

Family Handbook
2023-2024



Jacksonville Classical Academy

Learn the True. Do the Good. Love the Beautiful.

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Welcome to Jacksonville Classical Academy

Dear Families,

It is with great pride that we welcome you to our Jacksonville Classical family. Not only will this Family Handbook introduce you to many of the practical questions you have about the operation of the schools, but it will also deepen your knowledge of our mission at Jacksonville Classical.

We are honored that you've chosen to trust Jacksonville Classical Academy with the well-being of your child. Every decision we make as a school is centered on the best interest of your child and in helping them to develop into well-rounded American citizens and full human beings. We believe classical liberal arts is most relevant in our current times as it addresses scholars in all the depth and breadth of their humanity. We ask the perennial questions that remain at the heart of life: What constitutes a just society? How do I lead a good life? What is good, noble and true? Every day, we focus on virtues essential to the liberal arts model of education. Virtues are taught through stories read during our daily Morning Assembly and are modeled in the culture and discipline of our school.

This handbook contains information that serves as your parent guide regarding important rules and procedures to be acquainted with and adhered to as a Jacksonville family member in the best interest of all children.

Please take the time to read through this handbook carefully and keep it on hand throughout the year to reference as needed. Not only will the handbook answer many of the practical questions you have about the operation of the school, but it will also deepen your knowledge of the mission of our school.

Additionally, the handbook serves as your quick guide to pertinent information that will foster a positive experience at Jacksonville Classical Academy. To best keep up to date we encourage you to continually visit our website at www.jaxclassical.org.

Sincerely,

The Jacksonville Classical Academy Board of Directors

About Jacksonville Classical Academy (JXC)

Background

JXC opened in 2020 with the goal of offering a classical education to Jacksonville's young scholars. The school opened with grades K-6 and will expand by one grade per year. This year we welcome our first 9th graders and in 2027 we will experience our first High School graduation!

In 2022 we opened our second school, Jacksonville Classical Academy East, which is located in the Arlington neighborhood of Jacksonville. The school opened with 239 scholars in grades K-5. The school will grow one grade per year to 8th grade. Beginning in 9th grade, scholars will be offered the opportunity to transfer to the main campus.

Mission

The mission of JXC is to train the minds and improve the hearts of young people through a classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Vision

JXC envisions having a citizenry worthy of the legacy of our country's founders and the continuation of our American experiment, developed through a classical, great-books curriculum designed to engage the scholars in the highest matters and the deepest questions of truth, justice, virtue, and beauty.

Pillars of Virtue

Courage:

We will do the right thing even when it's unpopular or difficult.

Courtesy:

We will be polite, use manners, and maintain a positive attitude in all of our daily interactions.

Honesty:

We will speak the truth and act truthfully with others and myself.

Perseverance:

We will be persistent in our efforts despite difficulty or delay in achieving success.

Self-Government:

We will use self-control in our actions and our interactions with others.

Service:

We will seek to help others through my words and deeds.

Responsibility:

We will do our duty and accept the consequences of our actions.

Completing the JXC Course of Study

Scholars completing the JXC course of study will be well-established on the path to developing scholarly habits and noble virtues. They will receive a comprehensive foundation in language through stories, poetry, and music; in thought and expression through grammar, composition, mathematics, and visual art; and in the knowledge of the world around them through science and history. As a graduate of JXC, the scholars are prepared for every career, every course of advanced or specialized study, and every kind of leisure. In short, the JXC graduate is ready to live a lifetime of learning and is prepared to be a knowledgeable citizen, valuable member of society, and virtuous human being.

Respect and Pluralistic Sensitivity

JXC is a public, non-sectarian institution serving a diverse population. All members of the JXC community - the administration, teachers, parents, and scholars - should show profound respect and tolerance for the religious, political, and cultural traditions and perspectives of others. The administration and teachers will take the lead at JXC in actively promoting tolerance, civility, and sensitivity. Teachers are not permitted to encourage a religious or political perspective in the courses they teach. Rather, they encourage a civil and tolerant discussion of ideas when such topics naturally arise in class or on campus.

JXC does not discriminate based on race, color, national origin, sex, disability, or age or any other grounds required by law, in its programs and activities and provides equal access to the designated youth groups. All inquiries regarding non-discrimination policies should go to the Executive Director.

Education Philosophy

True education has always rested on two presuppositions. The first is that truth is desirable for its own sake. It is good not for what it does, but for what it is. The second is that knowledge consists not in bending the truth to ourselves, but in conforming ourselves to truth. We can only conform ourselves to truth by freely embracing and loving it, and we can only love truth if we are enticed by its beauty. Love of beauty has therefore always been integral to the discovery of truth and true education has always sought to form the heart and mind, reason and will, desire and knowledge. In short, education forms the whole person in light of truth, beauty, and goodness.

The Vision Statement seeks to root a comprehensive understanding of education in a compelling and beautiful vision of reality worthy of scholar's love. This vision is intended to govern every facet of the school life. Its aim is twofold: first, to communicate a certain body of knowledge; and second, to cultivate a certain kind of person, to develop as far as possible what is uniquely human in him, and so to equip him with the skills, habits, and aptitudes necessary to embrace truth and to become the person he was truly created to be. Immediately it becomes clear that no aspect of a school's life is truly "extra-curricular" or falls outside of its core mission of education, because every aspect of its life - from the way the school gathers in the morning, to the dress code of scholars and staff, the arrangement of furniture in the classroom, the paint and posters on the wall, the activities during recess, the way technology is used, and the songs the children sing - reflects the school's judgments and priorities about the meaning of its educational mission. Everything a school does teaches something. Everything a school does is education of some sort. The important thing is to be sure that it is a good and coherent education and that policies, procedures, pedagogical methods, and the culture of the school are not at cross purposes with the vision.

