

Dare to Soar



PINNACLE

CLASSICAL ACADEMY

2020 - 2021

(704) 740-4040

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About Pinnacle Classical Academy

Welcome from the Headmaster of Pinnacle Classical Academy:

Dear PCA Families,

It is with pleasure that we welcome you as a member of the Pinnacle Classical Academy community. We look forward to working in partnership with all of you in the upcoming school year. We know it is essential that educators, parents, and students work together to create a learning environment that is safe, stimulating, and productive for everyone. We invite you and encourage you to become involved with our school. Student achievement improves and excels with parental involvement. We offer many opportunities to become involved with differing levels of time commitment for our busy parents and families. Please consider becoming involved by volunteering at the school, joining our wonderful parent organization--Parents Encouraging Academic Knowledge (PEAK), helping with our Book Fairs, chaperoning field trips, and attending our monthly Spirit Nights.

As educators and parents, we have a shared responsibility to prepare our children for the future. Homework teaches students how to take responsibility for tasks, how to work independently, and reinforces content learned within the classroom.

We welcome you to schedule parent-teacher conferences, as needed, and to ask questions about your child's progress. You are your child's first advocate and each year we will all work in partnership to develop and strengthen self-advocacy skills within our students. Teachers are encouraged to contact parents on a regular basis to keep you informed about your child's academic progress and what is happening in the classroom. Working together, we will be able to continue our efforts of excellence.

Sincerely,

Dr. Shelly Bullard
Headmaster

Vision, Mission, and Values

Mission

The mission of Pinnacle Classical Academy is to provide all students with a premier college preparatory education built on the foundation of the Core Knowledge Sequence, emphases of STEM courses and 21st Century Skills, good citizenship and classical education in collaboration with committed parents, inspiring educators and motivated students.

Beyond the Mission

Pinnacle Classical Academy offers more than an exemplary college preparatory education. PCA embodies a philosophy, a passion and a strongly held belief that the purpose of education is to teach a student to live by developing the mind to think, to understand, to integrate, to prove. He must be taught the essentials of the knowledge discovered in the past, and equipped to acquire further knowledge by his own effort.

School Pledge

I dare to soar, to give my best effort in everything I do;
I dare to live honestly and with integrity to myself and my fellow man;
I dare to pursue judgement based in reality through reason and independent thought;
I dare to earn success through productivity, teamwork and justice;
I dare to instill these values that I may live a life of self-esteem and pride.

I, Dare to Soar in everything I do today and tomorrow!

Values

At Pinnacle, ten core values represent our overarching beliefs, and the core of our teaching. Values provide the context for how we make decisions and operate our school, as well as the values we intend to instill in our students. Values enable us, as individuals, to live, be successful and achieve happiness. At Pinnacle, our values enable us to achieve our mission and purpose.

These ten values are consistent with one another and integrated into a sound framework of staff and student *character, judgment, success* and *happiness*. To fully act on one of these values, one must also act consistently with the other values. Our focus on values grows from our belief that ideas matter and that an individual's character is of critical significance.

Our values are integrated into not only how we operate, but into what we teach.

Character

With regard to character, honesty is the bedrock value. Without honesty there is no trust. Without trust there is no organizational or societal growth, because there are no relationships. Honesty is not relative; rather, it is an absolute value. Integrity is about living out honesty and other values on a consistent basis.

1- Honesty

Being honest is simply being consistent with reality. To be dishonest is to be in conflict with reality, which is self-defeating. A primary reason individuals fail is because they become disconnected from reality, pretending that facts are other than they are. To be honest does not require that we know everything. However, we must be responsible for saying what we mean and meaning what we say.

2- Integrity

Because we have developed our principles logically, based on reality, we will always act consistently with our principles. Regardless of the short-term benefits, acting inconsistently with our principles is to our long-term detriment. We do not, therefore, believe in compromising our principles in any situation. Principles provide carefully thought-out concepts that will lead to our long-term success and happiness. Violating our principles will always lead to failure.

Judgment

Judgment is about thinking clearly and making rational decisions for yourself. It is about dealing with the facts, the reality. This means exploring the facts yourself, not basing your decisions on public opinion. It's about taking the facts and the appropriate time to use reason and having the courage to make independent decisions. Independent thinking supports sound judgment, personal responsibility, and creativity.

3- Reality (Fact-based)

What is, is. If we want to be better, we must act within the context of reality (the facts). Businesses and individuals often make serious mistakes by making decisions based on what they “wish was so” or based on theories that are disconnected from reality. The foundation for quality decision-making is a careful understanding of the facts.

4- Reason (Objectivity)

Clear thinking is not automatic. It requires intellectual discipline and begins with sound premises based on observed facts. We must be able to draw (and teach to draw) general conclusions in a rational manner from specific examples (induction) and apply general principles to the solution of specific problems (deduction). We must be able to think (and teach to think) in an integrated way to avoid logical contradictions. We cannot all be geniuses, but each of us can develop mental habits to ensure that when making decisions we carefully examine the facts and think logically without contradiction in deriving a conclusion. We must learn to think in terms of what is essential (i.e., about what is important). Rational thinking is a learned skill that requires mental focus and a fundamental commitment to improving the clarity of our mental processes.

5- Independent Thinking

All students are challenged to use their minds to the optimum to make rational decisions. In this context, each of us is responsible for what we do and who we are. While we learn a great deal from each other and teamwork is important at Pinnacle, each of us thinks alone. Each of us must be willing to make an independent judgment of the facts based on our capacity to think logically. Just because the “crowd” says it is so, does not make it so. Each of us is responsible for our own actions and personal success or failure. In addition, creativity is strongly encouraged and only possible with independent thought.

Creativity is not about just doing something differently. It is about doing something better. To be better, the new method/process must be judged by its impact on the whole organization and whether it contributes to the accomplishment of our mission. There is an infinite opportunity for each of us to do whatever we do better. A significant aspect of self-fulfillment, which work can provide, comes from creative thought and action.

Success

Success is about productivity, working together as a team, and a sense of justice. We value individuals who will produce at an individual level. Success is about the commitment to get the job done and doing what needs to be done. It's about going beyond the call of duty. We also recognize that individuals often accomplish results working with and through others, through teamwork. Successful individuals support their team and fellow associates to ensure the team accomplishes all it can. In a free enterprise system, and a capitalistic society, we believe justice should prevail. Those who produce the most should earn the most.

6- Productivity

PCA is committed to producing thoughtful students, who in turn are productive individuals. The tangible evidence of our productivity in the short term is student performance in various testing and achievement models, and in the long term, success in college and career.

It is through the long term productivity of our alumni, their success in life, that Pinnacle will ultimately be judged. Our mission is dedicated to producing the mental resources necessary for our students to become productive individuals, thus successful in their lives and careers.

7- Teamwork

While independent thought and strong personal goals are critically important, our work is accomplished within teams. Each of us must consistently act to achieve the agreed-upon objectives of the team, with respect for other faculty, while acting in a mutually supportive manner.

Our work at Pinnacle is complex and requires an integrated effort among many people to accomplish important tasks. While we are looking for self-motivated and independent thinking administrators, faculty and staff, these individuals must recognize that almost nothing at Pinnacle can be accomplished without the help of their team members. One of the responsibilities of leadership in our organization is to ensure individuals are rewarded based on their contributions to the success of the total team. We need outstanding individuals working together to create an outstanding team.

8- Justice (Fairness)

Individuals should be evaluated and rewarded objectively (for better or worse) based on their contributions toward accomplishing our mission and adherence to our values. Employees who contribute the most should receive the most; just as students who achieve the most should receive the highest academic awards.

If we do not reward those who contribute the most, they will leave, and our organization will be less successful. More importantly, if there is no reward for superior performance, the average person will not be motivated to maximize his productivity.

In evaluating other people, it is critical that we judge based on essentials. At Pinnacle we do not discriminate based on *nonessentials* such as race, gender, nationality, etc. We respect individuals and value the diversity of their backgrounds, experiences and perspectives. *We do discriminate based on competency, performance and character. We consciously reject egalitarianism and collectivism.* Individuals must be judged individually based on their personal merits, not their membership in any group.

Happiness

While good character and sound judgment typically lead to success, ultimately, most of us are searching for a sense of happiness for those we care about and ourselves. Happiness is the result of finding a purpose in life that drives us to be passionate about its accomplishment. We search for the answer to the key question in life, which is “why am I here?” When we find clarity about our purpose, we begin to see the answer to this life-changing question.

Happiness, then, is about a sense of self-esteem and pride in how we live our lives. Self-esteem is our internal value or intrinsic scorecard of how we live our lives. When we seize opportunities to take action and do the right things to accomplish our purpose, we earn positive self-esteem. We take pride in our success, accomplishments and how we live life. By developing positive self-esteem and taking pride in our work, accomplishments, and life, we can ultimately achieve happiness, and teach our students how to achieve happiness in their lives.

9- Esteem (Self-motivation)

We expect our faculty and staff to develop positive self-esteem from performing their work well. We want individuals who have strong personal goals aligned with a clear purpose and who expect to accomplish their goals within the context of our mission.

A necessary attribute for self-esteem is self-motivation. We have a strong work ethic. We believe that you receive from your work in proportion to how much you contribute. Although there are many trade-offs in the context of life, our faculty and staff need to be clear that Pinnacle is the best place, all things considered, to work to accomplish long-term goals. Individuals are motivated by a dynamic and integrated set of physiological safety, social interaction, self-esteem, and self-actualization needs. We strive to create an environment where our associates have a substantial amount of their needs met while helping accomplish the PCA mission (i.e., they are motivated by their work). When this occurs, our faculty and staff can be more productive and achieve their personal goals as well as their students.

10- Pride

Pride is the psychological reward we earn from living by our values, performing meaningful work, and accomplishing positive results. We take pride in helping our students achieve success. Sharing knowledge is important work. We believe in celebrating our successes. Each of us must perform our work in a manner such that we can be justly proud of what we have accomplished. High achievers commit fully to this end. Pinnacle must be the kind of organization with which each employee, student and parent can be proud to be affiliated.

Pinnacle Classical Academy's Instructional Team

Headmaster	Dr. Shelly Bullard
Dean of Elementary Education	Mrs. Wendy Clary
Dean of Secondary Education	Mrs. Angela Brooks
Dean of Academics	Mr. Jeff Ziegler
Associate Dean of Elementary Education	Ms. Kendra McGinnis
Student Success Coordinator	Mrs. Laura Beth Richardson
Administrative Assistant 4-12 Campus	Mrs. Fritzi Campbell
Administrative Assistant K-3 Campus	Ms. Holly Arakelian
Elementary and Intermediate Guidance Counselor	Mrs. Breanne Miller
Secondary Guidance Counselor	Dr. Caswell Martin
Librarian	
Data Manager	Mrs. Audrey Deaton
Accountant	Mrs. Donna Mabry
Kindergarten Teacher	Mrs. Heather Clary
Kindergarten Teacher	Miss Tatum Collins
Kindergarten Teacher	Miss Grace Hoyle
Kindergarten Teacher	Mrs. Katy King
Kindergarten Teacher	Mrs. Kristy Pearson
Kindergarten Teacher Assistant	Mrs. Wendy Whitaker
Kindergarten Teacher Assistant	Mrs. April Butler
Kindergarten Teacher Assistant	Mrs. Sharon Mellon
Kindergarten Teacher Assistant	Mrs. Misty Prokop
Kindergarten Teacher Assistant	Mrs. Kaitlin Renfroe
1 st Grade Teacher	Miss Melanie Brackett

1 st Grade Teacher	Mrs. Kimberly Guffey
1 st Grade Teacher	Ms. Lillian McBrayer
1 st Grade Teacher	Mrs. Jessica McNeilly
1 st Grade Teacher	Ms. Makayla Taylor
1 st Grade Teacher Assistant	Mrs. Robin Kester
1 st Grade Teacher Assistant	Mrs. Melissa Adams
1 st Grade Teacher Assistant	Mrs. Kaitlynn Poston
2 nd Grade Teacher	Ms. Jasa Champion
2 nd Grade Teacher	Mrs. Carolyn Jackson
2 nd Grade Teacher	Ms. Haley Roberts
2 nd Grade Teacher	Mrs. Kandi Walsh
2 nd Grade Teacher	Mrs. Beverly Simpson
2 nd Grade Teacher Assistant	Mrs. Lisa Price
2 nd Grade Teacher Assistant	Mrs. Amy Horton
3 rd Grade Teacher	Mrs. Elaine Anderson
3 rd Grade Teacher	Mrs. Amy Hastings
3 rd Grade Teacher	Mrs. Jessica Kaylor
3 rd Grade Teacher	Ms. Brooke Keling
3 rd Grade Teacher	Ms. Hannah Wells
LLI	Mrs. Sheila Hope / Mrs. Andrea Julian
4 th Grade Teacher	Mrs. Katie Barnes
4 th Grade Teacher	Mrs. April Bridges
4 th Grade Teacher	Ms. Emily Gambrell
4 th Grade Teacher	Mrs. Nicole Stewart
5 th Grade Teacher	Mrs. Jessica Dover
5 th Grade Teacher	Mr. Chris Alewine

5 th Grade Teacher	Mrs. Tonya Price
5 th Grade Teacher	Ms. Heather Rayfield
3-5 Teacher Assistant	Mrs. Sharon Hawkins
Teacher Assistant	Ms. Heather Fouts
History Teacher	Mr. Michael Ledbetter
History Teacher	Mr. Michael Kauder
History Teacher	Ms. Jordan Hubbard
English Teacher	Mrs. Dawn Hicks
English Teacher	Ms. Savannah Terry
English Teacher	Ms. Molly Wilson
English Teacher	Ms. Katie Lewis
English Teacher	Mrs. Christy Campbell
Science	Mrs. Tatjana Ledbetter
Science Teacher	Mrs. Amanda Nalley
Science Teacher	Mrs. Stephanie Burress
Math Teacher	Mrs. Kelly Barger
Math Teacher	Mrs. Kimberly Inman
Math Teacher	Mrs. Cindi Welch
Math Teacher	Ms. Jennifer Byrd
STEM & Computer Science Teacher	Mrs. Jeanne Jacobs
Latin	Ms. Raj Mills
Business	Mrs. Melissa Bradshaw
Art Teacher	Ms. Meagan Jaynes
Art Teacher	Miss Danielle Burch
Music Teacher	Miss Katelyn Duncan
Music Teacher	Mrs. Tara Owens

PE Teacher/ Athletic Director	Mrs. Lindzey Chester
PE Teacher	Mr. Casey Metcalfe
PE Teacher	Mrs. Diane Austin
NCVPS Lab Facilitator	Mrs. Heather Fouts
World Language	Ms. Corinne Deck
Exceptional Children's Coordinator / Testing Coordinator	Mrs. Christina Fraser
Exceptional Children's Teacher	Mrs. Toy Booth
Exceptional Children's Teacher	Ms. Sharon Gensch
Exceptional Children's Teacher	Mrs. Vicki Davies
Exceptional Children's Teacher	Mrs. Elizabeth Bridges
Exceptional Children's Teacher Assistant	Mrs. Sherri Folk
Exceptional Children's Teacher Assistant	Mrs. Angela Chambers
Speech Teacher	Mrs. Kara Hudson
Custodian	Mr. Jeff Terry
Custodian	Mr. Markeith Surratt
Custodian	Mr. Ronald McCraw
Custodian	Mrs. Maritza Causby

Board of Directors 2020-2021

Debbie Clary, Chair	Dr. Becky Sain
T. G. "Wes" Westmoreland, II	Jayson Philbeck
Pauline Cahill, D.D.S.	Mary Stockham, Parent Liaison
Betsy Selznick Harnage	

The Board members who have been selected bring a wide range of experience and expertise which serves to ensure the successful oversight of Pinnacle Classical Academy.

