

Logos Classical Academy of Northern Virginia



School Handbook 2021-2022 School Year

Approved July 20, 2021

Non-Discriminatory Policy: Logos Classical Academy of Northern Virginia admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally afforded or made available to students at the school.

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MISSION AND IDENTITY

1.1 MISSION STATEMENT

Logos Classical Academy exists to provide students with a classical education with a Biblical worldview that equips students to live with virtue and wisdom.

1.2 VISION FOR OUR SCHOOL

Logos Classical Academy students will progressively exhibit intellectual, spiritual, and character growth through increasing skill in applying the disciplines of critical thinking, logical processing, and effective communication on the foundation of Biblical Truth, will exemplify wisdom and virtue and will be recognized as preeminent leaders in their families, churches and society.

1.3 NAMING OF THE SCHOOL

Logos Classical Academy draws its name from the Greek word "logos" which means "Word." John 1:1 states , "In the beginning was the Word, and the Word was with God, and the Word was God." We can't think of a better name to capture where we seek to begin our instruction: studying the word of God and The Word who is Jesus Christ.

1.4 PARENT PARTNERSHIP

Logos Classical Academy functions as an educational co-op which partners with parents to provide a classical Christian education to students. We believe parents are ultimately responsible for the growth, development and education of their children, and we seek to support parents on this journey. While students are on campus, Logos will serve *in loco parentis*, which is Latin for "in the place of a parent" to take on some of the functions and responsibilities of a parent, namely the careful instruction and nurturing of the enrolled student. Logos is not identified by the State of Virginia as a private school; therefore it is imperative that we work closely with parents to ensure the student is properly registered as a homeschool student within his/her respective county and annual forms such as the Notice of Intent and annual acceptable progress are filed in a timely manner. School officials will provide guidance to parents on how to complete these forms on an annual basis.

1.5 STATEMENT OF FAITH

I. The Scriptures & Revelation

All that now needs to be known of God, Man, and Salvation has been revealed in God's Word, the Scriptures, the sixty-six books of the Bible. These documents have come to us preserved by the Spirit as fully faithful representations of the original manuscripts, which were God-breathed, and although penned by human authors, are without error in all areas they address.

These Scriptures are self-authenticating, and not dependent upon men or tradition for their authority. Rather, they are authored by God, who is Himself Truth, and are to be received because they are His Word. They are known to be Truth by those who know God, by the testimony of the Spirit of Truth, who indwells all believers, and who leads them into all Truth.

2 Peter 1:3, 4, 19-21; 2 Timothy 3:16-17; Matthew 5:18; Psalm 138:2; John 16:12-15; Romans 3:4; Deuteronomy 29:29; 1 Thessalonians 2:13; 1 John 5:9; 1 Corinthians 2:9-16.

II. God

God is a Spirit, who, existing from all eternity, is one God. He is unchangeable, everywhere-present at all times, is all-powerful, all-knowing, and all-wise. He is just, holy, and is love itself. He is the creator of the heavens and the earth. He upholds and sovereignly rules over all things and is due the worship of all persons.

John 4:24; Deuteronomy 5:6-10; 6:1; Isaiah 57:15; Psalm 139:7-10; Malachi 3:6; Job 34:12; 37:23; 40:8; 41:34; 42:2; 1 John 4:8; Genesis 1:1ff; Romans 11:33; Jeremiah 23:23.

God is one Being in essence, but exists in three distinct Persons: Father, Son, and Holy Spirit, who are equal in their essential Godhood, but, in perfect love and harmony, fulfill different roles in their relationships with each other, man, and the creation.

Luke 3:21, 22; 1 Corinthians 12:11; Acts 13:2; Colossians 1:15-20; Matthew 28:19; John 1:1-14; 20:28.

III. Man

All men and women are one with the first man, Adam, who was created in innocence by God on the sixth day, and given dominion over the lesser things of creation. But Adam, man's federal head disobeyed, and sinned against God. Therefore, each human is a sinner from birth, by nature and by choice. Therefore, apart from the sovereign grace of God, each person stands under His wrath. Man is still in the image of God, but that likeness has been tainted, damaged, and ruined by sin and disobedience, which bring weakness, sickness, pain, suffering, and death. Unconverted man is spiritually dead in his sin, with no hope for a right relationship with God, and is unwilling to receive either His natural revelation in creation, or His mercy as revealed through the Gospel.

Genesis 3:1-7; 6:5; Romans 3:9-21; 5:12, 16-19; John 3:18-20, 36; Ephesians 2:1-3; 1 Corinthians 2:14; John 6:44.

IV. Salvation

Man's only way to be reconciled to God is by becoming one with the new Head, Christ. Union with Christ occurs when one believes the Gospel by repenting from his sins and in faith trusting God's promise that the perfect life, sacrificial death, and bodily resurrection of Jesus Christ is sufficient payment for sin and therefore God forgives all of the past, present, and future sins of the believer. At the moment of faith in Christ, the Christian partakes of God's very nature, being born of His Spirit. He has Christ's righteousness placed to his account, Christ's Spirit given to him as a pledge of full and final redemption, is made a new creation, and is baptized by the Spirit into the body of Christ, the Church. He is given eternal spiritual life with assurance of physical resurrection in a glorified body. God is sovereign in salvation: All whom God has chosen to salvation are drawn by the Father to the Son and will be kept by the power of God until death or Christ's return.

Romans 5:15-21; 8:9, 14, 23, 35-39; John 3:6; 6:37, 44; Acts 13:48; 15:1-10; 1 Corinthians 12:13; Ephesians 1:3-7, 13, 14; 2:8-10; Colossians 1:22, 23; Titus 3:5,6; Hebrews 3:6, 14; 6:9-12; Philippians 1:6; Revelation 5:9.

VI. The Church

All of the redeemed since Pentecost constitute the Church, the Body of Christ, which is the present expression of God's Kingdom program, and is to be distinguished from the nation of Israel. This church is reflected in local assemblies of believers, who voluntarily have banded together for the purposes of baptizing, observing the Lord's Supper, edification, evangelism, worship, fellowship, prayer, and equipping for service to one another.

