

PINNACLE CLASSICAL ACADEMY

PARENT - STUDENT HANDBOOK

2019-2020



TABLE OF CONTENTS

[VISION AND PHILOSOPHY](#)

[STATEMENT OF FAITH](#)

[BOARD OF DIRECTORS](#)

[NON-DISCRIMINATION POLICY](#)

[GRADING SCALE AND REPORT CARDS](#)

[CLASS PLACEMENT AND PROMOTION](#)

[HOMEWORK](#)

[SATELLITE DAYS](#)

[LEARNING DISABILITIES](#)

[ATTENDANCE AND TARDINESS](#)

[ABSENCES](#)

[BEFORE AND AFTER SCHOOL HOURS](#)

[CODE OF STUDENT BEHAVIOR](#)

[DISCIPLINE POLICY](#)

[REVERENCE POLICY](#)

[UNIFORM POLICY](#)

[COMMUNICATION AND GRIEVANCE POLICY](#)

[LOST AND FOUND](#)

[INCLEMENT WEATHER](#)

[STUDENT HEALTH AND MEDICATION](#)

[USE OF ELECTRONIC DEVICES](#)

[TELEPHONE USAGE](#)

[CONTROVERSIAL SUBJECTS POLICY](#)

[FIELD TRIP POLICY](#)

[PINNACLE CLASSICAL ACADEMY 2019-2020 CALENDAR](#)

VISION AND PHILOSOPHY

The mission and vision of PCA are reflected in the following statements:

[Return to Table of Contents](#)

MISSION STATEMENT

Pinnacle Classical Academy seeks to glorify God through the *Christ-centered, classical training* of children.

VISION STATEMENT

Pinnacle Classical Academy seeks to graduate students instilled with a lifelong love of learning, equipped for service in love to God and man.

In light of the mission and vision of PCA, three distinct areas emerge which will guide the programs and practices of PCA: the Centrality of Christ (*Christ-centered*), the *Classical* method of education, and the *Training*, or discipling, of children. Specifically, PCA will strive to follow the goals set forth under these three areas.

Centrality of Christ

In all its levels, programs, and teaching, Pinnacle Classical Academy seeks to:

- Teach all subjects as an integrated whole, united and centered in Jesus Christ as He is revealed in the Bible (Colossians 1:16-17, 2 Timothy 3:16-17).
- Exhibit a growing relationship with Jesus Christ through our faculty, staff, and board members (John 15:4; Hebrews 10:24).
- Encourage every student to begin and develop an authentic relationship with God the Father through Jesus Christ by the power of the Holy Spirit (Colossians 2:6-7, Matthew 28:18-20).

Classical Education

In all its levels, programs, and teaching, Pinnacle Classical Academy seeks to:

- Educate students to discern and communicate truth by utilizing the tools of grammar, logic, and rhetoric in all subjects.

Grammar: The basic facts and rules that form the foundation for each subject.

Logic: Application of reasoning to the facts learned from each subject.

Rhetoric: Eloquent communication of the grammar and logic of each subject.

- Introduce students to the knowledge and insight of Ancient scholars and cultures, principally through the reading of primary classical writings.
- Instruct students in the formal study of Latin.

Training of Children

In all its levels, programs, and teaching, Pinnacle Classical Academy seeks to:

- Assist each student's family in the training of its children (Ephesians 6:4-9, Deuteronomy 6:7).
- Create and maintain an orderly school environment, principally by encouraging and expecting students to demonstrate respect by considering others better than themselves (Matthew 22:37-39, Philippians 2:3-4).

- Support and challenge students in the pursuit of personal excellence in their academic, physical, and spiritual lives (Colossians 3:23).

STATEMENT OF FAITH

Pinnacle Classical Academy does not require that families subscribe to its statement of faith. However, it does require that parents recognize that PCA's board, administration, faculty and staff will make all decisions based on the following foundational understanding and that student instruction will be directed according to these beliefs:

The Holy Scriptures: We believe that the Bible in its entirety is God's divine revelation—inerrant, infallible, divinely inspired—and we submit to its authority as our only ultimate rule for faith and practice. (Prov. 30:5-6; 2 Tim. 3:16-17; 2 Peter 1:20-21)

The Nature of God: We believe in one God, infinitely perfect and eternally existing in three persons: Father, Son, and Holy Spirit. He is the Creator of all things, creating the world in six literal days and resting on the seventh day. He is omnipotent, omniscient, omnipresent, and for His glory all things exist. (Gen. 1:1; 1 Sam. 15:29; Rom. 11:36; 1 Cor. 8:4-6; James 1:17; 1 John 5:7; Rev. 4:8)

Jesus Christ: We believe in the deity of our Lord Jesus Christ, who was fully man, yet who is of one substance with the Father, equal in power and glory, who is the only savior of sinners. We believe in His virgin birth, in His sinless life, 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. (Luke 1:26-35; John 1:1, 14:6; Acts 4:12; Rom. 3:25-26; Gal. 4:4-5; Heb. 5:5-6, 5:9-10; 1 Peter 1:19-21)

The Ministry of the Holy Spirit: We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict men of their sin, regenerate God's elect, and by indwelling believers, to renew their wills, guide and instruct them in holy living, and empower and equip them for His service. (John 16:7-8, 16:13-15; Rom. 8:9-11; 1 Cor. 12:4-6; Gal. 5:22-23; Titus 3:4-5)

Fall of Mankind: We believe that mankind was created in God's image and was without sin in his original state. We believe that through Adam's transgression of God's commandment, all men fell with him and lost communion with God, are under His wrath and curse, and live in an estate of sin and misery, including the corruption of his whole nature. (Gen. 1:27-28, 2:16-17, 3:6-8, 6:5; Ps. 51:5; Rom. 3:10-12, 5:12-19; 1 John 1:8, 10)

Justification: We believe that justification is an act of God's grace alone where He pardons all our sins and declares us righteous in His sight based solely upon the merits of Jesus Christ, and that justification is received through faith alone in Christ alone. (Rom. 3:21-28, 4:5-8, 8:28-30, Gal. 2:16, Eph. 2:7-10)