The Pinnacle Classical Academy Board of Directors will meet monthly. Meetings are held on the second Sunday of each month at 1:00 pm. Any additional meetings of the Directors will be posted

promptly. Meeting minutes will also be posted online. Meetings are open to the public and are held at Pinnacle Classical Academy. Please feel free to contact the board via email at board@pinnacleclassicalacademy.com.

Check the website at: www.pinnacleclassicalacademy.com for future dates of meetings.

Academic Program

Curriculum

Teachers at Pinnacle Classical Academy help students realize their achievement goals through research-based and developmentally appropriate methods and best practices in education. Effective classroom instruction in all subject areas and all grade levels includes the use of integrative units, small group activities, project-based learning, authentic experiences, and reflective and formative assessments. To the greatest extent possible, services for academically gifted and exceptional children are provided within the regular classroom. When a child's individual education plan warrants resource services, those are provided.

Core Knowledge Sequence (K-8)

PCA utilizes the Core Knowledge Sequence founded by Dr. E. D. Hirsch, Jr. which is based on the belief that each student should learn the fundamentals of science, basic principles of government, important events in history, essential concepts in mathematics, masterpieces of art and music from around the world, and stories and poems that have been passed down from generation to generation. This curriculum goes beyond state standards by explicitly stating which people, places, events, and concepts students should learn and when they should learn them. The *Sequence* provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. The sequential building of knowledge helps ensure that children enter each new grade ready to learn, prevents the need for repetition at the beginning of a new school year, and deters knowledge gaps, which often occur when students do not have a solid knowledge base.

Science, Technology, Engineering, and Mathematics (STEM)

In order to promote and hone logical and critical thinking skills, students will be introduced to each of the four strands of STEM throughout their elementary and middle school instruction, and integrated with the Sequence. STEM brings to life real-world science, technology, engineering and mathematical concepts and connects students to STEM curriculum and career development which align with PCA's mission. The addition of the STEM lab and full-time educator will enhance this program.

iReady

iReady Math has a series of developmentally appropriate texts that are explicitly designed to meet the needs of all students. Assessments will be given at the first of the year to determine the student's instructional level. There are a variety of supplemental books and challenge sprints that develop students' mental math skills throughout the year. Strong use of manipulatives encourage student engagement and problem-solving abilities along with the use of the bar model.

Language Arts

Core Knowledge Language Arts Program increases knowledge across subject areas with informational and literary texts that are organized coherently and in a sustained fashion to build students' reading, writing, listening and speaking skills with:

- Regular instruction with complex text
- Strong exposure to academic vocabulary
- Decodable readers for students
- Text to read aloud for rich, structured, teacher-led discussions

The curriculum includes a holistic approach that builds knowledge systematically, a skills strand that fully supports the findings of the National Reading Panel and the Reading Foundational Skills section of the Common Core State Standards. It also supports the Listening and Learning Strand where texts are grouped into academic domains that create interactive opportunities for students to question, discuss, and share ideas centered on text.

Classical Education

Classical education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the *trivium*.

Using this definition as our guide, the classical education program allows students to grow and refine their knowledge by focusing on developing their ability to use logic to reason and to infer. Students then progress to use these skills to communicate their thoughts in a reasonable and effective manner.

Title I

Pinnacle Classical Academy receives federal funding to help students who are or might be in danger of falling behind academically. Parents may request the following information about their child's teacher: professional qualifications, degrees held and certifications in the area that they are teaching to ensure the teacher is "Highly Qualified".

Cultural Arts

The cultural arts will be integrated into all subjects throughout K-12 completing a well-rounded curriculum. It is important to provide a venue for students' creativity as they develop critical thinking skills. A goal is to offer effective learning experiences inside and outside of the classroom at PCA to enable students to see the connections between what they are learning in their classes and what they are able to do with that knowledge in the real world.

21st Century Skills – Student Outcomes

Every 21st century skills implementation requires the development of core academic knowledge and understanding among students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of Core Knowledge instruction (the Sequence), students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration.

Project-Based Learning (PBL)

Projects at Pinnacle Classical Academy take many forms. Some encompass many subject areas, integrating multiple fields of thought, and span several weeks. Other projects are contained within a

single discipline and may be as short as several days to a week. All of these offer rich educational experiences in which children are engaged in meaningful and/or real-world work, that is developed based on their interest/curiosity, through tasks and inquiries, designed to meet specific educational standards. Meaningful projects at PCA have several key components:

- A need to know
- A driving question
- Student choice
- 21st century skills including collaboration, critical thinking and technology
- Inquiry and innovation
- Feedback, revision and reflection
- Public exhibition of work

In addition to learning educational standards and skills through all of the components of PBL, students develop and nurture the habits of mind and characteristics of lifelong learners. Students working in projects develop the characteristics of effective thinkers including:

- Perseverance
- Thinking flexibly
- Striving for accuracy and precision
- Questioning and posing problems
- Creating, imagining, and innovating
- Thinking interdependently

PBL at Pinnacle Classical Academy prepares students to become effective, efficient problem solvers in preparation for college and career readiness.

Interdisciplinary Support Classes

Students rotate through their support classes to gain exposure to other disciplines and enrich their experiences. Interdisciplinary support classes include Art, Music, PE, STEM and visits to the Media Center. In Middle School, Business Technology is added to this rotation. These classes support the project work of each grade level.

Common Core State Standards and NC Essential Standards (CCSS/NCES)

PCA's faculty teaches the Common Core State Standards and the NC Essential Standards in order to cover any gaps in the curriculum for accountability purposes, but often presents material that goes beyond those basics using the Core Knowledge Sequence. The CCSS/NCES can be viewed through the N.C. Department of Public Instruction website at www.ncpublicschols.org.

Pinnacle Classical Academy Graduation Requirements

By the class of 2021 Pinnacle Classical Academy requires students to earn 26 credits in six specific areas, and meet three exit standards to receive a high school diploma. Please see *Credits Required for Graduation* below for details about your specific graduation year. Due to the evolution of our school

into two campuses with different class periods and daily schedules, specific graduation requirements have been developed for each year.

North Carolina Graduation Requirements:¹

Content Area	Courses Prior to 2020-2021	Courses 2020-2021 and after
English	4 Credits <ul style="list-style-type: none"> ● English I ● English II ● English III ● English IV 	4 Credits <ul style="list-style-type: none"> ● English I ● English II ● English III ● English IV
Math	4 Credits <ul style="list-style-type: none"> ● Math I ● Math II ● Math III ● And a 4th Math 	4 Credits <ul style="list-style-type: none"> ● Math I ● Math II ● Math III ● And a 4th Math
Science	3 Credits <ul style="list-style-type: none"> ● A physical science course ● Biology ● Earth & Environmental Science 	3 Credits <ul style="list-style-type: none"> ● A physical science course ● Biology ● Earth & Environmental Science
Social Studies	4 Credits <ul style="list-style-type: none"> ● World History ● American History: Founding Principles, Civics and Economics ● American History I ● American History II or AP United States History 	4 Credits <ul style="list-style-type: none"> ● Founding Principles of the United States of America and North Carolina: Civic Literacy ● Economics and Personal Finance ● American History ● World History
Health & PE	1 Credit	1 Credit
Electives	6 Credits <ul style="list-style-type: none"> ● 2 elective credits of any combination from either: <ul style="list-style-type: none"> ○ CTE ○ Arts Education (Dance, Music, Theater, Visual) ○ World Languages ● 4 elective credits strongly recommended from one of the following: <ul style="list-style-type: none"> ○ CTE (Career and Technical Education) ○ JROTC ○ Arts Education ○ Any other core subject area (English, Math, Science, Social Studies) 	6 Credits <ul style="list-style-type: none"> ● 2 elective credits of any combination from either: <ul style="list-style-type: none"> ○ CTE ○ Arts Education (Dance, Music, Theater, Visual) ○ World Languages ● 4 elective credits strongly recommended from one of the following: <ul style="list-style-type: none"> ○ CTE (Career and Technical Education) ○ JROTC ○ Arts Education ○ Any other core subject area (English, Math, Science, Social Studies)
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

¹ Please see “Pinnacle Classical Academy Graduation Requirements” for requirements to graduate from Pinnacle Classical Academy. Pinnacle’s graduation requirements are more stringent than the state graduation requirements.

Pinnacle Classical Academy Graduation Requirements:

By the class of 2024 Pinnacle Classical Academy requires students to earn 28 credits in six specific areas, and meet three exit standards to receive a high school diploma.² Please see *Credits Required for Graduation* below for details about your specific graduation year. Due to the evolution of our school into two campuses with different class periods and daily schedules, specific graduation requirements have been developed for each year.

To make sure you are on track to graduate, each student must meet the following:

	Class of 2021	Class of 2022	Class of 2023	Class of 2024
<i>Possible Credits</i>	29 / 30	30 / 31	32	32
<i>Credits Required for Graduation</i>	26	26	26	28

Academic Area	Class of 2021	Class of 2022	Class of 2023	Class of 2024
<i>English</i>	4	4	4	4
<i>Math</i>	4	4	4	4
<i>Science</i>	3	3	3	3
<i>Social Studies</i>	4	4	4	4
<i>Health & PE</i>	1	1	1	1
<i>World Languages</i> ³	2	2	2	2
<i>Logic</i>	1	1	1	1
<i>Rhetoric</i>	n/a	n/a	1	1
<i>Electives</i>	6	7	7	8
<i>Total</i>	25	26	27	28

² Requirements for high school transfer students will be based on individual transcript analysis.

³ The state does not differentiate between Electives and World Languages and considers both an elective in terms of the state's graduation requirements. **A two-credit minimum is required for admission to a university in the UNC system.**

Academic Area	Appropriate Courses
English (4 Credits)	English I, II, III, IV (or English I, II and appropriate AP courses)
Math (4 Credits)	Math I, II, III, plus a 4th Math (or Math I, II, III, plus appropriate AP and/or CCC courses, or PCA courses)
Science (3 Credits)	Earth/Environmental, Biology, plus a physical science, a fourth science is highly recommended. (or appropriate combination of AP and CCC courses)
Social Studies (4 Credits)	Prior to 2020-2021: <ul style="list-style-type: none"> ● World History ● American History: Founding Principles, Civics and Economics ● American History I ● American History II or AP United States History Effective 2020-21 <ol style="list-style-type: none"> 1. A founding principles course which shall be either: <ol style="list-style-type: none"> 1. American History: Founding Principles, Civics and Economics 2. Founding Principles of the United States of America and North Carolina: Civic Literacy <ul style="list-style-type: none"> ■ Note: These courses must follow the NCSCOS in its entirety and may not be satisfied by any other courses. 2. American history courses which shall be either: <ol style="list-style-type: none"> 1. American History I and American History II 2. American History I or II and another Social Studies course 3. American History and another Social Studies course 3. World History 2020-2021 and beyond: <ul style="list-style-type: none"> ● Founding Principles of the United States of America and North Carolina: Civic Literacy ● Economics and Personal Finance ● American History ● World History (or appropriate combination of AP and CCC courses)
World Languages (2 Credits)	Latin I and Latin II are required; Latin III Honors is highly recommended ⁴
Health / PE	Physical Education and Health I

⁴ College Spanish I and Spanish II (SPA 111 and SPA 112) are required for completion of the Associate in Science Degree.

(1 Credit)	
General Electives (5 to 6 Credits)	Logic and Rhetoric will be required to fulfill the Classical studies in mission statement. As deemed appropriate under NC Graduation Requirements

Promotion for Class of 2021

Students must meet the following standards in order to be promoted from one grade to the next during high school:⁵

- Freshman to Sophomore - Successfully complete 6 units including each of the four core academic disciplines.
- Sophomore to Junior - Successfully complete 12 units including two courses in each of the four core academic disciplines.
- Junior to Senior - Successfully complete 19 units including three courses in each of the four academic disciplines
- Senior to Graduate – Successfully complete 25 units including four courses in each of the four academic areas plus any additional graduation requirements & competency standards noted above. Seniors will take a full class load during their senior year.

Note: Students graduate under the state and local requirements that were in place when they entered the ninth grade.

Promotion for Class of 2022 - 2024

Students must meet the following standards in order to be promoted from one grade to the next during high school:⁶

- Freshman to Sophomore - Successfully complete 6 units including each of the four core academic disciplines.
- Sophomore to Junior - Successfully complete 12 units including two courses in each of the four core academic disciplines.
- Junior to Senior - Successfully complete 19 units including three courses in each of the four academic disciplines
- Senior to Graduate – Successfully complete 26 units including four courses in each of the four academic areas plus any additional graduation requirements & competency standards noted above. Seniors will take a full class load during their senior year.

Note: Students graduate under the state and local requirements that were in place when they entered the ninth grade.

⁵ Adjustments must be made for those students who transfer in from a school that is on a block schedule.

⁶ Adjustments must be made for those students who transfer in from a school that is on a block schedule.

Promotion for Class of 2024 and beyond

- Freshman to Sophomore - Successfully complete 7 units including each of the four core academic disciplines.
- Sophomore to Junior - Successfully complete 14 units including two courses in each of the four core academic disciplines.
- Junior to Senior - Successfully complete 21 units including three courses in each of the four academic disciplines
- Senior to Graduate – Successfully complete 28 units including four courses in each of the four academic areas plus any additional graduation requirements & competency standards noted above. Seniors will take a full class load during their senior year.

Note: Students graduate under the state and local requirements that were in place when they entered the ninth grade.

End of Course (EOC) Test Requirements

Students enrolled in courses that have an EOC test are required to take the EOC test in order to receive credit.

High school courses taken in grades 6-8 that do not have an end-of-course test shall use high school course codes and shall be aligned to the N.C. Standard Course of Study for grades 9-12. High school courses taken in middle school count toward graduation credits, but not as part of the student's high school grade point average.

State Board of Education policy requires the grade on the EOC test count a minimum of 20% of the student's final course average.⁷

⁷ <http://sbepolicy.dpi.state.nc.us/policies/GCS-C-003.asp?pri=01&cat=C&pol=003&acr=GCS>

Homework

Homework is a necessary part of your child's education. It provides for the practice and application of skills and ideas.

- Teachers assign homework that supports classroom learning through practice, review, independent reading, research, and activities that extend learning.
- In addition to the teachers' assignments, students should read at least 20-30 minutes every day. This reading time should focus on pleasure reading--books or magazines the student finds interesting and engaging.
- Homework will count as a component of each student's grade for the nine-weeks.

Parent/guardians can help their students by encouraging independence. If your student struggles with assignments, help him or her learn to self-advocate rather than rushing to their rescue. Ultimately, the goal is for your student to work in partnership with his or her teachers.