Ephesians 1:22, 23; 4:4-16; Matthew 28:18-20; Acts 1:5; 2:42; 11:16; 20:28; Hebrews 13:7, 17; 1 Timothy 3:1-14; Titus 1:5; Romans 12:3-12.

VII. Men, Women, & Family

God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. Scripture teaches that God created man and woman equal in value and dignity, but distinct in roles.

We believe that God created and blessed the family as the foundation of society. In the family, the wife is to respectfully subject herself to the leadership of her husband,

as unto Christ. The husband is the head of the wife, and is commanded to sacrificially love his wife, as Christ loved the church. Children are a gift from God and are fully human from conception. Parents are to train their children by modeling a godly life, teaching them the Scriptures, disciplining them in love, and providing them a resource of wisdom and counsel. Parents are to care for the needs of their children. Children are to obey their parents with respect and honor, caring for them in the time of their dependency and old age.

While some men and women are called to a life of singleness for devoted service to God and His church, God's general design for the flourishing of mankind is through marriage and family. God's design from creation is that marriage be between one man and one woman, as a sacred reflection of Christ's faithful union with His Church. Therefore, all deviations from that design are sins against God, including pre-marital sex, adultery, pornography, many instances of divorce, polygamy, and homosexual behavior.

*Genesis 1:26-28, 2:18-2; Galatians 3:28; Ephesians 5:22-33; Matthew 19:4-6; 1 Corinthians 7
Psalms 127:3; 139:13-16; Deuteronomy 6:4-7; Proverbs 1:8-9, 13:24, 22:6; Ephesians 6:4;
Exodus 20:12; Leviticus 18:22-23; Proverbs 23:22; Ephesians 6:1-3; Colossians 3:20;
1 Timothy 5:8.*

VII. Last Things

When we come to the end of what the Bible calls "the last days," Jesus will return to receive His people, and to establish His kingdom upon the earth. The dead in Christ will rise first, and living believers will be caught up together to meet the Lord in the air. He will judge all men, both the living and the dead, according to their deeds.

All of those who have opposed God will be cast, with Satan (the tempter and deceiver who, as a fallen angel, is the chief enemy of his creator-God) and his demons, into the lake of fire to be tormented forever apart from God. This is "the second death." Believers, in contrast, will be raised to eternal life, and will enjoy the unbroken fellowship of God forever, in the new heavens and new earth.

They will be conformed spiritually and bodily to the image of Jesus Christ, God's Son, and will remain forever in His likeness, and in fellowship with Him, the Father, and the Spirit.

*1 Thessalonians 4:13-18; 2 Thessalonians 1:7-10; 2:1-12; 2 Peter 3:8-13; Daniel 9:24-27;
Revelation 5:1ff, 20:1-22:21; Romans 8:21-30; 1 Corinthians 15:50-57.*

1.6 CLASSICAL EDUCATION

Classical education belongs to the authoritative, traditional, and enduring stream of education begun by the Greeks and Romans, developed by the Church through the centuries, and renewed by contemporary educators. Through careful study of integrated subject matter students first gain knowledge and then, over time, begin to apply that knowledge to achieve understanding of the world around them. Classical education seeks to develop not only a mind, but a whole person, training students in faith, in virtue, and in knowledge.

1.7 CORE VIRTUES

Logos Classical Academy places high value on the teaching of the entire human being, not just the academic mind. To that end, staff and teachers seek to embody certain virtues in their own lives as they train students in the same core virtues which we believe guide the hearts and actions of a person to pursue what is good, right and beautiful. These are vital to the spiritual, emotional, and cognitive growth of the individual and to the complete education of a person.

Reverence is defined as a right view and estimation of God, country, family, others, and oneself. Reverence serves to act as a hierarchy for appropriate estimation of others, with particular honor paid to God as the head of all. Reverence also guides the student in respecting the dignity of others. It is seen when a student is quick to encourage and applaud the successes of others but is also seen when a student is quick to recognize his or her own faults, readily esteems God as the primary authority in their life, and seeks to honor others above himself. Reverence is seen when a student consistently regards elected officials, community authorities, teachers, parents, and elderly community members with the honor they are due. It presumes that all humans have dignity and are worthy of respect.

Philippians 2:3 “Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves.”

Self-Control is defined as care in keeping one’s actions, appetites, feelings, and thoughts under control. This virtue is seen in the student who is quick to hear and slow to speak and who endeavors to practice appropriate restraint in thought, speech, and action. This student is intentional in thinking before acting to keep his/her self away from temptation.

2 Timothy 1:7 “for God gave us a spirit not of fear but of power and love and self-control.”

Fortitude is defined as courage to bear up calmly under pain or trouble and is seen when students display courage in pursuit of what is good, beautiful, and true, particularly in difficult relationships, academic challenges and unexpected life situations.

2 Corinthians 6:4 “but as servants of God we commend ourselves in every way: by great endurance, in afflictions, hardships, calamities,”

Justice is acting in fairness toward all. Justice is seen when students view all humans as equal in value, possessing the same dignity, and deserving the same respect. Logos seeks to develop students who will one day lead with justice.

Micah 6:8 “He has told you, O man, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?”

1.8 HISTORY OF OUR SCHOOL

Logos Classical Academy began as an informal conversation between friends about the need for a school focused on a high view of academics with a Biblical worldview. Casual conversation gave way to more specific plans in the summer of 2020 when the board of directors was formed and the school name was chosen. Logos Classical Academy suited the school as it emphasizes the Word as the primary authority in our lives while also encompassing our desire to follow a classical model of teaching and learning. While the founding teachers at

the academy had been teaching classically in their homes and co-ops for years prior, Logos officially opened its doors to its first students in August of 2021.

