tuition payments are due by the fifteenth of the month. A late fee will be charged for any tuition payment received after the fifteenth day of the month.
- Credit card payments can only be made online.
- If a student is withdrawn from the school, parents are responsible for payment of tuition based on the student's attendance prior to withdrawal. (See Refunds section below.)
- If there is room in a class and a student enrolls after the school year begins, tuition will be prorated for the remaining portion of the school year. For example, if a student begins October 1, eight of the ten payments will be paid as well as all fees.
- Students with unpaid account balances or who have not returned materials will not receive their report cards and no records will be released to other institutions. The student's file will be sealed until the account is paid in full and all materials are returned.
- Tuition covers only part of the cost to educate each student. We depend on the financial gifts of like-minded contributors.
- If you donate to the school you will receive a tax-deductible contribution receipt.
- Parents will be given a list of school supplies which they are expected to provide on or prior to the first day of school. Some additional supplies and books may need to be purchased during the school year.

Payment Schedule

Tuition and fees are to be paid on the following schedules: Please note some fees are Non-Refundable (NR).

Fee/Tuition

	<u>Due</u>
• Re-enrollment fee per student (NR)	End of February
• Application fee for new student (NR)	With application
• Enrollment fee (NR)	After acceptance
• Endowment fee per family (NR)	May 1 st
• Book fee per student Grades 3+	May 1 st
• Tuition Payment in Full (5% discount)	August 1 st
• Tuition over 10 months	August 1 st – May 1 st

Tuition Payments

There are two ways to pay tuition:

1. **Payment in full** by August 1st.
2. **Monthly payment.** Families will receive a statement each month with their balance due. Payments are due by the 15th of each month and can be made by online banking or check. Checks can be left in the tuition box inside the office or mailed to Logos Classical Academy / P.O. Box 741 / Evans, GA 30809. Cash payment is accepted only with a written receipt from our office.

Refunds

Full-time students: The Reenrollment, Application, Enrollment, and Endowment fees are non-refundable. If a student is accepted and placed on a waiting list and is not able to be offered a seat by the first day of school, we will refund 50% of the Application fee.

Tuition: The first two months' payments are non-refundable. The remaining payments may be refunded based on the student's enrollment.

****Homeschool families will pay tuition for the entire semester in which the student was enrolled, regardless of the withdrawal date.*

Dress Code

Overview of Uniforms

LCA is committed to uniform clothing for its students. This policy has four fundamental benefits.

First, uniforms prevent the application of subjective standards of dress in the classroom. Parents, students, and teachers know that the uniform meets the school's standards of modesty. Other classical schools that operate without uniforms have commented on the amount of time their boards spend on issues of inappropriate attire. Uniforms allow our board and staff to focus on academic concerns.

Second, uniforms are a positive influence in the school. LCA places value on a disciplined learning environment. A child learns that when he is wearing a Logos uniform, he will be engaging in studious activity. Teachers have noted the advantage of uniforms in the instructional setting. This environment makes it easier for LCA to complete its primary task – the education of children.

Third, uniforms encourage a community spirit, where individuality is sacrificed for the good of the group. This removes the potential distraction of what clothing other students are wearing. This also sets our group of students apart from other schools, encouraging each student to operate as a part of a body, much like an athletic or military group identified by common dress.

Finally, uniforms usually decrease the cost of clothing. To make purchasing easier each family will receive a uniform guide in their family packet at the beginning of each school year. There you will find the dress requirements for each grade. The uniforms are rugged, high-quality uniforms that can take wear and tear. Parents can typically purchase two to three sets of uniforms to last throughout the school year. These can often be handed down to other children. In the future the LCA parent organization will offer a consignment store at the end of and beginning of the new year for the selling of gently used uniforms.

Uniform Requirements

Each LCA student is required to have THREE uniforms to be worn on specific days of the week. On cold days, students may wear any approved outer layer indoors, but it must have an LCA logo on it. Any outer layer may be worn outdoors but must be removed in the classroom unless it has the LCA logo on it.

See the website for LCA uniform vendors. Your child must have at least one complete “required” uniform to wear for chapel/exordium and on other school mandated occasions.

- K-6th grade girls jumpers, skirts & skorts : Girls jumpers and skorts should be measured at the knee or longer. Biking shorts must be worn under the skirts unless skorts or tights are being worn.
- 7th-8th grade girls kilts, skirts, skorts: Girl’s kilts, skirts, and skorts should be within 2 inches above the top of the knee cap. Girls must wear biking shorts under their kilts and skirts.

