

Parent-Student Handbook

Academic Year 2024-2025



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[The LORD] decreed statutes for Jacob
and established the law in Israel,
which he commanded our ancestors
to teach their children,
so the next generation would know them,
even the children yet to be born,
and they in turn would tell their children.
Then they would put their trust in God
and would not forget his deeds
but would keep his commands.

- Psalm 78:5-7

When my sons are grown up, I would ask you,
O my friends, to trouble them, as I have troubled you,
if they seem to care about riches or anything, more than about virtue.

- Socrates in Plato's *Apology*

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1. Philosophy & Structure

1.1 Introduction to LCA

Welcome to Logos Classical Academy!

This Parent/Student Handbook provides insight into those questions you may have or may not have thought to ask about our school. We aspire to provide a creational and foundational program for our students.

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. The Good News and Lordship of Christ has conquered empires, civilized peoples, converted conquerors, influenced invaders, and founded the Western culture we have inherited. To restore the Christian Church to leadership, we seek to develop leaders who know that Christ is Lord of and over all.

We are a school seeking to bless not only students and families, but the generations that will come from faithful obedience to God's command to be fruitful and multiply, to fill the earth with worshippers. We are a generational ministry committed to raising up godly leadership for our local communities through the restoration of classical Christian education. In short, our purpose is to cultivate Christian education in students. We are a community of redeemed people who seek to live and raise our children in accordance with what God has revealed to us. God's Word is the lens through which we rightly see the world around us. We better understand God's general revelation of creation through His special revelation in Scripture. We are submitted to God and His word not only intellectually, but functionally as well. Jesus said that others will know that we are His disciples by our love for one another (John 13:35). Our school community is no different. We not only teach our students how to love, but show them what is lovely. We begin by loving our students as the complex, wonderful image bearers they are and endeavor with them as they grow in their love of the triune God.

We are convinced true piety is found primarily in the teachings of Jesus, the eternal *Logos*. We believe that Jesus not only bears the word of truth to His people but is Himself the Word and the Truth. We see and know all things rightly through Him because, as John tells us, all things came through Him (John 1:3). 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. Upon the *Logos* of God, we work to form a school of **Integrity** (holding to and held together by the Word), **Humility** (submitting under the Word), and **Festivity** (enjoyment in light of the Word).

May the Lord bless our school as we strive to raise students who are mature and well prepared to enjoy a full, God-honoring life, wherever He leads them.

1.2 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.

1.3 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.

- We believe the Bible to be the only inerrant, authoritative Word of God (II Timothy 3:16).

- 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).
- We believe God made the heavens, the earth, and man as related in the account of creation in the first two chapters of Genesis.
- 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.
- We believe that for the salvation of lost and sinful men, transformation 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).
- We believe faith without works is dead (Philippians 2:12; Ephesians 2:10; James 2:14-26).
- We believe the indwelling Holy Spirit enables the Christian to live a godly life (Romans 8:9; Galatians 5:22-25).
- We believe in the resurrection of the saved to eternal life and the lost to eternal damnation (Matthew 25:31-46).
- We believe in the spiritual unity of all believers in our Lord Jesus Christ (John 17; I Corinthians 12 and 14).
- We believe marriage, as created, defined and sanctioned by God in Genesis 2:22-24 and Matthew 19:4-6, to be of one man and one woman, coming together before God in a covenantal, exclusive, life-long relationship.
- We believe that God has established the immovable categories of the two sexes, male and female (Genesis 1:27; Matthew 19:4). We understand gender to be in complete unity with biological sex, as biblically portrayed in the roles of men and women. Any denial or rejection of one's biological sex or gender is a direct attack on the image of God and therefore is a sin against God.
- We believe in the biblically affirmed boundaries of sexual intimacy, occurring exclusively between one man and one woman in covenant marriage (Genesis 1:27-28). Any other form of sexual intimacy, committed outside this covenant, constitutes sexual immorality and is a sin against God. (1 Corinthians 6:15-7:5; Ephesians 5:3-7) Sexual immorality includes, but is not limited to adultery, fornication, homosexuality, lesbianism, bisexual conduct, and pornography.
- We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Logos Classical Academy.

Logos' Statement of Faith will shape all aspects of our educational mission, operations, and interactions with students.

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 other than what has already been laid, but to continue to cultivate the heritage of faith that has been entrusted 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.

1.4 Philosophy of Education

The focal point of all that is, has been, and ever will be is the person of Jesus Christ. We believe that the education of our children begins with this reality. We desire our children to self-consciously live and move and have their being in Christ, as the Scriptures teach.

We believe God reveals Himself not only specially in His Word, but generally in every facet of His creation. All knowledge is therefore interrelated and teaches us about God's character, wisdom, and power. Ultimate reality exists only through Him, the Creator and Sustainer of all things, and therefore truth can be understood ultimately only as it relates to Him as the Sovereign Lord over all. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge. We believe therefore that every aspect of our children's education needs to be intentionally grounded in this, our historic Christian faith.

We believe God has entrusted parents, not the Church or the State, with the responsibility of educating their children and teaching them to faithfully love and serve Him. LCA is established, equipped and committed to a classical approach to education in the light of a Christian worldview, grounded in the Old and New Testament Scriptures. We seek to set an educational standard for a united and directed approach to classically Christian learning. Our role as educators is to be *in loco parentis*, "in the place of the parent." Our board and faculty view themselves as partners with parents, assisting parents in their covenantal obligation to educate their children in the Lord. Our school provides a structure, a trellis, so that our students may grow to maturity and flourish wherever the Lord leads. Our school administration, academic instruction and discipline aim to be consistent with and supportive of biblical teaching concerning the family and the authority of parents.

We believe that fathers are the God-ordained heads of their households. Whenever possible, we desire that each father assumes leadership in the education of his children. Our instructional format shall endeavor to maximize parental participation in the child's academic training.

We believe that biblical discipline, the encouragement of an obedient child and the correction of a disobedient child, is a critical and necessary part of education, not an addition or contingency. Under no circumstances will the misbehavior of one child be permitted to continually hinder the education of other children. God commands us to love Him with all our heart, soul, strength, and mind. We therefore believe that all instruction must encourage students to love God through their academic endeavors. Students must be challenged at all levels to do quality academic work because God is worthy of their best. Students must be taught to behave in a godly manner because God is holy and therefore commands that His children be holy. Parents and teachers should teach the children to do all they do "heartily, as unto the Lord," with the purpose of glorifying Him.

We believe students should be provided an historically substantive and rigorous liberal arts education that draws deeply from the history and culture of Western civilization. We employ proven classical methods and curriculum that are modeled on the medieval Trivium. The Trivium is understood as an approach to instruction in which the tools of learning are imparted to students in stages that correspond with their natural pattern of cognitive development (grammar – the tool of knowledge, logic – the tool of reasoning, and rhetoric – the tool of communication). The goal of the Trivium is to educate students not only in what to think, but in how to think—thoroughly, maturely and biblically. It would be incomplete to teach our students how to love without showing them what to love. After recovering the “lost tools of learning” received in a classical education, students will be well-equipped to live to the glory of God with hearts and minds that know and love that which is good, true, and beautiful. The tools of learning, in combination with an active and biblically guided exploration of the events, ideas, and people of the past, will equip students to think clearly, reason persuasively, and speak precisely, to evaluate all human knowledge and experience in the light of Truth, and to do so with grace, humility, and wisdom.

We believe that a child’s education should arm and nurture the God-created differences between men and women and the respective God-ordained roles of men and women. Biblical masculinity should be cultivated in the lives of male students and biblical femininity should be cultivated in the lives of female students. Behavioral expectations, classroom instruction, role-modeling, and school culture should encourage growth of the students into biblical manhood and biblical womanhood.

1.5 Portrait of a Graduate

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, and 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 compliance, 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* – living before the face 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 great artists to develop their aesthetic and cultural appreciation.

1.6 Board Governance

LCA is a 501(c)(3) corporation. The corporation is governed by a board of six trustees. Our current board members include permanent members, some of whom were instrumental in the school's founding.

1.7 ACCS Membership

LCA is a member of the Association of Classical Christian Schools and pursuing full K-12 accreditation. ACCS is organized to promote, establish, and equip member schools that are committed to a classical approach in the light of a Christian worldview. The ACCS has grown from 10 member schools in 1994 to over 540 in 2023.

1.8 Georgia Accrediting Commission

LCA is currently holds a provisional non-traditional school accreditation through the Georgia Accrediting Commission.

