

Family Handbook 2025-2026



Jacksonville Classical Academy

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

Approved April 24, 2025

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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 students 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, true and beautiful? Every day, we focus on virtues essential to the liberal arts model of education. Virtues are taught through reading classical literature, through socratic discussions 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 Classical 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

Our Riverside campus, located near Downtown Jacksonville, opened in 2020 with the goal of offering a classical education to Jacksonville's young students. Jacksonville Classical Academy Riverside opened with grades K-6 and has expanded by one grade per year. This year, we welcome our first 11th graders and in 2027 we will experience our first high school graduation completed as a PreK through 12th grade academy!

In 2022, we opened our second school, Jacksonville Classical Academy Fort Caroline, which is located in the Arlington neighborhood of Jacksonville. The school opened with 239 students in grades K-5. JXC Fort Caroline is a true elementary school serving PreK through 5th grade. Beginning in 6th grade, graduates from our Fort Caroline campus will be offered the opportunity to transfer to the Riverside campus to attend middle and high school.

Mission

The mission of Jacksonville Classical Academy 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

Jacksonville Classical Academy 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 students 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

Students 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 students 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 a 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 students - should show profound respect for the religious, political, and cultural traditions and perspectives of others. Teachers are not permitted to encourage a religious or political perspective in the courses they teach. Rather, they encourage a civil and respectful 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, 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 only for what it does, but also 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 student's love. This vision is intended to govern every facet of the school life. Its aim is two fold: 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 or she 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 books we read, to the dress code of students 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 students 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 logic (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 students 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 students each day.

We know that grammar school students 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."

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 students 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 students 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 students' 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 student 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 students 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 student 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 students 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. Students 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 students 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.

Students 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 students, 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 helps 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, students will engage with some of the greatest thinkers in Western Civilization. Students will read literature in the American tradition, in modern Europe, in Ancient Greece, and from Rome to Modernity. As seniors, students will write a thesis that requires them to pick a topic or theme that runs through some of the major books and defend their thesis before a panel of judges.

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. There is an atmosphere amongst our faculty of passion for their disciplines and personal care for their students. They understand that they are training their students 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 students 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 students to put in additional study time and effort.
- We believe all students can learn and master the material presented in our classrooms.

- Student support and special education provide services for all students with academic and behavioral needs. Interventions utilized to achieve JXC's expectations are targeted and specific to each student.
- 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 students are expected to be at grade level by the end of the third grade.
- Math is taught conceptually using the Singapore math curriculum. We expect all students 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.
- Students will be academically prepared to pursue multiple post-secondary options. While the Academy hopes that most graduates will go on to college, students 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. Parents and students are responsible for attendance which shall be required of all students during the days and hours that the school is in session.

Students 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 students not being eligible for a class grade.

Ideally, students are expected to attend schools 180 days a school year. However, if a student 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.

Students 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 (a doctor's note may be requested)
- Absences for mental or emotional disabilities (with a doctor's note)
- 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 of the absence, email the principal to explain an absence. If a student misses more than 3 consecutive days for medical reasons, 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 student'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 student'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 student has six (6) unexcused absences in a nine-week period, or ten (10) unexcused absences in a semester the student 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 administrative staff 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 student 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 student 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 students begins at 7:30 am. Students should arrive at school no later than 7:55 am. Any student that is not in the classroom by 8:00 a.m. will be considered tardy.

The entrance to the car line closes at 7:55 a.m. to give students and teachers time to be in class and ready to teach. Any student who is not dropped off in the carline must be walked into the Front Office by a parent. Parents who arrive after 7:55 am must park in a designated parking spot, exit their car and walk their child to the front of the school, and sign in their student (s). No students will be admitted to the school from the Front Office prior to 7:55 am (with the exception of those registered for Before Care between 6:30 am - 7:30 am).

All tardies will be considered unexcused unless a child has a doctor's note. Excessive tardies may result in the student'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. The Front Office will close from 2 pm to 3 pm daily. All early check outs must be before 2 pm or arranged ahead of time with our Front Office Administrator. 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 students. Parents are expected to cooperate fully to ensure that the process is safe and orderly.