Regular Uniforms (to be worn on Mondays and Fridays)

- Boys: LCA polo shirt from Land’s End
 - Navy or khaki pants (shorts or long pants) from Land’s End or Flynn O’Hara

- Belt
- LCA sweaters, pull-overs, or jackets from Land's End may be worn in cold weather
- Navy or white socks
- Shoes
- Girls: LCA polo shirt from Land's End
 - Navy or khaki shorts, pants, skorts, or skirts from Land's End or Flynn O'Hara
 - LCA cardigans, pull-overs, or jackets from Land's End may be worn in cold weather
 - Solid navy or white leggings may be worn underneath skirts in cold weather
 - Navy or white socks
 - Shoes

Dress Uniforms (to be worn on Wednesdays)

- Boys: Long or short sleeved Oxford button down shirt from Land's End or Flynn O'Hara
 - Khaki or navy pants from Land's End or Flynn O'Hara (khaki shorts may be worn at the parent's discretion).
 - Tie
 - K-6: LCA plaid tie from Flynn O'Hara
 - 7-8: Solid navy tie from Land's End
 - 9-12: Navy and gray striped tie from Land's End
 - Belt
 - Navy or white socks
 - Navy, brown, or black dress shoes
- Girls: Long or short sleeved Peter Pan (K-4) or Oxford (5+) shirt from Land's End or Flynn O'Hara
 - LCA plaid skirt or kilt from Flynn O'Hara
 - White or navy socks
 - Navy, brown, or black dress shoes

Casual Uniforms (to be worn on Tuesdays and Thursdays)

Casual uniform days have been implemented with a two-fold objective: first, to provide students with a modicum of freedom in dress in order to promote personal responsibility, and secondly, to extend the life of the regular school uniforms. Blue jeans may be purchased from any vendor, but they must be modest and fit appropriately (no hip huggers, skintight jeans, denim leggings, or sagging jeans), be absent of holes, and be blue in color with no embellishments.

- Boys: LCA Logo Casual Uniform T Shirt
 - Blue jeans, uniform khaki or navy bottoms, or PE bottoms (Land's End)

- White or navy socks
- Shoes
- Girls: LCA Logo Casual Uniform T Shirt
 - Blue jeans, khaki or navy uniform bottoms, or PE bottoms (Land's End)
 - White or navy socks
 - Shoes

Accessories, Coats, Backpacks, Toys, Etc.

LCA seeks to provide an environment free from distractions and one that discourages cliques or foolish fads.

- All lunch boxes and backpacks must be plain, solid colors or patterns.
- These items, as well as non-uniform coats, may not be branded with cartoon characters, rock stars, movie stars, or large commercial brands (normal small branding of the items is okay).
- We strive to provide a “pop culture free zone.” Rather than a judgment against all pop culture, we simply want students to learn in an environment free from distractions. This helps prevent our environment from becoming inundated with the latest fads.
- Some teachers may decide not to allow certain toys at recess. While the reasons for this constraint may seem unclear, the dynamic of our school environment can be adversely affected by these cultural intrusions.

One social dynamic common in school is the “haves” and “have-nots” dynamic. Among Christians, this entails more of an “allows” and “allows-not” dynamic, depending on the cultural values of a family. We generally make no judgment regarding cultural icons. However, cliques might begin to form based on how “cool” different students are, which often ties to how much pop culture the student brings to school. When this happens, one small group begins to snub the others and class unity is disrupted. LCA does not wish to foster an environment where this sort of attitude can prosper.

Grooming

LCA upholds guidelines in grooming because it seeks to cultivate an atmosphere of order, unity, beauty, and learning. **We believe that genuine diversity comes from the cultivation of each student's unique mind and character, not from their outward appearance.** On the contrary, outward appearance typically results from emulation rather than self-expression. Disorderly dress and grooming are detrimental to an atmosphere in which students can concentrate on that which makes them unique. We implement the following policies for boys and girls:

1. A student should wear or do nothing which draws attention to oneself or distracts from the learning environment.

2. Students should express themselves with their mind and character not their grooming, accessories or dress.
3. Both boys and girls are expected to keep their hair well-groomed and clean. All students must keep hair out of their eyes.
4. We value Godly submission over individualism. We seek submission to the school culture of LCA and its values.
5. Dress and grooming should be conducive to order and learning.
6. While these rules provide guidance, they are not exhaustive. All dress and grooming are subject to the judgment of teachers and the administration, and standards may be tightened for certain students.