1.9 University-Model

The University-Model® (UM) is neither a homeschool nor a home cooperative. In the University-Model, the teacher and the parents partner together to educate the child in a Christian environment. Professional classroom teachers lead and produce lesson plans designed to bring parents into the academic process. Instead of having to create academic content on their own, parents rely on professional classroom teachers to provide content, and the parents then act as para-teachers in the early grades and mentors in the upper grades. The result is an extremely effective educational model that allows for “the gift of time” and an emphasis on spiritual and character development. Parents and graduates also report that students are well ahead of their peers in maturity and time management once they attend college. In addition, there is little debate in the literature about the fact that the more parental involvement, the better the outcomes for children.

2. Admissions

2.1 Procedures & 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 cultivate a shared vision of education based upon our shared Christian values. Therefore, the selection of the student body and families are among our highest priorities.

LCA does not admit on a first-come, first-serve basis or through a lottery. Among applications of equal merit, the date of application is a consideration. So, it is advisable to apply early.

Consistent with our Christian convictions, we do not discriminate on the basis of race, color, and national or ethnic origin in our admissions or in the administration of our educational policies, programs or activities. We do further operate according to our sincerely held religious beliefs about biblical marriage and sexuality and therefore do not define “discrimination” as including any enforcement of, or adherence to, our biblical principles and expectations in the areas of marriage, sexuality, dress, and discipline.

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 one and a half hours.
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.

2.2 Acceptance Standards and Model Selection

Acceptance refers to our qualification process. LCA will consider a student's academic achievements in the application process for grade placement, but not as the primary determinant for acceptance. We consider:

1. 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.).

5-Day and 3-Day Model Selection

The above criteria, in addition to parent interviews, will aid in discerning whether the 3-Day Option is appropriate for applying students and families.

Students admitted as 5-Day should remain in the 5-Day program throughout the year; however, 3-Day students are able to move to 5-Day.

If a 3-Day student's grade average drops below an 80, administration and the teacher will meet with the parents to consider how tutorial days are operating and determine whether a change to 5-Day is appropriate.

2.3 Requirements for the Student

A child should have reached the age of five years by the first day of September in which he would be entering kindergarten; six years by September 1 for first grade.

If a student has successfully completed the previous school year and his schoolwork and behavior compare favorably to LCA standards, the student may be placed in the grade for which he is applying.

2.4 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 Logos' informational materials. We strongly encourage each parent to read **"The Lost Tools of Learning" by Dorothy Sayers** and **"A Short Introduction to Classical Christian Education" by Joshua Gibbs** to explain 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 active 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.

In addition, at least one parent must be an active member of a local church body, where they come under the shepherding and authority of the pastors. Parents agree to raise their children in the Christian faith through a lifestyle that involves teaching them to know and follow the Lord (Deut. 6; Matt. 28:18-20), family worship, Biblical discipline, regular church attendance and involvement, and prayer. Yearly pastoral recommendation forms will be sent by the LCA Admissions Office to the pastor listed on your application/re-enrollment form.

2.5 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 from January 1 to February 14. Continuing students who miss the re-enrollment deadline of February 14 will pay an additional fee of \$100 per student per month (non-refundable; does not go toward tuition). Seats are not guaranteed after February 14 as we begin testing new students on February 15.
2. Siblings of continuing students – Children of faculty members and students who have siblings within the same household who have matriculated at least one school year at LCA. The Priority Enrollment period runs the same as the Re-Enrollment Period: January 1 through February 14. Qualified priority students may fill spots that have not been filled by continuing students.
3. New students – Applicants new to the school, or who have not been continuously enrolled. The Director of Admissions begins receiving applications for new students during the New Enrollment period, which begins February 1. New students will begin testing and interviews on or near February 15.

4. Wait-pool qualification – During Priority Enrollment, families are ranked for their position on the waiting list by the quality of their application. During the New Enrollment Period (applications made after the Priority Enrollment deadline of February 14), 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.

2.6 Deadlines

1. *Re-enrollment* – January 1 through February 14. If the re-enrollment fee is not paid by February 14, parents will forfeit their enrollment priority to incoming families.
2. *Priority Enrollment* – January 1st through February 14. All applications received by priority students (faculty children and siblings of current students) during the Priority 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, priority students have a clear advantage by applying during Priority Enrollment rather than waiting for the Open Enrollment period.
3. *Acceptance/Rejection Emails* – Emails indicating acceptance or rejection for enrollment are sent within one week of testing and an interview.
4. *Scholarship Application* – Parents may apply for scholarships beginning January 1 (for returning and priority students) and February 1 (for new students). The last day to apply for scholarships is April 1. Scholarships are announced no later than April 30.
5. *New Family Registration Fee* – This is a non-refundable one-time fee per family, due May 15.
6. *Activity Fee* – This fee is per student and due May 15.

Note on Enrollment – Student applications are accepted throughout the year. However, acceptance is always limited by 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.

Note on Deadlines—Failure to pay tuition or fees on or before their deadline may result in forfeiture of your class position.

Teacher requests—We generally do not consider teacher requests. 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.

2.7 Financial Policies

- For families applying for financial aid, Logos uses FACTS Management (factsmgt.com) to securely collect families’ financial data. This allows Logos to make data-driven award decisions based on financial needs.
- The financial aid application process can be initiated at any point after a student has re-enrolled or enrolled for the first time until the deadline of April 1. We encourage you to begin the process as soon as possible to assist us with budgeting.

- The Application Fee and the New Family Registration Fee are non-refundable. The Activity Fee is 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 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 or transcripts will be released to other institutions. The student's file will be held until the account is paid in full and all materials are returned.

Payment Schedule

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

<u>Fee/Tuition</u>	<u>Due</u>
• Re-enrollment deposit per student (NR)	February 14
• Application fee for new student (NR)	With application
• Enrollment Deposit (NR)	After acceptance
• New Family Registration Fee (NR)	May 15
• Activity Fee	May 15
• Tuition Payment in Full (3% discount)	August 15
• Tuition over 10 months	August 1– May 1

Tuition Payments

There are two ways to pay tuition:

1. **Payment in full** by August 15.
2. **Monthly payment.** 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 New Family Registration 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.

2.10 Statement of Financial Responsibility

Logos Classical Academy must make substantial financial commitments each year based on the number of students enrolled (teacher salaries, adequate facilities, supplies, etc.). For this reason, all tuition is non-refundable and non-transferable except in extreme circumstances. Financial commitments are binding for the entire semester begun by the student. This holds for students who withdraw anytime during the semester, whether the second week or next quarter. The Head of School will consider cases on an individual basis if a student discontinues enrollment. Prepaid tuitions that are not refunded will be calculated and acknowledged as a charitable donation. Tuition and fees include the use of all books for students.

At Logos, we desire to partner with parents in the education of their students, and parent involvement is essential to that mission. Lack of parent involvement, such as failure to attend required events, consistent tardiness, missed days, etc. may result in loss of financial aid. Students may not miss more than 10% of school days (18 days) and may not accrue more than five (5) unexcused absences during the school year. Students who exceed 18 missed school days (for any reason), or five unexcused absences will forfeit any financial aid awarded by the school and will not be eligible for financial aid in future school years. Exceptions may be made by the Head of School in the case of extraordinary circumstances (e.g., major accident, chronic illness, military reassignment, etc.).

3. Curriculum

3.1 School Hours

Kindergarten	8:00 AM – 12:45 PM
Grades 1–6	8:00 AM – 3:15 PM
Grades 7–12	8:00 AM – 3:15 PM
Kindergarten Enrichment Program	1:00 PM – 3:15 PM

Teacher supervision will begin at 7:40 AM. Children will be admitted to the Studio or their classrooms at 7:40 AM. Arrangements must be made to pick up children at scheduled dismissal times. Teacher supervision ends 20 minutes after dismissal times.

3.2 Teachers & Embodied Curriculum

Jesus says, “A disciple is not above his teacher, but everyone when he is fully trained will be like his teacher” (Luke 6:40). In keeping with this truth and with the understanding that curriculum translates as “the way,” we believe our teachers are our curriculum embodied. Selection of teachers is based on their religious confession, practical experience, and specialized education. The school requires that teachers be active in a local, evangelical, Christian church and not engage in practices that are immoral or inconsistent with a positive Christian lifestyle. Practices considered inconsistent include, but are not limited to, cohabitating outside the bonds of marriage, involvement in same-sex marriage, or being involved in a homosexual relationship. All teachers are required to abide by our statement of faith and are selected in the hope that our students will become like them.

3.3 Foundational Commitments

The foundational commitments of a classical, Christian, and covenantal school (or any other school) distinguish it as an institution and are the standards against which all new curriculum, ideas, and practices are tested. They are the core values to which the school is committed and for which it is responsible to safeguard and promote for future generations.

