



Pentecostal Church of God Christian Academy (PCA)

Parent/Student Handbook



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Table of Contents

<i>Welcome Message from Bishop James Stoudemire.....</i>	<i>7</i>
Welcome Message from HeadMaster Evg. Chad Reese, Ph.D.....	8
Welcome Message from Superintendent Elder Robert Coates.....	9
Welcome Message from School Counselor Shnitha Zackery.....	10
<i>M.V.P Statement.....</i>	<i>11</i>
Mission Statement.....	11
Vision Statement.....	11
Purpose and Core Values.....	11
<i>General Procedures and Information.....</i>	<i>12</i>
School Hours and Daily Schedule.....	12
Arrival and Attendance.....	12
Late Arrivals.....	12
Tuition and Fees.....	12
Tuition Policy Overview.....	13
Updated Tuition Rates and Payment Schedules.....	13
Policies for Late Payments.....	13
Applying for Financial Aid and Scholarships.....	13
School Admissions Policy.....	13
Attendance Policy.....	14
State Reporting Requirement for Truancy.....	14
School Hours and Devotional Services.....	15
Emergency Closings.....	16
Inclement Weather.....	16
Other Emergencies.....	16
Preparedness and Training.....	17
Communication with the School Office.....	17
Office Hours and Contact Information.....	18
Preferred Methods of Communication.....	18
Communication Guidelines.....	18
Custody Matters.....	18
Guidelines for Handling Custody Issues.....	18
Required Documentation and Communication with the School.....	19
Privacy and Confidentiality.....	19
Signing In/Out Procedures.....	20
Policies for Students Leaving and Returning During School Hours.....	20
Requirements for Parent/Guardian Authorization.....	20
Procedure Summary.....	21
<i>Academics.....</i>	<i>22</i>



"School of Excellence"
Warranting Students to Impact the World Since 1986

Accreditation and Standards.....	22
Curriculum and Instruction.....	22
Dual Enrollment.....	22
Academic Support and Enrichment.....	22
Academic Calendar.....	23
Important Dates for the School Year.....	23
Course Requirements by Grade Level.....	24
Lower School (Grades K-6).....	24
Upper School (Grades 7-12).....	25
Dual Enrollment.....	26
Examination Policies.....	26
Guidelines for Midterm and Final Exams.....	27
Policies for Exemptions.....	27
Policies for Make-Up Exams.....	27
Grading System and GPA Calculation.....	28
Grading Systems.....	29
GPA Grade Equivalents.....	29
Cumulative GPA.....	29
Policy on Grade Inflation.....	30
Process for Verification of Valedictorian and Salutatorian.....	30
Standardized Testing.....	31
Overview of Standardized Tests Administered.....	31
Testing Schedule.....	31
Measuring Yearly Improvement.....	31
Academic Honesty and Integrity.....	31
Definition and Examples of Academic Dishonesty.....	32
Consequences for Cheating and Plagiarism.....	32
Prevention and Education.....	33
Use of AI and Technology in Learning.....	34
Guidelines for Appropriate Use of AI Tools.....	34
Policies on AI-Based Plagiarism Detection and Prevention.....	35
Distance Learning Policies.....	36
Procedures for Online and Hybrid Learning Environments.....	37
Expectations for Student Participation and Engagement.....	37
Attendance.....	37
Participation.....	37
Communication.....	38
Behavior and Etiquette.....	38
Guidelines and Practices for Online and Hybrid Learning Environments.....	38
Homework and Assignments.....	38
Importance of Regular Homework.....	39