*For boys, the following are **unacceptable** grooming practices:*

1. Shaved heads, ornamental cuts, or shaved designs in their hair.
2. Ponytails, top knots, and bleached or (unnaturally) dyed hair.
3. Facial hair or sideburns below the lobe of the ear.
4. If a student's ears are covered by hair to the point that the total ear is covered, it is too long and needs to be cut.
5. If the hair extends low enough to encroach beyond the collar on a shirt, it is too long and needs to be cut.
6. If a student's hair extends low enough to be in the student's eyes it is too long and needs to be cut.
7. A student who is asked to cut his hair should cut it in such a way that it will not be out of compliance again in a few weeks.
8. Any body piercing (including earrings), as well as any tattoos that are visible or shown to other students. (We discourage tattoos on students in any context.)
9. Visible jewelry (necklaces, bracelets, etc.). Necklaces, if worn, must be kept under the shirt and not visible. Rubber "prayer bracelets" or memoriam bracelets will be allowed within reason.

For girls, the following are unacceptable grooming practices:

1. Shaved heads, ornamental cuts, or shaved designs in their hair.
2. Bleached or dyed hair (natural highlighting is okay). Some natural colors are OK with pre-approval. Be especially careful of reds or blacks.
3. Hair that extends down into the student's eyes.

4. Dramatic makeup or nail polish.
5. Visible body piercing (two pairs of traditional pierced earrings may be worn in the lobe only).
6. Any tattoo or piercing that is visible or shown to other students. We discourage tattoos on students in any context.
7. Jewelry that is distracting or bold. Guidelines include no brightly colored or gaudy jewelry. Jewelry should tastefully complement the uniform.

Basic School Rules

We require our students to adhere to the following school rules, enforced by the teachers and administration:

Conflict Resolution

Conflicts should be resolved at the earliest opportunity and at the lowest level, in accordance with Matthew 18. If you have a problem with another family, a teacher, the administration, or the board, please first meet with the person involved. If issues remain, both parties should then approach the next level of authority. We ask that parents not confer with other parents about a problem. This can often evoke a “Should I be concerned?” pattern that leads to disproportionate reactions (See the School Improvement & Addressing Concerns section.)

Communicable Diseases

Students with the flu or a cold are asked not to attend school while they have these illnesses. **(This is especially the case for COVID 19. Please see our COVID 19 response on the website.)** While we will not be regularly taking temperatures this year or requiring students to wear masks, the school retains the right to implement such measures should circumstances dictate the wisdom of so doing. Parents are to be conservative and watch closely since the earliest stages of these illnesses are also the most communicable. Students may return once the symptoms have subsided.

Other communicable diseases or infestations, including head lice, must be reported to the office immediately upon their discovery or diagnosis. After reporting the disease, parents must provide the school with a doctor’s note clearing the student’s re-entry into the school. The school may choose to notify other families in the school if we believe it is in the best interest of the student body. In the case of head lice, parents must have an independent medical provider (nurse or doctor) certify that all traces of the infestation are gone before they will be allowed to return. The school may choose to re-check your student after re-admittance.

Immunizations

State law requires that every school in the state of Georgia, regardless of our private status, keep records on file of all immunizations for every student. We must have your

immunization records from your doctor prior to attending school. We ask that you keep your immunization paperwork current at the school to save us time administrating this state requirement. As a reminder, we have copies of the state exemption form at the school if you wish not to immunize your children for various reasons.

Conduct Within School

Students' deportment is expected to reflect that of basic historical Christian standards of behavior and conversation. Additionally, the following rules will be observed:

1. No disrespectful talking back or arguing with teachers, staff, fellow students, or adult volunteers will be tolerated.
2. Prompt and cheerful obedience is expected. Teachers should not have to repeat requests.
3. No chewing gum, electrical music devices (including anything with earphones or speakers) are allowed on the school grounds or at any school activity.
4. No guns or knives are allowed on the school grounds or at any school activity.
5. Avoid the off-limits areas of the building or grounds (areas outside the view of general supervision)
6. Use only approved entrances and exits: front door, side door or back door. Do not use fire exits except in case of a fire. Do not open windows.
7. Treat all of the school's materials and facilities with respect and care.
8. Respect other persons and personal property. Do not access someone else's cubby.
9. No horseplay. Physical roughness can easily get out of control and become a serious hazard. If you break it, own up to it. If you were foolish, you pay for it.

Conduct Outside of School

Because student behavior outside of school can affect the ethos of the school, we reserve the right to take breeches of character into consideration when disciplining students. With the advent of social networking, each of our families has a responsibility to protect our community from inappropriate language or images, or unwholesome speech. Parents are primarily responsible for the discipline of students who misbehave inside or outside of school. Inside school, we have a variety of disciplinary actions at our disposal. Our actions are limited to suspension or expulsion for actions based on outside activities. Our reason for this policy is rooted in 1Corinthians 15:33, "Do not be misled: 'Bad company corrupts good character.'"