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

Students are expected to be picked up promptly as the carline closes at 3:25 pm. Students 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 students from school. If someone not listed on your emergency card needs to pick up your child, please send an email to the front office and the child's teacher by 12 PM on the day of.

Parents will not be allowed to sign out their student early after 2:00 pm on regular school days. Extenuating circumstances, such as a doctor's appointment will be considered on a case-by-case basis by the school principal or designee. Parents should email the school's Front Office Administrator to make the request as soon as possible.

Student Driver Policy

At Jacksonville Classical Academy, we will offer a limited number of student parking spots for the 2025-2026 school year.

Requirements for Student Drivers

- Valid License: All student drivers must possess a valid driver's license.
- Parking Permit: Display your school-issued parking permit visibly at all times while on campus.
- Designated Areas: Park only in designated student parking areas. Respect faculty and visitor parking spaces.
- Speed Limit: Adhere to the posted speed limits on campus roads and parking lots.
- No Reckless Driving: No speeding, reckless driving, or stunt maneuvers are permitted on school grounds.
- School Grades: All students who are given a parking spot must maintain a 3.0 or higher GPA and an A in academic virtue.
- Seatbelts: Seatbelts must be worn by all occupants of the vehicle at all times.
- Pedestrian Safety: Yield to pedestrians at crosswalks and exercise caution in pedestrian-heavy areas.
- Respect Property: Respect school property and other vehicles. No littering or vandalism will be tolerated.

- Compliance with Staff: Follow instructions from school staff and security personnel at all times.
- Tardiness: If a student driver arrives tardy to school (arrive after 8am), their parent will be notified. Excessive tardies may result in the revocation of parking privileges.

Violation of these rules may result in the revocation of parking privileges and disciplinary action.

Extended Day

Details regarding the Extended Day Handbook can be found here: [School Schedule](#):

	Riverside Campus	Fort Caroline Campus
School Grades ('25 - '26)	K-11	K-5
Before Care Begins	6:30 am	6:30 am
Arrival Begins	7:30 am	7:30 am
Drop off Line Closes	7:55 am	7:55 am
School Day Begins	8:00 am	8:00 am
School Day Ends	3:00 pm	3:00 pm
Pick-up Line Closes	3:25 pm	3:25 pm
After Care Ends	5:30 pm	5:30 pm

Reference Information

School Phone Numbers

Riverside Campus	904-288-7732
Fort Caroline Campus	904-302-9052

School Emails

Riverside Campus: info@jacksonvilleclassical.org
Fort Caroline Campus: fcinfo@jacksonvilleclassical.org

JXC Faculty and Staff Contact Info

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

Academic Year Calendar

2025-2026

Jacksonville Classical Academy Academic Calendar

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First Day of School

School Closed

School Closed, Teacher Professional Development Day

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

Half Day, No After School Care

Last Day of School, Half Day, No After School Care

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 with 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 students.
- 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 student's success.
- Follow carline rules and procedures for the safety of the students 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

Jets Parent Group

The Jets Parent Group is made up of a group of JXC parents acting under the Executive Director or their designee 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 Parent Group'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 students that our normal, operating budget may not allow for. Whether it is providing our students with more books to read, special events and activities , or improving upon existing facilities, fundraising plays a vital role to any educational institution.

All fundraising must be coordinated through the Executive Director. Students 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.

Homework

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 students 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 child to read, or be read to each 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 student 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 allows for the increasing length of great works of literature.

Study habits are being developed during a student's time at JXC, making it difficult to estimate the amount of homework time for any one student. The estimated 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, 10, 11	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 student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students 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 results 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 students will be encouraged to work on those longer assignments steadily so that students 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 student to make up missed homework after any absence, planned or due to illness, promptly. If a student is unable to attend school and seeks his or her assignments, the parent or student 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 student. 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 student 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 students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students will not be rewarded by not doing school/classwork.

Past Due Assignments

If homework is turned in late, the grade the student receives shall be reduced as per the policy of the teacher for each day late. Students 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.

At the discretion of the teacher, students who fail to turn in an assignment may be subject to reduced or no credit.