Curriculum, pedagogical methods, and all the details of the school life should therefore be constantly assessed both in light of the conviction that knowledge and love of truth, beauty, and goodness are ends in themselves and in light of the twofold goal of the Vision Statement. Every activity, program, policy, method, or proposal should be tested by the following criteria, which follow from this vision, though not all are equally applicable to each of these facets of school life.

Grammar Stage (K-5)

In JXC grammar school years, we seek to fan the flickers of those early yearnings to learn, discover, and love. We long to develop in each child a love of learning, a love and respect for neighbors, with a sense of wonder and adventure about discovering the world around them. We desire to nurture a love of the good, true, and beautiful with a joy for living a full and happy life. Above all, we strive to cultivate a heart for learning within our children which serves to heighten their sensitivities and respect for the world around them.

A lifelong love of learning develops when the earliest experiences of a child's education are positive and rewarding. In order for these years to provide such experiences, the natural development of the scholars must be understood. Kindergarten through fifth grade is called the grammar stage. Just as the study of grammar provides the foundation for understanding language. These early childhood years develop the essential building blocks necessary for more multifaceted, complex, and analytical learning that will occur in the dialectic (sixth through eighth grade) and rhetoric (ninth through twelfth grade) stages and throughout life. Curiosity abounds in a child during these grammar years - their minds want to absorb and learn information about the world past, present, and future. Singing, reciting, and much laughter can be heard emanating from the classrooms of the grammar school as scholars learn about the world around them through activities such as discovering the rules of phonics, listening intently to stories from history, identifying the parts of a plant, an animal, or the body, and authoring their own stories. None of these experiences would be possible if it weren't for the committed and enthusiastic faculty members who guide and instruct the scholars each day.

We know that grammar school scholars learn best when the information is delivered through multisensory approaches. Therefore, JXC is committed to a classical curriculum that is intricately woven and integrated across all subject areas. Educator and author Susan Wise Bauer wrote, "because it [classical education] uses real, living books and hands-on experimentation rather than relying on textbooks and canned presentations, classical education is a matter of exploration, of reading, thinking, and talking, and of discovery - not of rote memorization and regurgitation."

The grammar school years at JXC provide educational experiences full of wonder and growth. For example, scholars are able to recite the Presidents of the United States, State Capitals and famous historical events, perform poems and short stories in a one-of-a-kind "Readers Theater," dress up as their favorite historical figure: Greek Hero, Roman Gladiator, or Medieval Knight, embark on a field trip to Washington D.C., or watch King Peter and Edmond in a Narnian play, all within a loving, safe, thoughtfully designed, stimulating, yet peaceful environment conducive for children to thrive and grow.

Logic Stage (6-8)

The liberal art of dialectic is the skill of thinking. It is the skill of reasoning, questioning, and arguing in a way that intentionally recognizes grammatical and logical rules and honestly seeks what is true.

All scholars are thinkers. From the time children can speak at all, they express a desire to know. Filled with wonder, they are inquisitive and like to ask the question "Why?" As scholars approach their teens, though, this inquisitiveness becomes more pronounced. They realize that not all reasons are equally reasonable. They want verification, demonstration, and justification that a suggestion or explanation is correct. They begin to enjoy arguing. While this intellectual attribute can manifest itself as an irritation or even as disrespect, it is properly part of maturing and needs to be nourished.

In the logic school (sixth through eighth grades), one of our chief aims is to nourish our scholars' minds by training them to find arguments and distinguish the ones that are sound from the ones that are not. One way of accomplishing this is to give them formal training in Logic, teaching them how to discern fallacies and how to construct valid arguments. More pervasive in our curriculum during these years, though, is a method of teaching and learning that focuses on training the scholar to ask and to follow questions. This method is commonly called "Socratic," named for one of the earliest philosophers, Socrates, who used questions both to learn and to instruct. Beyond simply asking "why?", we want our scholars to habitually ask and follow questions that concern more particular categories, such as definition, comparison, cause, and purpose.

This skill of asking and following questions is prevalent in all of the courses in the logic school. In every class, the scholar is exposed to teachers who model Socratic instruction and to assignments that are intentional in requiring that they find and follow the most significant questions of the discipline. The skill of dialectic is a major source for integration across the curriculum in these grades.

We do not engage in “busy work” in the logic school. There are no assignments that are meant simply to give the scholars something to do to keep them quiet and behaving properly. Too often, it is the case with sixth through eighth grade instruction that it is focused on delivering information but does not instruct in how to question. Scholars may learn facts and collect data from this approach, but they will not learn how to find and understand the arguments that would give any enduring meaning to those facts. It does not take long for teenage scholars to become cynical about this type of education, and rightfully so, as it stunts their intellectual maturity.

Rhetoric Stage:

Ninth through twelfth grade at JXC is referred to as the rhetoric school, because during these years, the liberal art of rhetoric is the most emphasized of the verbal arts. As the fundamental skills of writing and speaking, it is taught, practiced, and refined throughout every subject and class. Relying on the skills of grammar and logic, rhetoric is the skill of finding the best means of persuasion in order to lead others toward what is true, good, and beautiful. Speech, whether written or spoken, is never neutral, but always comes from and leads to a particular situation, or vantage point. Therefore, the speaker always has a responsibility to use his or her words to instruct, move, and delight others in ways that are truthful and ethical.

