

Logos School

Parent / Student
Handbook

2017-2018

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LOGOS SCHOOL GOALS

"A Classical and Christ-centered Education"

CHRIST-CENTERED

In all its levels, programs, and teaching, Logos School seeks to:

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17)
- B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40)
- C. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15)

CLASSICAL

In all its levels, programs, and teaching, Logos School seeks to:

- A. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below)
- B. Encourage every student to develop a love for learning and live up to his academic potential
- C. Provide an orderly atmosphere conducive to the attainment of the above goals

Definitions:

Grammar: The fundamental rules of each subject

Logic: The ordered relationship of particulars in each subject

Rhetoric: How the grammar and logic of each subject may be clearly expressed

STATEMENT OF FAITH

The following is the foundation of beliefs on which Logos School is based. They are also the key elements of Protestant Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine in Logos School. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority (see Secondary Doctrine Policy).

1. We believe the Bible alone to be the Word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit. He is omnipotent; that is, He can do all things. He is omnipresent; that is, He is present to all creation, and has under His immediate authority all things which are in Heaven, in the earth, and under the earth. He is omniscient; that is, He knows all things. He readily exercises His power which is present everywhere, and to Him there is nothing that is impossible or unknown, that is, He knows what has been from eternity, what now takes place everywhere, and what will be to all eternity.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

SECONDARY DOCTRINE

These guidelines apply to all Logos teachers in their capacity as teachers at Logos.

Secondary doctrine: eschatology, baptism (infant vs. adult), and Calvinistic vs. Arminian soteriology.

1. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must honor and defer to parents if these topics arise.
2. Presentation of all sides of an issue is encouraged.
3. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

SCHOOL HISTORY AND GOVERNANCE

Logos School opened its doors in September of 1981. It represented the concerted efforts and convictions of primarily three individuals: Doug Wilson, Shirley Quist, and Larry Lucas. Their goal was to provide high-quality Christian education for children. These three people were Logos School's first and founding board of directors. Tom Garfield was hired in January 1981, to be Logos School's administrator.

Logos (which means "word" in Greek) began with eighteen students in rented facilities at the Paradise Hills Church of God. Primarily through word-of-mouth the school grew quickly. Parents still say they are most pleased with the dedicated, loving staff members, the smaller class sizes, and the consistently high level of academic and biblical encouragement their children receive. As the school expanded in size and scope, much thought was given to curricular improvement. At the elementary level, the math, reading, science, and other areas of the program are continuously reviewed and upgraded to qualitatively increase the learning of the students. For example, in 1985 the teachers revised the entire reading program to make it entirely based upon high quality children's books, vs. relying on any basal or primer series. The results have been very satisfying.

Consistently, the Logos Elementary School classes score in the top 20 percent, or better, of national norms on national standardized tests, given annually to all Logos students.

The school moved to 110 Baker, a former roller rink, after extensive prayer, fund-raising, and remodeling, in November of 1987. Subsequent improvements have included the addition of carpeting, library, four portable classroom units, adjoining property, and in February of 1999, the completion of a multi-use, gymnasium/stage facility.

In 1990, Doug Wilson, a founding board member and teacher in the school, wrote a book entitled *Recovering the Lost Tools of Learning*. The book recalled how, over its ten year history at that time, Logos School had attempted to follow the classical, Trivium model, as described by Dorothy Sayers in her 1940's article, "The Lost Tools of Learning", published in the National Review. Doug's book, published on a nation-wide scale, produced so much interest in the classical approach that several Logos staff members helped form the Association of Classical and Christian Schools (ACCS). This organization continues to offer annual national conferences and practical assistance to forming and growing ACCS schools. One of the first schools to be accredited by ACCS, Logos is a charter member and annually sells many of its administrative and curriculum materials to these schools and other people around the United States, as well as having its staff train other teachers and administrators.

The Logos School Board of Directors and the administration are planning and praying toward further growth of the school, both in facilities and the scope of the program, as more families become convinced of the necessity and advantages of a classical, Christ-centered education.

Logos School is governed primarily by the Word of God, as understood and applied by the school's Board of Directors and administration. The School Board of Directors is comprised of nine individuals: five permanent members, and four elected, 4-year term members. The board operates under the school's adopted by-laws, vision and goals statements, and provides policies to the superintendent for implementation in the school. More details on the board's operation and policies may be obtained from the school office.

VISION STATEMENT

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Logos. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their

classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

EDUCATIONAL PHILOSOPHY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child. Therefore, below are the most important philosophical elements that we at Logos School believe distinguish our approach to education.

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27). We believe, therefore, 'marriage' has only one meaning: the uniting of one man and one woman in a single, exclusive union, as expressed in Scripture (Gen. 2:18-25).

We believe that the Bible clearly instructs parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." The church's commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The state has been directed to enforce God's laws and protect the innocent (Romans 13). The church trains parents and the state protects families. The family raises and educates children (Eph.6:1-4). Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.

We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.

God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method (see following explanation), incorporating instruction in Latin.

We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical discipline principles.

We have a full K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

ATHLETIC PHILOSOPHY

The purpose of our athletic program is to complement, not compete, with our academic program. We reject as a false dichotomy the idea that either the academic must serve athletics or vice versa. Our goals and vision statement state the educational mission of our school, and we seek to use both academics and athletics as instruments to help us accomplish those goals.

Our athletic and physical education activities are considered an important component of our classical and Christian curriculum. We recognize that the training of the body has been part of the classical approach to education from the very beginning. Further, our understanding of the Christian worldview does not permit us artificially to limit a course of training to the mind only. Our goal has always been to educate our students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our athletic program and physical education classes, and see this point of integration as particularly important.

AESTHETIC VISION

The apostle Paul instructs us to set our minds on that which is true, noble, just, pure, lovely; we are to meditate on those things which are of good report, virtuous, or praiseworthy. As a classical and Christian school, we have particular duties in this regard; we have been entrusted by our school parents with the responsibility to help train and discipline the minds of their children. We understand that the loveliness and nobility enjoined by the apostle involve more than just spiritual truths, and that our duty as a school includes the discipline of aesthetic education.

We therefore affirm that the triune God contains within Himself all ultimate loveliness and beauty. As His creatures, therefore, we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image, and requires us to strive to imitate Him in all that we do, and this includes the duty of understanding our responsibilities of appreciating and creating objects of loveliness.

In the education we provide, we therefore deny all forms of aesthetic relativism. At the same time, we affirm our limitations as creatures. This means that in any work of art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different partialities, this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in *humility*. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic *judgments*, rejecting all forms of principled ugliness or aesthetic nihilism.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine arts--music, painting, sculpture, drama, poetry--with the attendant responsibilities of the students including study, meditation, and memorization. But our emphasis on aesthetics also extends to more mundane matters -- the cleanliness and decoration of classrooms, student dress, athletic competition, handwriting, *etc.* In all this, we aim to teach our students the reasons for what we require, and not just impose the bare requirement. As a Christian school we want to particularly avoid all forms of pious or traditional kitsch--aesthetic frauds which can evoke a sentimental and superficial aesthetic response.

The standards we use in determining what we consider to be aesthetically valuable include, but are not limited to, conformity to the standards of Scripture, historical durability and the approval of many minds over generations, a balance of complexity and simplicity, dignity, metaphorical strength, harmony, subtlety, the power to evoke love of truth and goodness, the art of concealing art, acuity or craftsmanship, an ability to work against standards while honoring and employing them, avoidance of formulaic cliches, and wisdom.

MUSIC VISION

Within the God-breathed books of the Bible, the Creator gave Christians a timeless song book, the Psalms, with 150 different songs to sing and praise His name as well as songs scattered throughout the Old and New Testaments. And, as the above selection from Psalms illustrates, both vocal and instrumental music are to be used by man to point back to God. Music is not just a subject that we should teach, it is a way to express the goodness of God and the joy we have in living in His presence.

The integration of all subjects, with the Scriptures as central, is one of the goals of Logos School. We believe and therefore want to instruct all the students in the basic knowledge and related benefits of music to all of learning. We want to teach students to distinguish good music from mediocre music. We want them to recognize that though we limit their exposure in truth, beauty and goodness in music, good music is not bound by a period of time or by a particular style, but that good and beautiful music is a gift from God to man throughout all ages.

WHAT DO WE MEAN BY CLASSICAL?