Posting of Assignments / Communication

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

The agenda should be the first place to check for homework and feedback from teachers. 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 students should be regularly informed of the student's progress. The letter and numerical grades for this system are listed below:

Second Grade through Eleventh 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 students (K-1) measure academic performance and are used as a means of reporting achievement relative to Florida Standards and other curriculum objectives. Students in Kindergarten and first grade are assessed using the following grading scales:

Kindergarten and First Grade

S:	Satisfactory
N:	Not Demonstrated
U:	Unsatisfactory

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. Please email the teacher to arrange a conference.

Academic Textbook and Supplies

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

Students in 6th-11th grade will have an annual book fee of \$50 to cover the cost of literature books, which will go home with the student at the end of the school year. This fee will be due by the first day of school.

Student Planner

Organization is an important part of self-government and is woven into our curriculum. To help students manage their assignments, each student will be given their own planner. If your student loses their planner, another may be purchased from the front office for \$5. This planner will allow students 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 student's work. All students must have a planner.

Uniforms and Dress Code

At JXC, students 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 students will dress and groom themselves in a manner that is traditional, not obstructive, and not distracting.

All uniform items, with the exception of khaki shorts, pants and skirts, must be purchased from the Poindexter's Uniform Company. Students will dress according to the mandatory and optional items listed on the board-approved uniform and dress code.

General uniform and grooming criteria:

- All students 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.
- Students may wear their own outerwear (coats, sweaters) outside of the school building and on the playground. If they are cold in the classroom, they are required to wear one of the uniform outerwear items that can be purchased at the uniform provider.
- 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.
 - a. Neat bows, barrettes, headbands, and "scrunchies" are permissible so long as they coordinate with the uniform (white, blue, or gold).
 - b. Hair must be natural looking and conservative in its color and style and will be determined at the discretion of school leadership.
 - c. Students' hair must be kept neatly groomed and should not cover the face, as it can obstruct vision and distract from learning.
- 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). If jewelry becomes a safety hazard or overly distracting, students will be asked to remove it.
 - a. One small necklace, limited in length to the neckline is allowed
 - b. Bracelets should be limited to two per arm to prevent distractions.
 - c. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e., chains or collars).
 - d. Girls may wear two earrings per ear on the earlobe. No stretched piercings (gauge) or holes may be visible.
- 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 student's first and last name.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact administration.

It is the student's /parent's responsibility to search for items in the Lost and Found. These items are donated regularly.

Uniform Requirements

Formal Dress Uniform Days are every Monday during the school year. 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 (every Monday)

- K-3rd grade: plaid jumper with white oxford button down shirt or the plaid skort with a JXC polo shirt.
- 4th-6th grade: plaid skort with a JXC polo shirt.
- 7th-10th grade: plaid skirt with light blue button-down oxford shirt with plaid cross tie (mandatory).
- 11th-12th grade: light blue button-down oxford shirt with plaid cross tie with school blazer
- Blue or black shorts should be worn under all skirts, dresses, and jumpers.
- Navy or white socks, any length.
- Solid black or brown, leather/canvas, solid black or brown soles are preferred shoes for Formal Day OR sneakers in black, white, gray, or navy.

Boys Formal Dress (every Monday)

- K-6th grade: white button-down short-sleeve oxford shirt with JXC logo (tie optional).
- 7th-10th grade: light blue button-down oxford shirt with plaid necktie or bowtie (mandatory).
- 11th-12th grade: plaid necktie or bowtie and light blue button-down oxford shirt with plaid necktie or bowtie with school blazer (mandatory).
- Khaki shorts or pants
- Navy or white socks, any length
- A solid colored black, navy, or dark brown belt must be worn with pants (optional for K-1st grade).
- Solid black or brown, leather/canvas, solid black or brown soles are preferred shoes for Formal Day OR sneakers in black, white, gray, or navy.

Tuesday through Friday Uniform Requirements

- Students may wear Formal Dress any day of the week
- Navy blue, black, or white crew, ankle or knee socks or stockings.
- Solid black, navy, or white long sleeve t-shirt may be worn under uniform shirts in cold weather.
- Sneakers are required on PE days (black, brown, white, gray, or navy and do not need to be one solid color).

- Students must wear solid black, navy, or brown, leather/canvas, shoes with solid black or brown soles or sneakers in black, brown, white, gray, and navy. Shoes may be a combination of these colors. High top sneakers are allowed.
- Hoodies are not permitted.