1.9 CONTACT INFORMATION

Physical Location of the school (do not send mail here):

Grace Bible Church
9115 Lorton Station Boulevard
Lorton, VA 22079

School website: www.logosclassicalnova.org email: info@logosclassicalnova.org

Mailing address:

Logos Classical Academy of Northern Virginia
3252 Grady Lane
Woodbridge, VA 22192

BOARD of DIRECTORS

Brandon Fitzpatrick	Lacey J. Yoho
William J. Milne	Ronald D. Yoho

ACADEMIC INFORMATION

2.1 LEARNING MANAGEMENT

Gradelink is a learning management system (LMS) which will be used for teacher-parent-student communications, discussion forums, calendar, mass notifications, and more. Teachers, at their discretion, will post assignments, notes, feedback, teaching aids, supplementary materials, and more as tools for student learning while at home. Logos seeks to be a “low-tech” academy in the classroom, but we feel a functioning LMS enables a smooth and seamless teaching and learning experience both in class and at home. This is especially important in the event Logos must suspend physical meetings (e.g., government-enforced quarantine or inclement weather).

2.2 YEARLY CALENDAR

The Logos calendar can be viewed on the school website and is also accessible in the LMS. Logos follows a traditional schedule with a Thanksgiving, Christmas, and spring break.

2.3 ACADEMY HOURS

The instructional day begins at 8:30A.M. and ends at 2:00 P.M., with the K4/K5 class ending at 12:00 Monday-Friday. Student drop-off is from 8:15-8:25 and pick-up is 2:15-2:25. Kindergarten pick up is 12:00-12:10. Students enrolled in the Kindergarten Plus Program will be picked up with the rest of the students from 2:15-2:25.

2.4 CURRICULUM

Early School (K4/K5) classes will explore God’s world together in a play-based year of discovery. We will adventure through the Bible, while exploring letters and sounds, basic

math concepts, life skills, classical music, art, and the outdoors. Years spent in the Early School prepare students to meet the expectations of the grammar school. Students must be 4 years old by September 30 of the school year in which they are enrolled.

Grammar School (1st-6th) courses are foundational to the student's lifelong learning and are developed to foster acquisition of knowledge, and also a love of learning. Classes will include four basic areas of study: language arts, mathematics, humanities, and science. The language arts course focuses on developing excellent readers, writers, and listeners. In younger grades there is a strong emphasis on mastery of English through Phonics study. In the grammar school students begin their study of Latin. Mathematics courses follow a unit study approach to learning with a spiral structure to ensure plenty of review of concepts throughout the grammar years. The Humanities courses emphasize integrated study of literature, geography and history from creation through modern times. Science courses are designed to pair scientific knowledge with investigation while emphasizing exploring God's created world. At the grammar level, memorization, narration, and recitation are key building blocks for the student's learning.

Logic School (7th-9th) students are introduced to formal and informal logic in addition to their other coursework. Students in the logic level of learning (7th-9th grade), have a natural tendency to question, prod, and agitate educational and social norms; classical education gives them the opportunity to do so while being taught that all questioning should be done reasonably, respectfully, and in pursuit of good things. At this level students begin to learn and practice working hard at academics as well as the importance of abstract, dialectical thinking. This is also when students begin to more clearly understand the art of arguing correctly, whether with oneself, with broader cultural claims, or with the various statements our students encounter daily in either their academic work or their personal lives. During the Logic School years, students enroll in Humanities, Language Arts, Logic, Latin, Math, Science, Art Appreciation, and Music Appreciation.

2.5 HOMEWORK

Homework assignments are a vital way for students to hone their skills and learn complex material. Our teachers strive to give thoughtfully constructed and age-appropriate assignments that will bless students on their journey as lifelong learners. Here are some of the thoughts which shape our homework philosophy:

1. Students often need extra practice on specific concepts, skills, or facts. In certain subjects (e.g., math or languages), students may not have enough time in a school day to do as much practice as is necessary for mastery. The teacher therefore may assign homework to provide the necessary practice.

2. Repeated short periods of practice or study of new information is often a better way to learn than one long study period. Homework thus complements and aids what students are learning in school.

3. By their very nature, reading assignments cannot all be completed during school hours and are therefore often assigned as homework.

4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. Homework in this situation serves to help students learn to be better stewards of their time (Eph 5:16).

5. Learning to manage one's time well and plan ahead is a very important life skill that few of our students master without struggle along the way. While it is never our

intention to overwhelm our students with their homework load, we know that, for a variety of reasons, students may experience a “homework meltdown” through the course of a school year. If you see your child struggling in this way, please talk to his or her teacher as soon as possible so you can discuss ways to help the situation.

6. We recognize that parents have the authority to decide what is best for their children and we support their authority to set parameters for their child’s life. For example, experiencing the painful consequences of staying up late to finish an assignment because of poor planning or laziness can be an extremely valuable lesson in a child’s growth. However, enforcing a reasonable bedtime at the expense of a lower homework grade may also be a very wise choice at certain stages of your child’s career at Logos.

Homework Guidelines

- All homework assignments must be submitted by the due date. Any assignment not completed by the due date will receive a deduction in points as determined by the teacher, unless otherwise indicated for special circumstances.
- A student’s work must be his own. It should reflect the thoughts and the efforts of the student. The student’s work should also reflect reverence toward God, his or her parents, the teacher and fellow classmates.
- Homework must be handwritten, not typed, unless otherwise indicated.
- At the teacher’s discretion, work turned in of a poor quality (rushed, sloppy, lacking care, improper heading, pink and sparkly ink) will be returned immediately or during the next class and will need to be resubmitted after appropriate corrections have been made. This may result in a grade reduction at the teacher’s discretion.
- Students must use blue/black ink or pencil, and standard or college-ruled paper. No frayed edges on papers will be allowed.

2.6 LATE WORK POLICY

All assigned work is to be turned in by the specified date. All work turned in after the determined date is subject to a grade reduction. Parents will need to communicate with the teacher in order to support their child in making up missed assignments.

2.7 TESTS

At the Logic level, tests constitute a large percentage of the student’s overall grade. It is a student’s responsibility to be proactive if they miss a test due to absence. Students and parents may need to coordinate time after school to make up assignments. Communication with the teacher is critical to ensure all assignments are completed in a timely manner. Unless otherwise indicated by the teacher, missed quizzes and tests will receive no credit and may not be retaken after one week following the day of absence.