1. Your honor has no boundaries. Honorable students are honorable in all settings, inside and outside of school.

2. A student's dishonorable actions dishonor the school. Any immoral or illegal action that rises to the school's attention and which has become known or will likely become known to other members of the student body will be considered for disciplinary action. These actions include anything that is illegal, sexual impurity, acting or speaking crassly, vandalism, violent or threatening actions, or extreme unkindness.
3. **Social Media Websites and Texting** – We strongly advise caution when using services like Facebook. Without personal accountability, innocent communication can degenerate into uncontrolled sin. Since most of these sites create “networks” of friends, only one or two clicks could take a student from their classmate to a classmate's friend, who happens to use foul language, be disrespectful to authority, and contain inappropriate photographs. Given the nature of the internet, we encourage all parents to employ filters that stop inappropriate material. LCA reserves the right to monitor social media websites and to intervene if the administration feels that the website and texting are negatively affecting or has the potential to negatively affect our students or community.
4. Students who create dissension among the student body by encouraging other students to engage in bad behavior outside of school will be considered for disciplinary action.

Dating and Relationships

The Bible speaks to the importance of purity in the life of the believer, especially considering fornication. Therefore, as a rule, we believe that dating or romantic relationships among young adults are only wise if the couple intends to get married.

- We do not allow any indication of romantic relationships to be seen at the school or school events.
- Be warned that students who publicly announce their dating relationships via social media may find themselves under higher scrutiny while at school.
- Do not invade anyone's personal space.
- Do not isolate yourself in the building, car, grounds, or parking lot with a member of the opposite sex.
- Do not talk to your friends about your actions outside of school in this area.
- **In short, if anyone here can tell you're dating, you've broken the rule.**
- When students are found in violation of our dating policy they will thereafter be held to greater scrutiny.

Conduct at School Sponsored Events

Our social events and community activities should reflect the values we hold. This means we expect students to exhibit exceptional maturity and honor when working or playing in the community or at school events. Here are some basic guidelines:

1. Observe the dress-code for activities (see 'Dress').
2. Non-students (friends or past students) are not allowed at closed Logos events. This includes dances, service projects, retreats, etc. This rule does not apply to public events.
3. Students should be present at the event, not wandering or hanging around in the hallways during the event. Do not be consumed in electronic communication.

Reverence

In all areas of instruction, teachers and students will give God's character proper respect and consideration. Specifically, class songs, skits, stories, and discussions that include references to the name and attributes of the Lord God must be consistent with biblical principles.

Electronics

We strongly discourage cell phone usage, but if parents desire for students to have them, please note the following:

1. Teachers, administration or LCA are not responsible for any lost or damaged cell phones.
2. Cell phones must be turned OFF during school hours when on school grounds and must be stored either in designated classroom storage area or in backpack. If discovery is made of a cell phone, either in use or still turned on, the student will forfeit the device until the end of the day. If the problem continues, parents will be notified.
3. Laptop computers and tablets (iPad's, etc.) are allowed for students in grades 7 through 9 at the teacher's discretion. These must only be used for school purposes and must not be wirelessly connected to outside services or plugged into the school's network. No games are allowed. Absolutely no pictures may appear on the screen unless they are directly related to the school.
4. Scientific calculation software and calculators on laptops are permitted at the teacher's discretion.
5. Under no circumstances should students have any type of device, including iPad, laptops, or cell phones communicating with outside servers while at school.

6. **All other electronic devices (games, toys, MP3 players, iPods, etc.) are not allowed on the premises.** If they are seen, they will be confiscated. This includes iPods, iPads, or other devices used for music and games. Exceptions may be rarely approved by the administration. Any violation of the above will result in the loss of privilege using electronic devices and/or their confiscation. Any teacher may, at his discretion, forbid the use of any device at any time without giving a reason.

Computer Use

Computers in the classroom are governed by individual teachers. If they are deemed distracting, a teacher may request the computer be put away.

1. Students are restricted to Microsoft Office application use (or competitive equivalents) for notes, etc. No other special programs or games are allowed. Software exceptions will be granted for other academic uses.
2. Bands or other recording artists, logo art and other commercial imagery are not permitted to be shown on the screens of these computers while at school in accordance with our other policies. No pictures are to be visible on the screen of any computer unless they directly relate to school.
3. Students may be asked to type their papers or prepare presentations to the class. While using a computer is not absolutely necessary for these tasks, computers can be very helpful.
4. Students are not allowed to use LCA's administrative computers, printers, faxes, or scanners. If a student needs an emergency printout, they can request one from the office at a cost of \$1 per page. The office may not have time to honor the request.
5. Students are not allowed access to teacher's computers without the teacher present.