3.3.1 A Biblical Worldview: As mentioned in our Philosophy of Education (1.5), we believe that every aspect of our children’s education must be intentionally founded upon biblical truth. Biblical truth is understood and applied from the perspective of historic, orthodox Christianity.

3.3.2 Classical Liberal Arts: We are committed to the traditional and long established, exemplary forms and standards in education handed down from ancient and medieval educators (1.5). We understand that the liberal arts of antiquity denoted the education “worthy of a free man” (Latin *libre*, “free”) an education intent upon cultivating wisdom, virtue, and eloquence through the pursuit of truth, goodness, and beauty. We emphasize and seek to preserve and pass on to successive generations the rich heritage of the Church and Western culture.

3.3.3 Wisdom and Virtue: We believe that true education culminates in wise and virtuous students who are being conformed to the image of Christ.

We believe each child is a living and eternal soul to be nourished, not a product to be manufactured. The purpose of education is not instilling knowledge alone, nor is it merely providing vocational skills. The purpose is to inculcate wisdom and virtue in the life of each student. We seek true wisdom that begins with the fear of the Lord, is rooted in the Scriptures, and encompasses all of human experience. We aspire to virtue that reflects the moral excellence of Christ, expresses itself in faithful obedience to God, and demonstrates love to others. Wise and virtuous students will become understanding, thoughtful, and courageous leaders in our homes, churches, and communities.

3.3.4 God-Honoring Excellence: We are dedicated to teaching and learning with excellence as unto the Lord.

We believe that all instruction must encourage students to love and honor God through their academic endeavors. God commands us to love Him with all our heart, soul, mind, and strength. Students must be challenged at all levels to do quality academic work “heartily, as unto the Lord” because God is worthy of their best. We employ gifted teachers who possess a passion for learning, a passion for teaching, and a passion for Christ. We want our students to possess a love of learning and be well equipped for their future callings.

3.3.5 Appropriate Forms and Habits We believe that true education recognizes that hearts and minds are shaped not only by ideas and knowledge, but also by practices, habits, routines, and liturgies.

We seek to deliberately develop a culture in the school in which every idea, truth, and concept has its fitting visible expression. We seek not the artificial formality of the arrogant, nor formality for formality’s sake, but rather a wise attention to form that continually favors appropriateness over casual and comfortable complacency. We believe that true education recognizes that hearts and minds are shaped not be ideas and knowledge only, but also by practices, habits routines, and liturgies.

At its very essence, education is formative and inculcates the culture it has established upon its students. Therefore, these foundational commitments are designed to be the guard rails of our school as we seek 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.

3.4 Curriculum Goals

While our Portrait of a Graduate (1.6) reveals the kind of students we desire to send out, our curricular goals articulate our desires for students in each discipline. Please note that these goals are broad and general goals that apply to various subjects across grade levels.

Bible: We seek to:

- Teach the students to understand the Bible as God’s Word.

- Encourage the students to read the complete actual text of Scripture for themselves rather than only prescribed verses.
- Have the students memorize significant portions of Scripture for lifelong application.
- Teach the students a unified and comprehensive narrative of redemptive history from Genesis to Revelation. Teach students to understand the events of Scripture in the context of overall redemptive history.
- Encourage the students to understand Scripture verses in their context, using good interpretation principles.
- Let the Scriptures speak for themselves, having Scripture interpret Scripture, with clarification and illustration by the teacher only as needed.
- Encourage each student to come to the Father, through the Son, by the power of the Holy Spirit, and grow by faith in his knowledge and love of God.
- Teach the concepts of Creation, Fall, and Redemption, which are essential components of a Biblical worldview.

English: We seek to:

- Teach students God is the objective standard for truth, goodness, and beauty; therefore, all writing should seek to reflect this truth as it seeks to meet the standard of the Creator.
- Equip every student with the skills necessary for good writing and speaking, including correct spelling and grammar, pleasant style, clarity, proofreading, editing, presentation, articulation, etc.
- Provide a progression of writing instruction beginning with imitation, building to independent writing in a clear, focused way, and culminating with supporting a debatable point using skills of argumentation and logic.
- Put a major emphasis on speaking by requiring the students to give oral presentations often and correctly in each subject area.
- Introduce the students to many styles of writing using the Bible, classics, and other high-quality literature.

Reading: We seek to:

- Teach students that all men are made in God's image and are thus capable of producing good, true, and beautiful works of literature, regardless of whether they are pagan or Christian.
- Explain that Christians have the responsibility to "mine for Egyptian gold" as they seek to redeem the literary arts.
- Train students to study literature with maturity, purity, and respect towards their teachers and peers.
- Teach students to read correctly beginning in kindergarten using phonics as the primary building-blocks for instruction.
- Introduce the students to high-quality children's literature and "Great Books" beginning in first grade and proceeding through twelfth grade. Have students read a wide variety of classics and instruct them about the cultural and ideological contexts of these works so that they may cultivate a deeper understanding of those particular literary and historical time periods.
- Instruct and assess at each grade level to ensure an age-appropriate level of proficiency, comprehension, and fluency in oral and silent reading. This includes the proper use of word-attach skills (the skills to pronounce and read a new word encountered while reading).

- Integrate, wherever possible, reading with other subjects, such as history and science, by exposing students to relevant classic works of literary merit (both fiction and non-fiction) at each grade level.
- Foster a life-long love of the Scriptures, love of learning, love of reading, and love for high-quality literature, after being taught to recognize the characteristics of such literature.
- Instruct and encourage the students to read with an appropriate balance of enjoyment and critical thinking so that they may evaluate all things considering Scriptural truth, recognizing and guarding against error while allowing their hearts and minds to be formed by the true and beautiful.

Latin: We seek to:

- Instruct students in the vocabulary, grammar, and syntax of the Latin language, equipping them to read Latin texts extemporaneously by the twelfth grade.
- Reinforce the student's understanding and application of the principles of language and proper grammar being taught in our traditional English grammar classes.
- Cultivate learning skills and logical thinking skills inherent in the study of Latin.
- Enhance the student's understanding of the history and writing of the early church and Western Civilization through the reading of Latin texts.

History / Geography: We seek to:

- Encourage students to view history as the story of God's providence in creation and humankind. Every human is created *imago Dei*, in the image of God.
- Explain to students that humans were created by God for His glory and purposes. Humans are born into Adam's family line and are thus born into sin. Human sin greatly affects the events of history.
- Teach students that God is in control of history and its ultimate outcome.
- Enable the students to see God's hand in all of history, specifically by illustrating the effect that God's people have had on history. Cultivate an understanding of the broad ideas and movements that have driven history so that students may recognize patterns in the way God works and in the way humans think and behave so that students will grasp how history has formed our present-day lives and how it instructs us in wisdom as we look to the future.
- Teach students to filter all history through a Biblical worldview and aim to understand pagan and Christian history accordingly.
- Broaden the students' understanding of history and geography by gradually deepening their level of exposure and research into various topics and source documents as the students mature from kindergarten through elementary school into high school.
- Require students to memorize timelines, important speeches, and critical historical facts for each historical era.
- Encourage the study of history through exposure to original texts and source material rather than fostering dependency on third-party commentary in textbooks. Promote honest and respectful debate of historical issues.
- Make history and geography "come alive" for the students through the use of many forms of information and research, e.g., biographies, illustrations, field trips, guest speakers, music, art, food, architecture, etc.

Mathematics: We seek to:

- Teach that math was created by God for His own glory and for our discovery.

- Understand math as the study of patterns and relationships in God’s creation.
- Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- Emphasize a conceptual, as well as practical, understanding of math through the frequent use of story problems.
- Illustrate God’s unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

Science: We seek to:

- Teach that God’s creation includes both a natural and supernatural world, and He is glorified by our discovery and enjoyment of it.
- Teach that God created the Heavens and the Earth by His Word *ex nihilo* (out of nothing) in six days, allowing that Christians may reasonably differ on their interpretation and application of Genesis chapter one.
- Teach that God created man specially in His image and that Darwinian evolutionary theory, drawn from dialectical materialism, represents a reductionistic, unbiblical, and heretical understanding of God and His Creation.
- Teach the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into Creation.
- Teach that the worldviews of scientism, materialism, and naturalism are inconsistent with a Biblical worldview. Teach that Scripture and Science, and Faith and Reason are not contradictory or conflicting matters.
- Treat the study of science as a “means to an end,” not an end in itself. That is, curiosity, observation, experimentation, demonstration, and research should be emphasized as the process and way of using science, as opposed to mere lecture and the mere study of facts. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method through repeated practice.
- Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, field trips, guest speakers, etc.