Important Ways for Parents/Guardians to Help With Homework	
Establishing Routines	<ul style="list-style-type: none">• Set a regular time and quiet place for homework• Provide necessary supplies
Monitoring Homework	<ul style="list-style-type: none">• Ask questions about your child's assignments• Be available to facilitate/offer suggestions for resources• Check your child's homework assignments• Look over completed assignments – check for accuracy and completion• Monitor TV and video game time – encourage reading, outside play, and creativity
Providing Guidance	<ul style="list-style-type: none">• Help with organizational strategies• Encourage good study habits• Be available to talk about the assignments• Watch for frustration• Provide support and encouragement• Support your student to self-advocate• Communicate with teachers when necessary

Grading and Assessment

The primary purpose of grades and grading is to communicate achievement to students, parents, and other appropriate parties such as colleges and universities. A second purpose of grades and grading is to provide information for students to use in self-evaluation and encouragement of academic growth and progress throughout the school year. The grading and assessment policy at Pinnacle Classical Academy is not designed to be punitive in any way. The grading and assessment policy is designed to

accurately reflect student achievement in their coursework and to provide accountability in the educational process.

At Pinnacle Classical Academy students will be assigned traditional letter grades of “A” through “F” to indicate their achievement in core subject areas. In education much has been made of grades and what the grades actually represent. It is our conclusion that all graded work must be reflective of the content taught and the outcomes expected for each goal/objective for the subject(s) assessed. Teachers use backward planning methods to ensure they use the end assessment as a guide to instruction and expectations of the students.^[1] At Pinnacle, letter grades must indicate the student’s level of achievement as shown on the following chart.

Grade	Parameters	Scale
A	<ul style="list-style-type: none"> ● Firm command of the content domain ● High level of skill development ● Exceptional preparation for later learning 	Far above average
B	<ul style="list-style-type: none"> ● Command of knowledge beyond the minimum ● Advanced development of most skills ● Has prerequisites for later learning 	Above average
C	<ul style="list-style-type: none"> ● Command of basic knowledge and concepts ● Demonstrated ability to use basic skills ● Lacks some prerequisites for later learning 	Average
D	<ul style="list-style-type: none"> ● Lacks knowledge of some fundamental ideas and concepts ● Some important skills unattained ● Deficient in many prerequisites for later learning 	Below average
F	<ul style="list-style-type: none"> ● Most of the basic knowledge and concepts not learned ● Most essential skills are not demonstrated ● Lacks most prerequisites for later learning 	Far below average

[1] Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Grade Level / Class Type	Grading Scale
K	M=Mastery P=Progressing N=Needs Improvement

1st-HS	90-100 A 80-89 B 70-79 C 60-69 D Below 60 F
1-5 Interdisciplinary (PE, Art, STEM, Music, Media Center)	H=Honorable S=Satisfactory N=Needs Improvement U=Unsatisfactory
6-8 Interdisciplinary (PE, Art, STEM, Music, Business) 8-HS Electives, Foreign Language, etc.	90-100 A 80-89 B 70-79 C 60-69 D Below 60 F

Grade Point Average and Course Weighting for Ninth through Twelfth Grade:⁸

In accordance to state policy, Pinnacle Classical Academy will weight Honors courses with a 4.5 and Advance Placement and College and Career Promise/Dual Enrollment classes as a 5.0. PCA will use the following scale to calculate GPA from numerical grades:

- A: 4.0
- B: 3.0
- C: 2.0
- D: 1.0

There have been numerous articles, studies, and online discussions throughout the education world about whether or not to “give” students a zero (note the word “give”). In our environment it is very important to establish some parameters when assigning a grade of zero.

With the purpose of grading in mind, the assigned (or earned) grade must reflect the student’s achievement. If grading accurately reflects student achievement then the logic of assigning grades becomes very clear. If a student does not complete an assignment or fails to turn in an assignment after a period of time, then that student has not shown any measurable achievement. In a similar vein, on assessments (both formative and summative) it is important for a student to be assigned the grade that

⁸ This may change during the school year due to recent legislation by the North Carolina General Assembly.

corresponds with their demonstrated achievement. In other words the students' grades shall reflect their achievement on any and all assignments in which grades are taken.

Unfortunately, all of this leads to the rather troublesome issue of assigning grades to work that is late or is not completed. There should be some form of grade penalty if a student is late with an assignment. The penalty should be in accordance with the type of assignment (ex. 10 points off for each day a homework assignment is late). However, there comes a point when it is indeed too late to turn in an assignment and a grade of zero is warranted. (ex. After a homework assignment is more than a couple of days late, the student will earn a grade of zero.)

The charts below represent the 9-weeks final grade composition that best matches what is appropriate in the various grade levels. As students get older and more capable and independent, summative assessments and homework form a higher percentage of the nine-weeks grade. This progression of assessment types helps student grades to reflect their actual achievement.

Kindergarten	
Kindergarten uses a standard based assessment each quarter. The following scale is used to determine student progress.	
M=Mastery	
P=Progressing	
N=Needs Improvement	

1-2	
Tests & Quizzes	60%
Classwork & Homework	40%

3-5	
Tests/Projects	45%
Quizzes	20%
Classwork & Homework	35%

6 - HS	
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Tests/Projects	50%
Quizzes	20%
Classwork & Homework	30%

The charts below represent the final grade composition for each academic subject area. As students get older standardized tests and final exams comprise a significant percentage of the final subject area grade. This progression of assessment types helps student grades to more accurately reflect actual student achievement.

1-5	
1 st Nine Weeks	25%
2 nd Nine Weeks	25%
3 rd Nine Weeks	25%
4 th Nine Weeks	25%

6-8	
1 st Nine Weeks	21.25%
2 nd Nine Weeks	21.25%
3 rd Nine Weeks	21.25%
4 th Nine Weeks	21.25%
EOG Tests Teacher-Made Final Exam	15%

High School Year Long Courses	
1 st Quarter	20%
2 nd Quarter	20%
3 rd Quarter	20%

4 th Quarter	20%
EOC Tests or Teacher-Made Final Exam	20%

High School Year Semester Courses	
1 st Quarter	40%
End of Semester	40%
EOC Tests or Teacher-Made Final Exam	20%

College and Career Promise courses will be graded according to the individual instructor’s guidelines as provided in the individual course syllabus.

For EOG/EOC scores that are delayed due to the State setting new norms, each quarter will be given an equal amount of weight.

Progress Reports and Report Cards

Students will receive progress reports at the midpoint of each grading period. Progress reports are updates about each student's academic progress. At the end of each grading period, students will receive report cards. Scheduled parent/teacher conferences are built into the school calendar. Parents/guardians can monitor students’ progress throughout the year by logging into PowerSchool. If you have trouble logging in or don’t have access please contact the school.

Field Trips and Field Experiences

Teachers plan field trips and field experiences to reinforce or extend the curriculum, provide an engaging way to learn new material, and enhance the mission of PCA. Field trips/experiences must include all students and are never planned as rewards or incentives. They are essential to our curriculum. Any suspension may result in loss of extracurricular activities. The administration has the authority to use administrative discretion in dealing with these matters to ensure the safety and well being of our students.

State Assessments

Students in third-eighth grades will take the End-of-Grade (EOG) assessments in Language Arts and Mathematics. Students in fifth and eighth grade will also take the EOG assessment in Science. Students must earn a "3", "4", or "5" on these EOG assessments to be considered "on grade level." Third grade students must also take the beginning of grade reading test to establish growth.

Students in eighth grade enrolled in NC Math 1 or NC Math III will take the End-of-Course (EOC) assessment in NC Math 1 or NC Math III. State Board of Education policy requires the grade on the EOC test count as 20% of the student's final course average.

High school courses taken in middle school count toward graduation requirements, but not as part of the student's high school grade point average.

Students enrolled in AP courses have the option of receiving college credit by scoring a 3 or better on their AP exam.

As part of our approved application by the State Board of Education, our goals state that >85% of our students will score proficient and above on EOGs and a majority of our students in grades 2-9 will demonstrate growth throughout the school year based on benchmark assessments. Therefore, parents/guardians will be informed on their children's performance and growth goals on a regular basis.

Student Fees

Students will be charged a fee when school property is returned damaged beyond the normal wear and tear. Pinnacle Classical Academy's fees and tuition shall mirror that of the local LEA, Cleveland County Schools.

Clubs/Extracurricular Activities

Pinnacle Classical Academy encourages all students to participate in athletics and other extracurricular activities. Research shows that students who engage in a variety of school activities have higher grades than those who do not. Also many colleges and universities carefully evaluate student participation in such activities in their admission decisions. Active participation fosters leadership, encourages cooperation and initiative, promotes teamwork, and improves academic knowledge and skills.

In order for an extracurricular activity to be sponsored by Pinnacle Classical Academy it must meet the criteria outlined below.

1. The extracurricular activity must be sponsored by a school staff member.
2. The activity must have a clear purpose and design to enhance the overall student experience at Pinnacle Classical Academy.
3. The extracurricular activity must have approval from the Headmaster or designee.

Retention and Promotion Policy

Philosophy

Pinnacle Classical Academy believes that all students can learn and reach their maximum potential. We believe that each student grows and matures in his or her own unique pattern and pace. This may necessitate that a student is retained in a grade in order for the maximum academic growth and development to occur.

Promotion Criteria

A student will be promoted to the succeeding grade level if each of the following exists:

- Completed the course requirements at the presently assigned grade.
- Achieved the instructional objectives set for the present grade level.
- Demonstrated the potential to be successful in the next grade.
- Demonstrated the degree of social/emotional maturity necessary to be successful in the next grade.

Retention Criteria

Elementary (K-5) – A Student will be considered for retention if a combination of the following criteria exists:

- Student performs significantly below grade level on standardized assessments such as EOG and BOG tests.
- Student earns grades of a “D” or “F” in Reading and/or Math.
- Student demonstrates social/emotional immaturity that affects academic achievement.
- Poor work habits, lack of completing homework/classwork, and/or excessive absences affect academic achievement.
- The committee feels that retention will benefit the student.

Middle School (6-8) and High School (9-12) – A student will be considered for retention if a combination of the following criteria exists:

- Student performs significantly below grade level on standardized assessments such as EOG and EOC tests.
- Student earns a grade of “D” or “F” in any two academic subjects.
- Poor work habits, lack of completing homework/classwork, and/or excessive absences affect academic achievement.
- The committee feels that retention will benefit the student.

*Additional factors may be considered in making a decision for retention. In some situations, it may be in the best interest of the student that he or she not be retained even though the student may qualify as a retention candidate.

*§ 115C-288. Powers and duties of principal.

(a) To Grade and Classify Pupils. - The principal shall have authority to grade and classify pupils, except as provided in G.S. 115C-83.7(a). In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores. If a principal's decision to retain a child in the same grade is partially based on the pupil's scores on standardized tests, those test scores shall be verified as accurate. § 115C-83.7. Elimination of social promotion. (a) The State Board of Education shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third grade student, as demonstrated on a State-approved standardized test of reading comprehension administered to third grade students. The test may be readministered once prior to the end of the school year.

Attendance

Pinnacle Classical Academy does not accept partial enrollment. Regular attendance is the best way to ensure that students master the curriculum. PCA will make every effort to protect instructional time from interruption and we ask that, whenever possible, parents/guardians schedule appointments (doctor, dentist, etc.) after school hours. For record keeping purposes, a child is marked absent when he or she misses half of the school day in grades K-5 or half the class period in grades 6-12.

Mandatory Attendance

Students must attend the first day of school or risk losing their right to admission. If the Headmaster has not been notified of an excused absence, the Headmaster has discretion to reassign the admission spot. If a student misses the first 5 days of the school year (excused or unexcused), or is absent 10 days within the first 20 days of school, his/her admission spot may be reassigned. Openings created by student withdrawal within the first 20 days of school, will be filled with the next student on the waiting list. Openings that occur after the 20th day may be filled at the discretion of the Board of Directors from students on the waiting list.

Truancy Policy

North Carolina Compulsory Attendance law requires that every person from seven (7) to sixteen (16) years of age attend school every day unless otherwise excused by statute or other legitimate authority. Attendance plays a vital role in education. Students who attend school on a regular basis are better able to not experience gaps with the class discussions and complete assignments in a timely manner.

Absence from school for one day, or even from one class period, without acceptable cause, is considered truancy. Acceptable cause may include, with appropriate documentation, but is not limited to: in-school or out of school suspension, required religious observations, hospitalization, doctor's written order for homestay, or death in the immediate family. Other situations may constitute acceptable cause and will be reviewed for approval on a case-by-case basis by the Headmaster.

Evidence of habitual truancy includes, but is not necessarily limited to:

- Failure of parent/guardian to ensure that his/her child attends school or classes as required by law.
- In grades K-8, ten (10) or more absences from classes during a school year or
- In grades 9-12, five (5) or more absences from semester classes or ten (10) or more absences from year-long classes.

PCA staff and administration will communicate with parents/guardians regarding attendance in the following manner:

- The school shall notify the parent, guardian, or custodian of his or her child's excessive absences after the child has accumulated ***three or more unexcused absences*** in a school year.
- ***After not more than six unexcused absences***, the headmaster or designee shall notify the parent, guardian, or custodian by certified mail that he/she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education. Once the parents are notified, the school counselor shall work with the child and the child's family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem.
- ***After 10 accumulated unexcused absences*** in a school year, the Headmaster or the Headmaster's designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If the Headmaster/designee

determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the Headmaster shall notify the district attorney and the director of social services of the county where the child resides. If the Headmaster/designee determine that the parent, guardian, or custodian has made a good faith effort to comply with the law, the headmaster may file a complaint with the juvenile court counselor (<https://www.ncdps.gov/sbc/sbc.cfm?cty=cleveland-27>) pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse. Upon receiving notification by the headmaster/designee, the director of social services shall determine whether to undertake an investigation under G.S. 7B-302.

Parents/guardians should notify the school as soon as they know their child/children will be absent. When a child returns to school, a note signed by the parent/guardian must be sent with the child stating the reason and dates for the absence to ensure the absences are recorded appropriately. The note is to be turned in to the front office. ***Students with a combined total of 10 unexcused absences must bring in a doctor's note for any subsequent absences.***

Excused Absences

An excused absence is one for which no negative consequence is assessed against the student. Students who are absent from school for a valid reason (medical or other emergency) are required to provide documentation from the doctor's office. Supporting documents may be required by the school and requested from the parent/guardian. Students must bring to the school a written excuse on the day that he/she returns to school. The note must include the date or time and a legitimate reason for the absence. Approval of excused absences is made by the administration, but the student's record is marked to reflect an absence per North Carolina law.

Tardies and Early Release

Students are expected to be in school on time each day and remain in school for the entire school day. Early release from school is approved in the event of a child's illness, a medical appointment, or a death of an immediate family member. Parents/guardians must send documentation with their child when they return to school. Parents/guardians will come into the office to sign the student out for the day. If a student misses more than half of the class period in grades 6-12 the student will be counted absent for that class period.

Attendance and Academics

School attendance is one of the strongest indicators of student performance and academic achievement. When a student is absent more than 10 days, attendance will be one of the factors used in determining promotion/retention decision for K-8 grades.

Make-up Work

Students are expected to complete all work before leaving or immediately upon their return from an absence. In the case of illness or other unexpected absence, students or their families should contact their teachers as soon as they return to school to obtain their missed assignments. Make-up work is the responsibility of the student and will be due in accordance to the number of days absent (e.g. 1 day absent = 1 day for make-up work; 2 days absent = 2 days for make-up work, etc.). Under extenuating circumstances, teachers may extend the deadline for makeup work. Work that is not completed by the deadline shall be assigned a grade of "0".