Scholars in rhetoric school are old enough to begin to understand that life is not simplistic. It is filled with complexity, nuance, and variation. They are ready to engage in deeper thinking and want to express their thoughts with more accurate analysis and more interesting style. They desire to participate in activities that are meaningful and productive. Due to two hallmarks of our classical, liberal arts model of education, we not only meet this capacity in our scholars, but we set it ablaze.

First, we take a teleological approach when thinking about our curriculum, beginning with what we have in mind for our graduating seniors (class of 2027). What skills and ideas should they have? What should they love and desire? What books should they have read? What theories should they understand? What experiences should they have? Answering these questions help give our curriculum intentionality and continuity beginning with K-5 but becoming much more detailed and specific in ninth grade. For example, in our Humane Letters sequence of classes, scholars will engage with some of the greatest thinkers in Western Civilization. In ninth grade, scholars will read literature in the American tradition; in tenth grade scholars will read literature in modern Europe; in eleventh grade, scholars will read literature in Ancient Greece; and as seniors, scholars will survey literature from Rome to Modernity. As seniors, scholars will deliver a speech and write a thesis that requires them to pick a topic or theme that runs through some of the major books read.

Second, our teachers are tremendously talented and have a deep conviction about teaching as a vocation. Many of our logic and rhetoric teachers have a master’s degree in the area of study that pertains to the content of what they currently teach. A handful of our teachers also have earned doctorates. There is an atmosphere amongst our faculty of passion for their disciplines and personal care for their scholars. They understand that they are training their scholars to pursue “higher things,” and this happens through relational teaching, where highly trained educators serve as models and mentors of deep thought and ethical practice. The strength of any curriculum certainly rests on the teachers who implement it, but at JXC we would say that our teachers are the curriculum.

Building on a foundation of training in the skills of grammar and logic, our scholars in the rhetoric school are taught according to a purposefully designed curriculum by stellar teachers and are being prepared for a lifetime of learning and service to the community.

Academics

- JXC uses a curriculum that is more rigorous than in traditional schools. This may require scholars to put in additional study time and effort.
- We believe all scholars can learn and master the material presented in our classrooms.
- Scholar support and special education provide services for all scholars with academic and behavioral needs. Interventions utilized to achieve JXC's expectations are targeted and specific to each scholar.
- JXC resists grade inflation and social promotion. Mastery of core subjects always takes priority.
- Latin is a key element of our classical academic model. Latin is introduced and taught as part of our curriculum.
- Literacy is taught through an explicit phonics program. Our scholars are expected to be at grade level by the end of the 3rd grade. We will provide after school tutoring, pull out sessions and summer school to ensure this expectation is realized.
- Math is taught conceptually using the Singapore math curriculum. We expect all scholars to meet grade level standards by the end of the third grade.
- The Sciences, Music and Art classes are offered at all grade levels.
- Teachers frequently employ the Socratic method of discussion.
- Scholars will be academically prepared to pursue multiple post-secondary options. While the Academy hopes that most graduates will go on to college, scholars who do not intend to attend college will also benefit from the education provided by JXC.

Attendance

Guidelines

There are probably no factors more important to successful school progress than regular and punctual school attendance. Absences shall be reported to the school attendance office by the parent within 5 days of absence. Parents and Scholars are responsible for attendance which shall be required of all scholars during the days and hours that the school is in session.

Scholars who are tardy or absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in scholars not being eligible for a class grade.

Ideally, scholars are expected to attend schools 180 days a school year. However, if a scholar has been absent three (3) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated by the Principal.

Scholars may request the make-up assignments for all excused absences/tardies from teachers upon return to school or class within three (3) school days.

Excused Absences

The following will be considered excused absences:

- Religious holidays.
- Absences for medical reasons.
- Absences for mental or emotional disabilities.
- Pre-arranged absences of an educational nature that are approved by the Principal.

- Attendance at any school-sponsored activity.
- Bereavement (please notify the school if the absence will extend beyond three days).

Parents must, within 5 school days, email the teacher a note to explain an absence. If a scholar misses more than 3 consecutive days, a doctor's note is required. Failure to follow this procedure will result in the absence being considered unexcused.

If an unexcused absence is recorded, the school may attempt to contact the scholar's parent or legal guardian regarding the absence to prevent a pattern of nonattendance. Under some circumstances, more than parental notification may be required by the Principal.

Unexcused Absences

Excessive absences may result in the scholar's report card reflecting insufficient attendance to receive a grade and/or grades being negatively affected, being kept off field trips and/or special activities.

If a scholar has six (6) unexcused absences in a nine-week period, or ten (10) unexcused absences in a semester the scholar will be referred to the principal for evaluation.

The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, a meeting with the parent must be scheduled to identify potential remedies, and the principal shall notify the district school superintendent and the school district contact for home education programs that the referred scholar is exhibiting a pattern of nonattendance.

If an initial meeting does not resolve the problem, the child study team shall implement the following:

1. Frequent attempts at communication between the teacher and the family.
2. Evaluation for alternative education programs.
3. Attendance contracts.

The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or recommendation for filing a truancy petition pursuant to s. 984.151.

A scholar who is found to be habitually truant may be withdrawn from the charter school and referred to the district superintendent for further action.

Family Vacation

All family vacations should be scheduled during school breaks. Absences due to vacations will be considered unexcused absences.

Tardiness

The parent is responsible for their child's school attendance as required by law and stresses the importance of regular and punctual school attendance.