"School of Excellence"
Warranting Students to Impact the World Since 1986

Policies for Submission and Late Work.....	39
Homework Tips for Students.....	40
Individual Academic Plans (IAPs) Policy.....	40
Individual Academic Plans (IAPs).....	41
IAP Development and Implementation.....	41
Benefits of IAPs.....	42
Roles and Responsibilities.....	42
Dual Enrollment Policy.....	43
Scholar Requirements.....	43
Scholar Expectations.....	43
Standardized Test Scores.....	44
Educational Partnership with West Georgia Technical College.....	44
Application Process.....	44
General Education Requirement Courses (GERC) Policy.....	45
Policy Overview.....	45
Course Requirements by Grade Level.....	46
Course Implementation and Expectations.....	46
Student Life.....	48
Holistic Development.....	48
Spiritual Growth.....	48
Leadership and Service.....	48
Extracurricular Activities.....	48
Supportive Community.....	48
Engagement and Participation.....	49
Advisor/Advisee System.....	49
Role of Advisors in Student Development.....	49
Expectations for Advisor-Advisee Interactions.....	50
College Advising Program.....	51
Resources and Support for College Preparation.....	51
Policies for College Visits and Application Assistance.....	52
Field Trips.....	53
Importance of Field Trips for Experiential Learning.....	53
Guidelines for Behavior and Dress Code on Trips.....	54
Extracurricular Activities and Clubs.....	55
List of Available Activities and Clubs.....	55
Procedures for Joining and Participating.....	56
Student Leadership Opportunities.....	57
Roles and Responsibilities of Student Leaders.....	57
Health and Safety.....	58
Immunization Requirements.....	59
Documentation and Submission.....	60
Illness and Contagious Diseases.....	61
Medication Policies.....	63
Special Physical Needs.....	65



"School of Excellence"
Warranting Students to Impact the World Since 1986

Policies for Accommodating Students with Special Needs.....	65
Mental Health and Counseling Services.....	67
<i>Student Code of Conduct.....</i>	<i>68</i>
Parent Responsibilities.....	69
Parental involvement and support are critical to the academic and personal success of our students. We expect parents to be active partners in their child's education and to contribute positively to the school community. This section outlines the key responsibilities and expectations for parents.....	69
Expectations for Parental Involvement and Support.....	69
Scholar (Student) Responsibilities.....	69
Bullying and Cyberbullying Policies.....	69
Discipline Procedures.....	69
Dress Code and Uniform Policies.....	70
Dress Code Guidelines.....	70
Policies for Uniform Compliance.....	70
Use of School Property.....	70
Expectations for Maintaining School Property.....	70
Consequences for Damage or Misuse.....	70
Drugs, Alcohol, and Tobacco Policy.....	71
Zero Tolerance Policy for Substance Abuse.....	71
Weapons Policy.....	71
Prohibition of Weapons on School Grounds.....	71
Procedures for Reporting and Addressing Violations.....	71
Use of Electronic Devices.....	72
Guidelines for the Use of Phones, Tablets, and Other Devices.....	72
Policies for Electronic Device Usage During School Hours.....	72
<i>Non-Discrimination and Harassment Policies.....</i>	<i>73</i>
Purpose and Scope.....	73
Commitment to Non-Discrimination.....	73
Commitment to Preventing Harassment.....	73
Creating a Respectful Community.....	73
Reporting and Resolution.....	74
Homosexuality and LGBT Issues.....	74
School's Stance on LGBT Issues Based on Biblical Teachings.....	74
School Policy:.....	75
Educational Approach:.....	75
Sexual Harassment Policy.....	76
Definition and Examples of Sexual Harassment.....	76
Procedures for Reporting and Addressing Harassment.....	77
Grievance Procedures for Discrimination and Unfair Treatment.....	77
<i>Emergency Procedures.....</i>	<i>79</i>



"School of Excellence"
Warranting Students to Impact the World Since 1986



Purpose and Scope.....	79
Key Components.....	79
Training and Drills.....	80
Fire Drills and Evacuation Plans.....	80
Regular Schedule for Fire Drills.....	80
Detailed Evacuation Routes and Procedures.....	80
Lockdown Procedures.....	81
Guidelines for Lockdown Situations.....	81
Communication Protocols During Emergencies.....	82
<i>Parental Involvement.....</i>	<i>83</i>
 Parent-Teacher Conferences.....	83
Schedule and Expectations for Conferences.....	83
 Volunteering Opportunities.....	83
Ways Parents Can Get Involved in School Activities.....	83
 Parent Workshops and Seminars.....	84
Topics and Schedules for Parent Education Events.....	84
 Communication Channels.....	84
Preferred Methods for Parents to Communicate with School Staff.....	84
<i>School Administration and Governance.....</i>	<i>86</i>
 Governance and Oversight.....	86
 Role of the School Board and Professional Advisory Board.....	86
Compliance with State Requirements for Curriculum, Safety, and Reporting.....	87
 Organizational Structure.....	88
Pentecostal Church of God Christian Academy (PCA) Organizational Chart.....	88
<i>Appendices.....</i>	<i>91</i>
 Frequently Asked Questions (FAQs).....	91
 Resources for Parents and Students.....	94
 Review and Updates.....	95
Handbook Review Process.....	95
 Schedule for Updates and Revisions.....	95
 Feedback Mechanism for Parents and Students.....	96