2.8 EXAMS AND RECITATIONS

Periodically students in the logic school and upper grammar school will have the opportunity to demonstrate their knowledge through exams and recitations. Exam schedules will be determined by each classroom teacher and communicated with plenty of notice for students to prepare. They are primarily viewed as a means for the student to receive feedback on his or her progress and to be celebrated for what they have worked hard to accomplish. While grades will be given for these exams, they will primarily serve to provide encouraging feedback to the student and to help guide “next steps” in their learning.

2.9 STANDARDIZED TESTS

Standardized testing will be administered at Logos Classical Academy in May of each school year. The TerraNova and/or the Iowa Test of Basic Skills will be administered to all students in grades K-9. These are diagnostic tests used to inform the teaching staff of a student's strengths and weaknesses. They are also used as a means of showing progress to the school system in the student's county of residence.

Standardized tests may also be used in conjunction with curriculum assessments to determine a student's placement within the school at the time of enrollment.

2.10 RECORDS

Grades are kept current on Gradelink on a weekly basis. Parents may view grades on Gradelink at any time to see how their child is progressing. Conferences and semester reports will be conducted twice a year to inform parents of their child's overall school performance and to provide additional feedback on student progress. Before the eyes of the state and federal governments, Logos students are officially enrolled in a homeschool. It is the responsibility, therefore, of the parents to maintain official records and transcripts for their student's courses and grades. Teachers will assist with the keeping of records and filing of forms with the county of residence.

2.11 OUTSIDE HELP

Logos Classical Academy encourages outside help in specific academic subjects if a student is struggling with the coursework and needs support beyond what is reasonable for the classroom teacher to provide within the school day. This support may come in the form of peer tutoring, parental help, or tutoring services. Logos teachers may independently provide tutoring services at a fee which they determine if outside help is needed. Tutoring will take place outside of school hours and fees and schedules will be agreed upon between the teacher and the parent. Parents are encouraged to seek help as soon as they see their child falling behind.

2.12 GRADING GUIDELINES

Students at Logos Classical Academy receive letter grades or percentage grades for their work. These marks are paired with narrative feedback from the teacher which is equally valuable in understanding a child's progress. The goal of our assessment structure is to develop students who are less concerned with numbers or letters on their work, and whose ultimate satisfaction is not to compare themselves with their peers, but to achieve to the maximum of his or her potential.

Each letter grade has a numerical equivalent. A student will receive an incomplete ("I") grade if he/she needs to complete make-up work due to excused absences. Arrangements for handling or changing an incomplete grade will be coordinated between the teacher and the parent.

Logic School: (4.0 grade point un-weighted system: only courses taken at Logos are included)

A: 93-100	4 points	A-: 91-92	3.7 points
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B+: 89-90	3.3 points	C: 73-78	2 points
B: 83-88	3 points	C-: 71-72	1.7 points
B-: 81-82	2.7 points	D: 66-70	1 point
C+: 79-80	2.3 points	F: 65 and below	0 points

Grammar School: Within the Grammar school, students can expect to see a variety of marks on their assignments. Some work will receive quantitative marks while others will receive qualitative feedback. Examples of qualitative feedback are the following:

MCL–Magna Cum Laude – “With Great Praise” The student exceeds expectations for mastery. The student excels in understanding and integration.

CL – Cum Laude – “With Praise” The student has demonstrated diligence and has fulfilled expectations for mastery

NM – Non Mastery The student has not mastered required material

- + Excellent
- S Satisfactory
- Needs Improvement

2.13 PROMOTION AND RETENTION

The classical model of education allows for students to learn and grow in pods that span multiple ages of students. This model does not rely exclusively on grade levels to advance children, but allows them to advance when they have mastered content.

As long as a student ends the year in good standing, passing each class without any major disciplinary problems, he or she will be invited to return the following academic year. If a student’s work and progress indicates a need for more time to develop, that child will be gifted with an extra year to learn. This decision will be made jointly with teachers and the head of school to best fit the needs of the child. Parents will be invited to a conference to discuss the possibility of an extra year by the end of the third quarter so that ample time will be available for a decision in the child’s best interest.

2.14 ACADEMIC PROBATION AND DISMISSAL

Students who participate in a single act of plagiarism or cheating will be placed on academic probation. Academic probation includes, but is not limited to, 1) no credit on the specific assignment, 2) establishing a student accountability form and integrity contract outlining a process for parents to supervise subsequent assignments, and 3) potential for automatic and indefinite expulsion if the same infraction is repeated. All academic probation cases are brought before the Logos board and faculty. Dismissal is at the discretion of the administration and Directors and could be imposed due to academic dishonesty or school disruption.

2.15 STUDENTS WITH LEARNING DISABILITIES

Logos Classical Academy is not equipped to accommodate students who have what would typically be called special needs or would typically be placed on an Individualized Education Plan. Logos faculty will exercise the utmost creativity in creating a learning environment in which every student can succeed. For the child's best interest, Logos will seek to work closely with the parents of a struggling child and exhaust the resources available to us within the framework of our mission to provide an equal education for all students in the classroom. A student may be dismissed in the event the faculty determines Logos cannot meet the needs of the student or the student cannot meet Logos' social or academic standards.

2.16 SUMMER READING

The purpose of the Logos summer reading program is to exemplify continuous learning and foster a love of reading while exposing students to literature which will be of great value in the upcoming school year. We do not desire to add unnecessary burden to our families but do feel it is imperative that the students engage in good reading even during their breaks. Reading selections are assigned by school level and require a thoughtful narration or response. Specific details are outlined in the Summer Reading assignments handed out by the school staff prior to the summer break.

CODE OF CONDUCT

3.1. SAFETY AND PERSONAL CONDUCT

Logos takes the utmost care in providing a safe and healthy environment in which to educate its students. We seek to form and foster biblical relationships between students, as well as to encourage and safeguard relationships between children and adults. For these reasons, Logo's Student and Teacher Protection Policy has been created. Among other things, it seeks to protect against cruelty to others, sexual misconduct, and acts of violence. This policy is based on the assumption that teachers are responsible for the safety of students during class hours, acting *in loco parentis*.