Art: We seek to:

- Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
- Encourage the students to appreciate and imitate the objective beauty of the Creation in their own creative works.
- Cultivate high aesthetic standards and an understanding of the transcendence of God-ordered beauty through the curriculum, school culture, and school décor.
- Teach and model that the standards of Truth, Goodness, and Beauty are humane, intertwined, and God-given.
- Introduce the students to the works of the creative masters in Western culture. Teach students that the classical forms of music, art, performance, and architecture are less likely to reflect modern, false values connected with individualistic expression.
- Equip students to knowledgeably use a variety of art media and techniques.

- Train students in the appropriate responses to study art with maturity, purity, and respect towards their teachers and peers.

Music: We seek to:

- Instill musical knowledge and ability that will prompt students to think musically with an eagerness to engage in this art in their future.
- Nurture a biblical understanding of music, its essential role in worship, how it communicates in various ways, and the significance of sound in our lives.
- Expose students to a wide variety of excellent music, including the great music of the Church. They will regularly learn hymns and psalms in order to expand their repertoire of music with which to praise the Lord.
- Systematically instruct students in the language of music through fundamentals of singing, reading, playing, and writing music.
- Study music history in the context of world history, art, and literature, exploring its significance in general revelation.
- Expose students to adult musicians to encourage them to further vocal or instrumental training.

Physical Education: We seek to:

- Teach fundamental loco-motor and manipulative skills through exercise, games and activities.
- In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- Enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.
- Train students to appreciate their physical body, steward it in a God-honoring way, and grow in their understanding of their compositional unity as body and soul, physical and spiritual (Matt. 10:28).

3.4.1 Curriculum in each school division:

- The **Kindergarten** program is designed to help your children develop positive attitudes toward the school setting, exposing them to the important readiness skills that prepare them for first grade instruction. In Kindergarten the children will be exposed to number concepts and to sound/letter relationships and word recognition skills preliminary to reading. Kindergarten students are reading simple words and sentences by the end of the school year.
- The core subjects in the **Grammar** curriculum are grammar, spelling, reading, literature, penmanship, mathematics, science, history, geography, Latin, music, physical education, and Bible. Phonics is utilized as the main tool for helping students learn to read. All courses are taught from a perspective that ensures that the school's philosophy is implemented in the classroom. Love and appreciation for America is stressed, but care is taken not to present Christianity and Americanism as synonymous.
- The **Logic & Rhetoric** curriculum includes history & literature, mathematics, science, computer keyboarding, computer applications, art, Latin, formal logic, formal rhetoric, and some specific Bible courses with biblical integration throughout.

- The Bible curriculum emphasizes the fundamental truths of historic Christian orthodoxy. We recognize that a variety of viewpoints will naturally exist in an interdenominational setting, and we encourage dialogue among students and faculty, while showing tremendous Christian respect, fairness, and kindness. We encourage our parents to emphasize the distinctives of their own church or denomination at home with their children.

3.5 Application of the Trivium

The following material is drawn from the essay “The Lost Tools of Learning” by Dorothy Sayers. This chart illustrates how the classical Trivium will be applied to Logos Classical Academy.

Beginning Grammar	GRAMMAR	LOGIC	RHETORIC
Grades K-2	Grades 3-6	Grades 7-8	Grades 9-12
Approx. ages 4-7	Approx. ages 8-11	Approx. ages 12-13	Approx. ages 14-18
Student Characteristics	Student Characteristics	Student Characteristics	Student Characteristics
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experience to topic, or tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know “behind the scenes” facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can synthesize 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods	Teaching Methods	Teaching Methods	Teaching Methods
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and tell, drama, Hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research project 6. Recitations, memorizations 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Timelines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 	<ol style="list-style-type: none"> 1. Drama, or presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. Worldview discussion and written papers

3.6 Graduation Requirements

English (4 credits)

- 9th Grade: Writer's Rhetoric
- 10th Grade: Classical Rhetoric
- 11th Grade: Summa Theologica / Junior Thesis
- 12th Grade: Summa Civitas / Senior Thesis

Mathematics (4 credits)

- 8th Grade: Algebra I
- 9th Grade: Geometry or Algebra I
- 10th Grade: Algebra II or Geometry
- 11th Grade: Pre-Calculus or Algebra II
- 12th Grade: Pre-Calculus or Calculus or Business Mathematics

Science (4 credits)

- 9th Grade: Biology or Physical Science
- 10th Grade: Chemistry or Biology
- 11th Grade: Anatomy & Physiology or Chemistry
- 12th Grade: Physics or Anatomy & Physiology

History & Literature (8 credits)

- 9th Grade: U.S., British, and Modern History & Literature I
- 10th Grade: World Ancient History & Literature II
- 11th Grade: World Medieval History & Literature II
- 12th Grade: U.S. British, and Modern History & Literature II

Logic (1 credit)

- 9th Grade: Logic I or Logic 2

Fine Arts (2.5 credits)

- 9th Grade: Protocol (.5 credit)
- Mixed Media Art
- Chamber Orchestra, Guitar, or Chamber Choir

Electives (2 credits)

- 11th Grade: Fitness, Health, & Nutrition
- Drama/Choir/Art/PE/Additional Foreign Language/Athletics*

Foreign Language (1 credit)

- 9th Grade: Latin II or Latin III

Bible (2 credits)

- 10th Grade: Biblical Interpretation
- 12th Grade: Apologetics

Computer (1 credit)

Keyboarding & Computer Applications (Excel, Power Point, Word)

Each student needs at least 29.5 credit hours to graduate from Logos Classical Academy. In addition, the student must be a full-time student at Logos Classical Academy to receive a Logos diploma.

*Students may participate in a sports program outside of the school, with preapproval from administration, and receive credit based on the time commitment and athletic activity.

**Upper school course offerings may vary based on enrollment.

3.7 Student Evaluation

The evaluation of students is ongoing on a day-to-day basis. The purpose of evaluation is to ascertain strengths and to identify weaknesses for remediation. Evaluation is never an end in itself. The school's reporting system is designed to keep parents regularly informed regarding the progress of their children.

Progress Reports are issued for grades 1-12 midway through each grading period, indicating whether the child is doing satisfactory work. (Satisfactory work is defined as grade C or higher.)

Report Cards are issued four times per year. The evaluation reflects the child's performance in relationship to grade-level expectation.

Parent – Teacher Conferences are scheduled with parents shortly after the middle of the first grading period as deemed necessary. Additional conferences may be scheduled at any point in the school year at the request of the teacher or parent. A parent desiring a conference should contact the teacher to set up an appointment that is mutually convenient.

Grading Scale used at LCA is as follows:

Percent	Letter	GPA Points	Kinderscale
100-90	A	4.0	Excellent
89-80	B	3.0	Good
79-70	C	2.0	Satisfactory
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.

Credits toward graduation are given for classes taken using the following criteria:

1/2 credit is awarded for classes meeting for 60 – 100 hours

1 credit is awarded for classes meeting for 120 or more hours.

Standardized Tests are administered yearly in grades 3, 5, 7, and 9, giving an objective assessment of student performance in relation to students in the same grades throughout the country. Results of the tests are supplied to parents. Such tests also serve to assess the school's program of instruction. LCA uses the SAT 10 for standardized testing. The PSAT is administered to all tenth and eleventh grade students in October of each school year.

Promotion to the next grade level is dependent upon a child's satisfactory completion of grade level expectations and the teacher's recommendation. Not receiving a passing grade in two or more classes indicates that a student should be retained.

- **Retention:** The decision to retain a child in the same grade for the next school year is made by the principal. Such a decision will be rendered out of concern for the success of the child, the demands upon the teachers, and the integrity of the school. The teacher will inform the parents that a child may be retained as early in the school year as possible.
- **Provisional promotion** to the next grade level may be granted by the principal conditioned upon the child's satisfactory completion of a summer course of remedial study or tutorial instruction. The family is financially responsible for summer courses.

Certificates and Diplomas

A certificate of completion, printed on the report card, shall be awarded to each student who satisfactorily completes the requirements of each grade. A diploma will be awarded to those students who satisfactorily complete the graduation requirements. Unless a student is full time from ninth grade through twelfth grade, he/she will not be included in the class ranking calculation to include special honors such as valedictorian, etc.

3.8 3-Day 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 work for 3-Day students in the Satellite Classroom for Tuesday and Thursday is understandably substantial.

3-Day Homework Guidelines

	MWF (3 & 5-Day)	TR (3-Day)
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

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.