Arrival and Dismissal Procedures

Kindergarten-12th Grade Start and End Times

Grade	Arrival	Dismissal +
K	<ul style="list-style-type: none"> • Drop-off: 7:30 AM-8:30 AM at main building • Form line closest to building; if lane is full, fill in the next lane on the right. • Students exit vehicle from the left side (driver's side) • School begins: 8:00 AM 	<ul style="list-style-type: none"> • Release time: 1:30 PM • Form line closest to building; if lane is full, fill in the next lane on the right. • Name tag required • Students enter vehicle on the left side (driver's side).
1st - 3rd	<ul style="list-style-type: none"> • Drop-off: 7:30 AM-8:00 AM at main building • Form line closest to building; if lane is full, fill in the next lane on the right. • Students exit vehicle from the left side (driver's side) • School begins: 8:00 AM 	<ul style="list-style-type: none"> • Release time: 2:00 PM • Form line closest to building; if lane is full, fill in the next lane on the right. • Name tag required • Students enter vehicle from left side (driver's side).
4-6	<ul style="list-style-type: none"> • Drop-off: 7:30 AM-8:00 AM 4th-6th exit from the right on the Elementary Entrance/Exit. • School begins: 8:00 AM 	<ul style="list-style-type: none"> • Release time: 2:05 PM • 4th-6th grade students enter the vehicle from the right side on the Elementary Entrance/Exit
7-12	<ul style="list-style-type: none"> • Drop-off: 7:30 AM-8:00 AM 7th-12th exit from the right. • School begins: 8:00 AM* 	<ul style="list-style-type: none"> • Release time: 2:05 PM • 7th-12th grade students enter vehicle from the right side
	*Students not in their classrooms at designated start times will be marked tardy.	

****All traffic should exit to the right on Joe's Lake Road and/or South Post Road during school hours****

- **Morning Drop-Off:** 7th - 12th grade siblings will be dropped off with younger siblings on the east side of the building (7:30 - 8:00) and report to their classrooms.
- **Afternoon Dismissal:** 7th - 12th grade siblings will be picked up with younger sibling on the east side of the building. Student drivers with younger siblings will pick up their sibling from their classroom at 2:05 and exit on the west side of the building.

OTHER IMPORTANT CAR LINE INFORMATION

- Please refrain from checking students out from the main office after 1:30 pm.
- Speed limit is SLOW!
- Please remain in your car at all times.
- No smoking.
- Once students' names are called, no cell phone use is allowed-our students' safety is our priority.
- No passing other cars unless directed by a PCA staff member.
- When conducting business at the school, such as volunteering or meeting for a conference, park in the visitor parking areas to avoid the car line or consider coming back after school begins.
- Cars should not block intersections.

Student Drivers

Student Drivers and their parents must sign an application for parking and purchase a parking permit each year for \$20.00. Parking permits must be displayed on the rearview mirror. Parking permits may not be transferred or exchanged between students. Students must park in the designated areas. All cars should be locked for the owner's protection. The school is not responsible for items stolen from cars. The parking lot is a restricted area. Students may not go to their vehicles during the school day without the permission of an administrator.

Health and Safety Procedures

Emergency Contact Information

So that Pinnacle Classical Academy staff can reach you if your student is hurt or ill, parents/guardians should ensure that the information on file is correct and complete. Please include cell phone and alternate emergency contact numbers. ***Notify the office and your student's teacher whenever your home, work, or cell phone numbers change.***

Medication

If possible, parents/guardians should administer medications before or after school. If a student must take medication during the school day, ***parents must submit a signed Medication Form*** (available on the website) by the child's physician. Parents/guardians must send medications to school in a sealed, original container labeled with the following information.

- The student's name and grade
- The name of the medication
- The amount of the medication to be taken
- The time the child is to take the medication

Authorized school staff must administer ALL medication. Students are responsible for going to the office at the appropriate time to receive medication. Parents are responsible for the following: providing a signed medication form, bringing medications to the school, and picking up any leftover medications at the end of the school year. If your child attends an overnight field

trip, the medicine must be brought to the school one week in advance of the trip and a medication form must be signed for the trip.

Immunizations

North Carolina law requires that parents/guardians submit a record of their student’s current immunizations (Public School Law 130A-152 Immunizations Required) prior to the first day of school.

All records must have the following information:

- Five DTaP doses (tetanus, diphtheria, and acellular pertussis), the last dose must be given on or after age 4.
- Four oral polio vaccines (OPV), the last of which must be a booster given on or after the fourth birthday.
- Two doses of the Measles vaccine, two doses of the Mumps vaccine; one dose of the Rubella vaccine (MMR).
- At least 3-4 doses of Haemophilus influenzae, b, conjugate vaccine (HbOC or PRP-OMP), given on or after the first birthday and before five years of age. No child who has passed their 5th birthday is required to receive the Hib vaccine.
- Three Hepatitis B doses
- Two Varicella doses administered at least 28 days apart:
 - One dose is required on or after 12 months of age and before 19 months.
 - Second dose before entering school for the first time.

If the immunization record is available, PCA staff will review it. If the student is in full compliance, the record will be copied and filed. Students who are exempt from immunizations and who provide a state-approved exemption will be considered in compliance. If the student is in partial compliance, PCA will give the parent/guardian a checklist of necessary immunizations the student must complete prior to attending class. If non-compliance persists, PCA will send a follow-up letter to the student’s parent/guardian. ***If proof of vaccine(s) or exemption to vaccine(s) is not presented to the school within 30 days, your child will be suspended from school until the immunization requirement is met.***

Kindergarten vaccination requirements can be found here.

Vaccine	Number Doses Required Before School Entry*
<u>Diphtheria, tetanus and acellular pertussis</u>	5 doses*
<u>Polio</u>	4 doses*
<u>Measles</u>	2 doses
<u>Mumps</u>	2 doses
<u>Rubella</u>	1 dose
<u>Haemophilus Influenzae type B (Hib)</u>	3-4 doses**
<u>Hepatitis B (Hep B)</u>	3 doses
<u>Varicella (chickenpox)</u>	2 doses***

*The last dose of DTaP and Polio must be given on/or after age 4.

**Children beyond their 5th birthday are not required to have any Hib vaccine.

***Vaccination is required unless documentation of disease history is provided by a healthcare provider.

Note: Pneumococcal, Hepatitis A and Flu vaccines are not required but are recommended for this age group by the Advisory Committee on Immunization Practices.

7th Grade:

Adolescents should be up-to-date on all the vaccines required for kindergarten entry (see list/chart above). In addition, effective July 1, 2015, all students entering 7th grade or who have reached 12 years of age, whichever comes first, are required to have the following:

- One booster dose of the Tdap vaccine
- One dose of Meningococcal conjugate vaccine (MCV)

12th Grade:

- Two doses of Meningococcal conjugate vaccine (MCV)

Note: HPV, Hepatitis A, Flu, and a second dose of Varicella vaccine are not required by are recommended for this age group by the Advisory Committee on Immunization Practices.

All about NC Immunization Laws – Reporting – Information – Guidelines:

<http://www.immunize.nc.gov/schools/resourcesforschools.htm#GarrettsLaw>

Illness

If a student is ill, he/she should not attend school. Please keep a student home in the morning if any of the symptoms listed below are present. If any of these symptoms develop during the school day, we will call you to pick up your student. Keep ill students home until the student has been symptom-free for 24 hours, and/or if they: have a fever of 100° or higher, vomiting or diarrhea, evidence of a severe head cold, persistent cough, or sore throat, or there is evidence of a suspicious rash or other contagious conditions (pink eye, head lice, ringworm etc.).

Special note: If a student has a contagious condition such as, but not limited to, MRSA, ringworm, chicken pox, head lice (see head lice policy on PCA website), or pink eye, parents/guardians must notify the school.

Rolling Book-Bags

Pinnacle Classical Academy does not permit the use of rolling book bags unless there is a documented medical reason.

Lunch Information

Students will have a “picnic style” lunch period in their classrooms. Pinnacle Classical Academy does not provide students access to heating or refrigeration for their lunch/snack foods due to space and time elements. Insulated lunch bags and/or thermoses are recommended for packing daily lunches with a drink. There is a catered lunch option through the Gingerbread House. If interested, please check the school website for further information.

Exercise and Recess

Physical activity enhances a student’s social and academic achievement. Therefore, PCA schedules recess into the daily elementary school curriculum as an organized activity. For safety reasons, students may not bring any outside equipment (footballs, lacrosse sticks, bows/arrows, etc.) to recess. Approved equipment will be provided by the teacher.

Weather/Emergency: Closures, delays, and early dismissal notices available through:

In case of inclement weather, Pinnacle Classical Academy will announce delays or closures when deemed necessary by the Headmaster or designee. Information regarding school closings or delays will be sent directly to all families via the OneCallNow communication phone, the PCA website, and by local radio and television. Also check; Shelby Star, WBTV, WSOC, TWC-14, Facebook – Pinnacle Classical Academy and the school website at PinnacleClassicalAcademy.com for detailed information.

Fire Drills

The Headmaster will conduct a fire drill during within the first ten days of school and thereafter at least once a month. Students, school employees, and any volunteers/visitors must participate in fire drills to ensure that everyone knows how to exit school buildings safely and efficiently. Students must be silent during a fire drill so that everyone can hear emergency instructions. A copy of the regulations prescribed by Commissioner of Insurance, the Superintendent of Public Instruction, and the State Board of Education the will be posted on the bulletin board in each building (Legal Reference: G.S.115C-288, -525).

STUDENT EXPECTATIONS

Pinnacle Classical Academy is a college preparatory public charter school and also a school of choice. There are a set of expectations and requirements at Pinnacle that are very different from what you may encounter in a traditional school. By accepting enrollment into the school, you (and your parents) agree to abide by and meet the expectations set forth below and in the Pinnacle Classical Academy Student-Parent Handbook.

Academic Expectations:

- Be prepared for class each and every day, including having the necessary materials available.
- Prepare to be pushed, the classes at this school are designed to challenge you and prepare you for college.
- All homework will be completed on-time and in full.
- Complete all assignments on-time and with 100% effort.
- Failure to complete and turn in assignments and homework will result in the grade of “0”.
- Deadlines are not negotiable and apply to all students equally.
- Make up all work missed due to absences within the allotted time-period.
- Accept responsibility for your education. Listen, participate, and ask questions as appropriate.

Behavioral Expectations:

- Maintain school attendance as set forth in policy by the Pinnacle Classical Academy Board of Directors and the State of North Carolina.
- Adhere to the school’s tardy and early release policy.
- Be respectful (civil and kind) to your peers and all adults in the school at all times.

- Keep your hands, feet, etc., to yourself at all times.
- Adhere to the Pinnacle Classical Academy Uniform Policy and Code of Conduct.
- Take responsibility for and accept the consequences for your actions.
- Follow the directions and procedures of all faculty and staff of the school.

Student Code of Conduct

A college preparatory education that prepares students to be globally competitive in the 21st century is the goal of Pinnacle Classical Academy. In order for teachers to teach and students to learn, an atmosphere conducive to learning must be consistently maintained. Accordingly, the teacher, as the recognized authority in the classroom, serves as the role model to set the expectations for student behavior. The parents, guardians, students, teachers, administrative and support personnel, and the Board of Directors of Pinnacle Classical Academy share responsibilities in the positive development and maintenance of disciplined behavior. Discipline shall be maintained without the use of corporal punishment, which is prohibited at Pinnacle Classical Academy. Every student has a right to an environment that encourages learning and is free of disruption. This handbook presents guidelines on behavior and school citizenship for students that are based on policies of Pinnacle Classical Academy. The following broad categories related to student conduct are included:

- Basic Rights and Responsibilities
- The Student Code of Conduct
- Due Process Procedures and Rights of Appeal

The rules of conduct and sanctions for violations detailed in this document align with the vision, mission, and policies of Pinnacle Classical Academy. The explanations of violations and the definition of terms have been expanded to assist students in understanding the expected behaviors.

A set of rules does not replace the administrator’s judgment in the review of disciplinary incidents.

The levels indicated for consequences are a guide for the administrator, but the levels may be increased or lessened if, in the view of the administrator, the situation calls for that judgment. (Violations of the laws of North Carolina will be handled pursuant to normal arrest procedures and are not within the administrator’s jurisdiction.) The administration has the authority to use administrative discretion in dealing with these matters to ensure the safety and well being of our students.

In order for schools to be safe and orderly places for learning, rules and procedures must be followed at all times. The following rules are written to give direction and guidance to students and parents. Furthermore, it is recognized that students need to be active participants in maintaining a safe and orderly school environment. To promote the active involvement and self-discipline of students, our classrooms will implement a progressive discipline system.

The code of conduct for students in Pinnacle Classical Academy is presented as a list of rules and possible associated sanctions. These rules and sanctions have been adopted by Pinnacle Classical Academy and represent its official policy. Teachers, administrators, and other authorized personnel (including volunteers and bus drivers) are responsible for monitoring student conduct. Rule violations are to be reported via PCA referral sheets (PCA documentation of student’s referral to the office) to the

Headmaster or designated personnel. **The Headmaster or designee(s) will take disciplinary action against any student who violates one or more of these rules in accordance with the stated consequences.**

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Consequences for violations include but are not limited to:

1. Verbal Warning to Student
2. Student/Teacher Conference
3. Parent Contact by Teacher or Administrator
4. Out of School Suspension
5. Long Term Suspension and/or Expulsion

Legal Disclaimer: Nothing in this Code of Conduct, including rules and sanctions, is intended to contradict local, state, or federal laws or binding directives from the North Carolina State Board of

Education. In the event that any item in this policy does conflict with a local, state, or federal law, or binding directive of the N.C. State Board of Education, the respective law or directive supersedes the policy item.

Code Of Conduct Expected Of Every Student:

Students are expected to follow the Code of Conduct. All students must read the following information thoroughly and follow the guidelines. Should you have questions concerning any of the rules listed on the following pages you should immediately contact an administrator for a complete explanation.

Code Of Conduct Rules/School Consequences

Student Expectations:

- Students are expected to be in the classroom at the proper time.
- Students are expected to follow the directions of all school staff.
- Students are expected to come to class prepared for instruction.
- Students are expected to be courteous to everyone in the school.

Students who fail to abide by these expectations shall receive consequences which could be, but are not limited to individual classroom consequences or an office referral.

Rule Violation 1:

Compliance With Directions Of Principals, Teachers, And Other School Personnel And With School Rules:

Students shall comply with the directives of all school personnel at all times while a student is at school or school sponsored events.

Rule Violation 2:

Medications

Students are not to have prescription or non-prescription medications in their possession at any time on school grounds. The rule is to allow legal medications to be dispensed by the school nurse or properly trained school authorities to the students to ensure the safety of all the students. Any new medications given to students must be checked in immediately upon -arrival on school grounds at the front office. Proper school authorities will dispense the medications. The only exception to this is when a doctor gives permission due to medical necessity for the student to carry a specific medication (for example; an inhaler) on his or her person and that a permission letter must be on file with the PCA office staff.

Rule Violation 3:

Student Dress Code

Students must abide by the uniform policy as set forth by the uniform committee.

Note: All faculty will continually monitor the uniforms throughout the day, including surprise class inspections.

Rule Violation 4:

Personal Property

Students will refrain from bringing or possessing any object that has no educational purpose and may distract from teaching and learning. (All items will be confiscated with the item returned to the parent at a mutually agreed time.)

Personal Electronic Devices

Cell phones and all other personal electronic devices (including but not limited to smart watches, MP3 players, personal computers/laptops, video games, tablets, etc.) are NOT allowed at school during the school day. Any personal electronic device found during the day will be confiscated. Cell phones are permitted on field trips and athletic travel events with appropriate documentation on file.

