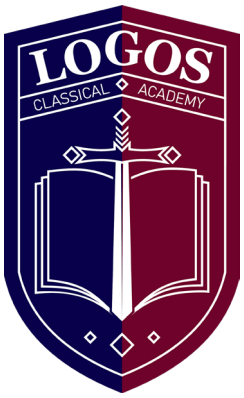
Logos Classical Academy of Northern Virginia



School Handbook

April 2026

Logos admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to enrolled students. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, or any other Logos-administered programs or activities.

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MISSION AND IDENTITY

1.1. MISSION STATEMENT

The mission of Logos is to provide a Biblically-centered classical education that equips students to live virtuously.

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. Logos 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.

V. 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.

VI. 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. AFFIRMATION OF STATEMENT OF FAITH

While all Logos staff must personally affirm this statement of faith and teach from it, students and families are not required to affirm this set of beliefs. All parents who apply for enrollment for their child at Logos are required to acknowledge that they have read the Statement of Faith and agree to have their child taught in accordance with the beliefs outlined therein.

1.7. CLASSICAL EDUCATION

Classical education belongs to the authoritative, traditional, and enduring stream of education begun by the Greeks and Romans, enhanced 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.

1.8. 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/herself 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?"

1.9. HISTORY OF OUR SCHOOL

Logos Classical Academy began as an informal conversation among family and 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 which culminated with the formation of board of directors, selection of the school's name and incorporation as a 501(c)(3) nonprofit organization on October 28, 2020. The Logos Classical Academy name denotes our commitment to the Holy Bible as the authoritative source of knowledge and the ultimate authority in our lives while also encompassing our desire to follow a classical model of teaching and learning. The founding teachers at the academy had been teaching classically in their homes and co-ops for years. and Logos and our students became the beneficiaries of their dedication and expertise when we officially opened our doors to our first students in August of 2021.

1.10. CONTACT INFORMATION

Physical Location of the school (do not send mail here):
Grace Bible Church
9115 Lorton Station Boulevard
Lorton, VA 22079

Website: www.logosclassicalnova.org email: info@logosclassicalnova.org phone: 703-239-3494

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

Head of School
Lacey Yoho (l.yoho@logosclassicalnova.org)

Director of Operations/School Shepherd
Erik Beam (e.beam@logosclassicalnova.org)

BOARD of DIRECTORS (admin@logosclassicalnova.org)
Jillian Hamilton
Stuart McCray
William J. Milne
Jonathon Morgan
Lacey J. Yoho
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.

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

2.3. ACADEMY HOURS
The school day begins at 8:30A.M. and ends at 2:15 P.M., Monday-Friday. Student drop-off is from 8:15-8:25 A.M. and pick-up is 2:15-2:25 PM.

2.4. CURRICULUM

Early School (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. The year spent in the Early School prepares students to meet the expectations of the grammar school. Students must be 5 years old by September 30 of the school year in which they are enrolled unless waived by Logos.

Lower 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. Reflecting child development stages and corresponding academic expectations, the Lower School students are grouped into Lower Grammar (Grades 1-3) and Upper Grammar (Grades 4-6).

Upper School (7th-12th) students are introduced to fallacies and critical thinking strategies in Middle School which capitalizes on the natural tendency of students at this level to question and challenge educational and social norms. Classical education's emphasis on logic provides them with the tools to do so while also being taught that all questioning should be reasonable, respectful, and in pursuit of good things. In High School (9^{th}-12^{th} grades) students continue their study of logic with informal and formal logic and public speaking,and culminate their learning with a Senior Thesis presentation and defense.

2.5. HOMEWORK

Homework assignments are an opportunity 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 principles 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, will 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 challenges 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 due to 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.
- At the teacher's discretion, work of 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 may need to communicate with the teacher in order to support their child in making up missed assignments.

2.7. TESTS

In the Upper School, 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 made up after one week following the day of absence.

2.8. EXAMS AND RECITATIONS

Periodically students in the Upper School and Upper Grammar grades will have the opportunity to demonstrate their knowledge through exams and recitations. Exam and recitation 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 assignments, 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. Standardized tests will be administered to all students in grades 1-10. These tests are used to inform the teaching staff of a student’s strengths and weaknesses. The results will also be provided to parents to be used as a means of showing progress to the school system in the student's county of residence. Parents of 11th and12th grade students are encouraged to have their child take the PSAT/SAT/ACT/CLT in order to have a typical standardized test record. Standardized test scores may be supplemented by a letter of evaluation suitable for submission to the school system of the student as needed.