The Church: We believe in the spiritual unity of all believers in our Lord Jesus Christ. We believe that the triune God has established a visible church which is called to live in the power of the Holy Spirit under the authoritative regulation of Holy Scripture, exercising discipline, administering the sacraments, and preaching the gospel of Christ. (Matt. 28:19-20; 1 Cor. 11:20-26, 12:12-31; Eph. 1:9-10, 1:22-23, 2:19-22, 4:3-6, 5:23-32; Col. 1:18; 1 Tim. 3:14-15)

Final Judgment and Resurrection: We believe in the resurrection of both the saved and the lost: they that are saved to the resurrection of life, they that are lost to the resurrection of damnation. (Job 19:25-27; John 5:28-29; Acts 24:15; 1 Cor. 15:42-44)

Doctrine: We embrace and adopt the essential truths of orthodox Christianity as articulated in the system of doctrine found in the creeds of the Protestant Reformation. The substance of the preceding eight doctrines is that which we consider primary. For the specific interpretation of these statements, Pinnacle Classical Academy will refer to *The Westminster Confession of Faith*, The Heidelberg Catechism, and the “Thirty-Nine Articles of Religion.” In matters of secondary doctrine, Pinnacle Classical Academy respects the right of believers to disagree and will normally defer to the authority of the family and the local church.

BOARD OF DIRECTORS

Dr. Marcus and Mrs. Katie Moody

Marcus Moody was an Otolaryngologist and Assistant Professor at UAMS, and his wife, Katie, a stay-at-home mom, when they helped found PCA. They relocated in Birmingham with their three daughters, Bates, Jane, and Mae, in 2013 to Birmingham, AL, where Marcus now serves in a private medical practice, and Katie as the lower school assistant principal at Westminster, a sister classical, Christian school.

In the founding of PCA, Marcus and Katie desire a school where children are equipped to shine brightly for Christ as they learn to think deeply and seek truth.

Mr. David and Mrs. Mary Peery

Dave Peery is part of the Events Team at FamilyLife (ministry of Cru), and his wife, Mary, is the head of school, as well as a teacher, at PCA. David and Mary have three children, one of which was in PCA’s graduating class of 2019.

David and Mary desire for PCA to be an institution that instills in its students a love for learning and a desire to draw closer to their Creator. Their prayer is that one day students of PCA will influence culture with a passion to express and live out an authentic faith, bringing glory to God.

Mr. Joseph and Mrs. Stephanie Bailey

Joseph Bailey served as PCA’s Headmaster for the 2013-2014 school year and in 2014, joined the staff of Geneva Academy, a classical Christian school in Monroe, Louisiana. Stephanie is a stay-at-home mom who is busy with their six children: Grace, Nathan, Emerson, Alaina, Justice, and Greyson.

The Baileys have a heart for classical, Christian education and have been very involved in PCA’s development and growth for the last five years.

Mr. Bill and Mrs. Amy Pendergist

Bill and Amy Pendergist have lived in Little Rock since 2009 and have served on the PCA Board since 2016. Bill is a partner at Flake & Kelley Commercial, a commercial real estate firm in Little Rock, and Amy is an Interior Designer, full-time mom to their four children, and volunteers for various roles at PCA. They currently have two children attending PCA. The Pendergist’s pray that the Lord will use PCA to train a generation of Christ-followers that seek to glorify Him in mind, heart, word, and action.

NON-DISCRIMINATION POLICY

Pinnacle Classical Academy admits students of any race, color, national, or ethnic origin to all the programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in the administration of educational policies, admissions policies, scholarship and loan programs, athletic or other school-administered programs.

GRADING SCALE AND REPORT CARDS

Objective

Our goal at PCA is to provide each student with a basic mastery of each of the key areas of learning. Grades are one way of measuring the level of mastery a student has attained at any given point during the school year. Therefore, grades are to accurately reflect where the student is in relation to the material taught rather than in relation to the rest of the students.

Scope

This policy applies to all students enrolled at PCA.

Definition

N/A

Guidelines for Grading Scale

PCA measures the progress of each student in correlation to the level of mastery in each area. A basic mastery of the area of study is given a letter grade “C.” An above average mastery is given the letter grade “B.” An exceptional mastery is given the letter grade “A.”

A	90–100%
B	80–89%
C	70–79%
D	65–69%
F	64 and below

Other evaluation designations: to be used primarily for character and behavioral evaluations for all grades and most subjects in K–1st grades.

O	Outstanding—exceeding expectations
S	Satisfactory—meeting expectations
I	Improvement—continued time, effort and improvement are needed
U	Unsatisfactory—needs to improve significantly

A minimum of 10 grades each grading term (including homework, quizzes, tests, projects, etc.) shall be used to determine each subject's grade.

All grading at PCA will use objective standards to measure a student's progress based upon a set of pre-determined criteria for each class. Each student will be measured against the basic level of learning

necessary at each grade level to successfully move on to the next.

Whenever appropriate, teachers will include spelling, neatness and grammar mechanics in the grading of assignments.

Guidelines for Report Cards

Graded papers will be sent home weekly. Progress reports will be made available mid-way through each grading period. Report cards will be sent home with the students at the end of each quarter.

Teachers will communicate frequently and regularly with parents about each student's academic performance and work habits in the classroom. Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing or unsatisfactory grade for the grading period. Failure of the teacher to notify parents of a failing or unsatisfactory grade will not, however, result in the alteration of the grade.

Parents are responsible to attend parent-teacher conferences during the first and third quarters to become informed of their child's progress.

Quarterly report cards are supplied to parents at the end of each quarter with final report cards being mailed the week following the end of the school year. In the case of any outstanding tuition and fees owed to the school, the issuance of quarterly or final report cards may be delayed until all outstanding tuition and fees have been remitted.

CLASS PLACEMENT AND PROMOTION

Objective

To ensure that students are progressing at appropriate levels and are placed in the grade level which best matches their academic, social, and spiritual development.

Scope

This policy applies to all students enrolled in PCA.

Definition

N/A

Guidelines for Class Placement

PCA takes great care in administering student assessments each year to determine the best place for each child. Therefore, while we appreciate any unique insights and observations of a student by his or her parents, the final decision of grade placement will be prayerfully determined by the teachers and administration.