Rule Violation 5:

Misrepresentation

A student should refrain from lying or cheating.

Rule Violation 6:

Inappropriate School Behavior

No student may disrupt the class or school or engage in any behavior that is inappropriate in a school setting or threatens the safety and security of the school environment. These behaviors include, but are not limited to chronic talking, horse playing, using profane or obscene language, or any behavior that is inappropriate for the school setting or threatens the safety and security of the school.

Rule Violation 7:

Repeated School Violations

A student who has violated any rules repeatedly as set forth in the Student Code of Conduct will be subject to disciplinary action.

Rule Violation 8:

Inappropriate Peer Relations

Students are expected to engage in positive and appropriate relationships with their peers. Students should refrain from acts of bullying/ intimidation, threats, harassment, and discrimination.

Bullying/Intimidation – Repeatedly inflicting or threatening to inflict physical or psychological harm, by an individual or group.

Threats – Making any threat or false threat through written or verbal language, sign or act which conveys an expression of intent to cause harm or violence or to disrupt school activities.

Harassment/Discrimination – Using abusive or offensive gestures, language or remarks that interfere with an individual’s educational environment. Examples of harassment and discrimination include but are not limited to: abusive jokes, insults, slurs, name-calling, threats, insulting signs or actions, or intimidation.

Rule Violation 9:

Trespassing

A student will not enter any school property or school facility without proper authority, to include entering any school during a period of suspension or expulsion.

Rule Violation 10:

Reckless Vehicle Use

A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health, safety, or a disruption to the educational process. **The use of a motor vehicle in driving to school is considered a privilege, which may be limited or revoked at any time by the Headmaster of the school. The school’s resource officer may issue citations on school property.**

Rule Violation 11:

Vandalism

A student will not willfully, with or without malice, damage or destroy property belonging to another, or participate with others (either by presence or action) to damage or destroy property; i.e., school property, at a school sponsored or school-related activity on or off school property, or property belonging to a school employee. A student or parent/guardian will be held financially responsible, as allowed by North Carolina Law, for willful or malicious destruction of property.

Rule Violation 12:

Use Of Fire

A student will neither set fire nor attempt to set fire to anything on school property, or participate with others (either by presence or action) to damage or destroy school property through the use of fire. This will include striking matches, flicking cigarette lighters or using any instrument that is capable of producing fire on school property, at a school sponsored or school-related activity that is on or off school property.

Rule Violation 13:

Theft

A student will not steal or possess stolen property, or participate with others (either by presence or action) to do so.

A. School, Staff or Student Property:

Taking and/or carrying away property belonging to Pinnacle Classical Academy, any staff member or any student without prior permission. This will include the removing of any property from a locker other than the one assigned.

B. Possession of Stolen Property:

Having in one’s possession property obtained without the permission of the owner, to include items stolen in the community and brought onto school grounds.

Rule Violation 14:

Breaking And Entering

A student will not break into school property. This will include any unauthorized entry into school property with or without destruction to the property.

Rule Violation 15:

Burglary

Unlawful entry into any school property with the intent of committing a felony, or to steal and/or take and carry away the property of another.

A. Attempted:

Attempting to take property from a person by force or violence.

B. Actual:

Taking property from a person by force or violence.

Rule Violation 16:

Robbery

A student will not take another person's property by force or violence.

A. Attempted:

Attempting to take property from a person by force or violence.

B. Actual:

Taking property from a person by force or violence.

Rule Violation 17:

Extortion

A student will not take or threaten to take the property of others through intimidation.

A. Attempted:

Use of threats or intimidation in an attempt to obtain money or property from another.

B. Actual:

Use of threats or intimidation to obtain money or property from another.

Rule Violation 18:

Refusal To Allow Search

In an effort to address the Safe Schools Mandate, the school administration has the right to conduct a search reasonable in scope of a student or his/her possessions if the administration has a reasonable suspicion that the student may be in possession of a weapon, illegal substance, or other items prohibited by law or the Code of Conduct.

A. Search of an Individual or his/her Possessions:

A student must cooperate with and may not obstruct or interfere with a reasonable search of the student, his/her desk, locker, bookbag, purse or other possessions which are present on school property or at a school activity.

B. Search of a Vehicle:

A student must cooperate with and may not obstruct or interfere with a reasonable search of the student's vehicle and its contents when it is present on school property or at a school activity. Violation

of this rule may result in the student losing his/her parking privilege, in addition to other applicable disciplinary action.

C. Random Search of Student Lockers and Desks:

Student lockers and desks are the property of the school and are assigned to the student with the understanding that he/she is responsible for all property placed in the locker or desk. Lockers and desks shall be used only for storage of those items that are reasonably necessary for the student's school activities such as books, gym clothes, coats, school assignments, etc. A student must cooperate with and may not obstruct or interfere with a random search of his/her desk or locker.

D. Random Law Enforcement Canine Searches:

The school system may use Law Enforcement canines for random searches of lockers, desks, and possessions of students, such as book bags, that do not require a search of the student. A student must cooperate with and may not obstruct or interfere with a canine search conducted in accordance with this provision.

Rule Violation 19:

Inappropriate Use Of Computer Or Internet:

Students must refrain from inappropriate use of school system computers or from utilizing the Internet site without proper authority.

Rule Violation 20:

Possession Or Distribution Of Inappropriate And/Or Violent Material

A student must refrain from having any inappropriate material in his/her possession, including but not limited to pictures, magazines, CD's, cassettes, explicit or graphically violent materials (i.e., instructions/documentation concerning the creation of or the use of weapons).

Rule Violation 21:

Possession Or Distribution Of Counterfeit Currency

A student may not possess, distribute, produce or use counterfeit currency on school property or at a school sponsored or school-related activity on or off school property.

A. Simple Possession of Counterfeit Currency:

Possession of counterfeit currency on school grounds.

B. Distribution of Counterfeit Currency:

Distributing counterfeit currency on school grounds or at school related activities or conspiring to distribute counterfeit currency.

C. Production of Counterfeit Currency:

A student must refrain from the production of any counterfeit currency on school premises through the use of school equipment. This includes conspiring with anyone to produce counterfeit currency at school.

D. Use of Counterfeit Currency:

Using or attempting to use counterfeit currency to purchase items on any school premises, or at any school activity, or to pay for obligations owed to any school.

Rule Violation 22:

False Alarm

Calling 911, signaling or setting off an automatic signal falsely indicating the presence of a fire or an emergency is prohibited. This includes making statements/phone calls that such an emergency exists on school grounds, on school bus or at any school function.

Rule Violation 23:

Bomb Threat

Any notification, false or otherwise (verbal or written), indicating the presence of a bomb or explosive on school grounds, school bus or at any school activity. **N.C.G.S. §115 C- 391(d3) requires an automatic suspension of 365 calendar days for any student who makes a false report or perpetuates a hoax relating to a bomb. This law also requires that the Division of Motor Vehicles revoke the permit or the license of a person convicted of making a false threat.**

Consequences:

Long-term suspension/Expulsion N.C.G.S. POLICY ABOVE - Parent Conference

Rule Violation 24:

Aggressive Physical Action

A Student will not exhibit any form of aggressive physical action against another student, staff member or any other adult at school. If a student is attempting to involve another student in a fight, the other student should walk away and report it to a teacher, assistant principal or principal. Students who instigate fights or participates in group assaults will be subject to consequences.

Rule Violation 25:

Sexual Assault

Sexual harassment means and includes any unwelcome sexual advances, requests for sexual favors and any other non-consensual and/or offensive verbal or physical contact of a sexual nature.

Rule Violation 26:

Alcohol, Tobacco And Other Drugs

A student will not use, purchase, sell, distribute, be under the influence of or possess any kind of alcoholic beverage or any kind of controlled substance as defined by state law. This prohibition includes, but is not limited to, tobacco products, anabolic steroids, counterfeit or imitation controlled substances, and drug paraphernalia.

Tobacco:

A. Possession or Use of Tobacco Products:

A student may not possess or use tobacco products on school premises.

B. Sale or Distribution of Tobacco Products:

Distributing or selling any tobacco products to underage student(s). Under N.C.G.S. 20-11 (n1) this violation can result in the loss of a driver's license.

Alcohol:

A. Use or Under the Influence of Alcohol:

Drinking any alcoholic beverage or the use of any substance containing alcohol, in school, on school grounds, to and from school, on school bus, at any school function, or coming on school grounds or to any school activity after consumption.

B. Possession of Alcohol:

Possessing any alcoholic beverages in school, on school grounds, to and from school, on school bus, or at any school function.

C. Sale or Distribution of Alcohol:

Distributing or attempting to distribute any alcoholic beverage in school, on school grounds, to and from school, on school bus, or at any school function. Under N.C.G.S. 20-11(n1) this violation can result in the loss of a driver's license.

Also, the FIRST violation for the above listed alcohol violations may result in a required Alcohol/Drug assessment by a certified professional and the results must be released to the Pinnacle Classical Academy Counselor.

Alcohol / Drug testing may be required.

DRUGS (ILLEGAL SUBSTANCE)

A. Use or Under the Influence of Drugs (Illegal Substance):

Using any narcotic, illegal or controlled drug, anabolic steroid or any illegal substance, on school grounds, to and from school, on school bus, or at any school function, or coming to school or school activities after consumption.

B. Possession or Attempting to Possess Drugs (Illegal Substance):

Possessing, or attempting to possess any illegal, counterfeit or controlled substance or any action that contributes to the possession of any illegal or controlled substance. Quantity must be small enough to indicate personal use by only one individual. Under N.C.G.S. 20-11(n1) this violation can result in the loss of a driver's license.

C. Paraphernalia:

Possessing, distributing or using any drug related paraphernalia.

D. Inhalants:

Possessing, distributing or inhaling any substance/product (off-the-shelf, controlled, or illegal) for mind-altering effects. White out prohibited at school.

E. Sale/Distribution (Attempt or Actual):

Distributing or selling any illegal, counterfeit or controlled substance (including prescription medication given or sold to an individual other than the one for whom the prescription was written) attempting to sell or distribute any illegal or controlled substance or any action that contributes to the sale or distribution of any illegal or controlled substance or the giving or offering to give any illegal or controlled substance to another individual. This prohibition will include sale/distribution of tobacco products to underage student(s). Under N.C.G.S. 20-11 (n1) this violation can result in the loss of a driver's license.

Also, the FIRST violation for the above listed drug violations may result in a required Alcohol/Drug assessment by a certified professional and the results must be released to the Pinnacle Classical Academy counselor.

Rule Violation 27:

Weapons And Dangerous Instruments Or Objects:

Pinnacle Classical Academy will not tolerate the presence of weapons or destructive devices, bombs or terrorist threats, or actions that constitute a clear threat to the safety of students or employees.

Category I

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies the required 365-day suspension. For this Category a firearm is (1) a weapon, including a starter gun that will, is designed to or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon or (3) any firearm muffler or firearm silencer {G.S. 115C- 390.1(b)(6)}. A destructive device is an explosive, incendiary or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine or (6) similar device {G.S. 115C-390.1(b)(3)}.

Terms of Suspension

Any student suspended for a first time during a school year at Pinnacle Classical Academy will be allowed to make up the school work missed and receive credit for the grade if work is submitted to the teacher on designated due dates. After first suspension, students may not be allowed to make up assignments depending upon the circumstances of the suspension. This rule covers class work, homework, tests, and any and all other assignments completed during the suspension. Any suspension may result in loss of extracurricular activities (including but not limited to sporting events, field trips, concerts, etc.) during and after the time in which the suspension occurs.

Explanation Of Disciplinary Levels

School Initiated Consequences

Pinnacle Classical Academy is responsible for following the Code of Conduct and applying the appropriate Level intervention for any violations.

Conference/Verbal Warning:

Staff members may conduct a conference among any combination of the following:

Teacher/Student

Teacher/Parent/Legal Guardian

Teacher/Counselor

Teacher/Student/Administrator

Teacher/Student/Counselor/Parent/Legal Guardian

Administrator/Student

Administrator/Parent/Legal Guardian

Telephone Conference with Administrator/Parent/Legal Guardian

Telephone Conference with Teacher/Parent/Legal Guardian

Other parties as deemed necessary

After-School Detention: ASD will be defined as the hour after school is dismissed and will be supervised by a Pinnacle Classical Academy employee. Parents will be responsible for transportation of student.

Suspension (1-10 days):

Out of School Suspension. The denial of a student's right to attend school or school sponsored activities which include but are not limited to sporting events, concerts, induction ceremonies, field trips, etc.

Long Term Suspension (365 days)/ Withdrawal/Expulsion

The denial of a student's right to attend school or school sponsored activities

Note: at the discretion of the Headmaster or designee, other interventions may be assigned as deemed appropriate.

Sample list of Interventions:

Referral To School Counselor, time-outs, detention, work programs, meeting of school personnel and/or other professionals, restricted activities, denial of school activities and extracurricular events, behavior essays, Substance Abuse Programs, Mental Health Programs, evaluations, testing, referrals to other professionals, and involvement with outside agencies. Please note that this list is not all-inclusive but only a sample of possible interventions.

Pinnacle Classical Academy may request information from professionals that could include Alcohol/Drug assessments by a certified professional, psychological counseling and/or testing with the complete results being released to the Pinnacle Classical Academy counselor. Partial results will not be accepted when these items are required. This may be requested for the safety of other students at the school as well as the well being of the student. This information will be held in the utmost of confidence and will not be released to any third party without the written permission from the parents.

Due Process Rights Of Appeal

The following procedure is to be followed in the event a parent has a substantial disagreement with a particular disciplinary situation that has been addressed by the Headmaster or designee:

1. The parent is to set an appointment with the Headmaster or designee along with the teacher or staff member as appropriate.
2. If the issue is not satisfactorily resolved via the meeting outlined in Step #1, it may then referred to the Pinnacle Classical Academy Board of Directors.
3. The parent or guardian may write a letter of grievance (*within two (2) days of receiving the final determination from Headmaster*) to the Pinnacle Classical Academy Board of Directors. Letters should be addressed to the Chairperson of the Pinnacle Classical Academy Board of Directors at: P.O. Box 2695, Shelby, NC 28150.

Due Process Procedures

Long-term Suspension Or Exclusion Headmaster's Recommendation:

Headmaster or assigned designee notifies student and parent(s)/guardian of recommendation for long-term suspension or exclusion.

School Level Procedures:

When a student is sent to the Headmaster or assigned designee for any disciplinary action or conferencing concerning an incident, the steps listed below must be followed. These guidelines for disciplinary action constitute a hearing for the student.

The administrator:

- 1) Advises the student of the charge(s).
- 2) Advises the student of the facts on which the charge(s) are based.
- 3) Gives the student an opportunity to respond to the charge(s) and to provide his/her version.
- 4) Makes every effort to notify the student's parent(s)/guardian by telephone if immediate action will be taken to suspend the student based on guidelines in the **CODE OF CONDUCT: STUDENT RIGHTS, RESPONSIBILITIES, AND CHARACTER DEVELOPMENT MANUAL**.

Basic Rights and Responsibilities

The maintenance of a positive school climate conducive to the individual pursuit of learning, working and living is shared by parent/guardians, students and all school personnel. Each is expected to work positively toward this goal and to respect the individuality and the rights of every person. Parent(s)/Guardian(s), students and school personnel are also expected to deal effectively with behavioral concerns. The regulations below are written in accordance with N.C. General Statutes 115C-390 and 391.