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Welcome Message from Bishop James Stoudemire

Holy Greetings in the name of our Lord and Savior Jesus Christ,

The Pentecostal Church of God Christian Academy (PCA) embodies the vision of Apostle W. J. Peterson, reflecting our deep conviction that it is God's will to create an environment where young scholars can both discover their Creator and strive for academic excellence. We are delighted and filled with gratitude for the blessings He has bestowed upon each child, parent, teacher, and staff member. Our commitment to spiritual growth and academic excellence remains unwavering as we continue to nurture the talents and gifts God has placed within each of us.

At PCA, we believe that every student has been uniquely designed by God with a purpose and potential that goes beyond the classroom. Our mission is not only to provide a comprehensive education but also to foster an environment where spiritual growth is paramount. This includes being the living embodiment of our Lord and Savior Jesus Christ. It is our goal to help each student develop a deep, personal relationship with Christ, which will guide and sustain them throughout their lives.

We encourage every student to strive for excellence in all their endeavors, knowing that in Christ, they have the strength to overcome any obstacle and achieve their highest aspirations. Remember, as the scripture teaches us, ***"I can do all things through Christ who strengthens me"*** (Philippians 4:13). This truth should be the foundation of all your efforts and ambitions.

As we Charge forward in faith, let us take up the challenges set before us with patience, dedication, and a spirit of excellence. Let your love for Jesus motivate your actions towards your peers, your studies, and the world around you. Know that you are responsible for the talents God has invested in you, and it is your duty to develop them to their fullest potential.

We are the RAMS, steadfast and resilient in our faith and belief in our Lord and Savior Jesus Christ, guided by His Holy Spirit. Together, we will ascend to greater heights, one step at a time, always remembering who we are and what we are called to do.

Love and Prayers,

Bishop James Stoudemire
Presiding Bishop and Overseer District #2



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Welcome Message from HeadMaster Evg. Chad Reese, Ph.D.

Greetings in the name of our Lord and Savior Jesus Christ,

Welcome to the Pentecostal Church of God Christian Academy (PCA), a place where academic excellence and spiritual growth converge to create an environment where every student can thrive. At PCA, we firmly believe that education is a sacred journey, one that not only prepares our young scholars for academic success but also molds them into compassionate, responsible, and spiritually grounded individuals.

Our mission is to provide a rigorous and enriching educational experience that empowers each student to reach their full potential in Christ. We are committed to nurturing the unique gifts and talents that God has bestowed upon each child, guiding them to use these abilities to glorify Him and to serve others.

Academic excellence is a cornerstone of our philosophy at Pentecostal Church of God Christian Academy. We strive to cultivate a love for learning that transcends the classroom, encouraging our students to pursue knowledge with curiosity and dedication. Our dedicated faculty and staff work tirelessly to create a supportive and challenging academic environment that prepares students for higher education and lifelong learning. Through an ***educator-scholar approach***, we emphasize the importance of inquiry, critical thinking, and intellectual growth, ensuring that each student is equipped with the skills and mindset necessary to thrive in an ever-evolving world.

Beyond academics, we emphasize the importance of spiritual development. We aim to help each student develop a deep, personal relationship with Jesus Christ, which will guide and sustain them throughout their lives. By fostering a strong sense of community, service, and love for others, we teach our students to live out the commandment to love their neighbors as themselves.

At PCA, education is more than the acquisition of knowledge; it is about shaping character, instilling values, and preparing our students to make a positive impact in the world. We are dedicated to equipping our students with the tools they need to excel in all areas of life, ensuring they leave our academy not only as scholars but as compassionate, faithful, and driven individuals ready to lead and serve in their communities.

Thank you for being a part of the PCA family. Together, let us embark on this journey of academic and spiritual excellence, trusting in God's plan and striving to fulfill His purpose for our lives.