At home:

1. We **STRONGLY** discourage unsupervised connected computers, phones, or iPads in the bedroom at any age.
2. Students should have a quiet place free of distractions for homework.
3. Students should have a chair and desk or table on which to do homework.
4. 6th grade and above are expected to have access to a computer capable of using a USB flash drive.
5. **Students must have a printer.** The school will not print student papers. In emergencies, the office *may* be willing to print student papers at the cost of \$1 per page.

Weapons

No weapons may be brought into the school at any time by students or parents without the prior consent of the Head of School. Weapons include knives, martial arts weapons, swords, battle axes, self-defense items like tasers or mace, and firearms. Items are to be brought into the office by an adult in a case or completely enclosed in some way as soon as they arrive to obtain consent. Consent will be granted rarely, for educational purposes. Items brought for educational purposes must be unloaded and made as safe as possible. They are to be immediately brought through the front doors to the front office for inspection and storage before they will be allowed in the school. An administrator will verify that the weapon is unloaded.

Students in the Building after School Hours

As a family-friendly organization, we desire to maintain the cordial atmosphere of our school.

1. Please pick up your students on time. Teachers have other obligations after school. Therefore, any student who is not picked up by 3:30 will be taken to the office. Any student remaining in the office at 3:45 will be charged \$5 for every 15 minutes in the office. All K-8th grade students must be under the authority of an adult who is present on campus.
2. Students may remain under the care of their teacher for after-school work with that teacher's prior permission.
3. All students must remain in uniform while at the school. The only exceptions are:
 - a. Students under direct supervision of parents may change in the school restrooms for immediate departure with the parent.
 - b. Students briefly returning to school from home after hours or those with teacher permission for a play, etc. may be out of uniform.
4. Aside from these exceptions, students may not change out of their uniforms at the school. We must be able to identify our students from non-LCA students and do not wish to manage dress standards during this time.
5. During all times at the school or at school events, students must conform to the rules outlined in "Dress" section when they are wearing non-uniform dress.
6. No non-LCA students, including older siblings and outside friends, are allowed in the building without a parental escort. If a student isn't wearing a uniform, they will be considered an unescorted visitor and asked to leave.
7. Students of teachers, staff, or volunteers working in the school after hours must be under the control of an adult. These students may not wander the halls or act in a disorderly manner. Volunteers, teachers, and staff must know where their children are and what they are doing at all times.

8. During after-hours activities, students are not permitted upstairs or other parts of the building without permission.

Discipline

Classical Christian education uniquely recognizes that education is the process of training student affections. We want students to love our rules, love our standards, love their neighbors, and most importantly, love God. To love God, a student must love what God loves. God has set forth authority in the lives of students, and these authorities set up standards. The school and its rules are part of that structure. To bring students to love our standards, we disciple them in love, as Christ loved and trained his disciples. This involves a close, loving community and high standards. Discipline is based on biblical principles and administered with love and consistency considering the student's behavior and attitude. In imitating what God does with His people, we strive to teach students how to behave with good character, practice with them in exhibiting good character so the student understands what is expected, reward students who show exceptional character, and discipline students who lapse until they reach a state of true, heartfelt repentance. In all these steps, love and forgiveness are integral parts of the discipline of a student. Most discipline problems are handled at the classroom level.

Discipline Procedure

1. Most minor discipline issues can be taken care of in class through correction and training. We spend much of the first two months at the school teaching, training, and practicing what is expected of students. Young students thrive in a structured environment and therefore, if we maintain order, discipline issues tend to remain minor.
2. **Yellow slips:** When a teacher needs the assistance of the parents with discipline, a yellow slip is sent home. Each yellow slip will list the code violated (a violation of respect, order, unity, diligence, or honesty) and a brief description. Parents should treat the occasional yellow slip as a teaching opportunity. Multiple yellow slips over a quarter should be dealt with more seriously by parents. Teachers should keep a record in Gradelink of yellow slip infractions for each student.
3. **Office visit:** If a student does not seem to be responding to yellow slips or if the student commits a serious violation (striking another child, etc.), the student will be sent to the office.
 - a. The **first two times** a student is disciplined with a formal office visit, the Head of School and/or teacher will contact the student's parents and relate the details of the visit. The parents' assistance and support in averting further problems are necessary to establish a partnership to develop student character.