Responsibilities

A. Pinnacle Classical Academy Board Responsibilities

1. To adopt a fair and consistent discipline policy that establishes clear standards of student behavior.
2. To ensure, through the Headmaster or appointed designee, that there is fair and consistent application of the discipline policy.

B. Parent(s)/ Guardian Responsibilities

1. To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.
2. To teach the child self-discipline, respect for authority and for the rights of others.
3. To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend.
4. To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.

5. To maintain communication with the school and provide the school with a current telephone number through which he/she may be reached during the school day.
6. To respond quickly to school to get the child when called upon.
7. To be available for conferences when requested.
8. To cooperate with the school staff to develop strategies to benefit the child.
9. To be an active volunteer within the school in all areas, assisting in any capacity that facilitates learning and/or assists teachers.

C. Student Responsibilities

1. To be aware of and to abide by system wide policies, regulations and school guidelines regarding acceptable behavior.
2. To be responsible for one's own behavior.
3. To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.
4. To respect the personal, civil and property rights of all members of the school community.
5. To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
6. To seek clarification from school personnel concerning the appropriateness of any action or behavior.
7. To attend school and classes regularly, on-time and to be prepared with the necessary learning materials.
8. To know and to follow the policies and regulations for every event considered part of the school program regardless of the time or place.
9. To immediately comply with any staff member's reasonable request to carry out school rules.

D. Teacher Responsibilities

1. To provide opportunities for all students to develop self-discipline and respect for the rights of others.
2. To accept shared responsibility for control and discipline of students throughout the school building and property.
3. To consider the physical, social, intellectual and emotional development of the students.
4. To establish and inform students of individual classroom behavior expectations, and to maintain discipline within the classroom.
5. To provide appropriate learning opportunities for all students.
6. To be aware of and to abide by system wide policies, regulations and school guidelines for discipline.
7. To confer with support personnel for possible solutions to inappropriate student behavior and to attend conferences upon request.
8. To report to the parent/guardian at regular reporting periods and at other times, when appropriate, regarding the acceptability of a student's behavior.
9. To utilize all reasonable classroom strategies in addressing disruptive behavior prior to referring a student for out of class disciplinary action.
10. To refer, in writing, a disruptive student to the Headmaster or assigned designee when appropriate teacher-initiated strategies have been unsuccessful or the severity of the offense makes it necessary.

E. Headmaster or Designee's Responsibilities

1. To consistently apply the Code of Conduct guaranteeing clear standards and consequences for student behavior.

2. To maintain order at Pinnacle Classical Academy. The Headmaster has primary responsibility for maintaining order on the campus.
3. To discipline students and the Headmaster shall have authority to exercise discipline over the pupils of the school pursuant to the policies adopted under these provisions.
4. To report certain acts to law enforcement. When the Headmaster has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the Headmaster shall immediately report the act to the appropriate local law enforcement agency.
5. To provide documentation to the Discipline Committee for reviewing the grievances.
6. To assume the overall responsibility for the implementation of procedures and rules that are necessary to establish standards of acceptable student behavior in the school.
7. To be readily available to handle disruptive behavior, discipline and emergency situations.
8. To communicate effectively to parents the expectations of the school discipline program and the role of the parent/family in supporting the efforts of the school in providing a safe school environment.
9. To utilize resources/agencies that can provide additional services and support to the school discipline program if needed.
10. To provide assistance to teachers and parents on issues related to a sound disciplinary program, establishing effective rules and consequences, legal issues, etc.
11. To develop a viable communication network that informs the community, parents, and staff of the status and modification of the school's discipline policies and procedures.
12. To continuously monitor and assess current data in order to make modifications to the program and provide alternative disciplinary strategies to fit the needs of the school.

Privacy Act: The Privacy Act of 1974 forbids the dissemination of personal information of individuals without their authorized permission or, in the case of a minor, the parent or guardian's written permission, except internally where the information is necessary to effectively conduct school business. In accordance with the Privacy Act, no individual member of the community, whether or not he/she is affiliated with Pinnacle Classical Academy, has the right to receive personal information concerning any individual associated with the school, whether it is a student, staff member, or board member, except in cases where the information is critical to the job requirements of the individual and is approved by the Headmaster. Personal information includes, but is not limited to, the individual's health, academic, or discipline records, religion, marital status, political party affiliation, and grades. This does not restrict individuals from discussing their own private information freely, nor does it interfere with any other form of free speech.

Freedom From Harassment: If an unauthorized individual, whether or not he is affiliated with the school, approaches a staff member for personal information concerning another staff member or student, the request will be denied, the individual will be informed that he/she is seeking private information, the person receiving the request will record the details of the incident and submit a copy of the information to the Headmaster. Likewise, if a student or staff member feels threatened by another individual concerning demands that are not duty-related, he should record the incident and immediately submit the concern to the Headmaster, who will take appropriate action. If it occurs again, the Headmaster will investigate it, and determine whether or not harassment charges should be pursued against the individual. Parents, of course, have every right to seek and obtain private information concerning their own child/ren, but not the private information concerning others.

Pinnacle Classical Academy Acceptable Use Policy

USE OF COMPUTERS

Pinnacle Classical Academy Technological Resources Policy

For Grades K-2

The information available on the internet and resultant electronic communications are a constantly evolving and changing environment. The school recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. School personnel shall take precautions to prevent students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose.⁹ Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h)(5)(B)-(C), 254(l)

All school technological resources are under the control of the Board, including hardware, software and data and any files stored on the computer. The use of the school network and technological resources is a privilege, not a right, and may be revoked if abused. Users should not assume files stored on servers and hard drives of individual computers will be private.

In accordance with goals established in Board policy, the Board, Headmaster, and school administration will maintain a safe and comprehensive technological environment for all students.

School Technology Goals:

- To support, enrich, and enhance the implementation of the school curricula.
- To enhance student learning opportunities by focusing on the application of skills in information retrieval, searching strategies, research skills, and critical thinking.
- To encourage appropriate career development.
- The Acceptable Use Policy addresses the ethical and appropriate use of our technology resources, the security of our network, and the safety of our students, administrators, faculty and staff.
- Reasonable precautions to limit access to controversial and/or offensive materials by:
 - Using software and hardware filters that may block certain materials;
 - Providing adult supervision;
 - Training students to appropriately use technology.

Pinnacle Classical Academy is committed to the use of electronic resources and technology to enhance the administrative, teaching and learning opportunities for students, administrators, faculty and staff. Therefore, students, administrators, faculty and staff are encouraged to utilize these resources within the guidelines set forth in this policy.

⁹ The policies presented herein should not be viewed as all-inclusive.

Acceptable Use:

Pinnacle Classical Academy's networks and technology resources are to be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives of Pinnacle Classical Academy. General school rules for behavior and communications apply as outlined in the Student Code of Conduct.

Acceptable use and network rules include, but are not limited to, the following:

1. Be polite – rudeness is never acceptable.
2. Use appropriate language.
3. Never provide any personal information (such as address, telephone number, social security number, or checking/savings account numbers).
4. Do not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
5. Users are prohibited from cyber bullying and other harassing activities conducted through PCA networks.
6. Any use that violates state or federal law is strictly prohibited.
7. Students are only permitted to use computers during class when authorized to do so by a faculty member and only for the purpose stated by the faculty member.
8. Accidental access to inappropriate sites or information must be reported to the instructor immediately so that such sites can be blocked from further access. This is not a request; it is a responsibility.
9. Promptly report any inappropriate messages or communication.
10. Violation of acceptable use may result in disciplinary action including suspension.

Teachers shall monitor and supervise students' use of the internet during instructional time, to ensure that such use is appropriate for the student's age and the circumstances and purpose of the use.

Unacceptable Use:

This includes but is not limited to the following:

- Violating copyright laws.
- Sending electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
- Transmission of any material in violation of any federal or state regulation.
- Using another person's account or password (with or without their knowledge and permission).
- Using offensive or inappropriate language.
- Any unacceptable use of technology may result in disciplinary action including suspension.

Cyberbullying:

The school prohibits cyber-bullying. Cyberbullying may involve any of these behaviors:

- Accessing, producing, posting, sending, or displaying material that is offensive in nature on the Internet
- Harassing, insulting, or attacking others on the Internet

- Posting personal or private information about other individuals on the Internet
- Posting information on the internet that could disrupt the school environment, cause damage, or endanger students or staff.
 - Concealing one's identity in any way, including the use of anonymization tools or another individual's credentials/online identity, to participate in any of the behaviors listed above.
- School administrators will determine whether or not specific incidents of cyberbullying have impacted the School's educational environment, and appropriate consequences will be issued.
 - The school is not responsible for electronic communication that originates off-campus but retains the right to impose discipline, where appropriate, for off-campus communication or conduct that substantially disrupts the educational environment.

Personal Electronic Devices:

Cell phones and all other personal electronic devices (including but not limited to smart watches, MP3 players, personal computers/laptops, video games, tablets, etc.) are NOT allowed at school during the school day. Any personal electronic device found during the day will be confiscated.

Consequences -

- 1st offense - Student's personal electronic device will be taken and turned into the front office for a parent/guardian to pick-up.
- 2nd offense - Student's personal electronic device will be taken and turned into the front office for a parent/guardian to pick-up. Student will also receive a one day suspension.
- 3rd offense and beyond - Student's personal electronic device will be taken and turned into the front office for a parent/guardian to pick-up. Student will also receive a three day suspension. Repeated violations may result in longer suspensions, up to long-term suspension.

The possession of such electronic devices at school constitutes the consent to the search (either in the presence of the students possessing the device(s) or outside that students' presence) and confiscation of the device(s) by school personnel.

Responsibilities of Students:

At various times, all students will have access to Chromebooks and other technology, and with this privilege comes student responsibility. The ultimate responsibility for a student's actions rests with the student and his/her parent/guardian(s). Students will:

- Learn and follow the Acceptable Use Policy set forth by Pinnacle Classical Academy.
- Return a permission form signed by the student and a parent or guardian stating they agree and will adhere to all guidelines and policies and assume responsibility for their own actions

Fees, Damage, Etc.:

There will be a charge for any repairs associated with accidental or intentional damage to assigned school technology.

- First incident \$25.00
- Second incident \$35.00
- Third incident \$50.00

Intentional damage to or loss of assigned school technology may result in the actual repair/replacement cost. Repeated intentional damage may result in disciplinary action including suspension.

Disclaimer:

Pinnacle Classical Academy will not be responsible for any damages suffered by the user, including loss of data resulting from delays, operator error, hardware failures non-deliveries, network interruptions or inaccurate information. The user accepts personal responsibility for any information obtained or delivered via the network, including the sharing of personal information such as home address, checking account and credit card information.

Statutory References:

Legal Reference: 17 U.S.C. 101, 102, 106, 107,108, 110, 117; G.S. 115C-523, -524

Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Family Educational Rights and Privacy Act, 20 U.S.C. 1232g

Pinnacle Classical Academy Technological Resources Policy for grades 3-12

The information available on the internet and resultant electronic communications are a constantly evolving and changing environment. The school recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. School personnel shall take precautions to prevent students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose.¹⁰ Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h)(5)(B)-(C), 254(l)

All school technological resources are under the control of the Board, including hardware, software and data and any files stored on the computer. The use of the school network and technological resources is a privilege, not a right, and may be revoked if abused. Users should not assume files stored on servers and hard drives of individual computers will be private.

In accordance with goals established in Board policy, the Board, Headmaster, and school administration will maintain a safe and comprehensive technological environment for all students.

School Technology Goals:

- To support, enrich, and enhance the implementation of the school curricula.
- To enhance student learning opportunities by focusing on the application of skills in information retrieval, searching strategies, research skills, and critical thinking.
- To encourage appropriate career development.
- The Acceptable Use Policy addresses the ethical and appropriate use of our technology resources, the security of our network, and the safety of our students, administrators, faculty and staff.
- Reasonable precautions to limit access to controversial and/or offensive materials by:
 - Using software and hardware filters that may block certain materials;
 - Providing adult supervision;
 - Training students to appropriately use technology.

Pinnacle Classical Academy is committed to the use of electronic resources and technology to enhance the administrative, teaching and learning opportunities for students, administrators, faculty and staff. Therefore, students, administrators, faculty and staff are encouraged to utilize these resources within the guidelines set forth in this policy.

¹⁰ The policies presented herein should not be viewed as all-inclusive.

Acceptable Use:

Pinnacle Classical Academy's networks and technology resources are to be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives of Pinnacle Classical Academy. General school rules for behavior and communications apply as outlined in the Student Code of Conduct.

Acceptable use and network rules include, but are not limited to, the following:

1. Be polite – rudeness is never acceptable.
2. Use appropriate language—swearing, using vulgarities, or any other abusive language is inappropriate.
3. Never provide any personal information (such as address, telephone number, social security number, or checking/savings account numbers).
4. Do not disrupt network functions or attempt to gain unauthorized access to system programs or computer equipment.
5. Do not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
6. Do not use resources on the PCA network or violate another person's rights by harassing, defaming, sending messages, transmitting text files, documents, posting messages, or other material that may be considered obscene, profane or harmful to minors or any individual.
7. Users are prohibited from cyber bullying and other harassing activities conducted through PCA networks.
8. Any use that violates state or federal law is strictly prohibited.
9. Assume all communications and information accessible via the network are private property and copyrighted.
10. Students are only permitted to use computers during class when authorized to do so by a faculty member and only for the purpose stated by the faculty member.
11. Accidental access to inappropriate sites or information must be reported to the instructor immediately so that such sites can be blocked from further access. This is not a request; it is a responsibility.
12. Promptly report the receipt of any communication that is threatening to the safety and security of persons or property of the school community, or that contains content that is otherwise prohibited.
13. Violation of acceptable use may result in disciplinary action including suspension.

Teachers shall monitor and supervise students' use of the internet during instructional time, to ensure that such use is appropriate for the student's age and the circumstances and purpose of the use.

Unacceptable Use:

This includes but is not limited to the following:

- Violating copyright laws.
- The use or attempted use of anonymous proxies to circumvent content filtering and/or the firewall.
- Sending electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).

- Transmission of any material in violation of any federal or state regulation.
- Using another person's account or password (with or without their knowledge and permission).
- Using peer-to-peer file-sharing programs.
- Accessing non-school email (e.g. Yahoo mail), chat rooms, and other forms of direct electronic communications (e.g. instant message services) except those set up and/or approved by school administration.
- Forwarding personal communications without the author's prior consent.
- Using threatening or obscene material.
- Distributing material protected by trade secret.
- Utilizing the network for commercial purposes.
- Using offensive or harassing statements or language including profanity, vulgarity, and/or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, and religious or political beliefs.
- Sending or soliciting sexually oriented messages or images.
- Sending chain letters or soliciting money for any reason.
- Changing settings on computers.
- Disrupting the use of the network or attempting to change any network settings or try to join a Wireless network besides the school's.
- Accessing programs, computer equipment, software, or proxy websites not designated for student use, including "hacking" and other unlawful activities to circumvent the firewall or network security.
- Providing political or campaign information.
- Non-Instructional use of network, computer and internet resources, or making sound recordings or take photographs without the consent of all persons being recorded and as part of a class assignment.
- Any unacceptable use of technology may result in disciplinary action including suspension.

Off-Campus, Social Media, and Cyberbullying:

The school reserves the right to address online material that substantially disrupts the school environment. When a student's on-line behavior has a direct and immediate effect on school safety or maintaining order and discipline in the school, the student may be disciplined. This includes uses that are likely to cause substantial disruption or material interference with the school's educational objectives or operations.