Standardized test results may also be used in conjunction with academic assessments to determine a student’s placement within the school at the time of enrollment or for the following school year.

2.10. RECORDS

Grades are kept current on Gradelink on a regular basis. Parents may view grades on Gradelink at any time to see how their child is progressing. Report cards are issued quarterly and are available on Gradelink. From the perspective of the school districts, Logos students are officially enrolled in a homeschool. It is the responsibility, therefore, of the parents to submit official records and transcripts for their student’s courses and grades. Logos will provide essential records and draft forms for 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. At their discretion, Logos teachers may provide tutoring outside school hours at fees mutually agreed to by the teacher and parents. 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.

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

A: 93-100	4 points	B: 83-88	3 points
A-: 91-92	3.7 points	B-: 81-82	2.7 points
B+: 89-90	3.3 points	C+: 79-80	2.3 points

C: 73-78	2 points	D: 66-70	1 point
C-: 71-72	1.7 points	F: 65 and below	0 points

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

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 indicate 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, the following: 1) giving 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) imposing 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.

A student may also be placed on academic probation for habitually failing to exert appropriate effort in accomplishing assigned work in a timely and complete manner and to the best of his or her ability. The primary purpose of probation is to draw the student's and parents' attention to the need for improvement, and its terms will define the parameters of the required improvement. Prior to instituting formal probation, Logos staff will have communicated concerns to the student and parents and sought to identify a path for the student's success. The outcome of probation may be a factor in approving the re-enrollment of the student.

2.15. STUDENTS WITH LEARNING DISABILITIES/SPECIAL NEEDS

As appropriate, the Logos admission process includes in-depth evaluation to determine our capability to meet a student's needs and the student's potential to succeed in the Logos environment. While Logos staff takes great care to admit students who will succeed at Logos and teachers exercise the utmost creativity in cultivating a learning environment in which every student may succeed, it may be that subsequent to enrollment it becomes apparent that a student's needs are not being met. In that event, Logos will respectfully terminate the student's enrollment. In the event that the enrollment process reveals that Logos is not an appropriate fit for a student due to the requirement for an individualized educational plan (IEP), support from

specially trained professionals, or because of other special needs, Logos will decline to admit the student.

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 provided 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, the Logos Personnel 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 principle that teachers are responsible for the safety of students during class hours, acting *in loco parentis*.

- Students may not 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. Teachers meet with students and/or parents only under circumstances appropriate for a Christian teacher's interaction with a child and/or parent.
- Upon encountering a suspicious person on church property, students and Logos personnel will immediately notify Logos administrators or other authorities appropriate to the urgency of the situation.
- 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. This includes laptops, cell phones, and smart watches.
- Students may not possess firearms or any item the staff deems to be a threat while on the Logos campus or during any Logos affiliated activity.
- 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 accordance 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 Upper School students, in particular, to engage in argumentation in the classroom. 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

In the event of minor infractions, the following guidelines will apply to their respective schools (some minor adjustments may be made for our younger grades):

Early School
At the kindergarten level, our goal is to redirect children when they are engaged in improper behaviors. 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.

Lower School
Infractions will be addressed by classroom teachers through admonition, correction and encouragement and may result in one or more of the following:

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

Upper School
Discipline is a collective community effort to help students properly order their loves. 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 removing privileges during the school day, meeting with the student, calling parents in for a meeting, or other measures that suit the situation in accordance with Biblical standards of conflict resolution.

Teachers should notify the administrative staff immediately when a student's behavior is so significantly out of line that it warrants immediate attention. Teachers will use discretion, wisdom, and judgment here to avoid both overreaction and passivity. The administrators or teachers will reach out to parents when extreme discipline actions are deemed necessary. If a student's parents must be contacted a second time, the Head of School, teacher, student and parents will meet to discuss a way forward for the student. If no improvement is noted, a student may be dismissed from the school.

Serious Disciplinary Action
There are certain cases in which code of conduct infractions could result in serious disciplinary action. Students who require serious disciplinary action may be subject to academic probation, suspension, or expulsion from Logos.