The school day begins at 8:00 am. Arrival time for scholars is up to thirty minutes prior to the start of the school day. Scholars should be ready for class or assembly 5 minutes prior to the start of the school day. Any scholar that is not in the classroom by 8:00 a.m. will be considered as tardy.

The entrance to the car line closes at 7:55 a.m. to give scholars and teachers time to be in class and ready to teach. Parents who arrive after 7:55 a.m., MUST park and walk their scholars to the school entrance and sign in the scholar. Scholars must be in their classroom by 8:00 a.m. to avoid being marked as tardy

All tardies will be considered unexcused unless a child has a doctor's note. Excessive tardies may result in the scholar's report card reflecting insufficient attendance to receive a grade and/or grades being negatively affected, being kept off field trips and/or special activities.

On the third occasion that a scholar has an unexcused tardy in a quarter, a detention will be issued, in addition to his or her first period grade/effort being lowered.

Excessive tardiness may result in the scholar's report card reflecting insufficient attendance to receive a grade and/or grades being negatively affected, being kept off field trips and/or special activities.

Early Removal / Dismissal

Students are expected to attend the entire day of school. The early release of students causes disruption to academic performance of all students and may create safety and security concerns. Students who are removed early from school are missing valuable instruction time; moreover, this communicates an erroneous message to students that not all subjects are equally important. Student drivers who are 18 years of age will be required to have parent permission before being allowed to leave early. Students may not sign themselves out. Students who are 18 years of age may not sign out a sibling.

Carpool Drop-off/Pick-up

The Facilities Team along with administration will establish and communicate drop-off and pick-up (carpool) procedures, giving priority to the safety and security of all scholars. Parents are expected to cooperate fully to ensure that the process is safe and orderly.

The school will release scholars only to parents, legal guardians, or adult designees. Adults should always have a valid ID or placard when picking up scholars as those unrecognized by staff will be required to produce identification before scholars are released.

Scholars are expected to be picked up promptly as school ends. Scholars who are not picked up by the end of carline, will be sent to after-school care and the parents will be charged a drop-in fee.

Only individuals listed on the EMERGENCY CONTACT CARD will be allowed to pick-up scholars from school. If someone not listed on your emergency card needs to pick up your child, please send an email to the front office.

Parents will not be allowed to sign out their scholar early after 2:30pm on regular school days. Extenuating circumstances will be considered on a case-by-case basis by the school principal or designee.

School Schedule:

	Main Campus	East Campus
School Grades	K-6	K-5
Before Care Begins	6:30 a.m.	6:30 a.m.
Arrival Begins	7:30 a.m.	7:30 a.m.
Drop off Line Closes	7:55 a.m.	7:55 a.m.
School Day Begins	8:00 a.m.	8:00 a.m.
School Day Ends	3:00 p.m.	3:00 pm
Pick-up Line Closes	3:30 p.m.	3:30 p.m.
After Care Ends	6:00 p.m.	6:00 p.m.

Reference Information

School Phone Numbers

Main Campus 904-288-7732
East Campus 904-302-9052

School Emails

Main Campus info@jaxclassical.org
East Campus eastinfo@jaxclassical.org

JXC Staff

<https://www.jaxclassical.org/staff>

Academic Year Calendar

2023-2024

Jacksonville Classical Academy Academic Calendar

July '23						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30	31					

August '23						
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September '23						
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October '23						
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November '23						
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December '23						
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31						

January '24						
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February '24						
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March '24						
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April '24						
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May '24						
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June '24						
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30						

First and last day of school
 School Closed

School Closed, Staff Development Day
 Weather Day, School Closed unless required for make up day.

Parent Involvement

Expectations for Parents

We believe parents own the fundamental responsibility for their children's education and that the academy's role should be viewed as a supportive one. JXC encourages parents to:

- Model good character and insist that their children cultivate good habits and virtues.
- Help their children develop effective study skills.
- Read to their children, especially those in the early grades.
- Oversee regular reading, writing and mathematics skill development.
- Stimulate discussion and exploration of ideas and events with scholars.
- Support the academy goals through familiarity with this handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the scholar's success.
- Follow carline rules and procedures for the safety of the scholars and others.
- Learn and live the JXC virtues.

Volunteer Hours

Parents/Guardians are requested to volunteer their time both at school and at home. There are ample opportunities for parents to volunteer throughout the school year.

Suggestions for volunteer hours include:

- Lunchroom/recess monitor • Volunteering in the classroom • Chaperoning on a field trip
- Sponsoring or volunteering in extracurricular activities • Assisting with plays, programs, or exhibits
- Volunteering/chaperoning at school functions • Assisting teachers/staff with administrative tasks
- School beautification and improvement projects • Helping with fundraisers

Parent Group (PG)

The Parent Group is a home and school group acting under the direction of the Principal which meets periodically to discuss ways in which the parents can further the mission of the school. There is a \$10 cost to be a member.

The organization's functions are as follows:

- To enable and promote a clear understanding of the mutual educational responsibilities of the parents/guardians with the school.
- Education is always a joint effort between home and school. As parents, you have the primary role of educating your children. As educators, however, you have given us the privilege to help take part in that role. The PG's purpose is to help facilitate unity between home and school, so children can see that union and ultimately benefit. That unity should happen naturally through the facilitation of meetings and events and constant communication and collaboration.
- To arrange for families to invest their time and talents in the school in order to enrich the children's education.