In the 1940s the British author Dorothy Sayers wrote an essay entitled "The Lost Tools of Learning." In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the "Trivium" - grammar, logic, rhetoric. Miss Sayers also applies the three stages of children's development to the Trivium. Specifically, she matches what she calls the "Poll-parrot" stage with grammar, "Pert" with logic, and "Poetic" with rhetoric (see chart below). At Logos, the founding board members were intrigued with this idea of

applying a classical education in a Christian context. Doug Wilson, a founding board member, explained the classical method further in his book, *Recovering the Lost Tools of Learning*. Logos School has been committed to implementing this form of education since the school's inception.

"The structure of our curriculum is traditional with a strong emphasis on 'the basics.' We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, *A* does not equal not *A*. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject's particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well."

ADMISSIONS

Logos School practices a biblical philosophy of admissions, not discriminating on the basis of race, sex, color, or national origin.

Admission Procedures:

Upon completion of the application, an interview with the family will be arranged with the principal. Entrance exams are administered to new students in 1st - 6th grades. The principal will make the admissions decision.

Admission Requirements for the Student:

A child must have reached the age of four years by June 1 of the fall in which he would be entering Preschool (five years for Kindergarten, six years for 1st grade, etc.). Based on the entrance exam some transfer students are admitted to a lower grade than was anticipated. Our goal is the long-term success of the student in an academic environment as opposed to automatic promotion based on age.

Admission Requirements for the Parents:

Though not required to be Christians, the parents of students in Logos should have a clear understanding of the Biblical philosophy and purpose of Logos School. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program. The parents should be willing to cooperate with all the written policies of Logos School. This is most important in the area of discipline (see Discipline Guidelines and School Rules) and schoolwork standards, as well as active communication with the respective teacher(s) and administration.

BOARDING STUDENTS

We are very pleased and humbled by the number of international students who have sought enrollment in Logos School. Many have been extremely competent students. However, we have set an age limit in accepting students who must board with someone other than their family in order to attend Logos. We cannot condone a young student's leaving his/her family for an extended period, even to obtain a high quality education. Therefore, we will not accept any student less than fifteen years of age if it requires that student to board with another family for an extended period of time.

PART-TIME STUDENTS

Part-time students are welcome in the secondary (7th-12th grades) based on available space. These students are welcome to work toward graduation at a modified pace, work toward completing their GED, or to simply take classes that will help to supplement their homeschooling curriculum. Due to the integration of subject matter and the scheduling advantages/flexibility of a self-contained classroom, elementary classes are not available part-time.

LEARNING DISABILITIES

Children with a severe learning disability may not be admitted to Logos due to the lack of adequate staff, funding, and facilities. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as the other children in their grade level and will be given as much individual instruction and encouragement as their classmates.

SEX EDUCATION

Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology (5th and 10th grades), and biblical principles and references, as they arise in appropriate class contexts. All other instruction on this topic will take place at home.

PARENT INVOLVEMENT

As a support and extension of the family unit, Logos School considers the family to be of first importance to a child. Therefore, we are continually seeking ways to actively involve parents in the school. Parents are welcome to visit the school at any time. Simply call ahead out of courtesy to the teacher. Many parents assist in the classroom, act as chaperones on field trips and/or library visits, and help with recess and/or lunch duty.

GUIDELINES FOR KEEPING SICK CHILDREN HOME

Colds: Please keep your child at home if he has a fever over 100 degrees or is experiencing discomfort that would interfere with his ability to perform in school (i.e. uncontrollable coughing, severe lack of energy).

Conjunctivitis (pink-eye): Follow your doctor's advice for returning to school.

Diarrhea/Vomiting: A child with diarrhea and / or vomiting should stay at home and return to school only after being symptom-free for 24 hours.

Fever: The child should remain at home with a fever greater than 100 degrees. The child can return to school after he has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin).

STUDENT HEALTH RECORDS

All students attending Logos School must have on record with the school office, either a current immunization record or an exemption statement according to Idaho Code, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

LOST TOOLS OF LEARNING CHART

The following material is drawn from the essay “The Lost Tools of Learning” by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) we use.

Beginning Grammar (Pre-Polly)	Grammar (Poll-Parrot)	Logic (Pert)	Rhetoric (Poetic)
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Student Characteristics	Student Characteristics	Student Characteristics	Student Characteristics
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Exited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just tell a story 4. Likes collections, organizing items 5. Likes chants, clever repetitive word sounds 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know “behind the scenes” facts 6. Curious about Why? 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interested, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods	Teaching Methods	Teaching Methods	Teaching Methods
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, cant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Sing, chant, and sound-off factual information 2. Use questions and answers (catechism) 3. Teach through imitation (especially in writing and art) 4. Field trips/drama 5. Make collections, displays, models 6. Integrate subjects through above means 7. Categorize, classify 8. Drills and games 9. Oral and written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, roleplaying 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 9. Socratic Discussion 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. Worldview discussion/written papers

CURRICULUM GOALS

BIBLE: We seek to:

1. Have the students read the scriptures in context for themselves vs. only prescribed verses.
2. Understand God’s word through a historical-grammatical interpretation of the Bible.
3. Let the Scriptures speak for themselves with clarifications and illustrations by the teacher.
4. Teach the biblical pattern of salvation: Law before Grace.
5. Encourage each student to come to the Father, through the Son, and to grow in their knowledge and love of Him.
6. Equip our students with a Christian worldview that will serve as a lens through which they see every other subject and all of life.
7. Equip our students to graciously and wisely defend their faith as they refute unbelief in its various forms.

ENGLISH: We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
2. Emphasize good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear, focused, well-argued writing.
4. Teach students how to research and write on a set topic.
5. Require students to speak in formal settings on a regular basis.

READING/LITERATURE: We seek to:

1. Use phonics as the primary building blocks for teaching students to read.
2. Introduce the students to high-quality literature.
3. Carefully monitor the student's reading abilities to ensure he is comprehending adequately, and is reading fluently, both orally and silently.
4. Wherever possible, integrate subjects like history and science into reading.
5. Foster a life-long love of reading as our students are acquainted with the range and value of great western literature.
6. Teach our students to understand and analyze both the form and content of literature.
7. Enable/encourage students to form critical judgments of literature based on careful attention to the text.
8. Encourage students to read literature that stretches their comprehension skills.

LATIN: We seek to:

1. Instruct the students in vocabulary and grammar to increase their fundamental understanding of English, the history and writings of Western Civilization, and the Romance languages.
2. Reinforce the students' understanding of English grammar.
3. Cultivate study and logical thinking through the study of Latin.
4. Encourage delight, curiosity, and attentiveness in students by teaching them to see the world through the eyes of another language.
5. Provide students with the tools necessary to access original texts of our classical and Christian heritage.

MATHEMATICS: We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical, understanding through the frequent use of multistep story problems and applications to other disciplines, especially science.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

HISTORY/GEOGRAPHY: We seek to:

1. Teach the students that God is in control of history and He will determine its ultimate outcome (gospel prevails, great commission is fulfilled).
2. Enable students to see God's hand in the history, specifically by illustrating the effect His people have had on history.
3. Employ a variety of informational sources and experiences (e.g. research, biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.) to engage students in the study of history.
4. Equip students to understand the various types of historical causation, including (but not limited to) environmental, cultural, ethical, and technological.
5. Encourage students to draw meaningful comparisons across different historical contexts.
6. Encourage students to display empathy for historical characters, understanding their actions and experiences in context.
7. Equip students to retrieve and evaluate information from a variety of sources.
8. Provide students with a working knowledge of the flow of history, especially the rise and fall of various civilizations, so that they can place new information in the appropriate context.

SCIENCE: We seek to:

1. Teach that a literal six-day interpretation of the creation account in Genesis is true and that the theory of evolution is false.

2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. Show the students that, because God made the universe “ex nihilo”, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method), as well as to identify, classify, and categorize elements of creation.
4. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied.
5. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing, experimenting, demonstrating, collecting, integrating with history and math, and experiencing guest lectures and field trips.

ART: We seek to:

1. Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.
5. Enable our students to refine their artistic abilities and become more proficient.

MUSIC: We seek to:

1. Train the students to sing joyfully, skillfully, and with understanding to the Lord.
2. Systematically instruct the students in the fundamentals of music listening, reading, writing, performing, and movement.
3. Expose students to, and equip them with, a broad range of musical genres and styles including western folk music, classical music, psalms, and hymns.