By his Grace,



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Evg. Chad Reese, Ph.D.
Head Master, Pentecostal Church of God Christian Academy

Welcome Message from Superintendent Elder Robert Coates

Greetings in the name of our Lord and Savior Jesus Christ,

Welcome to the Pentecostal Church of God Christian Academy (PCA). It is my honor and privilege to serve as your Superintendent. As we embark on this educational journey together, I am reminded of the vital role that community and cooperation play in the success of our students. At PCA, we believe that a strong, supportive community is the foundation upon which academic and spiritual growth is built.

Education is a collaborative effort, one that requires the commitment and partnership of students, parents, teachers, and administrators. Our policies and procedures are designed not only to set clear expectations but also to serve as a guide for achieving our shared goals. These guidelines help ensure that our school remains a place where every student feels safe, valued, and empowered to reach their full potential.

We look forward to a bright future, filled with opportunities for our students to excel both academically and spiritually. Our commitment to providing a Christ-centered education means that we strive to instill in our students the values of faith, integrity, and service. By working together, we can create an environment that nurtures these values and prepares our students to be leaders and servants in their communities.

At PCA, we maintain an open-door policy, inviting you to share any concerns, suggestions, or ideas that could help improve our learning environment and enhance student safety. We are dedicated to continuous improvement and believe that open communication is key to fostering a positive and effective educational experience.

Thank you for entrusting us with the education and spiritual development of your children. Together, let us work hand in hand to ensure that PCA continues to be a place where students thrive, grow, and achieve greatness in the light of God's love.

In His Service,

Elder Robert Coates
Superintendent, Pentecostal Church of God Christian Academy



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Welcome Message from School Counselor Shnitha Zackery

Praise the Lord and and blessings in the name of our Lord and Savior Jesus Christ,

It is with great joy that I welcome you to the Pentecostal Church of God Christian Academy (PCA). As your School Counselor, I am dedicated to supporting the progress, growth, and academic achievement of every student here at PCA. Our academy is not just a place of learning but a community where each child can flourish spiritually, emotionally, and academically.

At PCA, we are committed to fostering an environment where students are prepared not only for their current studies but also for college and beyond. Our focus on college and preparatory studies ensures that each student is equipped with the knowledge, skills, and values needed to succeed in higher education and in life. We strive to cultivate a love for learning that extends beyond the classroom, encouraging students to pursue their passions and achieve their fullest potential.

As your school counselor, my role is to provide comprehensive support that encompasses spiritual, emotional, and academic guidance. I am here to help students navigate the challenges and opportunities of their educational journey, ensuring they have the resources and encouragement they need to thrive. My door is always open to help students navigate their educational journey, address any personal challenges, and celebrate their achievements. Whether you need someone to talk to, assistance with college planning, or strategies for academic success, I am here to walk alongside you every step of the way.

Together, we will work to ensure that PCA remains a nurturing and supportive environment where every student can thrive. I am honored to be part of your educational experience and look forward to witnessing the incredible growth and accomplishments that lie ahead for each of you.

May God bless you and guide us all in this journey of faith and learning.

Sincerely,

Shnitha Zackery
School Counselor, Pentecostal Church of God Christian Academy



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M.V.P Statement

Mission Statement

The mission of the PCA (Pentecostal Christian Academy) is to instill pride and respect for the Gospel of the Kingdom and to equip students with the essential skills of a comprehensive and quality education that will ensure preparedness in this world, and nurture the gift within for the building of God's kingdom.

Vision Statement

The students attending the PCA will be self-motivated learners, who develop spiritual confidence and critical thinking skills, which will enable them to become productive individuals in society.

Purpose and Core Values

The PCA purpose is to ensure that every effort is made so that there are provided diverse, relevant, and learning opportunities which will help them reach their full God-given potential. Teachers will and continue to attend professional developments, training, workshops, in-services, plan cooperatively and collaboratively, and connect with resource persons to better prepare them to be able to meet the students' academic and spiritual needs.

The Pentecostal Christian Academy is committed to all students graduating, as productive citizens in a global society.