Fundraising

Fundraising is a key function of the organization in order to help bring down the operation costs of the school. Fundraising allows for the school to provide for greater enrichment and educational enhancements for our scholars that our normal, operating budget may not allow for. Whether it is providing our scholars with more books to read, having extra money for more "expensive" field trips, or improving upon existing facilities, the list goes on. Fundraising plays a vital role to any educational institution.

All fundraising must be coordinated through the Executive Director. Scholars of JXC will not engage in door-to-door sales. From time to time, volunteers may support the Board's and Executive Director's fundraising efforts.

Parent Communication

JXC values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation should follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with administration, faculty, and staff of JXC:

- Email faculty and staff members via School email accounts, which are posted on the School's faculty and staff webpage.
- Leave a message with the school receptionist.
- Leave voicemail.
- Hold a face-to-face meeting (which must be scheduled in advance using one of the means above).

During the school day and both immediately before and after school, teachers have their minds on teaching or impending meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu "five-minute" chat. Parents who are in the building for another reason should not use their access to faculty in order to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

JXC teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or the principal within forty-eight hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

Home Learning

We believe that learning is not confined to the classroom and the school day. Regular, purposeful homework is an essential component of our instructional program. It prepares scholars for high school and college and entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is as follows:

- To reinforce skills, concepts and knowledge learned in class.
- To develop good skills and habits of study.
- To practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom.
- To work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention.
- To prepare for the following day's work so that the most can be made of class time.
- To inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each younger child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and elevates and informs conversation within the family.

In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature.

Study habits are being developed during a scholar's time at JXC, making it difficult to estimate the amount of homework time for any one scholar. The expected homework time allotment for each grade is as follows:

Grade	Homework Time Allotment
Kindergarten	10 minutes plus family reading time
Grade 1	20 minutes plus family reading time
Grade 2	20 minutes plus reading time
Grade 3	30 minutes plus reading time
Grade 4	40 minutes plus reading time
Grade 5	50 minutes plus reading time
Grade 6	60 minutes total for all classes plus reading time
Grade 7, 8, 9	70 minutes total for all classes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and scholars will be encouraged to work on those longer assignments steadily so that scholars can manage their homework along with other activities and adequate sleep. Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more.

It is the responsibility of the scholar to make up missed homework after any absence, planned or due to illness, promptly. If a scholar is unable to attend school and seeks his or her assignments, the parent or scholar should contact the teacher for that information, not the academy front office employees. It is wise to coordinate with a friend (perhaps one who lives close by) early in the year so that homework handouts might also be collected for the absent scholar. For each excused absence, one day missed translates to one day allowed for makeup.

An absence on the due date of a major assignment or exam may not extend the due date of that assignment. The scholar should expect to submit the work and/or makeup the exam on the day of his or her return. Likewise, absences during the preparation time of a major assignment may not extend the due date. Please contact your child's teacher regarding make-up work following absences.

For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Scholars will not be rewarded by not doing school/classwork.

Past Due Assignments

If homework is turned in late, the grade the scholar receives shall be reduced as per the policy of the teacher for each day late. Scholars who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days.

Scholars who pass this limit will be subject to an effort and/or conduct penalty as per teacher policy, and/or be excluded from a school event, field trip or extracurricular activity.

Posting of Assignments / Communication

Scholars in grade 2-12 will be required to use a daily agenda to write their homework in, reinforcing the idea of teaching our scholars responsibility.

The agenda should be the first place to check for homework and feedback from teachers. As a backup, teachers of scholars in grades 2-12 will post homework for the upcoming week. Please be advised that assignments may change from day to day and will be updated as needed. Parents are encouraged to check daily for any changes.

Grading & Instruction

Grading

JXC uses a 4.0 grading scale for grade 2-12. Parents and scholars should be regularly informed of the scholar's progress. The letter and numerical grades for this system are listed below:

Second Grade through Ninth Grade

A:	90-100%	4.0
B:	80-89%	3.0
C:	70-79%	2.0
D:	60-69%	1.0
F:	0-59%	0.0

The grades used for primary scholars (K-1) measure academic performance and are used as a means of reporting achievement relative to Florida Standards and other curriculum objectives. Scholars in kindergarten through first grade are assessed using the following grading scales:

Kindergarten and First Grade

S:	Satisfactory
N:	Not Demonstrated
U:	Unsatisfactory

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at JXC.

Progress reports and Report cards will be posted in the [Focus Parent Portal](#) each nine weeks.

Teacher Conferences

Arrangements for conferences may be made with your child's teacher before or after school hours. Please email the teacher to arrange a conference.

Academic Textbook and Supplies

Scholars will receive a variety of books and materials. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged, the scholar must pay for any needed replacement.

Scholar Planner

Organization is an important part of self-government and is woven into our curriculum. To help scholars manage their assignments, each scholar will be given their own planner. If your scholar loses their planner, another may be purchased from the front office for \$5. This planner will allow scholars to write down assignments and encourage teachers and parents to communicate regularly. The planners should go home every night and provide parents with a convenient method to monitor their scholar's work. All scholars must have a planner.

Uniforms and Dress Code

Uniforms and Grooming

At JXC, scholars wear uniforms to eliminate distractions, to level the playing field, and to remind ourselves that we are doing important work.

The spirit of the uniform policy is that scholars will dress and groom themselves in a manner that is traditional, not obstructive, and not distracting.