PHYSICAL EDUCATION: We seek to:

1. Systematically work with the students to teach them basic exercises and game skills.
2. In cooperation with the families, encourage the students to establish and maintain good health.
3. Challenge and encourage our students to love God with all of their strength as they exercise and compete.
4. Teach cooperation, teamwork, and good sportsmanship.

LATIN

Latin's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages. Logos School teaches Latin for two major reasons:

Latin is not a "dead language" but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages (French, Spanish, Portuguese, Italian and Romanian).

Learning Latin grammar reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work (nouns, verbs, prepositions, direct objects, etc.)

HOMEWORK

1. Students often need some amount of extra practice in new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Normally homework will not be assigned over the weekend or over holidays and vacations.
3. For each day an assignment is late, the grade is reduced by 10%. *Assignments may not be turned in for credit more than two days past the due date unless the student was absent (secondary).*

4. Seniors are required to turn all projects and papers in on time regardless of illness.
5. Should a student be absent on the day an assignment is assigned or due, the teacher may give a reasonable extension for the assignment to be completed. The extension will not exceed the number of school days missed during the absence. It is the student's responsibility to find out what work was assigned. In the case of extended illness, parents should contact the teachers directly.
6. If a student misses part of a day due to a planned event (away game, dentist appointment, etc.) all homework is due that day and should be turned into his teacher's box before departure.
7. Students who are catching up may need to invest more time as they transition into the school.

<u>GRADE</u>	<u>APPROXIMATE HOMEWORK (average per night)</u>
K	10 minutes (infrequently)
1 st	15 minutes
2 nd	30 minutes
3 rd - 5 th	45 minutes
6 th -8 th	1 hour
9 th -12 th	1 ½ hours—2 hours

GRADING GUIDELINES

Progress reports are sent home half way through each quarter for preschool – 1st grade students. Up to date grades are available online for 2nd-12th grade students. Report cards are sent home with all students at the end of each quarter. All academic grading in Logos School uses a criterion-referenced base for evaluation. The students' work will be evaluated against an objective standard in each class. The grade point average (GPA) is computed at the end of each quarter for secondary students. Grades earned in non-academic courses (electives, music, Rhetoric I&II, college and/or correspondence) and work completed in homeschool settings apply toward graduation requirements, but are not factored into the GPA. Only semester grades appear on the student's high-school transcript. The following percentages, grades, and grade points are used school-wide. (*Note: Grades are rounded to the nearest percent.*)

Academic Classes:	<u>%</u>	<u>Grade</u>	<u>GPA</u>
	100-97	A+	(elementary only)
	100-94	A	4.0
	93-90	A-	3.7
	89-87	B+	3.3
	86-84	B	3.0
	83-80	B-	2.7
	79-77	C+	2.3
	76-74	C	2.0
	73-70	C-	1.7
	69-0	F	0.0

Non-Academic Classes:	<u>%</u>	<u>Secondary</u>	<u>Elementary</u>	<u>Meaning</u>
	100-90	E	+	Excellent
	89-70	S	✓	Satisfactory
	69-0	U	-	Unsatisfactory

PROMOTION

Elementary students currently in Logos must meet the following basic criteria for promotion to the next grade:

1. Pass at least three quarters of *reading, math, grammar* (1st - 6th grades), and *composition* (3rd - 6th grades), and have at least a 70% average for the entire year.
2. Pass at least three quarters each of *history* (geography), and *science*.
3. Failure to pass at least two quarters each of *Latin, Bible, spelling, art, music, or PE* will necessitate some

make-up work in summer school, at the recommendation of the teacher and principal.

- Preschool-1st grade students must demonstrate behavioral maturity and reading readiness to be promoted.

Junior High students must meet the following basic criteria for promotion to the next grade:

- Pass both semesters of English and math.
- Pass at least one semester of each of the following classes: Bible, Latin, history, and science.

HIGH SCHOOL GRADUATION REQUIREMENTS

- A student must earn the requisite number of credits for a given diploma. One credit is earned for passing a course that meets three or five days per week in one semester. One-half credit is earned for passing a course that meets two days per week in one semester.
- Seniors must be enrolled in a minimum of six credits of approved coursework each semester.
 - Required classes: Apologetics, Rhetoric IV, and British Literature.
 - At least two of the following courses are required: British History, Calculus, Physics, Spanish I.
 - Additional credits may come from electives, internships, or college classes.
- Students must take the SAT and ACT exams during either their junior or senior year.
- The principal may waive up to 4 credits based on the following conditions: the parents have demonstrated a clear commitment to their child's education by working faithfully with Logos School for years, the work required is too difficult for the child.

Graduation Requirements:

Graduation Requirements:				Associate Diploma	Standard Diploma	Honors Diploma
Subjects	Courses	Credits / yr	Credits Earned	Credits & Classes Required	Credits & Classes Required	Credits & Classes Required
Bible	Church History	2			2	2
	Interpretation	2			2	2
	Doctrine	2		2	2	2
	Apologetics	2		2	2	2
English	European Lit.	2		(2 transfer credits of English)	2	2
	American Lit.	2		(2 transfer credits of English)	2	2
	Classical Lit.	2		2	2	2
	British Lit.	2		2	2	2
Languages	Latin 9	2			2	2
	Latin 10	2			2	2
	Greek	2			Greek or Choir 2 select at least two	Greek or Choir 2 Spanish and/or Brit. Hist. 2
	Spanish	2		(4 credits of foreign lang.)		
History	European History	2		(2 transfer credits of history)	2	2
	US History	2		(2 transfer credits of history)	2	2
	Classical History	2		2	2	2
	British History	2		2	select at least two	Brit. Hist. and/or Spanish 2
Math	Geometry	2			2	2
	Algebra II	2			2	2
	Pre-Calc/Functions	2			2	2
	Calculus	2		(6 credits of math)	select at least two	2
Rhetoric	Rhetoric I	1			1	1
	Rhetoric II	1			1	1
	Rhetoric III	2		2	2	2
	Rhetoric IV	2		2	2	2
Science	Physical Science	2			2	2
	Biology	2			2	2
	Chemistry	2			2	2
	Physics	2		(4 credits of science)	select at least two	2
Music	Choir 9	2			2	2
	Choir 10	2			2	2
	Choir 11	2			Choir or Greek 2	Choir or Greek 2
Electives	Regular Electives	1		2	3	4
	Internship	1		optional	optional	optional
	College Class	1		optional	optional	optional
Other Information	<i>minimum full-time years at Logos:</i> <i>transfer credits from (*or approved credits):</i> <i>minimum overall GPA:</i> <i>4 honors classes required:</i>			<i>11th & 12th Grades</i> <i>various</i> <i>none</i> <i>none</i>	<i>10th - 12th Grades</i> <i>ACCS Schools*</i> <i>2.0</i> <i>none</i>	<i>9th - 12th Grades</i> <i>ACCS Schools*</i> <i>3.5</i> <i>At least one semester each year</i>
Total for Graduation				40	57	60

ACADEMIC PROBATION (secondary)

This policy is intended to provide motivation to students whose academic achievements are not up to their capability. Secondary students are required to maintain at least a 2.0 grade-point average during any two, consecutive quarters. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the quarter in question.

- A. If a student's GPA is below 2.0 (i.e. a "C" average), he will be placed on academic probation during the following quarter. His parents will be informed in writing of the details of the probation.
- B. If at the end of the next quarter the student's quarter GPA has not risen to at least a 2.0, he will be expelled.

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

All Logos students participating in extra-curricular activities must maintain a GPA of 2.5 or above. For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of their grade point average the following quarter. If students are eligible to begin a season, they remain eligible until the end of that season.

SECONDARY AWARDS

I. Honor Rolls

Students who have earned placement on the Summa Cum Laude Honor Roll for all four quarters will receive a medallion at the awards ceremony.

Summa Cum Laude requires a GPA of 4.0.

Magna Cum Laude requires a GPA of 3.99 to 3.70.

Cum Laude requires a GPA of 3.69 to 3.50.

II. Awards

Faculty Commendation Award: This award is based on three factors: 1) Exemplary conduct (i.e. loving God and neighbor); 2) Academic achievement; and 3) A positive attitude toward school. In order to receive this award each semester, students must be nominated by all of their teachers. Students earning a faculty commendation award for both semesters in a year will receive a medallion at the awards ceremony.