- Students may not leave Logos unless they are with an approved adult. Students should at no time leave church property unless given express permission by a teacher, parents, or public official acting on behalf of public safety.
- During breaks between classes, students are to stay in designated areas and teachers are to monitor them.
- One-to-one sessions with students will be conducted in an open or public place where private conversations may remain in full view of others. Students should at no time be alone with a teacher, board member, staff member, or any other adult who is present in the school building with the exception of their parent or guardian. Teachers meet with students and/or parents only under circumstances appropriate for a Christian teacher's interaction with a child and/or parent.
- In all discipline or conference scenarios in which one parent or one student is involved, teachers will obtain a third-party participant from a fellow teacher or Logos board member.
- Upon encountering a suspicious person on church property, students and Logos personnel will immediately contact the proper authorities (either state, church, parent, or Logos personnel.)

- All Logos personnel are required by this policy to report known or suspected abuse of students to the appropriate state authorities.
- Physical contact between teacher and student, student and student, and teacher and parent should be in accordance with Christian principles of proper relationships as well as the laws and statutes set forth by the United States and the State of Virginia. Logos Classical Academy does not practice corporal punishment. Logos personnel may only use physical force to stop a behavior which may cause immediate harm to an individual.
- There are many ways to demonstrate affection while maintaining positive and safe boundaries with students. Some examples of positive and appropriate forms of affection are listed below:
 - pats on shoulder or back
 - side hugs
 - handshakes
 - high-fives and fist bumps
 - verbal praise
- Use of electronic devices by students is not allowed during academy hours unless specifically authorized by a staff member.
- Parents or guardians must complete written permission forms or give verbal permission verifiable by a third party before Logos personnel transport students for a school sponsored activity or for any purpose.
- Students may not possess firearms or any weapon on the Logos campus or during any Logos affiliated activity. Such items may be utilized by authorized adults (e.g. Logos staff, public safety personnel, etc.) for educational purposes with advance parental notification and in accordance with the laws and statutes of the United States and the State of Virginia.
- In the event of a medical emergency, Logos personnel will first call 911, then a parent. If a parent is unavailable, effort will be made to phone all emergency contacts. Afterward, we will contact all relevant parties.
- Logos personnel will cooperate with any investigation by state or federal authorities and will inform authorities that Logos Classical Academy will conduct a concurrent internal investigation.

The violation of any of the aforementioned policies by teacher, parent, or student is grounds for discipline, removal, or legal action.

3.2 STUDENT CONDUCT

The Bible teaches that we are God's image bearers, students at Logos are taught to pursue their vocation as scholars with their whole body, heart, mind, and strength, enthusiastically urging themselves and their peers to grow more like Christ. As a Logos community we recognize that we are called to Christ-exalting conduct throughout our lives and not simply during the school day. In accord with the gospel, we also recognize that every one of us regularly falls short of these standards in our thoughts and deeds and that we need practice asking for and extending forgiveness to one another. While we are eager to walk in grace with one another, we know that it is important to the health of our community to speak truthfully about sin and to confront it Biblically when necessary. Behavior, either on or off campus, that indicates a student has little desire to live a life honoring to God, or conduct

that gives evidence of flagrant disregard for the spirit of the school standards and Biblical godliness, is sufficient cause for disciplinary action, including suspension or expulsion.

1. Obey promptly and cheerfully. (Heb. 13:17; I Thess. 5:18; Phil. 2:14-15).

Students will be taught to obey immediately without reminder. Students should have a respectful attitude and make attentive eye contact with the person giving direction. Our desire in Christ is that students will learn to obey with a thankful attitude and we will therefore address grumbling, grimacing expressions, sighing, eye rolling, and non-verbal complaining that is observed.

2. Exercise joy and diligence in work and play. (Eph. 6:6,7; Col. 3:23-24).

Students will be taught to become hard workers. Their work should give evidence of neatness, precision, and diligent, strong effort. They should be focused on, attending to, and engaged in the task given. Assignments should be completed. Students should also be diligent in their play when it is the appropriate activity. Apathy, at work or play, is a vice we want to help our students to overcome.

3. Speak truthfully and for the good of others. (Eph. 4:25-32, Ps. 19:14).

Students are expected to speak honestly without rationalization and excuse. Gossip, slander, and “tattle tales” will be addressed. Students will be encouraged to speak directly with the person with whom they have a concern and to model the Biblical principle in Matt. 18:15-17 in a way appropriate to their age.

4. Display consideration, kindness, and compassion. (Eph. 4:31-32). Students are expected to treat others with kindness in action and in speech. Harsh words and harmful behavior will be addressed and will result in appropriate discipline.

5. Display self-control in attitude and action. (Prov. 25:28, I Cor. 14:40).

Students will be taught to control their tongues and actions. They will be encouraged to speak at appropriate times and to control their bodies. Students will take an active part in maintaining their personal belongings and the school’s appearance as well as demonstrating orderly behavior when in groups.

At Logos, we engage in healthy discourse to train and shape our students’ minds. Therefore, it is right and proper for Logic School classrooms, in particular, to involve argumentation. When holding any discussion, Logic School teachers must act as facilitators and require the following behavior from students:

- If a student wishes to disagree with a classmate, that student must first acknowledge their classmate has spoken, then repeat back to that classmate what they think their classmate has offered, confirming they listened well.
- If a student speaks over another classmate or teacher to offer his or her own opinion, the student will be checked, rather than allowed to speak.
- If the disagreeing student commits an *ad hominem* attack (or another informal logical fallacy), they will be reminded to appeal to the argument.
- If the disagreeing student demonstrates they have listened well, he or she may offer a counterpoint.