- **We believe** every student has the right to learn and should be encouraged to work to his or her full potential.
- **We believe** students should be provided with a variety of instructional approaches to support their learning styles.
- **We believe** our school should enable students to become confident, self-directed, life-long learners and contributing members of society.
- **We believe** our school should be a safe, orderly and stimulating environment that encourages learning and academic excellence



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General Procedures and Information

Welcome to the General Procedures and Information section of the Pentecostal Church of God Christian Academy (PCA) Parent/Student Handbook. This section provides essential details to ensure a smooth and efficient school experience for all students and their families. Our goal is to create a structured, supportive environment where students can thrive academically and spiritually.

School Hours and Daily Schedule

PCA operates from 8:00 AM to 4:00 PM, Monday through Thursday. To start each day with a focus on our faith, we hold a daily devotional service from 8:00 AM to 8:20 AM. We believe that beginning the day in prayer and reflection sets a positive tone for the learning and growth that follows.

Arrival and Attendance

The school doors open to students at 7:30 AM. We encourage students to arrive early enough to prepare for the day and participate in the devotional service. All scholars are expected to be in their first-period class by 8:30 AM. Punctuality is crucial as it ensures that students do not miss valuable instructional time and can fully engage in their academic responsibilities.

Late Arrivals

Students who arrive after 8:00 AM are considered tardy. Any students who arrive after 8:30 are considered tardy and must stop by the main office to sign in before proceeding to their classes. This procedure helps maintain accurate attendance records and ensures that all students are accounted for during school hours.

By adhering to these guidelines, we aim to foster a disciplined, respectful, and spiritually enriching environment for our students. Thank you for your cooperation and commitment to making PCA a place where academic excellence and spiritual growth go hand in hand.

Tuition and Fees

Tuition Policy Overview

At Pentecostal Church of God Christian Academy (PCA), we strive to provide a Christ-centered education that is accessible to all families. Below is an abbreviated



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version of our tuition policy. For the latest updates and a full policy review, please visit our website at www.pcad2.org.

Updated Tuition Rates and Payment Schedules

Tuition rates are reviewed and updated annually to reflect the costs of delivering high-quality education. Families can choose from several payment options to best suit their financial situation. These options include:

- **Annual Payment:** Full tuition payment at the beginning of the school year.
- **Semi-Annual Payment:** Two equal payments at the beginning of each semester.
- **Monthly Payment Plan:** Equal monthly installments throughout the school year.

Specific tuition rates and detailed payment schedules are available on our website.

Policies for Late Payments

We understand that circumstances may occasionally affect a family's ability to make timely payments. PCA has established the following policies to address late payments:

- **Grace Period:** A short grace period is provided for late payments without penalty.
- **Late Fees:** Payments received after the grace period are subject to a late fee.
- **Communication:** Families experiencing financial difficulties are encouraged to communicate with the school administration promptly to discuss possible solutions and avoid disruption to their child's education.

Applying for Financial Aid and Scholarships

PCA is committed to making education affordable and offers financial aid and scholarships to qualifying families. The application process includes:

1. **Financial Aid Application:** Complete the financial aid application available on our website.
2. **Documentation:** Provide necessary financial documentation to support the application.
3. **Review and Notification:** The financial aid committee reviews applications confidentially, and families are notified of the decision.

Scholarships are awarded based on academic merit, financial need, and other criteria. Information on available scholarships and application deadlines can also be found on our website.

We encourage families to explore these options to ensure that every child has the opportunity to benefit from a PCA education.

For more information and to access the full tuition policy, please visit www.pcad2.org.



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School Admissions Policy

Welcome to the Admissions section of Pentecostal Church of God Christian Academy (PCA). This section outlines our policies regarding student attendance and the importance of maintaining regular school attendance to ensure academic success and compliance with state regulations. For the complete policy statement, please visit our website at www.pcad2.org.

Attendance Policy

Regular attendance is crucial for a student's academic and spiritual development. At PCA, we expect all students to attend school daily and arrive on time. Consistent attendance not only enhances learning but also helps students develop discipline and responsibility.

Importance of Regular Attendance

1. **Academic Success:** Regular attendance is directly linked to academic performance. Students who attend school consistently are more likely to keep up with their coursework, participate in class activities, and achieve higher grades.
2. **Spiritual Growth:** Daily participation in devotional services and religious education fosters spiritual growth and a strong faith foundation.
3. **Community Building:** Being present at school helps students build relationships with peers and teachers, creating a supportive and engaging learning environment.