3.9 Logos Classical Academy Events & Celebrations

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 the last Wednesday of each month, students will present an introduction into what they are learning in their classroom during a morning school presentation. The exordium will last about 30 minutes, and will consist of various class presentations. Parents who attend will get a sampling of what their child has been learning the past month—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 on Gradelink news and will also be announced in the LCA Newsletter.

Chapel

Chapel will occur on all other Wednesdays. These times allow for students and faculty to come together in praise, song, and word. Chapels will feature various speakers from surrounding churches and will focus on a message drawn from the Scriptures and/or Church History with the intent to exhort students and teachers toward Christ. Parents are invited to attend.

Lower School (K-6) Chapels occur at 8:30 am - 9:00 am and consist of:

- 3-5 minutes for prayer
- 10-12 minutes for singing
- 12-15 minutes for exhortation

Upper School (7-11) Chapels occur at 9:35 am - 10:20 am and consist of:

- 5-10 minutes for prayer
- 10-15 minutes for singing
- 25-30 minutes for exhortation

New Parent Orientation

This serves as a logistical introduction to the year and is held just prior to the start of the school year. Normally, this is coordinated with Meet the Teacher.

University Model Parent Training

Our university model parent training exists to equip parents to enrich and expand their student’s learning during their tutorial days while in the satellite classroom. Under the university model, parents of lower school, 3-day students serve as para-teachers (covered in further detail in 5.5). Parents work with their students at home on Tuesdays and Thursdays to reinforce the instruction received by LCA’s teachers in the classroom on Monday, Wednesday, and Friday. To do this well, our parents must understand the classical framework, curriculum, and teaching style offered in the LCA classroom and maintain constant communication with teachers. Our three-day parent training equips parents in these three areas.

Grandparents' Day

This half-day event offers an opportunity for grandparents or other family 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 as to how they should dress prior to the program.

Celebrations

Holiday Observances

Observances of holidays at Logos shall be conducted according to the following guidelines:

- The school recognizes the benefit and necessity of joy and thankfulness in the Christian life.
- The school will seek to provide students with opportunities for joyous celebration and thankful recognition of God's providence and blessing in their individual lives and in history.
- The school will emphasize the scriptural basis and spiritual elements of liturgical seasons and holy days such as All Saints Day, Advent, Christmastide, Epiphany, Lent, Holy Week, Easter, Pentecost, Ascension, etc. Christ has redeemed the seasons and time along with His people, and we have the opportunities for our holidays to reflect that reality.
- The school will seek to observe the deep significance of these seasons and holidays in classroom devotions, chapel services, and classroom discussions, but will not encourage parties and celebrations.
- The school takes time off during the school year for the following holidays: Labor Day, Thanksgiving Holidays, Christmas Holidays, Presidents Day, Spring Break, Holy Week – Easter.

Birthdays

Parents may bring in a special treat for the class and/or lunch for their student's class. Parents must contact their child's teacher to arrange a day and time.

4. Attendance

4.1 Philosophy

Regular attendance in class is essential for a student's success in school. No one can ever truly make up or compensate completely for absences from class. When absences must occur, it is important that the parents and student attempt to bridge the gap created by the absence. Every effort should be made to have a child in school during the school year.

Logos Classical Academy will establish a calendar of at least 180 days of instruction for each school year. This calendar may be modified or reduced in the event of school closings due to inclement weather, health crisis, or other causes, at the sole discretion of the school's administration and/or board.

LCA has several holidays during the school year as well as a spring break and long summer vacation. Vacations and family trips should be scheduled and taken during scheduled school holidays.

4.2 Absences

Unless students are unable to attend due to illness, injury, or personal emergency (per explicit permission from their parents) all students are required to be in attendance each day during designated school hours.

A student must be present for a minimum of 4 cumulative hours to be counted present for the day. A student must be in class half of the period to be counted as present for that class. In accordance with Georgia's Compulsory Attendance Laws, students may not accrue more than five (5) unexcused absences during the school year.

Short-Term Absences: If a student needs to be absent from school for one to two days for any reason, planned or unplanned, the parents should notify the teacher and the school office by note or phone as soon as possible.

Long-Term Absences: If a student is going to be absent for three or more consecutive days for any reason, planned or unplanned, the parents should notify the teacher and the school office in writing explaining the circumstances. This will permit the teacher(s) to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork. For a planned absence (in which the student wishes to complete schoolwork in advance), the parent must notify the teacher at least one full week prior to the absence.

Make-Up Work: It is the parent's responsibility to make arrangements with the teacher and take the initiative in completing the missed work.

- Students must complete missed work within a period of days equivalent to the number of days absent plus one (1) day (e.g. a student absent two days has three days after he returns to school to complete missed work).
- Make-up work submitted after the due date (after the allotted number of days) will not be accepted for credit.
- Parents are not to give tests to their children at home without prior explicit approval from the teacher.
- A Logic/Rhetoric School student must take semester final exams before a semester grade will be given. A student who is absent during a final exam will receive an incomplete (grade of I) in the course until the missed exam is completed.

Maximum Allowed Absences: Apart from extreme and unusual circumstances, missing more than 10% in a given semester (9 days for 5-day students, 5 days on site for 3-day students) is the maximum allowed without consequence. This maximum includes excused and unexcused absences. Students who miss more than this will forfeit any financial aid awarded by the school and will not be eligible for financial aid in future school years. If absences per semester are exceeded:

- K-8th students may not be promoted to the next grade.
- 9th-12th students may not receive academic credit for the courses in the semester in which these absences occur.

The Head of School, in consultation with the parents and the student's teacher(s), may make exceptions to the above policy.

4.3 Tardy Policy

Being on time helps develop personal discipline, allows preparation for instructional time and demonstrates an interest in the importance of others over self. 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 four (4) times in each quarter will result in one (1) unexcused absence being recorded for the student.

Parents are allowed to sign in their tardy student from their car immediately following the conclusion of carline. After this grace period immediately following carline has concluded, parents will need to sign their children in through the front office.

Upper school students will have five minutes to transition between classes. If a student is late to their next period, they will receive a tardy.

Tardies may occur prior to and after the end of school as well. Any student who is not picked up by 3:45 will be taken to the office. Parents will be charged \$5 for every 15 minutes the student remains in the office.

4.5 Early Check-Out

Parents must see the front office staff to check a student in or out of school. All requests for early check-out should be made before 2:30 pm. Parents must let the front office and teacher know if a student will need to be checked out early so that the teacher can have the student packed up and ready to go. Students are expected to remain at school until the end of the day. If a child is checked out early but not for a reason his or her absence would be excused (illness, emergency, appointment, etc.), the early check-out will be counted as an unexcused tardy.

For students' safety, students will not be allowed to check out over the phone, except in the case of an emergency or illness.

Logos staff will not let a student be dismissed to go with anyone other than parents or legal guardians or individuals who have been given permission to pick up the student either by email or by phone call. If this permission has not been communicated to the staff, the staff must check with the legal guardian/parent before that child leaves.

5. Parent-School Relationship

5.1 Philosophy

At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children and that we see ourselves as partners with parents, coming alongside the parents in this endeavor. The parents are the ones who are entrusted by God with the task of making disciples, beginning with their children. Our school's authority is delegated to us from the parents. Therefore, we strongly encourage parental involvement in the education of their children and have formatted our program to foster such involvement.

Logos Classical Academy shall provide a 3-day or 5-day course of instructions for K-12 grade students. The school will provide all curricula, planning, grading, testing, and instruction. Parents shall be responsible for having their students complete any assigned homework. Parents shall also be responsible for familiarizing themselves with their student's curricula and assignments. Parents are also responsible for supporting school efforts for discipleship of their children, and for maintaining good communication with their children's teachers.

5.2 Parent Education & Resources

We believe parents 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:

- *Wisdom and Eloquence*, Littlejohn and Evans
- *The Lost Tools of Learning*, Dorothy Sayers
- "A Short Introduction to Classical Christian Education," Joshua Gibbs
- *Recovering the Lost Tools of Learning*, Douglas Wilson
- *Discover Classical Christian Education*, The Ambrose School
- *The Abolition of Man*, C. S. Lewis

5.3 Communication

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting parents' authority in the lives of their children. This kind of relationship requires clear communication. We desire to take direct action to resolve conflicts in a manner consistent with Scripture.

We have outlined the proper lines of communication and dealing with grievances according to the biblical principles found in Matthew 18 and James 3. We believe Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. Logos faculty and administration will abide by these same principles in communicating with parents and students.

Often parents will have an idea on how to improve the school, but are not sure how to share it. In this case the same principles should be applied. If a parent has an idea about how to improve the school in general, he or she should talk to the administration.