New Students:

A new student must meet the following criteria to be accepted into the next successive grade level:

- Have documentation showing that he or she successfully completed the previous grade with a proficiency of at least 70% or higher in all subjects within the previous curriculum. Recognizing that many public schools and some home schools do not use letter grades or percentages to indicate academic proficiency, a mark of "satisfactory" in at least 90% of the subjects on the student's transcript/report card will be acceptable.
- Complete an academic assessment in the core areas of reading, mathematics, and writing.
- If the new student has taken any of the acceptable standardized tests, the student should have earned national

[Return to Table of Contents](#)

- scores of at least 50% or higher in reading, math, and language;
- The results of any in-school testing will be combined with a new student's report card and any previous standardized testing scores to determine the best grade level at PCA for that student to enter.
 - The Principal, in conjunction with the School Board, may accept a student on a case-by-case basis if the student does not fit the above criteria. A student may be accepted, if deemed advisable, with the provision that he/she be placed on academic probation for a specific time period.

Guidelines for Grade Promotion

The promotion policy of Pinnacle Classical Academy states that the following basic criteria must be met. While a student may achieve the minimum requirements, there may be cases where he or she is not recommended for promotion based on substantial concerns.

- **Kindergarten to First Grade:**
The student should: show behavioral readiness for the first grade (ability to follow classroom routines, obey teacher instructions, handle conflict appropriately, and stay on task during academic work), demonstrate reading readiness for the first grade by achieving at least 70% of reading objectives, and demonstrate math readiness for the first grade by achieving at least 70% of math objectives.
- **First Grade to Second Grade:**
The student should: be able to read silently and orally with adequate speed, correctly use phonetic skills and demonstrate fundamental comprehension in reading, be able to write complete sentences using proper penmanship, and be able to add and subtract single digit numbers with at least 70% accuracy.
- **Second Grade to Third Grade:**
In addition to cumulative mastery of the above requirements, the student should: be able to read fluently and independently, using books of a second grade level; be able to write neatly and correctly, identifying the basic parts of a sentence; be able to spell correctly with at least 70% proficiency; and be able to add and subtract two-digit numbers with at least 70% accuracy.
- **Third Grade and Higher:**
In addition to cumulative mastery of the above requirements, the student should: attain satisfactory (70%) completion of curriculum objectives for each additional grade level.

Probation

Certain situations may arise where the combined efforts of teacher and parents are not sufficient motivations for a student to maintain an acceptable level of academic and/or behavioral standards. When this becomes the case, the Head Administrator, in conjunction with the School Board, may decide to place such a student on probation. A letter will be sent to the parents detailing the reason for probation, the length of the probation period, and the necessary requirements which must be met by the student by the end of the probationary period. If those requirements are not met, the Head Administrator, in conjunction with the School Board, may determine an appropriate course of action up to and including expulsion from the school for the remainder of the current school year.

A new student who does not fit all of the criteria for acceptance may be accepted and placed on probation if the Head Administrator, in conjunction with the Board, believes that the student demonstrates substantial potential for meeting the school's goals and standards. The Head Administrator will communicate to both parents and

student the details of the probationary period, including the length and requirements which must be met in order for the student to be removed from probation.

HOMEWORK

Philosophy

Pinnacle Classical Academy may assign some amount of homework to its students at any given time. Below are the primary reasons for assignments:

1. Students often need some amount of extra practice in specific 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. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
3. Since PCA recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his or her studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework in this situation serves a corrective as well as a practical purpose.

Guidelines for Assigning Homework

The necessity for doing homework will vary from grade to grade and even from student to student. The amount of time spent on homework may also vary significantly from student to student depending on the student's capabilities and work habits. The guide should also be regarded as applying to the average night during an average week for the average student. Some students may consistently spend more time than the guideline prescribes; some may consistently spend less. Teachers will coordinate major tests and projects at weekly faculty meetings to avoid excessive demands on students.

Grade	<i>Approximate Time per Week Night*</i>
Kindergarten	<i>Minimal</i>
1st & 2nd	<i>20–30 minutes</i>
3rd & 4th	<i>30–45 minutes</i>
5th & 6th	<i>45–60 minutes</i>
7th & 8th	<i>60–90 minutes</i>
9th–12th	<i>90–180 minutes</i>

*Normally homework is not to be assigned over holidays or vacation periods, and normally weekend assignments should not exceed a regular weeknight assignment. ***PCA encourages students to complete weekend homework and projects so as not to conflict with Lord's Day observance.***

Late Work

- Student work is due as the teacher sets assignment due dates. In the event of an extenuating circumstance that could make returning assignments a significant challenge or impossibility, we will certainly work with students and their families. Although students are generally diligent about turning in work, sometimes assignments do not get turned in on time. In order to show mercy as well as maintain accountability measures in these occasional situations, the following will be in place:

- K-2nd grade students (Lower Grammar Stage) will be given until the next in-class day following the teacher’s posting (on RenWeb) of a missing assignment to get it turned in for full credit. If the posting of the missing assignment allowed adequate time for viewing on the part of the parent and the assignment was still missing on the proceeding in-class day, the student will receive a 20% grade reduction per in-class day until the assignment is turned in. 3-6th grade students (Upper Grammar Stage) will be given until the next in-class day to get it turned in for full credit. If the assignment is handed in on the proceeding in-class day (the 2nd day from due date), the assignment will receive a 25% grade reduction. The assignment will be accepted with a 50% grade reduction on the 2nd class meeting from its due date. Generally, work will not be accepted on the 3rd class meeting from the assignment’s due date or thereafter.
- 7th-12th grades (Logic Stage & Rhetoric Stage)—If an assignment is handed in on the first in-class day following its due date (as shown on the assignment sheet), the assignment’s grade will be reduced by 25%. An assignment will be accepted with a 50% grade reduction on the 2nd class meeting from the due date. Generally, late work will not be accepted the 3rd class meeting from the assignment’s due date or thereafter.

SATELLITE DAYS

Satellite days are those days on which students are not in the classroom for class, but on which they are still responsible for the assignments which are noted on their respective assignment sheets for the week. The amount of time spent on assignments on these days will not be equivalent to a homework assignment, since satellite days are still school days which are completed away from the school. While it is not the case that every assignment will take every student the same amount of time, - i.e. all assignments given for completion on the satellite day may not require “all day” to complete - parents should anticipate needing to shepherd their children through assignments for a sufficient, reasonable amount of time on each respective satellite day in order for students to be keeping pace with each of their classes.