Procedures for Reporting Absences and Tardiness

1. **Reporting Absences:** Parents/guardians must notify the school office by 8:00 AM on the day of the absence. Notifications can be made via phone or email. A written note explaining the reason for the absence should be provided when the student returns to school.
2. **Excused Absences:** Absences due to illness, medical appointments, family emergencies, and other valid reasons are considered excused. Proper documentation (e.g., doctor's note) may be required for extended absences. Notification must be given within **three (3) days** subsequent to the date of absences.
3. **Unexcused Absences:** Absences without a valid reason or prior notification are considered unexcused and may result in disciplinary action.
4. **Tardiness:** Students arriving after 8:30 AM are considered tardy and must sign in at the main office before proceeding to their class. Chronic tardiness may also lead to disciplinary measures.

State Reporting Requirement for Truancy



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In compliance with the state of Georgia's educational regulations, PCA adheres to the following truancy reporting requirements:

1. **Definition of Truancy:** According to the state of Georgia, truancy is defined as any student with more than five (5) unexcused absences during the school year.
2. **Parental Notification:** Parents/guardians will be notified in writing after the third unexcused absence. Continued unexcused absences will result in further communication and potential intervention measures.
3. **Intervention Plans:** For students identified as truant, PCA will develop an intervention plan that may include counseling, academic support, and collaboration with parents to improve attendance.
4. **Reporting to Authorities:** Persistent truancy, defined as ten (10) or more unexcused absences, will be reported to the appropriate state authorities as required by law.

School Hours and Devotional Services

Structured school hours and daily devotional services are essential components of our students' academic and spiritual development. This section provides a detailed schedule for different grade levels and emphasizes the importance of our daily devotional services.

Detailed Schedule for Different Grade Levels

Lower School (Grades K-6)

- 7:30 AM - School doors open to students
- 8:00 AM - 8:20 AM - Daily Devotional Service
- 8:30 AM - First period begins
- 11:30 AM - 12:00 PM - Lunch Break
- 3:30 PM - Academic Support/Clean Up/Recess
- 4:00 PM - End of the school day

Upper School (Grades 7-12)

- 7:30 AM - School doors open to students
- 8:00 AM - 8:20 AM - Daily Devotional Service
- 8:30 AM - First period begins
- 12:30 PM - 1:00 PM - Lunch Break
- 3:30 PM - Academic Support
- 4:00 PM - End of the school day

Importance of Daily Devotional Services

Daily devotional services are a cornerstone of the educational experience at PCA, serving multiple purposes:

1. **Spiritual Foundation:** Starting the day with a focus on God's word helps to ground our students spiritually, providing them with a strong foundation for their daily activities and long-term growth.
2. **Community Building:** Devotional services bring students, teachers, and staff together in a shared act of worship and reflection. This fosters a sense of unity and community within the school.



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3. **Moral and Ethical Guidance:** The teachings and reflections shared during devotional services offer moral and ethical guidance, helping students to navigate challenges and make decisions that align with Christian values.
4. **Positive Start to the Day:** Engaging in prayer and worship at the beginning of the day sets a positive and focused tone, encouraging students to approach their studies and interactions with a reflective and open heart.
5. **Character Development:** Devotionals emphasize virtues such as kindness, integrity, and humility, contributing to the character development of our students.

Emergency Closings

The safety and well-being of our students, faculty, and staff are our top priorities. This section outlines the communication methods and procedures we have in place for emergency school closings due to inclement weather or other emergencies.

Communication Methods for School Closures

To ensure that all members of the PCA community are informed promptly and accurately in the event of a school closure, we utilize multiple communication channels:

1. **School Website:** Announcements regarding school closures will be posted on our website at www.pcad2.org. Please check the website regularly for updates.
2. **Email Alerts:** Parents, students, and staff will receive email notifications with detailed information about the closure. Ensure that your contact information is up to date in our records.
3. **Text Messages:** For quick and efficient communication, we will send text messages to all registered mobile numbers. Please make sure your mobile number is registered with the school.
4. **Social Media:** Updates will be posted on the school's official social media accounts. Follow us on Facebook, Twitter, and Instagram for real-time information.
5. **Local Media:** We will notify local television and radio stations to broadcast information about school closures. Tune in to local news channels for announcements.