Valedictorian and Salutatorian: Each spring, the secondary principal and a committee of secondary teachers select the senior class valedictorian and salutatorian. In order to determine the senior who can best represent and articulate the goals and vision of Logos School, the committee evaluates the seniors based on the following criteria (in order of priority): spiritual testimony, academic performance, extracurricular activities, and honors received. To be eligible to receive either award, a student must have attended Logos for more than two years and have a cumulative grade point average of 3.5 or higher. After ranking by the teachers, the highest scoring student will usually be valedictorian and the next highest will be salutatorian.

Graduation Honor Cords: Based on the first seven semesters of academic work (must be completed at Logos), graduating seniors may be awarded honor cords to be worn in the commencement ceremony. Students earning a cumulative GPA of 3.7 - 3.97 wear silver cords. Students earning 3.98 or higher wear gold cords (normal mathematical rounding).

Notes: Part-time students are not eligible to receive secondary academic awards. Non-Logos classes are not used to determine cumulative GPA.

BASIC SCHOOL RULES

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected.
3. Chewing gum, electrical music devices, guns, knives, or other distracting toys/tools are not allowed on the school grounds or buses. Cell phones may be used only when not in class or school events. If a student brings a cell phone to class, he will lose it for two days and receive an office visit.
4. It is our strong belief that Logos School is not the place in which romantic relationships between students should be cultivated. Public displays of romantic affection are unacceptable.
5. Non-Logos students are not allowed on campus without written permission from the principal (lunch, balls, special events, etc.). Athletic competitions and drama/music productions are the only exceptions to this.
6. Cheating is widespread today. We believe that teaching students to do their own work and keep their eyes on their own papers should begin in the elementary years. Cheating is unacceptable at Logos and is defined as the following:
 - plagiarism or copying an answer
 - working together on an assignment that was intended to be completed individually
 - looking on another student's paper during a test

SOCIAL MEDIA GUIDELINES

Logos School advises parents to use caution and to be diligent when deciding at what age and to what extent they allow their children to access social media. Students are not permitted to be on-line while at school, unless under direct, adult supervision, and then only for purposes related to a class.

1. Employees may not initiate friend requests to students.
2. Employees may not accept friend requests from students in grades below high school (i.e. grades K-8).
3. Employees may not initiate or facilitate any private or isolated types of communication with students that might be interpreted as unprofessional.

DISCIPLINE POLICY

The kind and amount of discipline will be determined by the teachers, and if necessary, the principal and the superintendent. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift/painful punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems will be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

I. Office Visits: There are five basic behaviors that will automatically necessitate discipline from the principal.

- **Disrespect** shown to an adult (staff member, parent, etc.)
- **Dishonesty** in any situation, including lying, cheating, and stealing
- **Rebellion**, i.e. outright disobedience in response to instructions
- **Fighting**, i.e. striking or kicking in anger or with the intention to harm
- **Obscene, vulgar, or profane language**, as well as taking the name of the Lord in vain

The principal will determine the nature of the discipline. If a student receives an office visit, the following accounting will be observed within the school year:

- The first two times a student has an office visit the student's parents will be contacted afterward and given the details. Their assistance and support in averting further problems will be sought.
- The third office visit will be followed by a meeting with the parents and principal.
- Should the student require a fourth office visit, he will be suspended for two days.
- If a fifth office visit is required, the student will be expelled from the school.

II. Serious Misconduct: If the principal deems it necessary, the office-visit process may be by-passed and suspension imposed immediately.

- Examples of such misconduct include, but are not limited to: acts endangering the lives of others, gross violence, theft, vandalism, violations of civil law, or drug abuse, whether it happens on campus or off, during school hours or outside of the school day.
- If the principal desires to pursue expulsion, he will meet with the superintendent who will make the final decision.

III. School Culture: If a student has a significant negative influence on other students, the principal has the right to seek to expel the student, apart from the process of office visits.

- Examples of such behavior would include, but not be limited to: student romances, disobedience to parents, love of worldliness, a surly attitude, and any other ongoing attitudes reflecting a clear disregard of scriptural standards.
- If the principal exercises this option, he will meet with the parents and the superintendent. The superintendent will make the final decision. The parents will then have the option to withdraw their student to prevent expulsion.

IV. Re-enrollment: At the discretion of the principal, in consultation with the superintendent, a student may be refused re-enrollment. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

V. Re-admittance: Should a student who was expelled, or who withdrew to prevent expulsion, desire to be readmitted to Logos School at a later date, the superintendent, in consultation with the principal, will make a decision based on the student's attitude and circumstances.

STUDENT ETIQUETTE

There are numerous ways that students are encouraged and expected to show kindness to one another, and to their teachers, during their hours at Logos School. Periodically, students will receive teaching and reminders about these expectations. It is our hope that these actions will become part of the daily fabric at Logos.

We train our young men to show consideration and respect for the ladies in the school. We want to train our young ladies to accept the sacrifice of the young men with humility and thankfulness. As some applications of this truth, we want the young men to do the following:

1. Open doors for all ladies - whether parents, teachers, or students. Always allow the ladies to exit the room (or the bus) first.
2. In the hallways, men are courteous and defer to the ladies by giving them space and avoid running into them.
3. In all events where food is served, the women are to be served and seated first.

We want to train our students to show proper respect to their teachers and administrators.

1. Students in the secondary are expected to stand and be silent when the bell rings.
2. Students should address their teachers by Mr., Miss, or Mrs.
3. Students should respond by saying "yes" or "no", not "yeah". "Sir" and "Ma'am" are always welcome.
4. Students should stand when a teacher or administrator enters the room.

We would like Logos to be a place where visitors sense the aroma of Christian love. "But thanks be to God, who always leads us in triumphal procession in Christ and through us spreads everywhere the fragrance of the knowledge of him. For we are to God the aroma of Christ among those who are being saved and those who are perishing. To the one we are the smell of death, to the other, the fragrance of life" (II Corinthians 2:14-15).

STUDENT DRIVERS

Students who drive to school are expected to do so responsibly. Special attention should be paid to elementary students in the parking lot before and after school. Driving to school is a privilege which may be revoked if necessary. The posted speed limit on Baker and “A” Street is 15 mph when children are present. Students are to park their cars in the parking lots surrounding the gym or in the south lot below the school.

SECONDARY LUNCH

ON CAMPUS: Secondary students are expected to eat in the lunchroom and leave it clean when they are finished. Students may also eat outside on the lawn. Students may not eat in any classroom, the library, or gym, unless given permission to do so by the appropriate teacher.

OFF CAMPUS: Junior-high students may leave campus for lunch on Fridays only. Students may go to restaurants within walking distance of the school. Students are not to go to the Palouse Mall. High-school students may leave campus for lunch. Leaving campus is a privilege, which may be revoked if necessary.

SCHOOL UNIFORM RATIONALE

Our development of a uniform policy is driven by a desire to create and promote an environment of learning where dress is not a distraction to the educational process 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 engender 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. The student is part of a group identity that strives for excellence, and the code establishes a tradition toward that end.
5. The uniform code should save parents money. 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 field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify 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, and staff. If a student comes to school out of uniform five times in a year, it will result in an office visit.

Notes: We want to allow parents to be good stewards of their finances and to “shop around” for deals on school uniforms. In order to accommodate this, students may wear clothing from different suppliers that conform to the Logos uniform requirements. 8b plaid is available from Lands End, Hall Closet Uniforms (website by Nelson School Supply in Boise), Spokane Uniform, Flynn & O'Hara School Uniforms, French Toast, and Campus Club Uniforms. School ties are available at the Logos front office.

SCHOOL UNIFORM

MEN		
	Elementary	Secondary
Pants	khaki or navy	khaki or navy
Shirts	white or navy polo / white or light blue oxford	white or navy polo / white or light blue oxford
Sweaters	navy: vest, pullover, cardigan	navy: vest, pullover, cardigan
Shoes	conservative athletic or dress	dress shoes with dress socks (no canvas)
Ties	school tie required on Fridays only	required M/W/F (conservative)

LADIES		
	Elementary	Secondary
Pants	khaki or navy	khaki or navy
Skirts/Jumpers	navy, khaki, or plaid (8b only)	navy or khaki
Shirts	white, navy, or red polo / white or light blue oxford	white or navy polo / white or light blue oxford
Sweaters	red / navy / white: vest, pullover, cardigan	navy / white: vest, pullover, cardigan
Shoes	conservative athletic or dress	closed toe, conservative, dress (no canvas)
Socks	conservative, coordinated with clothing	

Fridays Dress Uniform: Young men wear khaki pants, white oxford shirt, and Logos School tie. Elementary ladies wear plaid 8b (jumper or skirt), white blouse, and navy crossover tie. Secondary ladies wear khaki skirt, white oxford, and navy sweater vest.