Scholars will dress according to the mandatory and optional items listed on the board-approved uniform and dress code

General uniform and grooming criteria:

- Scholars may wear their own outerwear (coats, sweaters) outside of the school building and on the playground. If they are cold in the classroom, they should wear one of the uniform outerwear items.
- All scholars must always be in uniform (unless approved by administration). No other clothing other than uniform tops and bottoms is permitted. No outside tops, jeans, bottoms, or outerwear are permitted in the building.
- Shirts must always be tucked in.
- Skirts, skorts, and shorts shall be no more than 3 inches above the knee. Pants and shorts must not be too tight.
- Hair must be clean, neat, and styled traditionally. Only natural colors are allowed. Neat bows, barrettes, headbands, and "scrunchies" are permissible so long as they coordinate with the uniform (white, blue, or gold) and are smaller than 2" in diameter. Hair must be natural looking and conservative in its color and style (no feathers or threads, bleaching or unnatural streaking/highlighting, no deep/bright reds or oranges, no artificial jet-black coloring, and no unnatural colors).
- All girls and boys shirts may have the top button unbuttoned. All other buttons must be buttoned.
- Shoes with bright colors, light up soles, or wheelies are not approved.
- No boots of any length or style may be worn.
- Modest jewelry is allowed, including a watch (no smart watches) or one small necklace, limited in length to the neckline so that it will not get caught on anything and become a hazard. Bracelets should be limited to two per arm to prevent distractions. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e., chains or collars). Girls may wear two earrings per ear on the earlobe. No stretched piercings (gauge) or holes may be visible. Boys will not be permitted to wear earrings. If jewelry becomes a safety hazard or overly distracting, scholars will be asked to remove it.
- Tattoos must always be covered.
- Makeup must look natural and is not permitted in grades K-4.

- Nail Polish: Girls may wear light colors (No dark or neon colors) or clear nail polish. Nail polish is not permitted for boys.
- No hats or sunglasses permitted in class. Hats include visors and bandanas.
- Good personal hygiene is always required. This includes wearing neat, clean clothing. Strong/offensive body odors or excessive use of perfumes or cologne are inappropriate.
- All items should be labeled with the scholar's first and last name.
- Should a scholar require reasonable uniform alterations based on religion, disability, or medical condition, please contact administration.
- It is the scholar's/parent's responsibility to search for items in the Lost and Found. These items are donated quarterly.

Everyday Uniform Requirements

- All uniform items must be purchased from the [Poindexter's Uniform Company](#).
- Socks - navy blue, black, or white crew-length 3" (or higher) socks or stockings.
- Solid black, navy, or white long sleeve t-shirt may be worn under uniform shirts in cold weather.
- Shoes - K-6 sneakers in black, brown, white, and navy may be worn on all days except formal days.
- Sneakers are required on PE days (black, brown, white, or navy and do not need to be one solid color).
- Shoes- 7th/8th/9th graders must wear solid black, navy, or brown, leather/canvas, solid black or brown soles every day.
- Khaki pants/shorts/skorts may be purchased at Poindexter's or another store.

Girls Everyday Dress

- Navy polo tops
- Khaki bottoms – pants, shorts, skirts, or skorts
- Navy Polo dress
- Blue or black shorts should be worn under all skirts, dresses, and jumpers.
- Solid black, gray, navy, or white leggings may be worn under dresses and skirts in cold weather.
- Skorts/shorts/skirts/dresses must be no more than 3 inches above knee.

Boys Everyday Dress

- Navy polo tops
- Khaki bottoms – pants or shorts
- A solid colored black, brown, or navy belt must be worn with pants or shorts (K-1st grade excluded).
- Solid black, navy, or white long sleeve t-shirt may be worn under uniform shirts in cold weather.

Formal Uniform Requirements

All uniform items must be purchased from [Poindexter's Uniform Company](#) (except for the boys/girls khaki bottoms). All pieces of the formal uniform are required for Formal Dress Uniform Day. Formal Dress Uniform Days are every Monday during the school year. There may be other events requiring formal uniforms during the year with advanced notice.

Girls Formal Dress

- 7th/8th/9th grade light blue button-down oxford shirt with plaid cross tie.
- 4th-9th plaid skort with a polo shirt.
- K-3 plaid jumper with white oxford button down shirt or the plaid skort with a polo shirt.
- Blue or black shorts should be worn under all skirts, dresses, and jumpers.
- Navy socks, any length.
- Shoes – solid black or brown, leather/canvas, solid black or brown soles.

Boys Formal Dress

- K-6th grade white button-down short-sleeve oxford shirt with JXC logo (oxford shirt and tie optional).
- 7th / 8th/9th grade plaid necktie and light blue button-down oxford shirt.
- Khaki shorts or pants
- Navy crew socks
- A solid colored black, navy, or dark brown belt must be worn with pants (K-1st grade excluded).
- Shoes – solid black or brown, leather/canvas, solid black or brown soles.

Health and Medications

Administration of Medications

JXC is committed to the health and safety of its scholars. Medication and/or medical procedures required by scholars should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the school Principal, their designee, or self-administered by the scholar per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the Administration of Medication/Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. The office will make this form available to parents/guardians. School certified employees may administer auto-injectable epinephrine to scholars upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the scholar, whether such scholar has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a scholar in such circumstances shall be immune from civil liability, pursuant to Florida Statutes section 1002.20(3)(i).

Scholar Medical Records

Scholar health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the Principal or Principal's designee and any appropriate, designated staff (such as the nurse) and will only be released to service providers as allowed and dictated by DCPS and state regulations.

Medical Operations

Parents will be informed when a scholar reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained or any injury requiring medical attention, the parents will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Medical Records and Enrollment

In order to complete the enrollment process, parents shall submit all required immunization records and health forms.