LEARNING DISABILITIES

Objective

To clarify the educational goals of PCA.

Scope

This policy applies to all students and teachers in all the classrooms of PCA.

Definitions

Learning Disability: Any condition in a potential student or students which complicates learning but does not require a separate classroom, special program, or specialized staff in order to provide the educational services desired by the parents (e.g., attention-deficit disorder, attention-deficit hyperactivity disorder, dyslexia, etc.).

Severe Learning Disability: Any condition in a potential student or students which would require a separate classroom, special program, or specialized staff in order to provide the educational services desired by the parents (e.g., Down’s syndrome, severe hearing, seeing, or speaking impairments, etc.).

Guidelines

In regards to learning disabilities, all students will be expected to meet the same academic standards both for admission and for promotion. PCA does not have the resources necessary to make extra accommodations for students with learning disabilities. Teachers will be expected to give equal amounts of individual attention and

help to each student. Parents will ultimately be responsible to provide any additional accommodations that may be necessary for their child to meet the academic requirements (e.g., tutors, etc.). Because of a lack of resources, PCA will not be able to accommodate any severe learning disabilities.

ATTENDANCE AND TARDINESS

Objective

To encourage students to glorify God by pursuing personal excellence in their academic, spiritual, and physical lives.

Scope

This policy applies to all students enrolled at PCA.

Definitions

Tardy: When a student is not present in class, prepared for the school day, at 8:00AM.

General Guidelines

The school doors open at 7:35AM, and the official school day begins at 7:50AM. Students arriving in the classroom after 7:50AM will be counted tardy, and teachers will record the tardy in the student's attendance record. School is dismissed at 12:30PM for Kindergarten-4th grades and at 3:00PM for all other grades. Students should be picked up promptly and no later than 12:40PM or 3:10PM respectively. If a parent is going to be later than these times, the parent should make every effort to call the school to make them aware of the situation.

Parents will be fined \$5.00 for the third unexcused tardy or late pick-up per quarter and for each subsequent tardy/late pick-up during that quarter. (The fine will apply to families, not individual students. E.g., a family late picking up three children will only be charged \$5.00, not \$15.00.)

Excused tardies or late pick-ups will not accrue in the same manner and will not be recorded. An excused tardy/late pick-up is one that could not have reasonably been avoided (e.g., traffic accident, extreme weather conditions, child's doctor appointment, etc.). The nature of the tardy/late pick-up (excused vs. unexcused) will be left to the discretion of the Head Administrator.

Leaving School Early

If a student must leave school for any reason (e.g., doctor's appointment or sickness), the parent must sign out and pick up the child at his/her classroom. Teachers cannot leave the class to wait with or accompany the child to the car.

ABSENCES

Objective

To encourage students to glorify God by pursuing personal excellence in their academic, spiritual, and physical lives.

Scope

This policy applies to all students enrolled at Pinnacle Classical Academy.

Definitions

Absence: Any instance where a student is not present at school during a scheduled school day, whether the student misses one class or all classes for a particular day.

Excused Absence: An excused absence is considered any one of the following:

1. Personal illness with doctor or parent/guardian excuse.
2. Illnesses that require a doctor's note.
3. Death or emergency in the immediate family.
4. Weather preventing attendance.
5. Legal requirements (e.g. court cases).
6. Prior permission from the Principal at the request of the parent.

Unexcused Absence: Any absence that is not a result of the above excused circumstances. An absence will be deemed unexcused if the student fails to provide the school office with a note from a parent/guardian within two days of the absence.

Guidelines

1. If a student is absent from school, the parent/guardian must write an excuse upon the student's return. The excuse must contain the student's name, parent/guardian's signature, date(s) of absence, and reason for absence. The excuse must be signed by the student's teacher and then returned to the school office where it will be kept on file with the attendance records. If the absence is planned, and thus known in advance, the parent should send the written explanation/excuse to the school prior to the absence. The student will not be allowed to make up missed work if he/she fails to bring the excuse to the office *within two days of the absence*.
2. Unexcused absences prevent a student from making up the school work which was missed during the absence.
3. After three unexcused absences, the parent/guardian will be contacted. Six unexcused absences will result in parent/principal/student conference to determine the student's continuation in school.

Maximum Allowed Absences

In the event the total number of unexcused absences for a grading term exceeds ten percent of the total number of days in a grading term (generally 4 days), the student may not receive credit for that term.

In the event the total number of absences, whether excused or unexcused (*for any reason*), is more than fifteen percent of the total number of days in a grading term (generally 6 days), the student's parents will meet with the teacher (and Principal, if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card.

In the event the total number of absences, whether excused or unexcused, is equal to or exceeds twenty percent (generally 8 days) of the total number of days in a grading term, a student will only receive credit *if the circumstances are extraordinary*.

Standardized Testing

Standardized testing for grades 2nd through 10th will be on March 27th, 2019 and March 28th, 2019. There will not be any make-ups given or permitted for this testing as it requires a level of planning and preparation which cannot be altered due to either expected or unexpected absences. We apologize for any inconvenience that this may cause, but we also greatly appreciate your efforts to ensure that your child is present for the testing.

BEFORE AND AFTER SCHOOL HOURS

7:35 ^{AM}	Doors unlocked
7:50 ^{AM}	Class begins
12:30 ^{PM}	Kindergarten-4th grades dismiss
1:30 ^{PM}	5nd–12th grades (and younger siblings) dismiss unless staying for Study Hall
2:30 ^{PM}	After School Care and Study Hall students dismiss

Before School:

1. Doors will be unlocked at 7:35^{AM}
2. Parents may begin dropping off their child(ren) at 7:35^{AM}. Students must report directly to their appropriate classroom. Students are not to enter the building before this time unless previous arrangements have been made with the teacher/Head Administrator.
3. Class begins promptly at 7:50^{AM}.