Clarifications

1. Skirts must be at least knee-length as measured by the line at the back of the knee.
2. Pants must have a dark belt. Shirts must be tucked in for all elementary students and secondary men. Secondary ladies are not required to tuck in shirts.
3. Exclusions: embroidery (other than Logos emblem), sandals, clogs, corduroy, denim, capris, cargo pants/shorts, leggings, hooded sweaters, sweatshirts, hats, scarves, bandanas or distracting styles (e.g. dyed or unkempt hair, boys' earrings, no-show socks, torn or soiled clothes, overdone makeup or jewelry, tattoos, immodesty, visible undergarments or camisoles, over or undersized clothing, long hair or facial hair for boys, etc.).
4. A PE uniform is required for 7th and 8th grade students. Gray t-shirt (plain or small manufacturer logo only), navy shorts, and two pairs of PE shoes (indoor and outdoor).
5. Khaki or navy shorts may be worn only by elementary students August-October and April-May. Shorts must reach the middle of the thigh (no short shorts, please).
6. Jackets and non-uniform sweaters may not be worn in the classroom, with the exception of a Logos letterman's jacket and navy blazers.

Frequently Asked Uniform Questions

Tops:

1. Do the girls have to tuck all shirts in, regardless of the cut? ***Elementary girls do. Secondary girls do not.***
2. My son wears his oxford and tie with the top button undone and the tie loose. Is that OK? ***No, it isn't.***
3. My daughter has a pretty camisole that she wears under her blouse for modesty purposes. Should it be tucked in? ***Yes, it should. Camisoles and undershirts are considered undergarments and they must be out of sight.***
4. Do the secondary girls have to wear the vest on dress uniform days? ***Yes, they do.***
5. Is it all right to wear a sweater without a blouse or polo underneath? ***No, it isn't.***

Bottoms:

1. What kinds of leggings are acceptable for girls? ***Stockings, tights, and nylons are fine. Footless leggings are not. Socks, stockings, tights, and nylons must be conservative, plain, and solid white, navy, black, brown or grey.***

Accessories & Miscellaneous:

1. How do I know how tight is too tight for my daughter's blouses, sweaters, and pants? ***If it looks like she has been poured into them, then they are too tight. It is the duty of the girls, as Christian sisters, to dress modestly wherever they go. If a shirt or pants are pulled tight against her front or back, it's too tight.***
2. Are elementary students allowed to wear athletic shoes? ***Elementary students may wear conservative athletic or dress shoes (conservative means no superman-light-up shoes, please).***
3. How long must my son's hair be to qualify as long hair? ***If a young man's hair is below the middle of his collar, hanging down in his face, or covering the sides of his ears it will be considered too long.***
4. What kind of jewelry is appropriate for my daughter? ***Small earrings on the lobe are fine. Earrings up around the top of the ear or anywhere else are inappropriate.***
5. My son says that dark no-show or low-cut socks qualify as dress socks. Is that true? ***No, it isn't.***
6. My son has a great looking cartoon character tie that he'd like to wear. Is that conservative? ***No, it isn't.***
7. Is it OK for girls to wear colored hair accessories? ***As long as they match the outfit, they are fine.***
8. My son likes to wear a necklace to school. Is that OK? ***As long as it is not visible, that is fine.***
9. My son likes to wear orange t-shirts under his uniform shirt. Is that OK? ***T-shirts and camisoles must be white.***
10. My secondary daughter likes to wear moccasins and my son likes to wear hiking boots to school. Do these qualify as dress shoes? ***No, they don't, but students may wear boots to school during the winter months.***
11. Do conservative tennis shoes, Vans, Sambas, or skater shoes count as "dress shoes" in the secondary? ***No, they don't.***
12. My student runs cold. Can she wear a thermal layer under her long-sleeved blouse? ***Certainly, as long as it is the same color as her blouse and is not visible.***
13. Does my son need to be cleanly shaved? ***Yes, he does.***

Fight'n Knight Day Attire:

Special Days: first home game of the season, if a team makes it to state/nationals, last day of final exams, etc. (as announced)

- Students are allowed to wear nice blue jeans (no holes, tears, etc.) and their blue Logos t-shirt.
- Tennis shoes are allowed, dress socks are not required, shirts do not need to be tucked in, belts are not required, sweatshirts under the t-shirt are fine.
- Students are allowed to wear their regular uniform on these days or they may swap any item of the regular uniform for one of the Fight'n Knight Day items: khaki's instead of jeans, uniform sweater instead of t-shirt, etc.

ATTENDANCE

Students are expected to be present and on time to school every day school is in session.

Definitions:

1. *Full-day absence*: the student is absent from school for 3.5 hours or more
2. *Half-day absence*: the student is absent from school between 1 and 3.5 hours
3. *Tardies*: Secondary-the student is not standing silently at his desk when the bell rings.
Elementary-the student is not seated at his desk at 8:30 AM.

Attendance Guidelines:

1. Missing class without parental permission results in an office visit.
2. More than five full-day absences per quarter will result in no credit for that quarter.
3. Requests for a waiver must be presented in writing to the principal.

Tardy Guidelines:

Elementary-All tardies in the elementary are recorded alike and reported on the quarterly report card.

Secondary-Whenever a secondary student is late to the beginning of a class, he must check into the office to receive an admit slip. At that time the lateness will be considered either unexcused (i.e. if the tardy is due to negligence or otherwise poor planning), or excused (doctor or dental visit, snow day, car accident, etc.). For every five unexcused tardies per quarter, students will receive an office visit.

SCHOOL IMPROVEMENT/GRIEVANCE

These guidelines are to be followed whenever there is a school improvement idea, dispute, or grievance concerning any aspect of Logos School's operations, between any two parties connected to the school.

General Guidelines:

1. It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.
3. Contacting other students, parents, teachers, or administrators to air concerns or accusations is not appropriate as gossip weakens our school and is not part of resolving conflict in a biblical way.

Students/parents to teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents may appeal the decision to the superintendent.
4. If there is no resolution, they may request a hearing from the Logos School Board.

Parents/patrons to administrator:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they may bring their concerns to the appropriate principal.
2. If the situation is not resolved, they may present their concerns to the superintendent.
3. If there is no resolution, they may request a hearing from the Logos School Board.
4. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the board.

Volunteers to Staff/Administration:

1. If any volunteer has a concern about the volunteer work, he may present that concern to the staff member responsible for his oversight (teacher, superintendent, development director, etc.).

2. If the problem is not resolved, then the concern may be presented in writing to the superintendent, followed by a meeting with him to discuss the concern.
3. If the problem is still not resolved, the volunteer may request a hearing from the board in writing. The request will be passed through the superintendent. The superintendent is required to pass the request on to the board.

EXTRA CURRICULAR ACTIVITIES

1. General Philosophy

Logos School seeks to provide an extra-curricular activities program in order to supplement the academic program of Logos Junior High School and Logos High School. Logos School recognizes that God has gifted students in a variety of ways, including abilities in athletics, drama, music, academic study, and in other areas. We seek to provide an opportunity for these students to develop and use their God-given ability. We believe that participation in extra-curricular activities provides a good opportunity to encourage Christian students to mature in their faith and obedience to the Lord Jesus Christ. We believe that an extra-curricular activities program enhances the atmosphere of the Logos student body, providing students and parents with an opportunity to express positive school spirit. We also recognize that extra-curricular activities provide an opportunity to make the programs established at Logos School known to the broader community of Moscow and Latah County. All extra-curricular activities must conform to established Logos philosophy and standards, excepting those activities under IHSAA Cooperative Programs wherein Logos School does not have unilateral authority. Extracurricular activities will not take priority over the academic program at Logos School.