Principles

1. The Board will not serve as the initial contact on school-related issues. Please communicate first with the person most directly involved with the issue.

2. No individual Board member may speak on behalf of the Board unless specifically authorized by the Board to do so on a specific issue.
3. **Parent to Parent:** If an issue should arise regarding the conduct of children outside of school, or if there appears to be a personal conflict between families, the families should each seek to make peace with one another by discussing their concerns in a loving, biblical manner. The school has no authority over its students outside of school and will not become involved in personal conflicts beyond their effects in the classroom. If mediation is necessary, the school would urge families to seek the help of their church.
4. **Parent to Teacher:** If an issue should arise regarding an individual teacher's behavior, rules or procedures, parents should speak directly to the teacher. If the issue is not satisfactorily resolved, parents may bring the concern to the Head of School.
5. **Parent to Head of School:** If an issue should arise regarding school rules, procedures or curriculum or the Head of School's behavior, parents should speak directly to the respective Head/Administrator. Parents may also present concerns about an individual teacher's behavior, rules or procedures directly to the Head of School, if the matter was not resolved with the specific teacher. If the issue is not satisfactorily resolved, the matter may be taken before the Board.
6. **Parent to Board:** If an issue regarding any policy, curriculum, program, or staff member has not been satisfactorily resolved with the administration, parents may present their concerns directly to the Board.

Communication is vital to the success of the partnering relationship we desire to have with parents and families. Logos seeks to communicate well and thoroughly with all of our families, and we have several avenues for parents to stay on top of the latest goings-on and information about Logos.

Slack

The LCA community has implemented **Slack** for communication among class and grade parents. Parents are added to specific, private classroom channels and others (Parent Teacher Fellowship) channels to communicate and collaborate with other parents. If parents have questions, they can first depend on other (possibly more experienced) parents prior to contacting the teacher. New parents are able to ask questions of, and build community with, more veteran LCA parents.

Teacher Newsletters

Each week each teacher in the lower 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.

5.4 Parent Involvement

Ways to Get Involved

1. Attend all required parent events: Curriculum Night, State of the School and Parent-Teacher conferences.
2. Read emails from teachers and administrators to stay up-to-date.
3. Be involved in your student's learning at home. (Helping with homework, reading aloud, conversations, etc.)
4. Act as chaperone on field trips or as a host for class parties or a room parent.

5. Join the Parent-Teacher Fellowship (PTF) and become involved in the Special School events.
6. Closely monitor and praise your child's progress by reading all teacher notes and papers sent home.
7. Communicate your ideas for school improvement and comments regarding the school program to the administration.
8. Support our Logos Community by giving, not only of your time, but also of your talent.

Parent-Teacher Fellowship (PTF)

The purpose of the Parent Teacher Fellowship (PTF) is to build community among school families and encourage a healthy, interactive partnership with the faculty at Logos Classical Academy. We hold academic, social, and spiritual growth in the highest regard and we believe that by facilitating an atmosphere of unity, cooperation, and appreciation, both the teachers and the students will perform at their best. The goals of the PTF include:

1. To promote the Christian growth of children and youth in our homes, school, church, and community.
2. To promote and support the education of the children at Logos Classical Academy.
3. To give every parent the opportunity to share in the labors of ministry of the school for the common good of the students and to the glory of God.
4. To give parents and teachers the opportunity to minister to one another spiritually, emotionally, and physically as members of one school family.
5. To help parents set a living example of Christian love through service.

It is through this fellowship that volunteers are recruited for activities, including but not limited to the following teams:

1. Lunch Volunteers for Monday, Wednesday, and Fridays (Room Parents)
2. Room Parent and Teacher Appreciation
3. Morning Special Events: Muffins with Moms, Donuts with Dads
4. Evening Special Events: Parent Events, Daddy/Daughter Dance, Mother/Son Game Night
5. Fundraising Events/Student Activities (Field Day, Reformation Day, etc.)

Recess Overseers & Classroom Helpers

We welcome parents in our classrooms. Many teachers welcome volunteers to watch their class during recess, elective rotations, or lunch. Any parent who volunteers for duties that involve supervising students without a teacher present are required to undergo background checks. Information is available in our front office. We encourage parents who volunteer in these capacities to dress and behave in a way that represents our school well, as visitors or those unaware will assume you are a member 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 school standards, classroom rhythms, and student expectations.

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 beginning the process 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.

5.5 University Model Parents

Parents who have enrolled their student(s) in our 3-day option are directly involved in the education of their children on Tuesdays and Thursdays due to their role as para-teachers in the early grades and mentors in the upper grades. In this unique scheduling pattern, parents have the “gift of time” in the “satellite classroom,” but remain under the supervision of the professional educator all five days of the week. With these strict guidelines in place, the University-Model® is considered a 5-day model of education, because the University-Model® professional educator is responsible for the same number of contact hours per student as the professional educator in any 5-day physical plant model. Furthermore, the professional educator in the central classroom is solely responsible for the direct teaching of the instructional standards, while parents in the satellite/remote classroom reinforce, enrich, and extend that instruction by following assignment sheets prepared by the professional educator. Out of this oversight and to demonstrate that appropriate seat hours have taken place, the professional educator may require agendas, signatures, session comments, etc. in addition to completed assignments. Parents also supervise independent practice (homework) and project work, as assigned by professional educators.

6. Policies and Procedures

6.1 Lunch Program — Meal Manage

Local restaurants cater lunches at Logos on Mondays, Wednesdays, and Fridays. Families should keep up with days that their child has not ordered lunch from a vendor and send lunch from home on those days. Student lunches brought from home, should not require refrigeration or heating. Logos does not have adequate facilities to provide these services for the entire student body. When lunches are brought from home, eating utensils, napkins, etc., should be brought as well. Soft drinks are not to be brought to school. Lunches may be ordered in one of the following ways.

1. Lunches may be ordered through **Meal Manage** each week for the following week. Additionally, you may choose to order for one month at a time based on notification from the school office. When ordering through Meal Manage payment is due at the time the order is submitted.
2. Should a parent need to bring a lunch to the school for any student please leave the lunch in the office to be picked up by the student and please refrain from bringing soft drinks or milkshakes with the lunch.

6.2 Checking Students Out of School

Occasionally a child must leave school early because of an appointment that must be scheduled during school hours. When this is necessary, the parent should send a note or email to the front office and the child's teacher on the day of the appointment specifying the time that the child is to be checked out and for how long he is expected to be away from the school. The parent must come to the office at the designated time and sign the child out of school. If the child will be returning to school that day, the parent should return with the child and sign him back in to school. Students who drive to school may check themselves in and out with permission from their parents either through a call to the school office or a note from parents.

6.3 Student Records

The school maintains a permanent cumulative file for each student. Records of health, grades and standardized tests make up the main content of this file. The confidentiality of these records is guarded. Access to a student's cumulative file is given to a member of the faculty or staff only as needed under conditions specified by the administrator.

Logos Classical Academy will release copies of the content of these files to another school system only upon written request authorized by the child's parent.

6.4 Telephone Use by Students

Student use of the telephone is limited to calls that appear to be emergencies. As mentioned below, the use of cell phones and smart watches by students on campus during school hours is prohibited. Cell phones and smart watches will be confiscated if seen by faculty or staff.

6.5 Messages for Students

Plans should be made with students before arriving at school each day. If the need arises to get an urgent message to a student, parents may contact the front office who will see that the child receives the message. Please limit the number of calls to the school office with messages for your children. Messages between parents and their students should not be sent through text messages on cell phones and smart watches.

6.6 Medical

Illness

An ill child should not be sent to school because his body is not capable of meeting the demands of the classroom and his classmates run the risk of catching the illness. **A child who has had a fever should remain home until he has been fever free without the aid of medicine for twenty-four hours.** If antibiotics are prescribed the child should stay out of school until he has been taking them for twenty-four hours.

The Head of School may prohibit a child's attendance because of a contagious illness or condition and may outline to the parents the conditions under which the child may return.

Students who become ill at school will be cared for temporarily while parents are notified. Parents are expected to come to the school immediately to pick up the sick child.

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 their child 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. LCA must obtain your immunization records from your doctor or receive your religious exemption 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.

Current Telephone Numbers:

It is imperative that parents notify the school office of any changes in home, work or emergency telephone numbers. Those numbers are kept in our database for immediate reference by our office staff. Lack of any one of the current numbers could affect a child's welfare in the event of an emergency.