After School Hours:

1. Parents or designated drivers are expected to arrive promptly at the end of each school day to pick up students. This policy is reflective of an ongoing effort to ensure the safety of each student.
2. There will be no unsupervised children on school premises at any time. That is, all students, siblings, and visitors must be accountable to a responsible adult.
3. A staff member will be assigned to stay on the premises until all students have been picked up.
4. Students remaining for after-school activities will be under the direct supervision of the staff member or parent in charge of that activity. Parents must make appropriate arrangements for siblings or other children who remain on school premises but are not involved in the after-school activity.

CODE OF STUDENT BEHAVIOR

Introduction

Pinnacle Classical Academy has developed a Code of Student Behavior based on 1) the commands of Scripture 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love, and encouragement among students, faculty, and staff. All behavior and conversation should be conducted to the glory of God. All students are expected to abide by the Code of Student Behavior. Each teacher will use a system of classroom management to encourage compliance with the school code. Students who do not follow the code will be subject to disciplinary action.

Code of Student Behavior

Our Lord Jesus Christ said, “‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself’” (Matthew 22:37–39). Therefore, every member of the Board of Directors, the faculty and staff, and the student body is expected to live according to these two commands. The following list of specific behaviors is rooted in these commands and is supported elsewhere in Scripture:

1. Since God is holy and His name is to be revered, students are expected to demonstrate appropriate reverence to God through their words and actions. Any behavior or activity that treats the Lord's name or character with triviality is not permitted. (Exodus 20:7)

2. Since truthfulness is commanded by God and is the basis for meaningful relationships, students will demonstrate honesty in all their dealings with one another and the staff. Students should respect the property and belongings of others, including school property. (Exodus 20:15-17)

3. Since Christ commands His children to consider others' needs first, students will refrain from actions that do not encourage and uplift their schoolmates. Students should especially be warned against behavior which would be considered verbal or physical abuse, such as fighting, bullying, slandering, etc. (Ephesians 4:29; Philippians 2:3)

4. Since certain gifts of God are so easily abused in our culture and require great maturity to discern their proper usage, students' possession or use of illegal drugs, alcohol, tobacco, or weapons of any sort is strictly forbidden on school property. (Proverbs 22:15; Titus 1:6)

5. Since submission to and respect for authority is biblically mandated and critical to the shaping of a child's life, students must obey instructions from the PCA faculty, staff, and supporting adults promptly, willingly, completely, and cheerfully. An atmosphere of mutual respect and courtesy will be maintained between students and staff. (1 Peter 2:13–21)

6. Since certain recreational devices can prevent students from working heartily as unto the Lord, PCA does not permit the use of personal music devices, any wireless communication devices, portable gaming systems, toys, and the like in the classroom or during educational activities. (Colossians 3:23)

7. Since Scripture mandates personal holiness and sexual purity, students are expected to conduct themselves according to biblical commands for purity and integrity. All public displays of affection (e.g., holding hands, kissing, etc.) are prohibited on school grounds or at any school-sponsored activities. (Romans 12:1; 1 Corinthians 6:12-20)

8. Since our students serve as ambassadors for Christ and representatives of the school, it is expected that students will conduct themselves according to biblical standards of behavior during all school-sponsored activities, including field trips, athletic events, or any other off-campus school function. (Matthew 5:16; 2 Corinthians 2:14-17, 4:7-12)

The Board of Directors, administration, faculty, and staff of PCA recognize that the teaching and modeling of these guidelines is part of our responsibility and mission to train and nurture children for godliness and excellence. We seek to partner with parents and families in instilling these virtues in the hearts of our students. We further recognize that there is a distinct difference between "behavior" and "the heart."

Transformation of the heart is an enduring process in which one is radically reformed and does not revert back to one's previous condition. Only God brings about lasting transformation in a person's life (Romans 12:2; 2 Corinthians 3:18). While we cannot transform the heart or even know exactly what the heart is thinking or feeling, we can control, or at least regulate, its outward manifestation. In other words, we can and will expect that our students conduct themselves in a manner that shows respect for both adults and peers.

Understanding that an orderly atmosphere in the school and classroom is essential to a successful learning process, please review these expectations with your children.

DISCIPLINE POLICY

General Guidelines

As Christian educators, we discipline (train) our students because we love them, and it is our scriptural mandate. All discipline will be administered in an effort to communicate the Gospel—that we are all sinners in need of a Savior, that actions and attitudes have consequences, that we can ask and receive forgiveness and restoration, and that God can enable us to be and do what He has called us to as we depend on Him. The ultimate goal for each student is a heart that follows after Christ, a goal that requires training in righteousness. Therefore, we train our students to be disciples accountable for their words and actions in order to better reflect Christ. We believe that parents are ultimately responsible for their child’s behavior even when the child is at school. PCA’s discipline procedures have the function of placing responsibility for discipline ultimately on the parent. It is also understood that the school and home cooperate as partners in the training process as well as in the implementation of disciplinary measures. Practically, the vast majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline will be determined by the teachers and Principal. It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process; therefore, adherence to these policies is required.

Although the leadership of PCA supports the biblical role of corporal punishment as administered within the family unit, students will not be subject to corporal punishment by PCA.

The following behaviors will automatically necessitate discipline from the Head Administrator (versus the teacher):

1. Disrespect shown to any staff member, student, or school property (e.g., vandalism, etc.)
2. Dishonesty in any situation while at school, including lying, cheating, and stealing
3. Rebellion (i.e., outright disobedience in response to instructions)
4. Fighting (i.e., striking in anger with the intention to harm another)
5. Using obscene, vulgar, or profane language (including taking the name of the Lord in vain) or the possession of obscene, vulgar, or profane images
6. Any inappropriate display of affection, including any forms of inappropriate touching or flirting
7. Possession of alcohol, tobacco, illegal drugs/substances, or any weapon/firearm on school premises

If a student is sent to the Head Administrator, the Head Administrator will determine the nature of the discipline. The Head Administrator may require restitution, janitorial work, parental attendance during the school day with their child, suspension, or any other appropriate measures consistent with biblical guidelines. The child will also be expected to make apologies when someone has been offended.

If for any of the above or other reasons, a student receives discipline from the Head Administrator during the school year, the following process will be followed:

1. The *first* time a student is sent to the Head Administrator for discipline, the student's parents will be contacted and given details of the visit. The parents' assistance and support in averting further problems will be sought.
2. If a student is sent to the Head Administrator a *second* time, the Head Administrator, parents, and, if necessary, the teacher will meet to discuss further action.
3. If a student is sent to the Head Administrator a *third* time, the Head Administrator, Board Chairman, and

parents will meet to discuss further action.