Boys Athletics Vision Statement

We affirm that God created us male and female from the beginning. We further affirm that the inherent differences between men and women touch every aspect of our lives. Therefore, we desire to cultivate biblical masculinity through our boys' athletic program. We aim for our young men to behave in such a way as to proclaim their masculinity to a fallen world - that is, to learn and practice godly leadership and reject all forms of male abdication. We aim for the boys to put others before themselves and not seek after personal gain or glory, balancing the behavior of a gentleman with the art of intense competition. We desire our young men to act humbly on the court, on the field, and on the track. We aim for them to consciously prepare themselves, through athletic rigor, for becoming men of God in their future vocations. We desire the young men to model godly masculinity to the younger boys and to be living temples of Christ at home and away. Finally, we desire our young men to glorify God through their abilities and attitudes, and to further glorify Him through their relationships with other teammates, coaches, and spectators.

Girls Athletics Vision Statement

We affirm that God created us male and female from the beginning. We further affirm that the inherent differences between men and women touch every aspect of our lives. Therefore, we desire to cultivate biblical femininity through our girls' athletic program. We aim for our young ladies to behave in such a way as to proclaim their femininity to a fallen world -that they reject that which requires them to become masculine. We aim for the girls to learn the difference between feminine strength and masculine strength, balancing a gentle and quiet spirit with the spirit to compete. We desire our young ladies to be modest on the court, on the track, and in the locker rooms. We aim for them to consciously prepare themselves, through athletic rigor, for becoming better servants of Christ. We desire the young ladies to model godly femininity to the younger girls and to be living testimonies of the gospel at home and away. Finally, we desire our girls to glorify God through their abilities and attitudes, and to further glorify Him through their relationships with other teammates, coaches, and spectators. A few things that aren't displays of the type of femininity we are seeking to cultivate: double fist pumps, butt slaps, "skip-dancing," screaming "yeahhh" in a real low voice, etc.

Consistent with the above Boys and Girls Athletic Vision Statements, we don't allow our male or female athletes to compete against the opposite sex in any Logos sponsored sport.

Participation and Sacrifice

We want to instill in our athletes an attitude of sacrifice on and off the field of competition. We want them to diminish the importance of the following when compared to their concern for others: "How many points did I

score?” “How much better am I than others on the team?” “How much playing time did I get?” “Do I get to play the role that I want on the team?” “Am I having fun?” “Does this warm-up music pump me up?” “Do I look cool?” Sacrifice may mean: not playing as much as you wanted. It always means loving your teammates more than yourself and giving yourself up for them.

2. Activities and Membership

Provided there is sufficient student interest, Logos School will seek to offer the following programs as part of the activities program:

Idaho High School Activities Association (IHSAA) Activities: basketball, volleyball (girls), cross-country, and track.

Other High school activities: lacrosse (boys), drama, and mock trial

Junior high activities: basketball, volleyball (girls), lacrosse (boys), track, cross-country, and drama.

Membership

Logos School is a full member of the Idaho High School Activities Association for cross-country, volleyball, basketball, and track. We are also members of the Idaho High School Lacrosse League for high school boys lacrosse.

Classification and District

Classification of schools in the IHSAA is determined by student enrollment in grades nine through twelve. Based on IHSAA standards, Logos School is classified as a 1-A Division II school. We are located in District II.

3. Objectives and Guidelines for Participation

General

Logos School divides extracurricular activities into three levels: junior high, junior varsity, and varsity. Each of these levels has specific objectives and purposes to maintain clear performance of the school's primary goals and objectives.

Junior High (7th-8th grades; may include 6th grade)

The objectives of the junior high program are improvement through participation and the development of basic skills. Coaches will also teach basic rules and fundamentals. Junior high athletics allows each student the opportunity to develop good sportsmanship and to grow in Christian character. Each athlete in 7th and 8th grade will be allowed to participate on the team. They will play in every game, contingent on their attitude and participation in practice. Equal playing time is not guaranteed. 6th graders may be allowed to participate in volleyball and basketball, depending on the number of available spots on the team not filled by 7th or 8th graders. A pre-season tryout may be conducted for all 6th–8th graders wanting to play volleyball or basketball in order to fill any remaining spots on the team. Cross-country, lacrosse and track do not require tryouts; 6th graders may participate in these.

Junior Varsity (9th-11th Grade)

The objectives of junior varsity athletics are to reinforce basic skills, to develop advanced athletic skills, and to encourage maturity in Christian character at an increased competitive level. Junior varsity athletics is more competitive and requires greater skill than junior-high athletics. At this level each athlete will experience a more intense, organized level of play. Each athlete will play regularly (although not necessarily in every game). The amount will be determined by the players' skill, work ethic, and attitude as viewed by the coach.

Varsity (9th-12th Grade)

The objective of the varsity level is to exhibit impeccable sportsmanship and excellent athletic skill. Varsity athletics is highly competitive. At this level the athlete will be scrutinized more thoroughly in his character, ability, attitudes, and skills. He will compete before many witnesses, including the Lord. The most qualified athletes will be on the varsity team. Playing time will be at the discretion of the varsity coach.

Seniors

Seniors participating in athletics will generally not be allowed to play at the junior varsity level. If sufficient

numbers of athletes turn out for the junior varsity and varsity teams, seniors should be placed on the varsity roster if they can make the team. Most of the playing time on the junior varsity level is reserved for younger players. Early in the season, coaches are encouraged to meet individually with seniors who will receive limited playing time and tell them how much playing time they can expect.

Tryouts

A number of Logos School activities have a maximum number of students who may participate in a given season. If more student athletes turn out than we have spots available, coaches must make a cut. (Note: We normally do not have cuts at the junior high level.) All coaches or directors who must cut students from an activity must first have a tryout. Although the coach may know who the best returning students are, they must use this tryout period for the final confirmation and verification of their judgment. All students should have an opportunity to tryout for the team. All cuts will be made by the varsity coach and within the first week of practice. Prior to announcing the final rosters and cuts, the coach must inform and gain final approval from the activities director.

Track/Lacrosse Dual Participation

In an effort to broaden the spring activity experience for those students who desire it and are able to juggle the heavier load it would require, Logos School will allow athletes at the secondary level to participate in both track and lacrosse. The athlete and his parents should carefully consider the time and effort commitments he is making to both sports when considering this option.

a. Attitude. The athlete will be a full member of both teams and will be expected to attend all required meetings, practices and meets/games. He will also be expected to give his full effort to both teams.

b. Weekly Participation. During a normal week, the dual-participation athlete will be attending five practices/games/meets (no more than one per day). Before the season starts, the track and lacrosse coaches will confer with the AD and decide which practice days the athlete will attend for each sport.

c. Games/meets. A lacrosse game or track meet will take priority over a practice of either sport.

Everything possible will be done to avoid having a lacrosse game scheduled on the same day as a track meet. However, should this happen, the coaches, along with the AD, will decide which event the athlete will attend. This decision will be based on the relative importance of the event to each team.

4. Rules and Regulations

Scheduling on Sundays

To avoid intruding into worship, Logos School will seek to avoid scheduling any practices, performances, programs, etc. on Sundays. The activities director must obtain the approval of the secondary principal prior to scheduling any school activity on a Sunday.

National Competitions

In the past, Logos has been fortunate to send mock trial teams to national competitions. However, earning the right to compete nationally does not guarantee that the team will be able to attend the competition. The time of year, cost, availability of funds, and many other factors need to be weighed before a team will be allowed to compete. The decision to send a team to a national competition will be made by the superintendent after discussions with the secondary principal, activities director, development officer and coach.

Practices and Events

All team members are expected to attend all practices, (even if they aren't participating due to an injury). Athletes who miss practice or are late will see less playing time in games. If absences or tardies are chronic, a player may be removed from the team. A student who is absent from school more than one-half day may not participate in extra-curricular activities that day, either in practice or in games, unless permission to do so is given by the principal.

Coaches, directors, players, and parents are representing the name of Christ during all public events. Therefore, compliance with the following guidelines will be expected from all participants.

- Comments by coaches, directors, and participants should be uplifting, positive, encouraging statements.
- Verbal abuse of athletes or referees is forbidden.
- Actions of coaches, directors, and athletes should set a positive, encouraging example for spectators.
- Conduct judged to be improper by the coach, administrator, or activities director may result in immediate removal from the activity, as well as further disciplinary action.

- Parents are asked to participate in positive cheers that encourage our team members. We want to discourage any cheers that would redirect that focus, including those that disparage opponents, their fans and officials.