Administration of Medicine

The school does keep Tylenol and Motrin on hand and only dispenses over-the-counter or prescription medications with parents' specific permission. If a prescription medicine, parents must send the medicine to school. All efforts should be made to schedule medication times for times when the student is at home. We understand that some medications, such as antibiotics, must be given throughout the day. The parent should indicate correct dosage and time for the school to administer medications in the note to the school. As a general rule teachers do not dispense medications to students. Students must turn all medicine in to the office. (The only exception is inhalers and epi-pens.)

First Aid

First aid treatment will be rendered for minor injuries. If there is the slightest indication of serious injury the parents will be contacted. If an emergency medical situation arises and the office fails in its attempts to reach the parents medical treatment for the child will be secured in accordance with the information on the registration form or from qualified medical personnel through local emergency services.

Lice

If a teacher suspects that a student has lice, the teacher will send the student to the office for evaluation. An office staff member will take the student to a private area (the conference or restroom), and wearing rubber gloves, examine the roots of the hair and hair shafts. Should any nits (white specks that will not come off) be discovered, the parent will be called to pick up the student. The office will notify the teacher to prepare the student's backpack for dismissal. Instructions should be given to the parent according to the LCA Lice Letter that requires over-the-counter medicated treatment. The office will notify the classroom teacher and the parents of that grade using the LCA Lice Letter. Confidentiality will be maintained and no personal information about the student will be communicated to other parents. Should the teacher have costumes, hats, or other shared items within the classroom on which lice can live, they will tie these items inside plastic trash bags for two weeks. The student may return to the class the following day, provided they are lice and nit-free.

6.7 Carline

In order to ensure maximum safety for all the children during drop off in the morning and dismissal in the afternoon traffic patterns are established by the administrator. These patterns will be supplied to the parents before the opening day of school. For the safety of your children please observe the procedures and stay in line even after your child gets into or out of the car. Do not pass in line.

Each student will be issued a laminated pickup card to be displayed in the front vehicle window. Each family is allotted 2 at the beginning of the year; however, additional pickup cards may be purchased. If your card is lost, please call the office.

6.8 Inclement Weather

From time to time, it may be necessary either to cancel school or to delay its opening because of hazardous driving conditions due to inclement weather. Our general policy is informed by the Columbia County and Richmond County schools if there is inclement weather. We will send an all-call through Gradelink to all parents if we decide to close early, 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.

6.9 Severe Weather

There are certain procedures that Logos must follow when the local area is under a severe weather alert. The school has been instructed by local EMAs not to dismiss school if the local area is under a tornado warning. In order to assure the safety of your child, the school will put all children in the more secure shelter areas of the school when a tornado warning is received. Only when the alert expires or is downgraded to a watch will the school be dismissed.

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.

6.10 Emergency Drills

Fire, severe weather, and emergency lockdown drills are conducted periodically, giving both teachers and students a greater sense of security from knowing what to do in times of emergency.

6.11 Security

The school door is unlocked beginning at 7:40 am; beginning at 8:00, 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.

7. Discipline

7.1 Philosophy and Guidelines

The Bible clearly teaches that parents are primarily responsible for the discipline, training, and instruction of their children. While Logos Classical Academy can assist parents in their God-given responsibilities, it cannot assume the task that God has given to parents. The school can only serve parents as their appointed and authorized representatives in a child's training during the school day.

All discipline will be based on biblical principles (e.g., confession, repentance, reconciliation, restitution, forgiveness, etc.) and administered using the expectations outlined in the Code of WISDOM (see below). Behavior shall be viewed from a spiritual and Scriptural perspective with the goal of shepherding the child's heart toward a Christ-like life. It is our desire to point students, as individuals and a community, to Christ as the remedy for their sin(s); not simply to control or change their behavior. It is also understood that parents are ultimately responsible for their child's behavior, even while the child is at school. Logos Classical Academy will not administer corporal punishment.

Teachers and staff work to create the best environment in which students can learn. As teachers create predictable routines, make expectations clear and simple, manage transitions thoughtfully, and execute well-planned lessons, students at each grade level will be given the proper structures in which to make good choices. However, even in the best-ordered classroom, students will sin, and it is in those times that Logos faculty and staff have the opportunity to disciple students toward a life of repentance and faith in Jesus Christ.

The vast majority of behavior problems will be dealt with at the classroom level, by the classroom teacher. The kind and amount of discipline (within these stated guidelines) will be determined by the teacher and respective Head of School. The specifics and nature of each disciplinary incident and the individual personality of the student involved will be considered in the administration of discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process; therefore, these policies must be adhered to. As in all other areas of education at LCA, love and forgiveness will be an integral part of the discipline of a child. It is because of love that the faculty and staff of LCA disciplines students.

7.2 Code of Wisdom

As we seek to holistically cultivate wisdom into the mind, body, will, and affections of our students the “Code of Wisdom” is central. All students at Logos will be expected to conduct themselves according to the code of WISDOM listed below.

W	Work diligently, as unto the Lord
I	In all things be truthful
S	Speak respectfully to teachers, staff, and adults
D	Do all things in good order
O	Obey quickly, completely, and cheerfully
M	Make every effort for peace with others

This will be the primary verbiage that teachers and staff use with our students. Following are some more specific rules and consequences that are also part of our procedures.

7.3 School Rules

Students must be aware of, and adhere to, the following essential policies. Each teacher is free to add to this list those rules that allow his/her classroom to run more smoothly and efficiently.

1. Students are expected to cooperate with and embrace basic Christian standards of behavior and conversation.
2. There should be no talking back or inappropriate arguing with teachers or staff. Prompt and cheerful obedience is expected. Instructions from the teacher should not have to be repeated.
3. No electronic games, or devices (including iPods, tablets, smart phones or smart watches) in school during the school day. Students are not allowed to have cell phones on school grounds apart from a medical or emergency exception. If discovery is made of a device, the student will forfeit the device until parents pick it up the device from the office and receive disciplinary action.
4. No glass containers are allowed at school.
5. No guns or knives are allowed on the school grounds.
6. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
7. Children should not play in parking lots before or after school. Parental supervision is required for any after-school play of children.
8. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. Students will be charged for lost or damaged textbooks.
9. Students are expected to treat one another with kindness and respect. Teasing, criticizing, and name-calling are not permitted.
10. Students are expected to treat worship, prayer, and class discussion with proper reverence. Jokes, songs, or behaviors that treat the Lord's name or character with triviality are not permitted.

11. Students should strive to have harmonious, appropriate relationships with fellow students actively pursuing only platonic relationships with each other at school, rather than pursuing relationships of a romantic nature. While at school and school-related events, students should refrain from any display of romantic affection or inappropriate physical contact, such as hugging, hand-holding, kissing, etc. As brothers and sisters in Christ, students should love, support, and encourage one another daily. “Treat younger men as brothers . . . younger women as sisters, with absolute purity.” I Timothy 5:1b-2.
12. It is expected that students work diligently and concentrate fully on their work while in school.
13. All work is to be completed within the time specified by the teacher. Repeated failure to complete assignments on time is considered disobedience and will be addressed in an office referral and possibly suspension.
14. Restrooms are only to be used in conformity with one’s biological gender.
15. Logos social events and community activities should reflect the values we hold. Therefore, we hold the same expectations in maturity and honor of students at school events as they do at school.
16. In all areas of instruction, teachers and students will give God’s character proper respect and reverence. 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.

7.4 Classroom Discipline

Our routines and rhythms of the day are an integral, but yet often overlooked, part of our overall discipline plan. Teachers have thoughtfully laid out their schedules, seating assignments and routines to aid each student to grow in wisdom.

Redirecting and training are focused on the heart of the matter and students are continually pointed back to God’s Word and His help.

Consequences are also a necessary part of discipline and training. Natural consequences are preferred when applicable.

Each teacher will also implement a classroom policy that is designed to communicate concretely to the child about his/her behavior. These plans are developmentally appropriate for that grade level and will be communicated by the individual teachers. For example, in 1st a child might “pull a stick,” a 5th grade the child may write his/her name on the board and a Logic School student may be sent home with a demerit.

Communication and partnership with parents is vital and will happen via “take-home” folders, emails and phone calls.