4. If a student is sent to the Head Administrator a *fourth* time, suspension of the student may be required.
5. If a student is sent to the Head Administrator a *fifth* time, the student and parents will need to meet with the Board to determine if expulsion is required. The PCA Board and Administration realize that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. If an expelled student desires to be readmitted to PCA at a later date, the PCA Board or its delegated committee will make a decision based on the student's attitude and circumstances at the time of reapplication.

If a student commits an act with such serious consequences that the Head Administrator deems it necessary, the above process may be by-passed and suspension or expulsion imposed immediately. Students may also be subject to school discipline for serious misconduct that occurs after school hours.

Expulsion Procedures

Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate the behavioral problems the student is having, the Head Administrator and Board of Directors may deem it necessary to expel the student. If so, the procedure for expulsion will be:

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

REVERENCE POLICY

Objective

To ensure that God's name, character, and truth are honored and respected at PCA.

Scope

This policy applies to the entire program of PCA.

Definitions

N/A

Guidelines

1. In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles.
2. Things to avoid include:
 - a. Silly or trite references to Jesus Christ and His work on the cross.
 - b. Implying, directly or indirectly, that all the students are Christians.
 - c. Mockery of angelic powers, whether demonic or heavenly.
 - d. Emphasis on good feelings or works rather than humble obedience and grace.
3. For the sake of the students' spiritual training and the work of PCA, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored and respected at PCA.

UNIFORM POLICY

Objective

To establish a uniform policy for the purpose of removing unnecessary distractions and maintaining an atmosphere in which outward appearance is deemphasized and inner beauty and character are emphasized. The administration reserves the right to make decisions on items not specifically listed in our policy.

Scope

This policy applies to all students enrolled at PCA.

Definitions

Please see Uniform Guide Handout for specific item and ordering information.

General Rationale

PCA has chosen to institute a school uniform for several reasons. First, Christians have an obligation to do all things heartily (or excellently) as unto the Lord. We believe that “all things” extends even to our physical appearance. A school uniform encourages students to present themselves in a neat, orderly, and excellent manner – as unto the Lord, not man. Secondly, the uniform code helps create and maintain an orderly school environment, encouraging and expecting students to demonstrate respect by considering others better than themselves. We demonstrate respect to one another by dressing modestly and neatly, not drawing unnecessary attention to ourselves. Finally, we dress in clothes which are fitting for the task at hand. Our task at PCA is to glorify God through the Christ-centered, classical training of children. Students in uniform focus more readily on their academic and spiritual training, rather than on their clothing. Also, when uniforms are worn, students find ways to express themselves creatively through the arts, music, personality, and academic achievement, rather than through their clothing. Overall, uniforms will help PCA maintain an atmosphere free of distraction in which outward appearance is deemphasized and in which inner beauty and character are emphasized.

Specific Rationale

In addition to the reasons given above, PCA has chosen a uniform instead of a dress code for several reasons:

1. Uniforms promote unity and camaraderie amongst the student body.
2. Uniforms prevent problems associated with the subjective interpretation of a dress code policy.
3. Uniforms create clarity about what is acceptable, modest, and appropriate according to the school’s standards.
4. Uniforms tend to minimize economic differences by promoting a single standard of dress.

General Information and Guidelines for Uniforms

All students enrolled at PCA will be required to wear the PCA school uniform everyday unless instructed by a teacher to dress differently because of a special event or field trip. On Monday through Wednesday, students will be required to wear the basic school uniform, while on Thursday students will be required to wear the specified “formal” uniform. We have instituted “Formal Day” because we want our students to learn that we are to work heartily for the Lord each day, which means finishing each week strong—even in the area of appearance.

Because PCA has chosen to institute a uniform (literally “one form”) policy instead of a dress code, students will be allowed to wear only the items listed in this policy (see Uniform Guide Handout for specific item information). Any other items which are worn will be considered out of uniform and will require immediate

[Return to Table of Contents](#)

rectification and possible disciplinary action.

Uniform Policy Enforcement

In the event that a student arrives at school “out of uniform” the following actions may be taken. If there is a minor violation in the policy (i.e. no belt, no tie, forgot Formal Friday) the teacher will send a reminder home to the parents. If the student’s dress is deemed immodest or a distraction to the rest of the students, the parents may be asked to make the necessary changes before the student can start the school day.

Miscellaneous Items/Guidelines (Girls):

1. All clothes should be properly fitting—neither too loose, nor too tight.
2. Clothes should be clean and shirts should be kept tucked in.
3. Earrings must be post only; neither hoops nor dangling items are permissible.
4. No multiple ear piercings or other visible body piercings.
5. Jewelry must be simple and tasteful.
6. Jumpers must fall between knee length and be no shorter than 2” above the knee at the time of purchase. A 1” variance will be given to allow for the student’s growth such that the jumper length should be no shorter than 3” above the knee.
7. Girls’ hair should be neat, clean, well groomed, and out of the face.
8. No unnatural hair color is permitted.
9. Shorts or bloomers under jumpers must not be seen.

Miscellaneous Items/Guidelines (Boys)

1. All clothes should be properly fitting—neither too loose, nor too tight.
2. Clothes should be clean and shirts should be kept tucked in.
3. A belt should be worn each day.
4. Pants with holes are not allowed.
5. Boys may not have any piercings or wear earrings or neck chains.
6. Boys’ hair length is expected to be above the collar, off the face, and not longer than the middle of the ear.
7. No unnatural hair color is permitted.

COMMUNICATION AND GRIEVANCE POLICY

Objective

To establish biblical guidelines for the resolution of disputes and grievances in the operation of Pinnacle Classical Academy.

Scope

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of PCA’s operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and board members.

Definitions

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of PCA objectives and goals.