External game attire is limited to the uniform provided by the school plus socks and appropriate athletic shoes provided by the athlete. No headbands, shooting sleeves, non-uniform shorts, distracting socks, etc. are allowed. Undershirts must be the same color as the jersey and have hemmed sleeves and neck.

Team clothing (clothing you will wear as a team when you are out in public, but not competing: t-shirts, sweat shirts, etc., or anything with the name or logo of Logos School) must be approved by the activities director before ordering.

On the day of a competition, there are two venues where it is appropriate to think about what the team will wear to set them apart as a team:

1. During the day at school: There are two principles here. First, the team needs to look at least as “classy” as they do when in the normal required dress for school. Second, they need to look like a team (all wearing the same thing that sets them apart from those not on the team). The following teams have gained approval for game day dress at school: boys basketball (ties and blazers) and lacrosse (ties and lacrosse jersey). Other teams that would like to create a game day dress for their team must get approval from the activities director through their coach. Note: girls volleyball and basketball may not simply wear their game jerseys for game day dress.

2. When arriving at the gym or field (home or away): Athletes may change from school clothing into more casual clothing depending on the requirements of the coach. The principle to remember here is that we always want to represent the school well to others. At least nice jeans plus a blouse or polo for girls and polo or buttoned shirt for boys is appropriate, though the athletes may dress nicer than this. There may also be occasions when the athlete arrives at the gym or field already in uniform.

Warm up music is generally played the fifteen or twenty minutes before a home game starts, and is for the purpose of fan enjoyment. Warm up music is provided by the AD.

After a contest in Knights Court is over, the athletes are responsible to help clean up the gym unless otherwise arranged with the activities director.

Athletes and Concussion

Important information regarding youth athletes and concussion is located at the Idaho State Board of Education’s website (<http://www.boardofed.idaho.gov/concussion.asp>) and at the website of the Idaho High School Activities Association (<http://www.idhsaa.org/concussions/default.asp>). It is strongly recommended that parents and student athletes review this information before participation in a Logos athletic activity. All Logos coaches receive information on the recognition and procedural duties related to concussion upon employment and at least bi-annually thereafter.

Concussion Policy: Any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems), shall be immediately removed from the practice or contest and shall not return to play until cleared by an appropriate health care professional.

Travel Guidelines

Teams travel together to away games, but players are allowed to ride home with their parents after away games. The goal is team cohesiveness. We practice more leeway for JH sports, as team cohesiveness doesn’t have near the emphasis as in HS. No movies are allowed in the team vehicle. Music is fine if students have headphones. In order for the team to get home at a reasonable hour, they will not stop for a meal after the competition on a school night. Players should pack a dinner to eat on the bus on the way home. Stopping for a meal on a Friday or Saturday night is up to the coach.

Discipline

All policies for student behavior apply to extra-curricular events. When discipline is necessary, the coach may administer any of the following options:

1. Suspension from part or all of practice(s).
2. Suspension from one or more events.
3. Suspension from the team with approval of the activities director.

Parents will be notified of all major disciplinary actions. The coach is responsible to notify the activities director of any discipline. The coach should then notify the parents (after he has notified the A.D.).

5. Eligibility

Part-time students (at least four classes at Logos) may participate in non-IHSAA sanctioned activities. If cuts must be made, full-time students will be given priority over part-time students.

IHSAA Guidelines

To be academically eligible for athletics, a student must be enrolled full-time and have received passing grades and earn credits in at least five full-credit subjects, or the equivalency, in the previous semester or grading period for which credit is granted. A student is eligible at the school the student enters for the first time at the beginning of the ninth grade. A student who changes from one school to another school thereafter is subject to regulation under the transfer rule. A student becomes ineligible for athletics upon completion of the sport season in which he/she turns twenty years of age. The IHSAA requires that an athlete receive a physical examination and have on record with the school the Interim Questionnaire prior to his/her first practice in any IHSAA sponsored sport (grades 9-12). Physicals are required prior to the first day of practice in the 9th and 11th grades and may not be taken before May 1 of the 8th grade or 10th grade year. All physicals are valid for two years. A student will not be required to have an additional physical examination during the 10th and 12th grades unless: the physician recommends it, the parents recommend it, the I.Q. indicates a possible need, or an athlete transfers to Idaho from another state.

6. Awards

Letters

High-school athletes may receive cloth letters for meeting the requirements outlined below. Athletes not eligible for letters (i.e. junior varsity athletes and those not meeting the specified requirements) will receive a certificate of participation.

1. The athlete must finish the season as part of the team to be eligible for a letter and be enrolled as a full-time student at the time of the presentation. An injured athlete is still part of the team.
2. An athlete enrolling late in the season must participate in at least 50% of the season.
3. The athlete must attend ninety-percent of the practices.
4. If injured, the quarter requirements will be pro-rated. The injured athlete must attend all competitions.
5. The athlete's attitude and work ethic must conform to the expectations of the coaching staff.

Specific Sport Requirements

Cross-country:

The athlete must participate in all of the meets in the varsity division (they may miss one meet).

Volleyball:

The athlete must have participated in at least 50% of the sets/games during the season, or have completed their third full season of competition in high school volleyball (the last of which must be on the varsity team) and be a senior.

Basketball:

The athlete must compete in at least 50% of the quarters or have completed their third full-season of competition in high-school basketball (the last of which must be on the varsity team) and be a senior.

Track

The athlete must earn an average of at least four points per regular season varsity meet, or complete three full-seasons of competition in high school track and be a senior.

Drama

Full participation as a lead cast member or stage manager in a varsity drama production, or full participation as a cast member in at least two varsity drama productions, or full participation as a crew member in at least three varsity drama productions.

Lacrosse

The athlete must play in 75% of all scheduled games and an average of 6 minutes/game played, or the athlete must complete three full-seasons of competition in high school lacrosse and be a senior.

Mock Trial

Must make the high school “A Team.”

Students who letter will receive a letter and pin their first year, and a pin their second, third and fourth years. Coaches may, at their discretion, recommend students for awards who have not met the specific requirements but have shown dependability, determination, and effort in all practices and games. The activities director must give final approval for this exception.

Outside Activities

Outside Activities are defined as activities in which Logos students participate, but are not sponsored by Logos School (ex. wrestling, swimming, soccer, etc.). If the athlete participates in an outside activity, the athlete should apply to the sponsoring school for that school’s letter. Any student participating in an outside activity must bear the costs of the activity, including any portion of the activity where the student is required to represent Logos School (ex. state tournament).

7. Drama

Logos Drama seeks to give glory to God in the spirit of Philippians 4:8; that is, we seek to dwell on and display those things that are "true, right, noble, and worthy of praise." We believe God gives gifts in the arts to men in order to glorify His creative character. One of those gifts is the ability to tell a worthwhile, uplifting story using our voices and bodies, i.e. drama. As with biblical stories, our stories may have sad or even bad parts and people, but they end as they should, with goodness triumphing and evil brought down.

8. Sportsmanship for Parents and Fans: We want to instill and reinforce the principles of good sportsmanship in our parents and fans, which are integrity, ethical behavior, fairness, and respect. A good sport, whether a student or a parent, shows Christlikeness to all those around him. Our sportsmanship goals include:

- Encouraging our students to perform their best;
- Participating in positive cheers that encourage the athletes, and discouraging any cheers that would redirect that focus including those that taunt and intimidate opponents, their fans and officials;
- Learning, understanding and respecting the rules of the game, the officials who administer them;
- Respecting our opponents as athletes made in God’s image.

SCHOOL-SPONSORED EVENTS

School-sponsored events are events approved by the principal, published on the yearly calendar, and/or which receive financial support from Logos school. School-sponsored events require the attendance of a staff member from Logos School. Attendance at school-sponsored activities is limited to students who are currently enrolled at Logos School. Logos School does not sponsor a senior class trip. Students are encouraged to work with their parents to plan this activity if they so choose.

THE ASSOCIATION OF CLASSICAL AND CHRISTIAN SCHOOLS

Logos School is a Charter Member of A.C.C.S. and as such enjoys the full benefits of helping to form the direction and policies of A.C.C.S., along with other charter schools. The first annual A.C.C.S. conference was held in and hosted by Logos School in June, 1993. Since that time, annual conferences, attended by hundreds of people from around the nation, have been held in various places including Raleigh, NC, Memphis, TN, Austin, TX, and Washington, D.C. The growth of interest in this education created a demand for more practical training of staff members in Christian, classical schools. Logos School responded by conducting and hosting week-long, summer training sessions, taught by Logos teachers and administrators. Since 1995 hundreds of other teachers and administrators have traveled from all corners of the world to attend these training sessions. We marvel at and are humbled by God’s blessing Logos with this kind of leadership in classical, Christian education.