3.3 DISCIPLINE POLICY

As a reflection of both Christian doctrine and Biblical instruction on training our children, it is the primary role of the parents to instruct and discipline their children. At the same time, the nature of community requires degrees of discipline to occur outside the home. Therefore, Logos will instruct a child in both loving one's neighbor and teaching him or her to joyfully obey the rules and procedures set forth in the broader society, specifically the society of a Logos classroom. Logos Classical Academy does not practice corporal punishment. Logos does maintain the right, acting in the place of parents while the child is within our care, to implement other discipline measures meeting three criteria:

1. Acting in accordance with a Biblical standard of both conduct and speech as is appropriate for a teacher to student relationship
2. Acting in accordance with what will most effectively teach the child repentance and reconciliation
3. Acting in accordance with what will best edify the actions and work of the whole group

Likewise, in the event that one of the aforementioned criteria is not met (or another which was not explicitly mentioned but still requires disciplinary action), parents are obligated to meet their financial and parental obligations to Logos. Upon minor infractions, the following guidelines will apply to their respective schools (some minor adjustments may be made for 1st and 2nd grades):

Early School

At the kindergarten level, our goal is to redirect children when they are engaged in behaviors that might harm themselves or others. We believe that these young students need time to learn appropriate classroom behaviors and that they need guidance as they interact with each other. For this reason, the classroom teacher will use multiple reminders, redirection, and gentle corrections. If inappropriate behaviors persist, the teacher will implement behavioral goals and a plan to help the student achieve success in the classroom. Parents will be notified of behavioral issues so that consistent measures can be implemented between home and school as often as possible.

Grammar School

First infraction in a day: student places his/her initials on the board

Second infraction in a day: student places his/her full name on the board

Third infraction in a day: parents are contacted

Believing firmly in extending grace to a student who is struggling, initials and names are erased at the end of each school day and the student is reminded of God's new mercies for the next day. Should inappropriate behaviors persist over the course of days or weeks, the teacher may rely on any of the following discipline methods to encourage a child to grow in their area of struggle:

- call to parents
- parent, students, teacher conference to establish a behavior plan
- establishing an isolated work space to reduce distraction

Logic School

Discipline is a collective community effort to help students properly order their lives. By nature, it is more of an art than a science, and requires teachers to know their students' struggles and growth opportunities. Teachers are responsible for upholding the standards of the Code of Conduct and governing their classrooms with order and decorum. When established standards are violated, a teacher's first step is to issue a verbal warning. Additional steps may include a loss of privileges during the school day, conduct meeting with the student, calling parents in for a meeting, meeting with the student and the head of school, or other measures that suit the situation in accordance with Biblical standards of conflict resolution.

The most common violations will occur in two categories: dress code violations and Code of Conduct violations. Teachers will be very familiar with both in order to promptly and equitably administer discipline. Teachers will keep track of infractions and students will be notified upon receiving an infraction.

Teachers should notify the School Administrator immediately when a student's behavior is so significantly out of line that it warrants immediate attention. Teachers will need to use discretion, wisdom, and judgment here to avoid both overreaction and passivity. The School Administrator will reach out to parents when extreme discipline actions are deemed necessary.

The Head of School reviews discipline records each week and sends out notices to parents when applicable. If a student's parents are contacted twice in a semester, the Head of School, teacher, and parents will meet with the student to discuss a way forward with the student. If no improvement is noted, a student may be dismissed from the school.

A Note about Academics and Discipline:

For older students, the proper consequences for poor academic behavior should be academic in nature and directly related to a student's grades. In such cases, students will receive the appropriate academic consequence for their actions. Parents will be made aware of these consequences through the Canvas grade book. In addition, as students face more severe disciplinary measures such as suspensions, they are removed from their classrooms; such removal itself is the intended consequence. Such students are responsible for making up all missed work immediately upon returning to class. However, these students will not be punished additionally by having teachers reduce their grades for classes missed when serving a suspension.

There are certain cases in which academic infractions could result in serious disciplinary action typically reserved for behavioral violations. These are called honor violations, and they are as follows:

- Lying: Consciously making a false or misleading statement in either written or verbal form.
- Cheating: Giving or receiving unauthorized aid on any assignment or assessment.
- Plagiarizing: Claiming ownership of the work of another.

- Stealing: Claiming ownership of items that belong to the school, teacher, staff member, the church, or another student

Expulsion

Forgiveness, grace, mercy, and restitution are fundamental to the Logos mission. However, sometimes expulsion from the academy community is the only proper, loving response, both for the health of our community and for the potential restoration of the offender. Logos Classical Academy maintains the right to dismiss any child at any time, and for any amount of time, for any conduct which does not hold to the standard set forth by Logos Classical Academy. Two general types of behavior will lead to expulsion:

- Despite multiple attempts to achieve repentance and restoration through behavior modification strategies in the classroom, meetings, and suspensions, a student persists in being disruptive and disobedient.
- A student participates in certain behaviors of a dangerous, immoral, and/or illegal nature that occur at the academy, at any academy event, or off campus.

Student behavior requiring disciplinary action includes but is not limited to the following:

1. Inappropriate speech
2. Inappropriate conduct (either harmful, sexual, or altogether negligent) whether to oneself, with another student, or with property belonging to another
3. A repeated and demonstrable inability to meet the academic standard
4. Accumulated absences
5. Honor violations: plagiarism, cheating, stealing, lying
6. Threats made to harm oneself or another person
7. A consistent neglect of dress standards
8. Inappropriate speech or conduct on the part of a family member or friend (e.g., parent, sibling, etc.) while attending Logos classes or events.
9. Consistent disruption of the class, affecting the learning environment of fellow students

In the event that one of the aforementioned criteria is met (or another which was not explicitly mentioned but still requires disciplinary action), the administration may require all students involved to complete a Student Affidavit, reporting on a written document their own part of the story.

3.4 UNIFORM POLICY

Our development of a uniform policy is motivated by a desire to create and promote an environment of learning where dress is not a distraction to the educational process. Aspects of dress not specifically covered in the dress code which become a distraction in the Logos environment will be addressed on a case by case basis. The policy is based on the following principles:

1. Our goal is to honor God in all we do, acknowledging the Lordship of Jesus Christ in our choices.

2. All human actions, including outward manifestations such as clothing, reveal and communicate the disposition of the heart at some level. It is our desire to address these heart issues in one uniform policy rather than seeking to anticipate and curb the numerous manifestations of it that surface throughout the year with a looser dress code.
3. Clothing represents the vocational calling of a person, and inherent in the uniform policy is a desire to create an environment where undue attention is not drawn to specific students. The neat appearance created by a uniform enhances a ready-to-learn atmosphere.
4. Uniforms help create a cohesive presentation of the students in our school. When our students are in uniform it communicates, aesthetically, that they are part of the same team, working toward the same goals.
5. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues.
6. The uniform code addresses security. On the playground or in the academy, teachers and staff can clearly distinguish students from outsiders.