- School administrators will investigate and determine facts that rise to the level of substantial disruption or interference.

The school prohibits cyber-bullying. Cyberbullying may involve any of these behaviors:

- Accessing, producing, posting, sending, or displaying material that is offensive in nature on the Internet.
- Harassing, insulting, or attacking others on the Internet.
- Posting personal or private information about other individuals on the Internet.

- Posting information on the internet that could disrupt the school environment, cause damage, or endanger students or staff.
 - Concealing one's identity in any way, including the use of anonymization tools or another individual's credentials/online identity, to participate in any of the behaviors listed above.
- School administrators will determine whether or not specific incidents of cyberbullying have impacted the School's educational environment, and appropriate consequences will be issued.
 - The school is not responsible for electronic communication that originates off-campus but retains the right to impose discipline, where appropriate, for off-campus communication or conduct that substantially disrupts the educational environment.

Personal Electronic Devices:

Cell phones and all other personal electronic devices (including but not limited to smart watches, MP3 players, personal computers/laptops, video games, tablets, etc.) are NOT allowed at school during the school day. Any personal electronic device found during the day will be confiscated.

Consequences -

- 1st offense - Student's personal electronic device will be taken and turned into the front office for a parent/guardian to pick-up.
- 2nd offense - Student's personal electronic device will be taken and turned into the front office for a parent/guardian to pick-up. Student will also receive a one day suspension.
- 3rd offense and beyond - Student's personal electronic device will be taken and turned into the front office for a parent/guardian to pick-up. Student will also receive a three day suspension. Repeated violations may result in longer suspensions, up to long-term suspension.

The possession of such electronic devices at school constitutes the consent to the search (either in the presence of the students possessing the device(s) or outside that students' presence) and confiscation of the device(s) by school personnel.

Responsibilities of Students:

At various times, all students will have access to Chromebooks and other technology, and with this privilege comes student responsibility. The ultimate responsibility for a student's actions rests with the student and his/her parent/guardian(s). Students will:

- Learn and follow the Acceptable Use Policy set forth by Pinnacle Classical Academy.
- Return a permission form signed by the student and a parent or guardian stating they agree and will adhere to all guidelines and policies and assume responsibility for their own actions
- Students must...
 - keep the device secure and damage free;
 - not loan the device to another student;

- not leave the device unattended;
- not eat or drink while using the device or have food or drink items in close proximity;
- not place the device on the floor, ground, or on a sitting area;
- not leave the device near desk or table edges;
- place objects on top of the device;
- not place objects (i.e. fingers, pencils, etc.) inside the device.

Fees, Damage, Etc.:

There is an annual, non-refundable \$25 technology one to one user fee for each student in grades 5-12. There will be a charge for any repairs associated with accidental or intentional damage to assigned school technology.

- First incident \$25.00
- Second incident \$35.00
- Third incident \$50.00

Intentional damage to or loss of assigned school technology may result in the actual repair/replacement cost. Repeated intentional damage may result in disciplinary action including suspension and actual repair/replacement cost.

Please see “Student and Parent/Guardian Laptop Agreement” for further details.

Disclaimer:

Pinnacle Classical Academy will not be responsible for any damages suffered by the user, including loss of data resulting from delays, operator error, hardware failures non-deliveries, network interruptions or inaccurate information. The user accepts personal responsibility for any information obtained or delivered via the network, including the sharing of personal information such as home address, checking account and credit card information.

Statutory References:

Legal Reference: 17 U.S.C. 101, 102, 106, 107,108, 110, 117; G.S. 115C-523, -524

Children’s Internet Protection Act, 47 U.S.C. 254(h)(5); Family Educational Rights and Privacy Act, 20 U.S.C. 1232g

PCA Student & Parent/Guardian Laptop Agreement

- 1) I understand the device is the property of the school and is assigned to me for educational use.
- 2) I will use the device appropriately for school purposes.
- 3) I will care for the device assigned to me and not leave it unsupervised or in unsecured locations.
- 4) I will not loan the device to another individual.
- 5) I will not use the device near food or drinks.
- 6) I will not disassemble any part of the device or attempt any repairs.
- 7) I will take necessary precautions to protect the device while carrying between classes.
- 8) I will not place stickers, drawings, markers, etc. on the device, nor will I deface the serial number sticker on the device.
- 9) I understand that the device and its contents may be inspected at any time because it is school property.
- 10) I agree to keep the device in good working condition.
- 11) I will follow the policies, procedures, and guidelines outlined in the PCA Technological Resources Policy at all times.
- 12) I understand the technology one to one User Fee is an annual, non-refundable fee of \$25 for students in grades 5-12.
- 13) I understand that there will be cost associated with any repairs required due to accidental damage.
 - a) First incident: \$25.00
 - b) Second incident: \$35.00
 - c) Third incident: \$50.00
- 14) I understand intentional damage to or loss of the device may result in the actual repair/replacement cost and the school filing vandalism charges with local law enforcement.
- 15) If a personal communication device is brought onto campus, whether intentionally or not, I give consent to a search of the device.

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

Staff use only:

Student received device Date _____ by _____ (initial)	
\$25 User Fee paid date _____ Rec by _____	Chromebook asset # _____

Student Dress Code

Philosophical Basis

It is our expectation that we will have many reasons to be proud of the students at PCA. It is also our expectation that the vast majority of our students will proactively dress in a manner that will represent their family, their school, and, indeed, themselves in admirable fashion. Our desire is to provide reasonable, affordable, and enforceable standards that are consistent with our Mission, Vision, and Values. Such standards will quite often differ from those encouraged by media influences and popular culture.

Within our mission, we have stated, “We will provide all students with a premier college preparatory education built on the foundation good citizenship in collaboration with committed parents, inspiring educators, and motivated students.” The goals of the PCA Dress Code are an extension of that same mission:

Discretionary Authority

Despite our best efforts to be clear regarding details, requirements, and options, the need will occasionally arise for judgment calls to be made and discretionary authority to be exercised by teachers and the administration. Students may be sent home for inappropriate dress.

A Requirement of Our Students

Student compliance with the dress code is required. Appropriate and consistently applied consequences for non-compliance are clearly outlined in the Student Code of Conduct (Rule Violation 4). Students who do not consistently and proactively comply with the policy will experience correction and consequence.

A Partnership with Parents

Parental support of the dress code is essential. The more effort parents expend in this area before their young person leaves the house, the more time we can invest in instruction. This is best accomplished by the attitude you model for your student and by carrying out the responsibility you have for sending your student(s) to school in compliance with the dress code.

- Parents/guardians understand that they may be called to the school to bring the correct uniform should a student arrive improperly dressed.
- Parents/guardians understand that for after school or evening events and field trips, dress code must also be followed.
- Please write your child’s name on all uniform items so they can be returned if found.
- Please consider donating all outgrown uniform items to the school for students in need. The PEAK organization also holds uniform exchange nights at specific general meetings.

PCA Uniform Expectations and What is Not Acceptable Clothing Options

Students must present a modest, clean, and neat appearance at all times, including free dress days, and regular school days. All clothing must be clean, appropriately sized, and worn correctly. Pants/shorts/skorts must be worn at the waist, shirts must be buttoned and tucked in, shoes must be tied or fastened, clothing must be worn right-side-out, appropriate undergarments must be worn, etc. Clothing shall not be excessively worn or have holes. Uniforms are to be of appropriate size – not

oversized or undersized.

No “low-riding” of pants or shorts will be allowed. No sweatshirt “hoodies” will be allowed inside or outside. Rain jackets with hoods or heavy outerwear with hoods can be worn outdoors but must be removed inside the school building.

Shirts/Sweaters

All shirts/sweaters must be purchased from an approved vendor. Approved vendors include: Norris Merchandise, Casper’s Closet and frenchtoast.com

- White Camp shirt (Peter Pan/blouse) or Oxford Shirt
- White, black or red polo shirt-mandatory embroidery
- White, black or red button up or pullover sweater-mandatory embroidery
- White, black or red cardigan-mandatory embroidery
- Black V-neck sweater vest-mandatory embroidery
- White, black or red sweatshirts-mandatory embroidery

Shirts must remain tucked in at all times while on campus or attending any off campus school activities.

Knit shirts, Oxford shirts or camp shirts must be worn underneath sweatshirts and sweaters with the collar pulled out. Other shirts must not be visible under the waist of the sweatshirt.

Shorts, Pants, Scooters, & Jumpers

All shorts, pants, scooters, and jumpers must be purchased from an approved vendor. Approved vendors include: Norris Merchandise, Casper’s Closet and frenchtoast.com.

- Khaki or black shorts or pants
- Khaki, black or plaid scooters *
- Khaki, black, & plaid jumpers *
- Safari dress and jumpers for K-5

*Plaid items are only available through Casper’s Closet and Norris Merchandise.

Skorts, scooters, jumpers, and shorts may not be shorter than 3” above the knee.

Shorts must be worn under uniform dresses

Coats and Jackets

Coats and jackets may be purchased at one of the approved vendors or at a store of your choice. Coats and jackets should be solid red or solid black. They may have a small logo in school colors not greater than 1 1/2 inches. This can include monogrammed initials.

Coats and jackets should not have sleeves with stripes, other markings, or colors. Solid black jackets that have a red zipper, or solid red jackets that have a black zipper are permitted.

PCA Letter Jackets available from Bradley's Sporting Goods and the school approved sports jacket available from Norris Merchandise is also approved. This sport jacket has a mixture of red, black, and white and can have any of our approved school logos or athletic logos embroidered.

Heavy winter coats or rain jackets with hoods shall be removed during the school day for security purposes. Heavy winter coats shall be removed during the school day.

Sweatshirt "Hoodies" cannot be worn to school. No hooded clothing shall be worn indoors at anytime for security purposes.

High School Letter Jackets may be purchased from Bradley's Sporting Goods. The Letter must be earned and awarded by the school. These Jackets may be worn with or without the letter awarded from the school but a jacket with a non-official letter, a letter that has not been earned and awarded by the school, may **NOT** be worn to school.

Socks & Accessories

All socks and accessories may be purchased at one of the approved vendors or at a store of your choice.

- Socks – Solid white, solid red, solid black or white with school plaid trim. A small logo is permitted, not to exceed 1 “
- Tights - Solid red, solid white or solid black tights. 6th-12th grade may wear flesh colored stockings.
- Leggings - Solid black leggings can be worn under skorts or dresses
- Belts - Solid black or plaid belt **-must be worn daily**
- Jewelry must be school colors (red, white, or black) or gold, brass or silver tones.
- Earrings should be limited to 2 pair and not greater than 1” in length. No other body piercings are permitted.
- Hats, scarves, and gloves may be any combination of red, black and/or white. They must be removed during the school day except for religious reasons.
- Undershirts must have short sleeves and may be white or the appropriate color may be worn under the same colored shirt (ie. black under black). Long sleeve shirts may not be worn under polos.
- Cosmetics should be modest.
- Purses may be any combination of school colors
- Hair - Students may not wear mohawks, spikes or similarly unusual hairstyles.
- Hair may not cover the eyes.
- Hair accessories must be school colors only (red, black, or white).
- Blankets, pillows, and wraps may not be brought to school.

Shoes

All shoes may be purchased at one of the approved vendors or at a store of your choice.

- Athletic shoes are required on gym days. Athletic shoes must have soft soles and be any combination of black, red or white.
- A small accent logo of silver or gray is permitted. We recommend that logos are as small

as possible.

- Dress shoes should be soft soled, and be any combination of black, red, or white. Heels may not be over 1” high.
- Students may not wear sandals, flip-flops, clogs, Crocs, Toe-Shoes, mules or boots.
- Shoes must be kept clean and polished, as needed. Shoes must completely cover the foot, must be securely tied at all times and must fit properly.

Backpacks & Lunch Bags

All backpacks and lunch bags may be purchased at one of the approved vendors or at a store of your choice.

- Backpacks and lunch bags must be school colors in any combination of red, black, and white. No characters are permitted. Any logos must be school colors and blend in with the backpack. (Subject to Headmaster’s/Deans’ discretion.)
- Parents may choose to have student’s initials put on backpacks or lunch boxes for easy identification. It is not advised to put students’ full names on book bags for safety purposes as these items are also used off school grounds. Backpacks, lunch boxes and purses should not have inappropriate writing, dangling keys, key chains and/or chains.
- Rolling book bags are not permitted unless there is a documented medical reason.

Spirit Wear

Spirit Wear is any clothing item with one of our official sports or clubs logos.

- Spirit Wear / Official Athletic Apparel is **not** appropriate for daily school wear and does not meet dress code requirements.
- Spirit Wear/ Official Athletic Apparel may be worn on designated spirit days or when jacket items, similar to other school approved jackets, are permitted to be worn indoors.

Field Trip Attire

The uniform code remains in place for all field trips. The Administration may make exceptions to outerwear and shoes based on weather conditions. The parents of a student participating in the field trip, will be notified by the teacher of dress expectations and needs during school outings.

Special Performance Attire

T-shirts or any special clothing item that has been approved by the uniform committee for Band, Choir, or any other school club or activity shall not be considered appropriate daily school attire. The items are approved only for the specific function they were designed for. These items may be worn on uniform 'free days.'

See the website for details of the entire policy – www.pinnacleclassicalacademy.com

******The Administrative Team reserves the right to determine appropriateness of dress in cases not covered by the Dress Code or in other cases as they may arise******

Lost and Found

Items that are found will be placed in the lost and found. Students may search the lost and found for items they are missing before and after school or with a note from the classroom teacher during the school day. At the end of every quarter, the administration will donate all lost and found items to PEAK for the uniform exchange nights.

Federal And State Policies

The Family Education Rights of Privacy Act (FERPA) provides the following:

Parents have the right to inspect and review their student's educational records at any time by requesting an appointment with the administrator. Through a written request, parents may seek amendment of the student's records that they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents may consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act authorizes disclosure without consent. Parents may file with the Department of Public Instruction a complaint concerning alleged failures by the school to comply with the requirements of this Act.

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Pinnacle Classical Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Pinnacle Classical Academy may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Pinnacle Classical Academy to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA (or school in our case) that they do not want their student's information disclosed without their prior written consent. [1]

If you do not want Pinnacle Classical Academy to disclose directory information from your child's education records without your prior written consent, you must notify the school in writing by September 15th. Pinnacle Classical Academy has designated the following information as

directory information:

- Student's name
- Photograph (single, class, other)
- Grade level
- Participation and results in activities and sports
- Honors and awards

[1] These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Nondiscriminatory Policy and Equal Educational Opportunity for All Students

Pinnacle Classical Academy does not discriminate against students based on race, sex, religion, creed, ability, disability, or national origin. PCA will provide equal opportunity for school admissions, academics, electives, and extracurricular activities. If a student or his/her parent/guardian believes that PCA has violated this policy by denying equal treatment, he/she may notify the Board of Directors or designee who is authorized to investigate and, where appropriate, resolve such concerns.

Services for Exceptional Children under the Individuals with Disabilities Education Act (IDEA) Pinnacle Classical Academy will provide a free and appropriate publicly supported education, in the least restrictive appropriate environment, to every disabled child with special needs. PCA will comply with the State Board of Education's Procedures Governing Programs and Services for Children with Special Needs, and the Individuals with Disabilities Education Act and its implementing regulations.