7.5 Conduct Outside of School

LCA students are held to a high standard of behavior that demonstrates respect for one another and for their teachers not only while they are at school, but also while they are at public events, and in their communication with one another, including any electronic or online communication. Such communication includes telephone calls, instant messaging, text messaging, social media platforms, blogs, personal web pages, etc. Our desire is that most conflicts that arise because of those outside interactions be handled outside the school, with parents, in a Biblical manner. However, whenever any student engages in public behavior, whether in person or through electronic or online communication, that is derogatory to the school or school community, that threatens, demeans, or bullies students or faculty, the whole school community is affected, and the student engaging in such behavior is subject to discipline, as outlined below. Examples of unacceptable public behavior and/or communication include:

- Alcohol or drug use or the communication, in person or through electronic means, of alcohol or drug consumption and/or the glorification thereof.
- Profane, lewd, obscene, vulgar, rude, or racist language, whether in person or through electronic means.
- Harassment or bullying of another student, whether in person or through electronic means.
- Sexually provocative behavior, whether in person or through electronic means.
- Threatening or disrespectful behavior toward either a fellow student or teacher, whether in person or through electronic means.
- Purposefully spreading false or defamatory information about another student, a teacher, or organization, whether in person or through electronic means.
- Failing to stop sending messages, posting, etc., when asked specifically to do so, resulting in another student being harassed or bullied.

7.6 Referrals

There are five behaviors that will automatically necessitate a disciplinary referral. They are:

- Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
- Dishonesty in any situation while at school, including lying, cheating, stealing.
- Rebellion (i.e., outright disobedience).
- Fighting (i.e., striking in anger or with the intent to harm another student), or putting self or others in danger.
- Obscene or profane language, including taking the Lord's name in vain.

Referrals will also be given in the case of an excessive number of warnings, missing homeworks, and classroom misbehavior.

All referrals require a meeting with a member of the Administration and the student to discuss the behavior. If a child receives more than two referrals in a year, this can lead to a meeting with parents and a possible suspension.

If a student receives multiple referrals in a school year the following is the typical process of corrective discipline:

- 1st Referral - Phone call to parents from Admin
- 2nd Referral - Mandatory Conference with Parents
- 3rd Referral - Minimum of a 3-Day Suspension
- 4th Referral - Potential Expulsion

This process can be escalated or delayed by Admin as they determine what is best for both the individual student and the broader school community.

7.7 Serious Misconduct

If a student should commit an act of a serious nature, the school may deem it necessary to bypass the protocol outlined above and impose suspension or expulsion immediately. Examples of such serious misconduct could include endangering the lives of other students or staff, gross violence, vandalism to the school facilities, violations of law, or any flagrant act in clear contradiction of scriptural commands including, but not limited to, any act contradicting our Statement of Faith (1.3). Students also may be subject to school discipline for serious misconduct, which occurs after school hours or when school is not in session. Any serious misconduct resulting in suspension or expulsion will be added to the student's permanent school discipline record.

7.8 Expulsion

The Head of School and Logos Board realize 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 comprehensive discipline policy. However, should a student and his parents not be able to eliminate the behavioral problems the student is having, the Head of School is empowered to expel the student. The procedure will be as follows:

1. Parents will be notified immediately after the decision for expulsion.
2. The student will be picked up by his/her parents the same day. A time will be arranged with the parent for the student to turn in all school texts/materials and clear out his/her desk and/or locker.
3. Transfer of school records will be arranged within a week following expulsion.
4. Appeals may be made first to the Head of School and then to the Board of Trustees.

7.9 Re-admission

Should an expelled student desire to be readmitted at a later date, the Head of School will decide based on the student's attitude and circumstances at the time of reapplication.

7.10 Technology Usage & Expectation

At Logos Classical Academy, we are committed to fostering responsible, tempered, and ethical technology use among our students. Our Technology Development & Management Policy is designed to provide guidelines and principles for the normative and productive use of technology resources within our institution. We believe that responsible digital citizenship is an integral part of our mission to raise well-rounded and Christ-centered students who are well-equipped for the 21st century.

1) Digital Citizenship:

Students are expected to practice good digital citizenship, which includes treating others with respect and kindness in all online interactions. This extends to communication with peers, teachers, and staff.

2) Respect for Others:

Students must respect the rights, privacy, and dignity of others when using technology resources. Cyberbullying, harassment, or any form of online harm is strictly prohibited.

3) Ethical Behavior:

Students are expected to engage in ethical behavior online, including respecting intellectual property rights, citing sources appropriately, and avoiding plagiarism in all digital assignments.

4) Responsible Communication:

Students should use digital communication tools, such as email and messaging platforms, responsibly and professionally, particularly when communicating with teachers, staff, or peers for academic purposes.

5) Online Etiquette:

Students are encouraged to follow proper online etiquette, which includes using courteous language, avoiding offensive content, and refraining from disruptive or inappropriate behavior in online forums, discussions, and virtual classrooms. Knowing that our digital presence is an extension of our character as a Christian, we expect students to act in a manner that brings honor and glory to God through their online interactions.

6) Safe and Secure Use:

Students should take precautions to maintain the security of their login credentials and personal information. Sharing login credentials or engaging in activities that compromise the security of technology resources is prohibited.

7) Academic Integrity:

Upholding academic integrity is of utmost importance. Students must not engage in cheating or dishonesty in any online assessments, tests, or assignments. Academic dishonesty includes, but is not limited to, the complete reliance on AI to complete assignments and plagiarism from online sources, classmates, or literature.

8) Reporting Incidents:

Students should promptly report any incidents of cyberbullying, harassment, inappropriate content, or other online violations to designated school personnel. Reporting helps us maintain a safe and respectful online environment.

9) Educational Growth:

Remember that technology is a tool for learning and growth. Use it to enhance your educational experience, promote critical thinking, problem-solving, and creativity.

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.

7.11 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 3:45 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 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 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 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. Non-LCA students, including older siblings and outside friends, are not 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 supervision 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.

7.12 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.

8. Dress Code

8.1 Overview of Uniforms

LCA is committed to uniform clothing for its students. We believe the Lord has created humans as physical and spiritual creatures. Every man and woman possesses this unique composition and bears the image of God. Thus, humans are to steward their minds and bodies in a way that honors the Lord. The way in which men and women present themselves to each other, including dress, is an expression of good or poor stewardship of their own body and their relationship to and regard of other image bearers.

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.

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.

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.

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.

8.2 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.

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
 - Shorts should be within 2 inches above the top of the knee cap.
 - 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 skorts, or skirts from Land’s End or Flynn O’Hara
 - K-6th: 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-12th: Girls’ 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.
 - 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-6th: LCA plaid tie from Flynn O’Hara

- 7th-8th: Solid navy tie from Land's End
- 9th-12th: Navy and gray striped tie from Land's End
- Belt
- Navy or white socks
- Clean tennis or dress shoes that are navy, brown, or black
- Girls: Long or short sleeved Peter Pan (K-4th) or Oxford (5th+) shirt from Land's End or Flynn O'Hara
 - LCA plaid skirt or kilt from Flynn O'Hara
 - White or navy socks
 - Clean tennis or dress shoes that are navy, brown, or black

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 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.
- Toys (including stuffed animals, puzzles, playing cards, figurines, sporting balls, etc.) are only to be brought at the request of teachers, given a relevance to current lessons, or as permitted for recess. The dynamic of our school environment can be adversely affected by their presence.

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. 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.

8.3 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 expressive individualism. We seek submission to LCA's core values and its culture.
5. Dress and grooming should be conducive to order and learning.
6. While these rules provide guidance, they are not exhaustive. Because of the ever-changing nature of trends, it is impossible to account for all hairstyles; therefore, the administration can determine whether specific cuts/styles conform to the spirit of neatness, cleanliness, and orderliness that the school requires. Students/parents will be asked to modify haircuts/styles that are considered extreme, or which could cause a distraction in the educational environment. Students' age, gender, ethnicity, and culture may be taken into consideration when determining what hairstyles are appropriate for school at LCA.

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. Have hair that touches the collar of the LCA Polo, extends low enough to be in the student's eyes, or covers the ear entirely.
5. 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.)
6. 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.

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.

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

1. Shaved hair, cuts/styles that are traditionally given to boys, or extreme styles such as mohawks and mullets. More specifically, girls may not wear hair shorter than their jaw line, including but not limited to “pixie cuts”.
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 will not allow 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.



Statement of Parental Responsibility & Agreement

In enrolling one or more of our children in a school which affirms the whole and God-entrusted responsibility of parents for the education of their children, we acknowledge and accept primary responsibility for our child's behavior at school and supervision at home. We also acknowledge that we are responsible to be familiar with and consult the policies of the school as published in the current Parent/Student Handbook, its amendments, and other official means of communication before making decisions affecting our child or our family's relationship with the school. We further agree that should difficulties arise from our failure to be familiar with or consult published school policies when making decisions affecting our relationship or our child's relationship with the school, we will accept full responsibility for the results of our decisions. In addition, we agree to attend parent meetings or individualized conferences that are intended to help parents better understand their role at the school.

Father _____

Date _____

Mother _____

Date _____