Students are expected to be in uniform while on campus unless specified otherwise by the administration. The administration is responsible for the interpretation of the policy, and the enforcement of the policy is the responsibility of parents, administration, faculty, and staff. All uniforms must be obtained from our school specified source.

School Uniform Store: <https://www.frenchtoast.com/schoolbox/schools/logos-classical-academy-QS615IQ>

(You can access this via the link on our website: www.logosclassicalnova.org)

Kindergarten and Lower Grammar Pod (1st-3rd grade)

	Girls	Boys
Skirts/Pants	solid navy jumper khaki uniform pants Khaki uniform shorts	khaki uniform pants khaki uniform shorts
Shirts	navy, white or burgundy polos (short sleeve or long sleeve with the logo)	navy, white or burgundy polos (short sleeve or long sleeve with the logo)
Warm layer	cardigan (with the logo), fleece (with the logo)	cardigan or sweater vest (with the logo) fleece (with the logo)
Socks	solid white, black, or navy socks or footed tights	solid white, black, or navy socks
Shoes	dress shoes or tennis shoes in solid navy, black, brown, or white	dress shoes or tennis shoes in solid navy, black, brown, or white

Upper Grammar School (4rd-6th grade) and Logic School (7th-9th grade)

	Girls	Boys
Skirts/Pants	khaki uniform pants Navy jumper (Grammar students only) khaki skort (Upper grammar - not Logic) khaki skirt (Logic)	khaki uniform pants khaki uniform shorts

	Khaki uniform shorts	
Shirts	navy, white or burgundy polos (short sleeve or long sleeve with logo)	navy, white or burgundy polos (short sleeve or long sleeve with logo) white button down dress shirt
Warm layer	cardigan (with logo) fleece with school logo	cardigan or sweater vest (with logo) fleece with school logo suit jacket in navy blue (worn with a tie for special occasions)
Socks	solid white, black or navy socks or footed tights	white, black, navy, or khaki
Shoes	dress shoes or tennis shoes in solid navy, black, brown, or white	dress shoes or tennis shoes in solid navy, black, brown, or white

If you choose to purchase skirts/shorts/pants from a different outlet, please ensure that they are equivalent in length and style to the ones from our supplier.

Fridays will be casual days in order to accommodate PE, service projects, and messy elective classes! Students may wear jeans / shorts / athletic pants / skirts that are consistent with the styles in our uniform store (ie not torn jeans, no leggings or skinny jeans, no skin tight styles, no low hanging pants, no excessively short shorts). The school will provide a Logos t-shirt for Fridays (shhh! It is a surprise for the students).

3.5 FOOD AND DRINK

Students may bring snacks to eat during breaks with their teacher's permission. Students must also bring their lunch to school with them everyday. No access to a refrigerator or microwave will be allowed so meals need to be ready to eat. Sharing of food between students is not allowed. Any and all allergies or dietary restrictions are the responsibility of the student and his or her parents.

Students are welcome to bring a water bottle to class with them to stay hydrated. A water bottle should be marked with the student's name and must have a spill-proof lid or spout.

3.6 TECHNOLOGY

No electronic devices are to be used by students during academy hours unless a teacher has specifically requested that students bring a device. (At times a device may be used to record a student completing a presentation or recitation in order to allow for self-assessment.) Unauthorized use of cell phones, MP3 players, laptops, radios, gaming devices, smart watches with internet or cell signal capability, etc. during school is prohibited and will result in disciplinary action.

Unmonitored use of these devices gives students unfettered access to applications and content that can range from distracting to destructive. We urge Logos parents to partner with us in fostering an environment that instructs, edifies, challenges and encourages Christ-followers.

If teachers observe any device in a student's possession during academy hours, they will collect it and give it to the administration. The following steps illustrate the typical response sequence for infractions of this policy:

- First offense: Device will be confiscated and the parent must retrieve it from the administration.
- Second offense: Device will be confiscated until a parent meeting is held with the administration. This meeting cannot be scheduled the same day, so the device may be held for an extended period.
- Third offense: Will be addressed as necessary through suspension or other means.

Logos Classical Academy shall not be responsible for the loss, theft, or destruction of devices brought on the academy property.

3.7 PARENTS AND TECHNOLOGY

Parents can reinforce the Logos Classical Academy technology policy outside of the classroom by requiring students to approach their teachers about school assignments only through Gradelink and Logos email. Not only is it a matter of child safety that teachers refrain from speaking to students one-on-one via text, it is also a matter of helping our teachers to have good boundaries to pursue healthy, happy, and productive home lives. Please do not allow your student to contact teachers via cell-phone text messaging or cell phone messaging apps about school related matters. While Logos faculty members may be blessed with having friendships with many Logos parents outside of the school context, we ask that parents refrain from texting teachers about school matters. Please use the appropriate Logos email channels.

3.8 CONFLICT RESOLUTION

Matthew 18 clearly outlines a path to clear communication when conflict arises. We seek to follow that model. As such, we ask parents, students, and teachers to go to the source of the conflict and seek to understand before being understood. Minor conflicts are to be resolved by Christian charity between two parties. For example, if a parent takes issue with a particular teacher's method of assessment, it is crucial for the health of the school community for that parent to first seek resolution directly with the teacher, rather than to avoid the issue or to attempt to solve it using second- or third-hand information from other parents. If a conflict escalates, major conflicts are to be resolved in partnership with the school administrator and/ or the Head of School.

ADMISSIONS

4.1 Enrollment Process

The application process is initiated by clicking the "Apply here" button on the Logos website. Scroll down under "What is Application Process Like?" until you see the "Apply Now" button. Click "Apply Now" and "Register New Account".

You will receive an email from GradeLink containing a "Confirm Password" link. Clicking this link will return you to the GradeLink Logon screen

Create your password and click "Continue" to see the Application/Registration screen. Click "Continue" and enter the requested information in each box.

Click “Continue”, enter your initials to signify completion and click “Submit”.