Food Allergies

JXC is not a peanut-free school. The school will, however, establish a peanut-free zone at the end of tables in the cafeteria, and teachers/monitors will ensure that this peanut-free zone is enforced.

Scholar Illness

Sick children should not be in school. Any child who has a fever of 99 degrees and above or is contagious (e.g., with pink eye, strep, the flu) should be kept at home. Before a scholar may return to school, fevers must resolve and be symptom-free without medication for 24 hours from the onset.

Scholars who have vomited or had a fever in the night should stay home for 24 hours with no recurrence before returning to school.

Scholar Information Release

Certain “directory information” including the scholar’s full name, address, and telephone number, will not be released without parental consent.

Scholars’ names, participation in officially recognized activities and sports, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school. In addition, classroom activities and events sponsored by the academy occasionally are photographed or videotaped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you do not wish to have your scholar(s) photographed or video-recorded for these purposes, you must notify the office in writing.

Scholar names and pictures will be included in the school yearbook unless permission is revoked in writing. Scholar names will not be listed with their pictures on the school website or in JXC advertising publications.

No identifying information regarding a scholar will be given via any avenue of communication without parent permission unless required by law.

Extracurricular Activities

Attendance Required for Extracurricular Participation

Scholars participating in any school sponsored event must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event.

Additionally, scholars who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Eligibility for Sports and Extracurricular Activities

Participation in interscholastic or extracurricular activities is a privilege and not a right. Interscholastic competition and participation in extracurricular activities may be withheld from any scholar as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition and extracurricular activities. Coaches and sponsors may establish policies for their groups in addition to those set out by athletic associations.

Field Trips, Off Campus Events

Field trips are school-related events for which school staff arrange transportation and ensure an appropriate number of chaperones. All trips shall be subject to prudent safety precautions and conducted according to the rules established by the school. Every effort will be made to schedule field trips without interrupting other school functions.

Behavioral Exclusion

Field trips can be a valuable learning opportunity for scholars; however, behavioral expectations are even more important when scholars are taken off campus. As a result, if a child has demonstrated an inability to

control his/her behavior in school, the Scholar may be denied the opportunity to attend the field trip or extra steps may need to be taken to ensure the scholar has a successful experience.

Financial Limitations

Field trips and athletics at JXC are one of those “peak moments” that bring families and scholars together. In an effort to make these trips more accessible, we included in the budget scholarship funds to cover part of the costs so that low-income families to attend field trips. If a family is in need of a scholarship, please reach out to school leadership to determine if you qualify.

Chaperones

Chaperones for field trips must follow the volunteer guidelines found within the policies of the school. Chaperones must be registered with the school prior to attending the field trip. All chaperones must be provided with a detailed list of the scholars they are responsible for, emergency contact information to reach the teacher in charge, as well as scholars’ parents if the need arises. Chaperones will be selected by the teacher.

Athletic Code of Conduct

1. JXC’s Athletics program conforms to the stated mission and vision of the school. As such, the goal of JXC Athletics is to enhance the character development of scholars through the development of physical skills, teamwork, and leadership. Through team and individual sports, the scholar athlete will develop a knowledge and appreciation of the rules of the game, as well as the physical skills necessary for competition. Sportsmanship, self-discipline, perseverance, self-sacrifice, and contribution to the team are goals that we wish to cultivate in our scholars. In JXC Athletics, character is prized above victory, and the cultivation of virtue and contribution to the team is prioritized over individual athletic achievement. Through this philosophy and vision, the JXC Athletics program seeks to build school community, to instill in athletes an understanding of and appreciation for sport, and to further the scholar’s development of virtue and leadership.
2. Scholars should practice sportsmanship and fair play; they should learn to win and lose with grace. They should participate in games and sports in which they can both lead and be led, subordinating their own role to the good of the team. A spirit of healthy competition as well as an attitude of perseverance, commitment, and excellence should be the norm. At the end of each game, as the teams line up to shake hands, athletes should congratulate the other team with respect and say, “good game.”
3. All children will have the opportunity to play and develop skills throughout the season, however, playing time may not be evenly distributed throughout the players. Our goal is to balance player development and fun with competitive play. As such, there will be times in which the more skilled players may be in a game for a longer period of time. All children will have the opportunity for significant playing time, but this may vary from game to game. For playoffs and championship games, it is the coach’s discretion to allot playing time.
4. It is important for scholars to attend practices and games. This communicates commitment to the sport and them. Scholars who miss an excessive amount of both may be asked to leave the team.
5. Proper sports attire should be worn to all practices and games. Failure to come properly dressed will result in the athlete being sent home and not allowing him or her to practice or play with the team.
6. If a parent wishes to discuss an athletic concern with a coach, the following steps should be taken:

- a. Email the coach to set up an appointment.
 - b. Do not attempt to confront a coach before, during, or after an athletic practice or game. Feelings can be heightened at these times. **Absolutely no conflict resolution should take place between a coach and a parent with scholars present.** Conflict resolutions should take place outside the athletic arena.
 - c. If the issue could not be resolved through discussion with the coach, the parent should then email the Athletic Director (or Principal if applicable) to set up an appointment. At this meeting the next appropriate step will be determined.
7. All scholars participating in sports are required to maintain a satisfactory standing academically. Failure of a scholar to maintain this standing will result in a loss of privilege to participate in athletics.
 8. Scholars participating in sports must adhere to the scholar code of conduct. Any violations will result in the scholar being suspended or removed from the athletic team(s).
 9. All High School sporting teams will adhere to the FHSAA code of conduct and game policies (www.fhsaa.org).