Every child suspected of having a disability is entitled to a multidisciplinary diagnosis and evaluation. All testing and evaluation materials and procedures will be nondiscriminatory and administered in the child's native language. Pinnacle Classical Academy will provide the parents/guardians with a written account of the results and findings. Based upon the evaluation, PCA staff will recommend next steps. If those steps involve any changes to a student's identification or educational placement, PCA will notify the parents/guardians in writing and within a reasonable time before initiating any of the proposed changes. The written notification will also include a full explanation of the procedural safeguards available to the parents/guardians.

If the parents/guardians consent to a special education placement for their identified child, Pinnacle Classical Academy will work with the family to develop an Individualized Education Plan (IEP).

Section 504 of the Rehabilitation Act of 1973 requires that: "No otherwise qualified individual with a disability in the United States... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." U.S. Department of Education.

Confidentiality of Student Records

Apart from directory information, personally identifiable information about a student shall not be released from a student's record without the prior written consent of the parent/guardian or emancipated student, except to the following persons:

School personnel who have a proper educational purpose in examining the information contained in a student's record, including professionals contracted to provide services or consultation regarding a student; Officials of other schools and school systems in which the student has enrolled or intends to enroll, unless the parent/guardian or emancipated student has specifically requested in writing that the

information not be released to the requesting institution; Authorized representatives of state and federal educational institutions or other authorized officials who have a legitimate reason for reviewing a student's records; Persons acting under a lawful court order or subpoena, but only within the limits of their legal authority and provided that the parent/guardian or emancipated student shall be notified of the request for release prior to release of the records under this exception.

State and local officials or authorities authorized to review student information pursuant to state statute if the disclosure concerns the juvenile justice system's ability to serve, before adjudication, the student whose records are released. Before releasing information under this paragraph, the official to whom the information will be disclosed must certify in writing that the information will not be disclosed to any other party, except as provided by state law or with prior written consent of the student's parent.

Accrediting organizations, to the extent necessary to allow them to carry out their accrediting functions; and appropriate persons in connection with an emergency, if the release of the information is necessary to protect the health or safety of the student or other persons.

Prior written consent for the release of personally identifiable information must be signed and dated by the parent/guardian or emancipated student and must specify the records that may be disclosed, the purpose of the disclosure, and the party or class or parties to whom the disclosure may be made. Legal Reference: G.S.115C-402; 20 U.S.C. 1232g

Asbestos Hazard Management Plan

We are required by Federal Law to maintain an Asbestos Hazard Management Plan under the Hazard Emergency Response Act. The plan is housed in the main office for your inspection and information. The plan will show that there is inspections of our building and are available for review Monday-Friday from 8:00-3:00.

Early Kindergarten Enrollment Policy

A student must be five years old by August 31 to be enrolled in kindergarten or that school year. However the North Carolina General Assembly passed legislation and the North Carolina State Board of Education adopted policies regarding the enrollment of certain students who are not yet five years old into kindergarten. If a parent determines that their child may be one of the few who would benefit from early entry to kindergarten, then they will need to become familiar with the information below.

Enrolling a student in kindergarten prior to five years old requires the following process.

The Headmaster or designee shall confer with a committee of professional educators to consider for each child the following factors - *Aptitude, Achievement, Performance, Student Interest, and Motivation*. To be considered for early enrollment, each student must meet each of the following:

1. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
 - a. Parents are responsible for arranging and paying for this test.

- b. The school cannot provide a recommendation for a psychologist, the parents may obtain this through their pediatrician or family physician.
2. The child shall be functioning from two to three years beyond the child's peers. This means that the child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as:
 - a. Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency.
 - a. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.
 - b. The Headmaster or designee may also require a teacher to complete an informal reading assessment of the child.
4. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group.
 - a. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child.
 - b. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. The Headmaster or designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

All testing shall be administered after the April 16th that follows the child's fourth birthday. The Headmaster or designee shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The Headmaster or designee may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting.

Family Partnership

Parents Encouraging Academic Knowledge (PEAK)

Every year, PEAK will help to oversee the needs and development of the school. We help by raising funds to provide a wide range of educational enrichment programs for our students. The money we raise help to fund class trips, the STEM and Art instruction to all grades, books, classroom supplies, and a lot more. In upcoming years, PEAK will provide learning opportunities that would have otherwise been unavailable to our children. As the new school begins, we would ask for your support so that we can make resources and learning opportunities available to our children.

PEAK will be governed by a set of adopted bylaws and by the elected Executive Board that shall consist of the following officers: President, Vice President, Secretary, Treasurer and Parliamentarian. Officer positions can be shared. The School Headmaster or his/her designee, is a voting member of the Executive Board.

Volunteer Commitment for Families

Parent volunteers are the key to success at a small school like Pinnacle Classical Academy. Admittance to PCA carries a parental requirement of at least 4 hours a month of volunteer service per year. Parents must complete a Volunteer Form and express their areas of interest and/or expertise. There are many ways parents can volunteer including: carpool assistance, traffic patrol, copy room help, lunch/recess coverage, marketing/publicity, fundraising (book fair, special lunches, school merchandise), school beautification, providing food for teacher hospitality lunches, chaperoning field trips, etc. All volunteer forms and information are located on the website for easy access.

Visitor Volunteers

Pinnacle Classical Academy is committed to creating and maintaining a safe environment for the education of youth. We also recognize the benefit in parent-volunteers being actively involved with that education at the school. Therefore, all volunteers working one-on-one with students or going on field trips must submit to a criminal background check. The fee charged to the volunteer is \$10.00 and payable at the main office, and the fee is due regardless of whether the volunteer is approved or disqualified. Criminal background checks are only required once, unless deemed necessary by the Headmaster. **DISQUALIFICATION TO VOLUNTEER IS LEFT AT THE SOLE DISCRETION OF THE HEADMASTER. CONVICTIONS ARE NOT REQUIRED FOR DISQUALIFICATION.**

Requests for all Volunteers

Here are a few ways you support PCA in your role as a volunteer: 1) Serve as a role model for our students (comply with the dress code on page 31-36, etc.) and 2) Respect the dignity of students and adults by expressing a positive attitude toward Pinnacle Classical Academy. Demonstrate that you consider academics the highest priority by not interrupting instruction and by avoiding having conversations in the hallway. Maintain a high level of integrity by protecting confidentiality regarding student matters. Avoid conflicts of interest and maintain appropriate relationships with adults and students.

School/Home Communication

Parents may communicate with PCA staff by phone, in person, through notes, or via school email. To reach a staff member by email, use the following format: first initial of the first name followed by last name @ pinnacleclassicalacademy.com. If you send email, please allow 24 hours for a response. For situations requiring immediate attention, please call or come in person. Pinnacle Classical Academy

will make e-mail its first choice of communication. ***Please provide your child's teacher with an email address you will check regularly.***

PCA will make extensive use of OneCallNow phone messages when necessary. ***Please provide your child's teacher with a working telephone number.*** In the event your phone number changes during the year, please give your new phone number to front office personnel and to your child's teacher.

Classroom Visits

Many families have chosen Pinnacle Classical Academy because they want to be involved in their student's education. PCA welcomes family involvement. Below are ways for families to visit classrooms and support our instructional program.

Volunteer to help the teacher. Our teachers appreciate your offers to help and will work with you to identify tasks and times that will be of greatest benefit to the students. Possible volunteer tasks are tutoring, providing clerical help, supervising lunch or play, or any other role that you and the teacher agree on.

Conferences

Communication with families is vital if students are to maximize their potential academically and socially. In order to facilitate this goal, Pinnacle Classical Academy reserves three teacher workdays specifically devoted to conferences toward the end of the first academic quarter, the second academic quarter, and again at the end of the third academic marking period.

Families will have a conference with their child's classroom teacher. Prior to the conference, your child's teacher will meet with your child's interdisciplinary teachers for detailed updates about their progress. Overall, the classroom teachers know their students best and will be able to give you the most holistic picture of your student's progress including descriptions of your student's specific learning style, work habits, and classroom involvement.

If parents/guardians have specific questions at other times, they should contact the classroom teachers who will respond within 24 hours. If the concern is about a disciplinary decision, parents should contact that teacher. If a conference is warranted, the teacher will schedule it within seven days.

Alcoholic Beverages Prohibited

The possession or consumption of alcoholic beverages is not permitted by anyone on property owned or occupied by Pinnacle Classical Academy. PCA will ask anyone who possesses or consumes alcoholic beverages on school property or comes on school property already inebriated to leave immediately. If he/she fails to leave, PCA may initiate prosecution for criminal trespass, disorderly conduct, or other charges if appropriate.

Tobacco Products Prohibited

Pinnacle Classical Academy is a smoke free campus and prohibits the possession, display, or use of tobacco products on school premises, including in school vehicles, or while participating in school-sponsored events. This restriction applies to all school system property and at all times, even when the individual is on school grounds as a visitor or spectator.

Partnership Agreement Standards

Pinnacle Classical Academy strives to build a learning community where strong relationships between students, teachers, parents, and the community enhance the learning process and educational outcomes. Within our learning community, we expect that all stakeholders abide by standards of conduct and expectation that are befitting of a college preparatory educational environment.

Parental involvement is critical to the success of students, and thus parental involvement is a priority at Pinnacle Classical Academy. A significant body of educational research indicates that when parents actively participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes about school. Increased attendance, fewer disciplinary problems, and higher aspirations are also correlated with an increase in parent involvement, regardless of socioeconomic status.¹¹

Students learn best when they:

- Are challenged with high expectations.
- Are supported by their family and educational community.
- Are known and respected by adults and peers within the school.
- Receive instruction and assignments that are rigorous and relevant.

Teachers are most effective when they:

- Are empowered by administrators and trusted by parents.
- Are respected and supported by all stakeholders.
- Know, respect, and care for their students.
- Communicate and actively involve parents in the educational process.

The United States Department of Education defines parental involvement "as the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities." These activities allow parents to assist in their child's learning and ultimate educational achievement. Consistent with our school goals, we will focus our efforts on improving support for learning through parent involvement in school, continuously improving communication, and providing resources to support learning outside of school. Therefore, we ask all our parents (and guardians) to sign this form, signifying an understanding that parents are expected be involved in their child's schooling by committing a minimum of 10 hours a year volunteering to assist their child's and the school's academic success.

In addition to volunteer hours, Pinnacle Classical Academy has the following expectations of parents:

- Work with your student to complete homework and projects.
- Read with your student each night (in elementary grades).
- To contact the teacher first if there is a classroom, grade, or other issue.
- To work with the school to develop solutions to and resolve problems that may arise.
- Model positive communication and relationships to students.
- Enforce attendance requirements, including tardy policies and pick up times.
- Embrace the school's mission to provide a comprehensive college preparatory education;
- Attend and participate in Parent-Teacher conferences.

¹¹ Henderson, A. T., & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement*. St. Louis, MO: Danforth Foundation and Flint, MI: Mott (C. S.) Foundation. And Olmstead, P. P., & Rubin, R. I. (1983). Linking parent behaviors to child achievement: Four evaluation studies from the parent education follow-through programs. *Studies in Educational Evaluation*. 8, 317-325.

Title I Parent and Family Engagement Policy for 2020-2021

Pinnacle Classical Academy acknowledges the reliable research proving that parental engagement raises the academic achievement of students; Pinnacle Classical Academy encourages and supports the engagement of all parents and families. Throughout the school year, we will provide many opportunities to promote active parental engagement.

In order to build an effective family-school partnership, Pinnacle Classical Academy will provide the following:

- An annual meeting will be held in the Fall. We will discuss the Title I plan for the 2020-21 school year along with an opportunity for parent input and feedback.
- An accountability agreement will be signed at the Fall meeting or the week after. It outlines how parents, school staff, and students share the responsibility for improving learning, along with an opportunity for parent input and feedback.
- Meetings will be held throughout the year to support school staff and parents working together as equal partners. A flexible number of meetings and activities will be held to assist parents in understanding math skills and competencies, national, state, and local standards, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how parents and teachers can work together to monitor student achievement. The content and time of these meetings will be based on teacher and parent input.
- Notification of parent meetings will be made by invitation, emails, and the Title 1 webpage.
- Staff and parents will have an open communication relationship through the webpage, emails, conferences, and phone calls. Any of these can be initiated by either party.
- Resources and activities such as school website, teacher web pages, educational games, math skill practice will be designed to encourage greater participation of all parents in their child's education.

The Parent and Family Engagement Policy and Title 1 program will be revised on a yearly basis in conjunction with parent and staff input. The changes will reflect the students' needs at that time.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. We can have an interpreter for conferences and materials can be printed in Spanish. Translations will be done by a staff member or Google translate. Parents and community members are always welcome at Pinnacle Classical Academy.

Pinnacle Classical Academy Athletic Eligibility Requirements

In addition to the athletic eligibility rules established by the NCHSAA, additional athletic eligibility rules have been established by the Pinnacle Classical Academy Board of Directors.

- Students in grades 9-12 must have a weighted cumulative GPA of 2.5 or higher during the semester immediately prior to the athletic participation. First semester, rising freshmen must meet the course requirement for students in grades 6-8. Second semester, first year freshmen must earn a weighted GPA of 2.5 or higher during the fall semester to be eligible for participation during the second semester of the freshman year.
- In grades 6-8, students must pass a minimum of six of the seven classes each semester, including all of the core academic courses (ELA, Math, Science, and History). Rising 6th graders do not have a requirement for participation during the fall. Second semester, first year 6th graders must then pass six of seven courses, including all of the core academic areas to be eligible to for participation during the second semester of the 6th grade year.
- Students must not be failing any core courses or grades drop significantly during the athletic season.
- Annually, prior to participation, the student and parent must complete an Athletic Participation Form.
- Student athletes must receive a medical examination once every 365 days by a fully licensed physician, nurse practitioner, or physician's assistant.
- A student may not participate in any sport if his or her 19th birthday comes on or before October 16th of the current school year.
- Beginning with the student's first entry into the 9th grade, the student may not participate in athletics for a period lasting longer than eight (8) consecutive semesters.
- In order to be eligible for athletic participation, students must have been in daily attendance 85% of the previous semester. In regards to athletic eligibility, daily absences cannot be made up under any circumstances, even if the student attends Saturday classes, Afterthoughts, extra help sessions, summer school, and/or any other means to make up academic work.
- Pinnacle Classical Academy will ensure to the fullest extent possible equitable access to, participation in athletics for all students with special needs. The school does not discriminate on the basis of race, color, sex, religion, national origin, disability, sexual orientation, or any other status or classification protected by federal, state or local law.



SIGNATURE PAGE

Students must turn in this signature page to their teacher BEFORE they can participate in any school activities, including the use of Pinnacle Classical Academy computers.

Please initial by each item below to confirm that you understand and will abide by the policies set forth in this Parent/Student Handbook for the 2020-2021 school year.

- _____ Academic Programs
- _____ Attendance
- _____ Arrival & Dismissal Procedures
- _____ Health & Safety Procedures
- _____ Student Expectations
- _____ Uniform Policy
- _____ Grievances
- _____ Policies including Internet/Technology Use
- _____ Calendar
- _____ Federal & State Policies
- _____ Early Kindergarten Enrollment
- _____ Family Partnerships
- _____ Partnership Agreement
- _____ Athletic Eligibility Requirements

We the undersigned parent/guardian *and* student have read and agree to abide by ALL the above policies outlined in the Parent/Student Handbook.

Parent/Guardian NAME:

Parent/Guardian SIGNATURE: _____ DATE: _____

Student NAME:

Student SIGNATURE:

_____ DATE: _____

Should you have any questions or concerns about any of these policies, please call the front office at 704-740-4040.