Girls Tuesday through Friday Dress Options

- Navy or light blue JXC polo tops
- Khaki bottoms – pants, shorts, skirts, or skorts - may be purchased at Poindexter's or another store
 - a. Skorts/shorts/skirts/dresses must be no more than 3 inches above the knee.
- Navy Polo dress and jumper (PreK - 3rd only)
- 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.

Boys Tuesday through Friday Dress Options

- Navy or light blue JXC polo tops
- Khaki bottoms – pants or shorts - may be purchased at Poindexter's or another store
- Solid colored black, brown, or navy belts must be worn with pants or shorts (optional for K-1st grade).

Health and Medications

Administration of Medications

JXC is committed to the health and safety of its students. Medication and/or medical procedures required by students 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 student 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 students upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the student, whether such student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a student in such circumstances shall be immune from civil liability, pursuant to Florida Statutes section 1002.20(3)(i).

Student Medical Records

Student 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 student 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.

Peanut 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, if necessary.

Student Illness

Sick children should not be in school. Any child who has a fever of 100.4 degrees and above or is contagious (e.g., with pink eye, strep, the flu) should be kept at home. Before a student may return to school, fevers must resolve and be symptom-free without medication for 24 hours from the onset.

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

Student Information Release

In accordance with school policy, the following student information—students' names, participation in officially recognized activities and sports, dates of attendance, awards received, and other similar information—may be released without prior parental consent, unless a parent or guardian submits written notification to the school requesting otherwise.

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

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

Extracurricular Activities

Attendance Required for Extracurricular Participation

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

Eligibility for Athletic and Extracurricular Activities

Participation in interscholastic or extracurricular activities is a privilege and not a right. Athletic competition and participation in extracurricular activities may be withheld from any student 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 students; however, behavioral expectations are even more important when students are taken off campus. As a result, if a child has demonstrated an inability to control his/her behavior in school, the Student may be denied by the principal or designee the opportunity to attend the field trip or extra steps may need to be taken to ensure the student has a successful experience.

Financial Limitations

Field trips and athletics at JXC are one of those “peak moments” that bring families and students 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 can 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 and must have paid the chaperone fee prior to attending the field trip. All chaperones must be provided with a detailed list of the students they may be responsible for, emergency contact information to reach the teacher in charge, as well as students’ parents if the need arises. Chaperones will be selected by the teacher.

Guidelines for Student Behavior

General

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

Water Bottles

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

Cell Phones

Cell phones will be turned off and stored in the students’ 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 the student’s parent or guardian must pick up the phone. Inappropriate use of a cellphone during the school day may result in a discipline referral. Smart watches and bluetooth headphones are not to be used during the school day.

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

Discipline

For all discipline information, please see the JXC Student Code of Conduct.

Bullying/Harassment

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

General policies:

Grievances

Refer to the Grievance Policy located on the website.

School Breakfast and Lunch Program

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

Students may bring in their own lunch.

Food should not be delivered unless the student's parent will be eating lunch with their child.

If your child forgets their lunch at home, the school will provide them with a 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 student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student'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 students to review the records. Schools may charge a fee for copies.
- Parents or eligible students 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 student 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 student 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.
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Duval County school board, Jacksonville Classical Academy Riverside school board, and Jacksonville Classical Academy Fort Caroline school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Backpacks

Backpacks, book bags, and totes are not considered 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, unless required by a 504 or IEP. Any item which attracts undue or negative attention, or which infringes on the rights or values of others will not be allowed.

Visitors

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. Any registered offenders will not be permitted to enter. All visitors are required to wear their visitor identification while on school property.

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

Billing

School related fees and purchases will be billed through the Sawyer system. In order to use Sawyer, parents must have a debit/credit card or bank information on file. Purchases may also be made at the Front Desk using a debit/credit card through Square.

Information Security

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.

2025-2026 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 updated at any time.

By signing below, you indicate your receipt and acknowledgement of JXC's high standards and excellence and that you agree and will adhere to the JXC Family Handbook.

Student Name and Grade (Please Print): _____

Student's Signature: _____

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

Parent/Guardian's Signature: _____ Date: _____

Homeroom Teacher: _____

This signed acknowledgement will be kept on file at the school. You must complete a separate Acknowledgement Form for each child at JXC.