Guidelines for Scholar Behavior

General

Each teacher will post classroom rules and expectations. Scholars are expected to be polite and respectful to all adults and in all areas of the school building. Scholars should use our virtues to model their behaviors.

Water Bottles

Students should use a reusable water bottle at school. There are fountains on campus to fill the bottles or to drink out of. Disposable water bottles are not allowed on the JXC Campuses.

Involuntary Scholar Withdrawal

Scholars may be involuntarily withdrawn from the school if they have committed offenses that could subject them to expulsion, or when they have been determined to be habitually truant and a referral for truancy has been made to the district.

Cell Phones

Cell phones will be turned off and stored in the scholars' backpacks, locker or another appropriate place. If a cell phone is used during the school day, it will be confiscated and held by the Principal or Principal's designee until the end of the day, at which time a parent must pick up the phone. Inappropriate use of a cellphone during the school day may result in a discipline referral. Smart watches are not allowed on campus.

School administrators may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of scholars, faculty, or staff may be endangered.

Discipline: Minor Infractions

The activity of learning requires scholars to be attentive and polite. Scholars are expected to adhere to the academy's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the scholar.

Teachers may assign consequences for minor disruptive behavior. These consequences may require scholars to complete a Virtue Reflection Form. The form must be signed by the parent/guardian and

returned the next school day. Separation from classmates may also occur for a short period of time (for example, time out). Teachers will communicate with parents by phone and/or email to inform them about any infraction that has occurred.

Scholars who receive repeated referrals will be excluded from participating in extra-curricular activities including athletics, clubs and Jr. Argonaut clubs for one quarter.

Discipline: Major Infractions

Please see the JXC Scholar Code of Conduct for more details.

Bullying/Harassment

Bullying will not be tolerated on or off campus between JXC Scholars. Please see the JXC Scholar Code of Conduct for more details.

General policies:

Grievances

Refer to the Complaint/Grievance Process Policy in the Policy Manual.

School Breakfast and Lunch Program

Current breakfast and lunch program information can be found on our website.

Scholars may bring in their own lunch.

Parents dropping off lunch or sending food to the school via delivery service (Uber Eats, DoorDash, Grubhub, etc.) should be limited to an emergency only basis. If there is an emergency where lunch will need to be delivered, the parent will need to call the receptionist to make arrangements. Scholars may not use a food delivery service for themselves. Any unexpected food deliveries will be kept at the front desk until the end of the school day. Calling scholars out of the classroom to pick up food is a disruption to the learning environment and impedes the flow and functions of the front office.

If your child forgets their lunch at home, we are more than happy to provide them with a hot, healthy meal from the cafeteria.

Parent Review of Records

FERPA (Family Educational Rights and Privacy Act) gives parents certain rights with respect to their children's education records. These rights transfer to the scholar when he or she reaches the age of 18 or attends a school beyond the high school level. Scholars to whom the rights have transferred are "eligible scholars."

- Parents or eligible scholars have the right to inspect and review the scholar's education records maintained by the academy. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible scholars to review the records. Schools may charge a fee for copies.
- Parents or eligible scholars have the right to request that a school correct the records which they believe to be inaccurate or misleading. If the academy decides not to amend the record, the parent or eligible scholar then has the right to a formal hearing. After the hearing, if the academy still decides not to amend the record, the parent or eligible scholar has the right to place a statement with the record setting forth his or her view about the contested information.
- Any parents wishing to review their child's records may submit a request in writing to the front office, and an appointment will be scheduled to do so.

Backpacks

Backpacks, book bags, and totes are not considered technically to be a part of the school uniform. However, they are expected to be clean, in good condition, and appropriate for a school environment. For safety and space reasons, **wheeled backpacks are not permitted**. Any item which attracts undue or negative attention, or which infringes on the rights or values of others will not be allowed.

Visitors

All visitors coming on campus during the school day must present a valid U.S. issued government photo I.D.

Any visitors to the campus during school hours must report to the front office and present a valid U.S. government issued photo ID in order to gain admittance through our security system. All visitors are required to wear their visitor identification while on school property.

Please remember all children must be signed out through the office for your child's safety.

Billing

JXC is a cashless campus. All school related fees and purchases will be billed through the MySchoolBucks system. In order to use MySchoolBucks, parents must have a debit/credit card or bank information on file. All charges will be approved by the parent prior to posting onto their family account.

Campus Security

The administration will maintain accurate records to confirm security requirements are met. JXC will utilize a visitor check-in system to add additional security to our campuses. All visitors to the campus are required to check-in at the front desk and present a valid driver's license or identification card. Visitors will be screened, and a background check will be run for each visit.

The academy takes precautions to protect your information. When you submit sensitive information via the website, your information is protected both online and offline. If you are uncomfortable sending records by email, please bring in a hard copy to the front office.

Family Handbook Acknowledgement

This Family Handbook is an important document intended to help you become acquainted with JXC. This document is intended to provide guidelines and general descriptions only. It is not the final word in all cases. Individual circumstances may call for individual attention.

Because JXC's operations may change, the contents of the Handbook may be changed at any time.

By signing below, you indicate your receipt and acknowledgement of the JXC Family Handbook.

Parent/Guardian's Name (Please Print): _____

Parent/Guardian's Signature: _____ Date: _____

The signed electronic copy of this acknowledgement will be kept on file at the school.