- b. Following **the third office** the student's parents will meet with the Head of School and a suspension may be indicated for serious misconduct.
 - c. Should the student require a **fourth office visit**, a two-day suspension may be imposed on the student. Expulsion may also be indicated.
 - d. If a **fifth** office visit is required, the student may be expelled from the school.
4. If at any point the student's behavior is disrupting the class tone, the student may be **immediately dismissed**.
5. **Blue slips**: Blue slips are an indication that an assignment is missing, has not been completed properly, or that a student has scored poorly on an assignment. These are generally not considered "discipline," but rather a way to communicate with parents concerning a student's academic performance.
6. **Green slips**: Green slips are given to students for uniform or grooming violations. They are informational and are not considered discipline. If a student repeatedly receives uniform or grooming violations, a yellow slip may be issued.
7. **Pink slips**: Pink slips are given to students who arrive late to class. If a student is late for reasons beyond his control, a parent should send an explanatory note with the student to the office.

Office Visits

The following behaviors qualify for automatic visits to the Head of School:

1. DISRESPECT shown to the teacher or any adult.
2. DISHONESTY in any situation while at school, including lying, cheating, and stealing.
3. Willful DISOBEDIENCE or rebellion in response to instructions.
4. Fighting (striking or pushing in anger with the intention to harm another student)
5. Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.
6. Bringing weapons or illegal substances onto campus.
7. Skipping class without a good reason or leaving campus without permission.

Expulsion

The LCA 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 demonstrate a repeated disregard for our community and standards, the student will be

expelled. Student expulsion generally results when a student's behavior or attitude is negatively affecting our school culture.

Serious Misconduct

Examples of serious misconduct could include: acts endangering the lives of other students or faculty members; violence/vandalism to the school facilities; violations of criminal law; or any act in clear contradiction of scriptural commands. When a student commits a serious act, suspension or expulsion may be imposed immediately. The student will also be subject to school discipline, including expulsion, for serious misconduct that occurs after school hours.

Re-admittance

Should the expelled student desire to be re-admitted to LCA later, the board and Head of School will make the decision based on the student's attitude, demonstration of repentance, and circumstances at the time of re-application.

Parent's Student Improvement Plan (PSIP)

LCA provides an educational service to parents so that they can fulfill their God-given responsibility to educate their children. However, when special resources or attention is required for a specific student over time, we expect parents to intervene and take responsibility for the correction. We do not take federal dollars to provide special services. We do wish to help parents understand how they can best help their children succeed at LCA. When special assistance is needed from parents, we produce a PSIP.

When a student is placed on a Parent's Student Improvement Plan (PSIP), his ability to remain at the school in the future depends on his demonstrated change in attitude and behavior or academics. Students who are disciplined for serious offenses (as determined by the Head of School) will be put on a PSIP. Once on a PSIP, a student will be given less latitude. Students may lose privileges until they have earned the trust of the staff and administration.

Unlike behavioral PSIPs, academic PSIPs do not relate to the heart condition of the student. An academic PSIP notifies parents that unless a specified improvement is seen in the student, the student will not be able to continue in their current grade. With an academic PSIP, LCA, the parent(s) and the student agree to make certain modifications to better assist with student's academic struggles. These modifications could have specific timelines attached.

Attendance Requirements

Because each class period contributes significantly to the curriculum objectives of LCA, and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, we recognize the authority of parents over their children, and understand that parents may decide it is in the best interest of their child not to attend school on that day. Students are expected to

be prompt in their arrival to school and to subsequent classes throughout the day. If a student is late for reasons beyond his control, a parent should send an explanatory note with the student to the teacher. We ask that you arrive on time to prevent disruption in the class.

Hours of Operation for Kindergarten

Class time is from 8:00 a.m. until 12:15 p.m. for our half-day kindergarten. The student is expected to be seated and ready for class at the appointed time.

Hours of Operation

The school is open from 7:30 a.m. until 3:30 p.m. for dropping off and picking up of students. School begins promptly at 8:00. Please arrange for prompt pick up at 3:15 p.m. Prompt attendance is expected.

Holidays

LCA seeks to run our basic holidays concurrently with the Columbia County public schools' calendar. Always check the LCA school calendar to confirm these during a given year.

Sept. 5	Labor Day
Oct. 10	Columbus Day/Student holiday/Teacher workday
Nov. 10	Veterans Day
Nov. 21-25	Thanksgiving Holidays
Dec. 19-30	Christmas Holidays
Jan. 16	Martin Luther King, Jr. Holiday
April 3-10	Spring Break
April 7	Good Friday

Excused Absences

1. Excused absences include those caused by illness or injury, doctor, dentist or other professional appointments, and family emergencies such as a death in the family.
2. Excused absences may also include those that are planned, e.g., when a student must accompany the family on out-of-town business or other special family occasions. In such cases prior arrangements should be made with the teacher as soon as you are aware of the need to take your student out of school. Parents are not to use this category very often. Such absences will not be excused repeatedly.
3. The make-up of missed work is the responsibility of the student. The teacher will decide which work must be made up. The time given a student to make up work will be at the discretion of the teacher with a maximum of two days for each day missed. Any assignments or tests not made up within two weeks following an absence will receive an "F". In every case the make-up work should be completed no later than one week following the end of the grading period.