Grievances: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

Guidelines

Conflicts should be resolved at the lowest level possible, in accordance with the biblical principles of Matthew 18. If a dispute or grievance occurs between any two (or more) members of the PCA community there must first be a private meeting of the specific persons involved. This meeting should be for the purpose of reaching a respectful agreement between the two parties and for making appropriate restitution between the two parties. If an agreement cannot be reached, both parties should then approach the next level of authority, following the pattern set forth in Matthew 18. We strongly discourage gossip with other parents about a problem at the school.

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 at all times.
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 should present the concern to the Head Administrator. If there is still no resolution, they should request a hearing from the 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 should bring their concerns to the appropriate employee.
2. If the problem is not resolved, they should present their concerns to the Head Administrator.
3. If there is still no resolution, they should request a hearing from the Board.
4. This procedure also applies to board members who are acting in their capacity as parents/patrons and not as representatives of the Board.

Staff to Administration:

1. All concerns about the standards of the school must first be presented to the appropriate administrator. A respectful demeanor is required at all times.
2. If the problem is not resolved, the staff member may present the concern in writing to the Head Administrator, followed by a meeting to discuss the concern.
3. If the problem is still not resolved, the staff member may appeal to the Board in writing and request a hearing. The request will be passed to the Board through the Head Administrator. The Head Administrator is required to pass on all such requests.

LOST AND FOUND

Objective

To promote a clean and orderly school environment and to assist parents in the retrieval of lost items.

Scope

This policy applies to all items which are left unclaimed on school premises.

Definitions

N/A

Guidelines

Lost items may be retrieved from the school office. Unlabeled items not claimed at the end of a semester will be donated to a local charitable organization. Parents are strongly encouraged to label all of their children's belongings (e.g., lunch boxes, jackets, etc.).

INCLEMENT WEATHER

Objective

To provide prompt and clear communication with the PCA community regarding the regularly scheduled activities of PCA which may be hindered due to inclement weather.

Scope

This policy applies to the entire program of PCA.

Definitions

N/A

Guidelines

During times of inclement weather, PCA will generally, but not always, follow area public school systems regarding starting delays, early dismissals and cancellations. All such announcements will be sent via text message and email communication by 6:30AM of the affected day. If PCA is open and the parents deem that the road conditions in their area would not permit safe travel, the parents should keep their children at home and notify the school that they are doing so. Unless we have an unexpectedly high number of snow days, we will not add days at the end of the school year.

STUDENT HEALTH AND MEDICATION

Medical Information

1. All students attending PCA must have on file with the school office a completed and current health file. This must include:
 - a. Immunization records: Arkansas state law requires immunization against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles and rubella. If a student's parents do not wish to have the child immunized, this must be documented.
 - b. Emergency Information and Medical Release Form: This form includes contact numbers of those people who should be notified in a medical emergency, as well as pertinent information regarding student allergies, student medication needs, insurance information, and a statement of consent which allows PCA to take emergency medical action if necessary. This form should include emergency numbers of friends and/or child becomes ill.
2. It is expected that students are sent to school healthy, well-rested, and ready for class. Students with fevers, diarrhea, contagious viruses, severe colds, and the like will be sent home to avoid infecting others. Students who have had a fever or who have been vomiting within the past 24 hours should not come to school. If your child has an illness that the doctor says is contagious, please be considerate of the other students and

keep your child at home until he/she is feeling better and is no longer contagious. It is the responsibility of the parents to inform the school if the child is absent due to a contagious disease or has been exposed to a contagious disease. Some illnesses are dangerous to pregnant mothers, and proper reporting is critical for their protection.

3. Students who are lethargic, tired, and unable to do their schoolwork will be sent home for needed rest and recuperation. PCA does not have an infirmary available.
4. PCA will follow Arkansas state and local guidelines in handling a pandemic illness.

Medication Distribution

1. All medication (prescription and over-the-counter) taken by students must be administered by one of the following:
 - a. PCA staff person designated by the head administrator.
 - b. Parent(s) of the student.
2. No student will be permitted to administer any form of medication (prescription or over-the-counter) to himself/herself except as designated below.
 - a. Students who require medication on an as-needed basis through the use of an inhaler or Epi-Pen will be permitted to self-medicate if the following conditions have been met.
 - b. A physician has determined that the student should carry the medical inhaler or Epi-Pen on his or her person and self-administer the medication. Physician's orders need to be on file with the school office.
 - c. Parents must complete the prescription Medication Administration Form and the Request for Self-Administration of Medication Form specifically for use of the inhaler/Epi-Pen.
3. Prescription medication will be administered to students only at the written request of the parent. Parents must complete a Medication Administration Form before any prescription medication can be distributed to a student. Any request for administration of medicine must include the student's name, description/type of medication, dosage of medication and the time(s) it is to be given. All medications must be in the original pharmaceutical container labeled with the student's name and dosage directions.
4. The school will keep a small supply of over-the-counter medications to administer to students. In this case, medication will only be given to students whose parents complete a Medication Administration Form regarding these medications. PCA staff will call the parent prior to administering this medication to verify authorization. Available medications will include only Tylenol and Benadryl.
5. PCA should be kept abreast of any prescription medications a student begins taking on a regular basis during the school year.
6. For medicines which are administered PRN (as needed), if possible, an attempt will be made to contact a parent prior to giving a discretionary dose.

Student Safety

Any student communicating or even intimating a plan to physically harm himself or others will be removed from campus until the parents can present an evaluation from a recognized mental health professional stating that the student is appropriate to return to school.

USE OF ELECTRONIC DEVICES

Objective

To help create and maintain an orderly school environment, conducive to supporting and challenging students to pursue personal excellence in their academic, spiritual, and physical lives.

Scope

This policy applies to all students, both enrolled students and visiting students, at Pinnacle Classical Academy.

Definitions

Electronic Device: For the purpose of this policy, an electronic device shall be considered any device other than a calculator or similar device which the school may require and deem necessary for academic purposes. Examples may include personal laptops, personal CD or DVD players, game systems, iPods, phones, texting devices, etc.

Guidelines

Electronic devices from home (CD players, DVD players, game systems, iPods, etc.) will not be allowed at school. Please do not bring such devices to school.

TELEPHONE USAGE

Objective

To help create and maintain an orderly school environment, conducive to supporting and challenging students to pursue personal excellence in their academic, spiritual, and physical lives. This policy is also for the purpose of allowing our school office employees to focus on the tasks which they are required to complete.