YOU MAY COMPLETE THE NEXT TWO STEPS WITHOUT RESPECT TO ORDER, BUT BOTH MUST BE ACCOMPLISHED IN ORDER TO PROCESS YOUR APPLICATION

Pay Application fee (non-refundable \$100 fee, payable once per family) at the following link: <https://lcanova.mypaysimple.com/s/registration-fee>.

Complete this google form:

https://docs.google.com/forms/d/e/1FAIpQLSe24tSvjaAKfb4U_fvEOAlaprJXd7FkwJtthrLKKsh45BKxPQ/viewform?usp=sf_link

After the above steps are complete, Logos will contact you to schedule a family interview (typically via Zoom). An admission decision is typically rendered in 2-3 days.

Report cards/academic records and standardized test scores (not required for Kindergarten or first grade) should be submitted as soon as possible but not later than 30 days prior to the start of the school year. This information is not used in the admission process but is important in assisting the teachers to prepare curriculum appropriate to your student.

4.2. RE-ENROLLMENT

As long as a student ends the year in good standing, passing each class without any major disciplinary problems, students will be allowed to re-enroll the following academic year. The effect of class failure on re-enrollment will be handled on a case-by-case basis by the school administrator and head of school. The enrollment process must be accomplished for each student regardless of prior enrollment status. Fees and tuition are subject to change year to year.

4.3 FINANCIAL MATTERS

Legal guardians, those who registered a student, are responsible for all payments, including registration, tuition, uniforms, and academic material. Any anticipated deviation from the expected payment plan should be immediately communicated to Logos officials. Fees will be applied to late tuition payments and for insufficient funds payments.

COMMUNICATION

5.1 EMAIL

Email through Gradelink will be the standard means of communication between teachers and parents.

5.2 TELE-NETWORKING

To foster a healthy community and mutual understanding, Logos Classical Academy urges in-person meetings. In the event this is not possible or convenient, phone calls and video conferences are acceptable forms of digital communication between parents and teachers. Parents and teachers will use Zoom for video conferences. Please refrain from sending text messages to teachers, especially to resolve issues.

5.3 EMERGENCIES

In case of school-day emergencies, the nearest academy official(s) will be notified, along with parents of the involved parties. The broader academy community will be contacted as is most appropriate to the situation. The same policy will apply to non-school-day emergencies. Teachers and the School Administrator should be made aware of any emergency that directly affects Logos, its mission, and its operation.

5.4 SCHEDULED MEETINGS

Logos will host a Parent Orientation and an Open House for parents to become more acquainted with the academy, classroom, and instructors. Beyond these, please contact specific teachers directly to set up parent-teacher meetings.

INSTITUTIONAL POLICIES

6.1 ARRIVAL & DISMISSAL

Teachers are to arrive by 8:00 a.m. Students are to arrive no later than 8:25 a.m. Students will assemble in the lobby until it is time to proceed upstairs for Matins (morning prayer and devotion). After Matins, students will report to their classroom for their daily learning activities. After completing the day's coursework, students will be dismissed per the instructions of their last period teacher. Student pick up for Grades 1-9 is 2:15-2:25 p.m. If students arrive early or must stay late, they must remain in the lobby of the church.

6.2 ATTENDANCE

A student must not accumulate more than five absences per semester in a course. (A semester accounts for approximately 18 weeks. There are two semesters in the academic year.) If the number of absences exceeds five, the student's final assessment for that course will be affected. If the number of absences exceeds eight, teachers, school administrator, and parents will convene to discuss the future of the student's enrollment at Sequitur.

We understand life sometimes plays by its own rules and we cannot control illnesses, deaths, or emergencies, but we ask that absences be limited to these categories. Please schedule family excursions, doctor appointments, and other events in harmony with the academic calendar.

There is no distinction between kinds of absences (excused or unexcused); special and individual cases may call for a slight variation in policy or policy enforcement, according to the discretion of academy administration. Two tardy arrivals to a class constitutes one absence. The number of absences and tardies is cleared and set at zero at the end of each semester.

6.3 MAKE-UP WORK

If a student misses class, the student should check Canvas to get the assignments due the next class period. If a student needs to make up missed work (a quiz, etc.), the students must schedule his/her makeup appointment with the classroom teacher no later than one week after the assignment's due date.

6.4 BIBLE TRANSLATION

Logos Classical Academy will use the English Standard Version of the Bible. Logic students may, at times, use the King James Version as well. Other versions are allowed for student use.

6.5 HOLIDAYS

Logos will try to align its major breaks (Fall, Easter, etc.) with local school breaks for the convenience of our families; however, we do not follow the schedule of local counties. Students must be in school in order to gain the maximum benefit of the instruction being offered. Please take note of the school hours and calendar early in the year and schedule planned appointments and trips outside of school hours.

6.6 PARENT VOLUNTEERS

Prayerful Support: We believe strongly in the need for prayer support for our students, teachers, and staff. We ask parents to pray regularly for their children, and also for our staff so that God might be honored in our work at Logos.

Community Support: One way to promote classical Christian education is by talking about it with friends and communities. Conversations create important movements in good directions. They can also promote healthy dialogue and foster further interest.

Financial Support: We gratefully accept regular gift assistance to further fund Logos. Your help in any way would be greatly appreciated! If you are interested in donating either financially or in other ways, please email us.

Academic Support: As an organization which prizes collaboration, we look for opportunities to welcome visiting teachers who meet and support our mission and vision. If you are a professor, teacher, artist, or professional who has an interest in providing a formal lecture on a given topic, please contact us and we will look for an opportunity to host you. Likewise, if you have academic material (books, CDs, DVDs, or supplies) which you believe could benefit our mission, vision, and practice please let us know and we would be happy to consider your donation.

Volunteer Support: There are many pursuits that are worthy of our consideration which will only be made possible through parent volunteers. If you are willing to partner with us by offering your time to the school, please contact us for opportunities to volunteer.

6.7 OUTSIDE EVENTS

All outside events are grass-roots efforts. We encourage parents to organize these, and we encourage students to attend, though they are optional. Outside events, including field trips, in which Logos students participate should adhere to the school's mission and vision. Any misconduct by a student at outside events will be dealt with on an individual basis and in accordance with LCA's discipline policy.