Unexcused Absences

Any absences other than those mentioned above are considered unexcused. Consequences of unexcused absences are as follows:

- The student will receive an “F” for all graded assignments and tests administered on days during which the unexcused absence occurred.
- If a pattern of unexcused absences emerges the Head of School will seek the parents’ cooperation in obtaining the student’s regular attendance. If a pattern continues the student’s continued enrollment may be jeopardized.

Tardies

Students are expected to be present at 8:00 each morning and ready for school. Students not in the proper room and ready for the day to begin will be considered tardy. A record of tardiness will be maintained. Being tardy five times in each quarter will result in 1 absence being recorded for the student.

Maximum Absences and Tardies

Unexcused Absences

Up to 10 per semester = No consequence

11 per semester = warning

12 per semester = Out of School Suspension

More than 12 per semester = grade retention or expulsion

Tardies

5 per semester = 1 absence

10 per semester = Warning and 2 absences

11 per semester = One day of school suspension

12 or more per semester = Parental conference with HOS and possible grade retention or expulsion.

Security

The school door is unlocked beginning at 7:30 am; beginning at 8:15, only our front door is available for entrance. All doors will always be locked. Please do not prop doors open.

Students are always monitored on the playground by at least one adult. While playing, students must always remain visible to the playground monitor.

During the day, we will not release students to strangers without the prior consent of the parents or guardians. We determine this based on the backpack tag on the student’s

backpack. Our structured program helps to ensure that students are always under positive control. Students can leave the campus only in the presence of an adult and through the proper procedure - either signing out in the office or leaving at the regularly appointed time. Students sneaking off campus may face suspension or other disciplinary action.

All adults are required to sign in at the school office and must wear a visitor's badge. This applies to all parents whether here to volunteer or observe in a classroom.

Procedure for School Cancellation Due to Weather

Our general policy is to follow the Columbia county schools if there is inclement weather. We will also send e-mails to those who have provided us with their e-mail addresses and a Parent Alert text message to those who provided a mobile phone number.

When school is cancelled, generally all after-school activities are also cancelled. The teachers will adjust their academic assignments accordingly and such adjustments will be posted on Gradelink.

Grading, Homework, Testing, and Awards

Grading Basis

Percent	Letter	Points	Performance
100-98	A+	4.0	
97-93	A	4.0	Excellent
92-90	A-	4.0	
89-88	B+	3.0	
87-83	B	3.0	Good
82-80	B-	3.0	
79-78	C+	2.0	
77-73	C	2.0	Satisfactory
72-70	C-	2.0	
69-60	D	1.0	Needs Improvement
59-0	F	0.0	Failing (class may need to be repeated)

All academic grading for core subjects at LCA is based upon standards and follows a criterion-referenced base for evaluation. Specific standards and procedures are provided for students and parents at the start of the school year

Homework

Be mindful that LCA does employ a university model educational system that designates Mondays, Wednesdays, and Fridays as **Instructional Days** while designating Tuesdays and Thursdays as **Tutorial Days**. Consequently, the homework load for Mondays, Wednesdays, and Fridays is light while the homework load for Tuesday and Thursday is usually quite substantial.

Homework Guidelines

	MWF	TTH
Kindergarten	15 minutes	1 hours
1 st Grade	15 minutes	2 hours
2 nd Grade	20 minutes	2.5 hours
3 rd Grade	25 minutes	3 hours
4 th Grade	30 minutes	3.5 hours
5 th Grade	30 minutes	4.0 hours
6 th Grade	30 minutes	4.5 hours
7 th – 12 th Grade	45 minutes	5.0 hours

Weekend/Vacation Homework Policy

Generally, homework is not assigned over the weekend or over holidays and vacation periods.

Homework and Computers

We expect families to provide the following at home:

1. A quiet place free of distractions for schoolwork.
2. A chair and desk or table on which to do schoolwork. Older children (above the 3rd grade) should have this desk in their room or another location without activity.
3. 6th grade and above are expected to have access to a computer with Microsoft Word and Microsoft PowerPoint software, as well as updated anti-virus software. Students must also have a printer. The school will only print student papers for a fee.