Student behavior requiring serious 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
    a. Lying: Consciously making a false or misleading statement in either written or verbal form.
    b. Cheating: Giving or receiving unauthorized aid on any assignment or assessment.
    c. Plagiarizing: Falsely representing work as original to the student.
    d. Stealing: Claiming ownership of items that belong to the school, teacher, staff member, the church, or another student
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

Probation

Academic probation will become necessary when a student is caught committing honor violations, especially plagiarism. When a student is caught committing and honor violation a meeting will be set up with the teacher, head of school, student, and parent. During this meeting the student will be given the opportunity to confess their wrong and will be expected to work with the team to create a plan to avoid a repeat occurrence. If plagiarism has occurred, the assignment will earn a "0" grade and will not be made up. Additionally, the student will remain on probation until an agreed upon time has passed without repeat offense.

Suspension and Expulsion

Forgiveness, grace, mercy, and restitution are fundamental to the Logos philosophy. However, sometimes exclusion from the academy community is an appropriate, 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 student at any time, and for any amount of time, for any conduct which does not conform to the standard set forth by Logos Classical Academy. The primary purpose of suspension is to direct the student's and parents' attention to the significance of the loss of participation in the Logos community and to motivate a heartfelt desire to correct behavior and return to the Logos community. Expulsion will be invoked in the event lesser disciplinary actions have not rectified the objectionable behavior or the single infraction is of such severity that the risk of a second instance is unacceptable. Two general types of behavior will lead to suspension and/or 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, on or off campus.

A Note about Academics and Discipline:

For older students, the proper consequences for poor academic performance 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 LMS. In addition, as students incur 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.

In the event of an incident warranting disciplinary review and/or 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 establishment 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 identity for 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 safety and security. On the playground or in the academy, teachers and staff can clearly distinguish students from outsiders. Additionally, the uniform allows students to engage in both active play and academic activities safely.

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 joint responsibility of parents, administration, faculty, and staff. Uniforms may be obtained from our uniform partners (shown on our website (www.logosclassicalnova.org) or from other sources providing the garments comply with Logos uniform requirements.

A copy of current uniform guidelines is available from the school administration and on the school website.

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 every day. 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 approved use of 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 devices including cell phones, laptops, gaming devices, smart watches and graphing calculators 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 unauthorized use of a device during academy hours, they will collect it and give it to administrators who will follow up with parents.

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 Director of Operations/School Shepherd and/or the Head of School.

ADMISSIONS

4.1. Enrollment Process
An interested family initiates the application process by attending a Logos Information Session and requesting a link to the online application.

Logos does not require students and/or parents to personally subscribe to the Logos Statement of Faith (available at https://logosclassicalnova.org), but parents/guardians must attest in writing to their agreement that their students will be taught in accordance with the Logos Statement of Faith and the provisions of this Handbook.

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 eligible to re-enroll the following academic year. The effect of class failure on re-enrollment will be handled on a case-by-case basis. Fees and tuition are subject to change year-to-year.

4.3. FINANCIAL MATTERS
Parents, legal guardians, or those who register 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 may be applied to late tuition payments and for insufficient funds payments.

COMMUNICATION

5.1. EMAIL
Email will be the routine means of communication between teachers and parents.

5.2. CONFERENCES
A teacher-parent conference may be requested by either a teacher or a parent. To foster a healthy community and mutual understanding, Logos Classical Academy highly recommends in-person conferences, but they may be conducted virtually as necessary. Please refrain from sending text messages to teachers, especially to address 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. The Director of Operations and/or Head of School (or in their absence, any immediately available staff member) should be made aware of any emergency that directly affects Logos, its mission, and its operation.

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 as directed in preparation for Matins (morning prayer worship and catechism). After Matins, students will report to their classroom for their daily learning activities. Students will be dismissed at 2:15 P.M. per the instructions of their last period teacher. Student pick up is 2:15-2:25 P.M. for all students.

6.2. ATTENDANCE

We emphasize the importance of consistent presence for classes which is essential in order for the student to receive the maximum benefit from the Logos educational program.

We recognize unplanned events such as illnesses, deaths, or other emergencies will arise and require accommodation, and Logos staff will work with families to minimize their educational impact. We also understand there may occasionally be family priorities such as travel/excursions, doctor appointments, or other events causing student absences. We urge parents minimize these as much as practicable and to provide as much prior notice of student's planned absences as possible in order for the student to coordinate with teachers for make-up work.

6.3. MAKE-UP WORK

If a student misses class, the student must check with his or her teacher(s) to get missed assignments. If a student needs to make up missed work (a quiz, etc.), the student must schedule his/her makeup appointment with the classroom teacher. Teachers will proactively coordinate make up work with parents for the lower grade students when parents provide advance notice and absences are excused.