COLLEGE BOUND GRADUATES**2017 COLLEGE BOUND LOGOS HIGH-SCHOOL GRADUATES (92% of class)**

David Ahmann	Seattle Pacific University	Cole Brusven	University of Idaho
Jackson Dickison	New St. Andrews College	Abby Euhus	University of Idaho
Preston Evans	University of Alabama	Andy Handel	New St. Andrews College
Ethan Howell	University of Idaho	Erica Johnson	Thomas Aquinas College
Junxiao Li	Milwaukee School of Engineering	Boden Lloyd	New St. Andrews College
Luke Mason	New St. Andrews College	Knox Merkle	New St. Andrews College
Regan Meyer	Hillsdale College	Heather Perley	New St. Andrews College
Drew Pilchard	University of Idaho	Jiwon Ryu	Pennsylvania State
Noel Saunders	New St. Andrews College	Elli Sensing	New St. Andrews College
Thomas Sensing	New St. Andrews College	Emma Story	New St. Andrews College
Moriah Struble	New St. Andrews College	Miles Whitling	University of Idaho

2016 COLLEGE BOUND LOGOS HIGH-SCHOOL GRADUATES (100% of class)

Claire Ahmann	Lewis Clark State College	Josiah Anderson	University of Idaho
Daniel Bradley	New St. Andrews College	Douglas Carroll	University of Idaho
Alec Engerbretson	New St. Andrews College	Irene Hong	University of Idaho
Sonya Isenberg	Princeton University	Abigeal Odubiyi	University of Idaho
Rachel Michaels	New St. Andrews College	Sarah Miller	New St. Andrews College
Sofia Minudri	Carroll College	Jonathan Morris	University of Idaho
Everett Plotner	Colorado School of Mines	Catherine Rheingans	University of Idaho
Anna Rosendahl	New St. Andrews College	Darcey Stephenson	New St. Andrews College
Cotton Whitling	University of Idaho	Jaekyun Yoon	Stony Brook University

2015 COLLEGE BOUND LOGOS HIGH-SCHOOL GRADUATES (96% of class)

Martha Bowman	University of Idaho	Gaven Dooley	Lewis-Clark State College
Emilie Dye	George Washington University	Esther Edwards	New St. Andrews College
Jameson Evans	University of Alabama	Lauren Flack	University of Idaho
Rosalyn Gray	University of Idaho	Jonathan Handel	Lewis-Clark State College
Sheridan Howell	Whitworth University	Ayomipo Kayode-Popoola	University of Idaho
Chaeun Kim	University of Idaho	Rebekah Kim	Columbia University
Elaine Kline	University of Idaho	Stocker Lloyd	New St. Andrews College
Naomi Miller	New St. Andrews College	Isabella Minudri	Carroll College
Hannah Roberts	New St. Andrews College	Kristina Roberts	New St. Andrews College
Paul Ryan	Washington State University	Ruth Saunders	New St. Andrews College
Elizabeth Schlect	New St. Andrews College	Sean Stanton	University of Idaho
Megan Story	Lewis-Clark State College	Priscilla Urquidez	University of Idaho
Levi Wintz	University of Idaho		

2014 COLLEGE BOUND LOGOS HIGH-SCHOOL GRADUATES (92% of class)

Joonyoung Ahn	Purdue University	Kathryn Akin	New St. Andrews College
Jorge Barbosa	Washington State University	Tessa Brusven	University of Idaho
Mathew Carroll	University of Idaho	Jay Cho	Tennessee T. University
Stuart Evans	University of Idaho	Natalie Germain	University of Idaho
Rose Greenfield	University of Idaho	Alicia Jeong	University of Idaho
Eric Jones	Boise State University	Trevor Morse	University of Idaho
Lydia Nadreau	Whitworth University	Jonathan Nance	New St. Andrews College
Tolu Olajuyigbe	University of Wyoming	Seonghun Park	San Jose State University
Sage Pratt	University of Idaho	Ethan Rathbun	Lewis-Clark State College
Sam Skiles	Montana School of the Bible / U of I	Shane Stokes	University of Idaho
Nellie Yager	University of Idaho	MC Jeong	University of Idaho

Logos graduates have been accepted at Boise State University, Carroll College, Case Western Reserve University, Columbia University, Cornell, Dartmouth, George Washington University, Georgia Tech, Harvard, Linfield College, The School of Art Institute- Chicago, Penn State University, Princeton University, Purdue University, Thomas Edison State College, Whitworth College, University of Alabama, University of Illinois, University of Portland, University of California at Los Angeles, Virginia Wesleyan College, etc...

SCHOLARSHIPS FOR THE CLASS OF 2017

The Logos graduating class of 2017 received scholarship and grant offers of nearly \$1.5 million over four years from colleges (92% of the class is headed to college).

David Ahmann (Seattle Pacific University): SPU Trustees' Scholar Award, SPU Director's Grant, SPU Grant, SPU Visit Scholarship, Hillsdale College Academic Scholarship, Gonzaga University Regents Scholarship, Xavier University Scholarship, Whitworth University Mind & Heart Scholarship, Franciscan University of Steubenville Chancellor's Scholarship

Cole Brusven (University of Idaho): UI Academic Achievement Scholarship/Silver, UI Alumni Association Scholarship, Idaho Governor's Cup Scholarship

Jackson Dickison (New Saint Andrews College): Saint Andrews Scholarship, ACCS Alumni Scholarship, Tri-State Scholarship

Abby Euhus (UI): UI Academic Achievement Scholarship/Platinum, UI Alumni Association Scholarship, UI Bonnie Wallis Honors Scholarship, Montana State University Western Undergraduate Exchange, WSU Cougar Academic Award WSU, Future Cougar of Distinction, Oregon State University Gem State Scholarship, OSU Grant

Preston Evans (University of Alabama): UA Presidential Merit Scholarship, UA Presidential National Housing Scholarship, UA Merit Scholarship Stipend, UA Engineering Scholarship, UA Technology Enrichment Stipend, UA Julia & Arnold Teks End Scholarship

Andy Handel (NSA): ACCS Alumni Scholarship, Tri-State Scholarship, Paidea Scholarship, NSA Early Registration Scholarship Award

Ethan Howell (Washington State University): WSU University Achievement, Experience WSU Scholarship, ACCS Alumni Scholarship, Tri-State Scholarship

Erica Johnson (Thomas Aquinas College): Christendom College President's Scholarship, ACCS Alumni Scholarship

Junxiao "Edison" Li (Milwaukee School of Engineering)

Boden Lloyd (NSA): ACCS Alumni Scholarship, Tri-State Scholarship

Luke Mason (NSA): ACCS Alumni Scholarship, Tri-State Scholarship, Saint Andrews Scholar Scholarship, NSA Academic Grant, EMSI Gold Scholarship, Quest Bridge Finalist

Knox Merkle (NSA): NSA Faculty Scholarship, ACCS Alumni Scholarship, NSA Legacy Scholarship

Regan Meyer (Hillsdale College): Hillsdale Scholarship, University of Dayton Scholarship

Heather Perley (NSA)

Drew Pilchard (Montana State University): MSU Achievement Award, Tribal Homelands Scholarship, Embry-Riddle Aeronautical University Chancellor Scholarship, UI Academic Achievement Scholarship/Silver

Jiwon "Jenni" Ryu (Pennsylvania State University): UI International Diversity Tuition Waiver

Noël Saunders (NSA): ACCS Alumni Scholarship, Tri-State Scholarship

Elli Sensing (NSA): ACCS Alumni Scholarship, Tri-State Scholarship

Thomas Sensing (NSA): ACCS Alumni Scholarship, Tri-State Scholarship

Emma Story (NSA): NSA Merit Scholarship, ACCS Alumni Scholarship, Tri-State Scholarship

Moriah Struble (NSA): ACCS Alumni Scholarship, Tri-State Scholarship

Miles Whiting (UI): UI Academic Achievement Scholarship/Silver, Find Your Calling Month Scholarship