Logic and Rhetoric School Course Work and Credit Hours

Logic School Course Work

7th Grade

History/Theology (1.5): Integrated Humanities: Ancient History I
English (1.25): Ancient Literature I; Composition I (0.25)

Mathematics (1):	Math 7 or Pre-Algebra
Science (1):	Life Science
Social Studies (0.5):	Georgia History; World Geography
Logic (0.5):	Introductory Logic
Fine Arts (0.5):	Art Skills I (0.25); Chorus (0.25)
Computer (0.5):	Keyboarding I
Physical Education (0.5):	Personal Fitness

8th Grade

History/Theology (1.5):	Integrated Humanities: Medieval History I
English (1.25):	Medieval Literature I; Composition II
Mathematics (1):	Pre-Algebra or Algebra I
Science (1):	Physical Science
Language (1):	Greek I
Logic (0.5):	Intermediate Logic
Fine Arts (0.5):	Art Skills II (0.25); Chorus (0.25)
Computer (0.5):	Keyboarding II
Physical Education (0.5):	Personal Fitness

Rhetoric School Course Work

9th Grade

History/Theology (1.5):	Integrated Humanities: Modern History I
English (1):	Modern Literature II
Mathematics (1):	Algebra 1 or Geometry
Science (1):	Biology
Language (1):	Latin 1
Rhetoric (0.5):	Rhetoric 1
Fine Arts (0.5):	Art Skills III (0.25); Chorus (0.25)
Protocol (0.25):	Protocol

10th Grade

History/Theology (1.5):	Integrated Humanities: Ancient History II
English (1):	Ancient Literature II
Mathematics (1):	Geometry or Algebra 2
Science (1):	Human Anatomy and Physiology
Language (1):	Latin 2
Rhetoric (0.5):	Rhetoric II
Fine Arts (0.75):	Art History (0.25); Chorus (0.25); Art Skills IV (0.25)

11th Grade

History/Theology (2):	Integrated Humanities: Medieval History II; Christian Worldview
English (1):	Medieval Literature II
Math (1):	Algebra 2 or Trigonometry/Pre-Calculus
Science (1):	Chemistry
Rhetoric (0.5):	Rhetoric III

Fine Arts (0.25): Chorus
 Electives (1): Elective options will vary

12th Grade
 History/Theology (2): Integrated Humanities: Modern History II; Christian Apologetics
 English (1): Modern Literature II
 Math (1): Trigonometry/Pre-Calculus or Calculus
 Science (1): Physics
 Rhetoric (0.5): Rhetoric IV Senior Thesis
 Fine Arts (0.25): Chorus
 Electives (1): Elective options will vary

Student Credits

Carnegie Units

Logos Classical Academy uses the Carnegie Unit to define a credit hour for academic classes.

Required Credits for Rhetoric School Graduation

Students are required to earn at least 26 credits during their Rhetoric School education in order to graduate from LCA. Those 26 credits will consist of the following:

Bible/Theology	3 Credit Hours
English	4 Credit Hours
History	4 Credit Hours
Math	4 Credit Hours
Science	4 Credit Hours
Language	2 Credit Hours
Rhetoric	2 Credit Hours
Fine Arts	1 Credit Hour
<u>Electives</u>	<u>2 Credit Hours</u>
Total Credits	26 Credit Hours

Standardized Testing

In the spring of each year LCA administers the Educational Records Bureau’s (ERB) Comprehensive Testing Program (CTP-5) to students in grades 1-11. This multiple-choice test is designed to provide information about a student’s performance in several key areas: listening, verbal reasoning, quantitative reasoning, reading comprehension, word analysis, writing mechanics, and mathematics. In addition, the WrAP is a writing assessment that measures a student’s ability to respond to a prompt in the areas of

idea development, organization, support, sentence structure, word choice, and mechanics.

Annual End of Year Student Awards

Awards are cumulative for all four quarters.

- **The Art Awards** are given to the three students, grades K-3, grades 4-6, and grades 7 and above who have participated in their art class and in so doing have shown not only artistic talent but real potential for the future in the area of art.
- **The Christian Character Awards** are given to each student based upon the virtuous characteristic which their teachers and fellow classmates have seen most evident in their life during the school year.
- **The Most Improved Student Awards** are given to the single student in each grade in whom the teacher has seen the most improvement over the course of the year.
- **The Most Virtuous Student Awards** are given to the single student in each grade who has displayed in his or her life multiple virtues which are characteristic of God.
- **The Music Awards** are given to three students; one in grades K-3, grades 4-6, and grades 7 and above who have actively engaged in their music class and displayed a growing understanding and a love for music.
- **The Top Latin Student Awards** are given to three students, one student in grades 3-4, 5-6th, and 7th and above who have displayed a positive attitude, aptitude, and appreciation for acquiring a knowledge of Latin.
- **The Top Math Student Awards** are given to the single student in each grade who has the top math grade.