Scope

This policy applies to all students. Parents are encouraged to understand this policy and help us enforce it by limiting the number of calls placed to students during the day.

Definition

N/A

Guidelines

The school phone may be used by students for **urgent** or **school-related calls** to home/parents with special permission from the teacher. Parents may relay emergency messages to students by calling the school office. Students who bring cellphones to school may only use them after school has been dismissed.

CONTROVERSIAL SUBJECTS POLICY

Objective

For Pinnacle Classical Academy to encourage respect for personal convictions of students, their parents, and teachers in various academic subject areas while also maintaining the goal of teaching all subjects with a Christ-centered worldview.

Scope

This policy applies to all teachers as they conduct their classes and other teaching duties as an employee of PCA.

Definition

Controversial subject: A subject where there are different opinions held by students, parents and teachers, where PCA has not taken an official position. This applies whether or not the topic was planned by the teacher or was introduced by a student during class discussion.

Guidelines

1. If a topic arises during class time that meets the definition of a controversial subject and a continuation of discussion will not help achieve the goals of the curriculum, then the teacher will not permit more discussion of the topic.
2. If a topic arises during class time that meets the definition of a controversial subject and a continuation of discussion will help achieve the goals of the curriculum, then the teacher will do the following:
 - a. Instruct students to respect the other students that have differing views on the subject matter.
 - b. Instruct the students to honor the teaching they have received from their parents on the subject matter.
 - c. When applicable, encourage students to become familiar with different views on the subject matter by directing them to sources that examine these views.
 - d. Keep the discussion focused on subject matter.
 - e. Adhere to the goals of Pinnacle Classical Academy, and serve as a role model by setting a standard of a mature Christian adult to the students.
 - f. Express his/her personal perspective but not debate with the student in an adversarial manner.
 - g. Create an environment that provides balance in discussion by presenting all views as accurately and fairly as possible.

FIELD TRIP POLICY

Objective

For Pinnacle Classical Academy to provide guidelines for organization and purpose of field trips.

Scope

This policy applies to all field trips sponsored by PCA.

Definition

A field trip is an off-campus (out of school) event that supports or complements the academic curriculum of PCA.

Guidelines

1. Field Trips will be coordinated by the teacher and related to the academic curriculum.
2. The Teacher should submit to the Board of PCA the objective of the trip, the schedule of events, transportation requirements and the cost (if applicable).
3. Upon approval, parents will be notified of the specifics listed in item 2.
4. Field Trips will be held during school hours and are mandatory for all students to attend (unless an absence meets the requirements as described in this handbook).
5. Each student must have a permission slip completed and signed by his/her parent and submitted to the teacher prior to leaving.
6. Field Trips will include the appropriate number of chaperones and drivers (must be parents of students enrolled at PCA or PCA employees) that are deemed necessary at the discretion of the Board of PCA.
7. Adult drivers must provide a copy of a valid driver's license and current insurance policy to the Teacher prior to the scheduled trip.
8. The Teacher will provide all adult drivers with a list of all students riding in their vehicle, a copy of each student's insurance card, emergency contact information, and instructions to allow all appropriate and necessary medical treatment if there is an injury.

9. Students must comply with the current Arkansas State Laws that outline child restraint requirements while riding in a vehicle.
10. Students must comply with the same behavioral standards as in a classroom setting as they are outlined in this handbook.
11. Students must wear the appropriate formal uniform attire unless specifically instructed otherwise by faculty.
12. As a general rule, siblings of PCA students are not permitted on Field Trips. However, at the discretion of the teacher, this may be permitted due to special circumstances.

**PINNACLE CLASSICAL ACADEMY
2019-2020 CALENDAR**

August 5-9	Teacher Training and Work Days
August 12	Student Orientation (Meet Teacher & Drop-off Supplies 9am-1pm)
August 13	Parent Orientation (evening: 6:30pm-7:30pm [Parents Only])
August 14	First Day of Classes**
September 2	Labor Day (Classes dismissed)
September 3	School Board Meeting
September 12	Progress Reports
October 1	School Board Meeting
October 11	*END OF 1ST QUARTER (42 days)
October 14-15	Fall Break (Classes dismissed)
October 17	Report Cards
October 23 & 24	Parent-Teacher Conferences
October 31	Greekfest (Classes dismissed at 12:30 p.m.)
November 5	School Board Meeting
November 7	Grandparents Day
November 14	Progress Reports
November 21	Thanksgiving Feast (12:30-1:30 pm)
November 25-29	Thanksgiving Holiday
December 3	School Board Meeting
December 13	Christmas Recitation
December 19	Class Christmas Parties
December 20	*END OF 2ND QUARTER (42 days)
December 20	Teacher Inservice/Work Day
December 23–January 3	Christmas Holiday
January 6	Classes Resume/Beginning of 3rd Quarter
January 7	School Board Meeting
January 9	Report Cards
January 20	Martin Luther King Jr. Day (Classes dismissed)
February 4	School Board Meeting
February 6	Progress Reports
February 13	Valentine's Day Party (K through 4th grade)
February 28 & 29	School Play
March 1	Stories for Scholarships Begins
March 3	School Board Meeting
March 6	*END OF THIRD QUARTER (44 days)
March 12	Report Cards
March 18 & 19	Standardized Testing (2nd through 10th grades)
March 23-27	Spring Break**
March 31	Stories for Scholarships Ends
April 7	School Board Meeting
April 10	Good Friday
April 16	Progress Reports
May 1	Spring Recitation
May 5	School Board Meeting
May 14	*END OF FOURTH QUARTER (45 days)
May 18-21	Teacher work days / Inservice
May 27	Report cards mailed to families

*Days per quarter include satellite school days.

**For students enrolled in the Logos Online School, please make note of the following differences in schedule:

[Return to Table of Contents](#)

September 3, 2019 - First day of classes

November 27-29, 2019 - Thanksgiving break (Since our schedule includes a full week for this break, the students will need to make arrangements with their Logos teacher.)

February 17, 2020 - President's Day (classes dismissed)

March 16-20, 2020 - Spring Break (Because our spring break differs from Logos School's break, the students will need to make arrangements with their Logos teacher.)

March 18-21, 2020 - Logos School's Finals Week