Procedures for Inclement Weather and Other Emergencies

Inclement Weather

1. **Monitoring:** The school administration closely monitors weather reports and advisories from local and national weather services.
2. **Decision-Making:** A decision to close the school or delay the start time will be made by the Headmaster and the Superintendent based on the safety and accessibility of school facilities.



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3. **Notification:** Announcements will be made through the communication methods listed above as early as possible, ideally by 6:00 AM.

Other Emergencies

1. **Safety Threats:** In the event of a safety threat such as a fire, gas leak, or security issue, the school will be closed immediately to ensure the safety of students and staff.
2. **Evacuation:** If an emergency occurs during school hours, students and staff will follow the established evacuation procedures. All students will be relocated to a safe area and parents will be notified of the situation and pick-up procedures.
3. **Health Emergencies:** For public health emergencies such as a pandemic or widespread illness, the school will follow guidance from health authorities. This may include transitioning to virtual learning if necessary.
4. **Utility Failures:** In case of major utility failures such as power outages, the school will assess the situation and determine if it is safe to continue operations. Notifications will be sent out if closures are necessary.

Preparedness and Training

1. **Regular Drills:** The school conducts regular emergency drills, including fire drills, lockdown drills, and severe weather drills, to ensure that students and staff are familiar with the procedures.
2. **Emergency Kits:** Classrooms are equipped with emergency kits that include first aid supplies, flashlights, and other essential items.
3. **Staff Training:** Faculty and staff receive training on emergency response procedures to ensure a coordinated and effective response during emergencies.

Communication with the School Office

Effective communication between parents, students, and the school office is essential for ensuring a smooth and supportive educational experience at PCA. This section provides important details about our office hours, contact information, and preferred methods of communication.

Office Hours and Contact Information

The school office is available to assist you with any questions or concerns you may have. Please feel free to contact us during the following hours:

- **Office Hours:** Monday - Thursday, 7:30 AM - 4:30 PM
- **Phone Number:** (770-251-0900)
- **Email Address:** office@pcad2.org or pcgnewnanacademy@gmail.com
- **School Address:** Pentecostal Church of God Christian Academy, 457 Ishman Ballard Road, Newnan, GA

For more specific inquiries, you may contact the following personnel directly:



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- **Headmaster, Evg. Chad Reese, Ph.D.:** creese@pcad2.org
- **Superintendent Minister Robert Coates:** rcoates@pcad2.org
- **School Counselor Shnitha Zackery:** shnitha.zackery@pcad2.org

Preferred Methods of Communication

To ensure efficient and effective communication, we have established the following preferred methods of communication:

1. **Email:** Email is the preferred method for non-urgent inquiries and communications that require detailed responses. It allows for documentation and reference of correspondence. For general questions or concerns, please use office@pcad2.org.
2. **Phone Calls:** For urgent matters or time-sensitive issues, please call the school office at (770-251-0900) during office hours. If you need to speak with a specific staff member, the office staff will direct your call accordingly.
3. **In-Person Visits:** Parents and guardians are welcome to visit the school office in person for any assistance. To ensure that we can give you the time and attention needed, it is recommended to schedule an appointment in advance by calling or emailing the office.
4. **School Website:** The school website www.pcad2.org is a valuable resource for up-to-date information, including announcements, policies, event calendars, and contact details. Please check the website regularly for the latest updates.
5. **Parent-Teacher Conferences:** For discussions specifically related to your child's academic progress or behavior, scheduling a parent-teacher conference is highly recommended. These conferences provide an opportunity for in-depth discussions and collaborative planning.
6. **Text Messages:** For quick notifications and reminders, the school may send text messages to parents and guardians. Ensure your contact information is up-to-date to receive these communications.

Communication Guidelines

To ensure that communication is respectful and effective, we ask that all parents, students, and staff adhere to the following guidelines:

- **Be Clear and Concise:** Clearly state your question or concern, and provide any necessary context to help us address your issue promptly.
- **Respectful Tone:** Use a respectful and courteous tone in all communications.
- **Timely Responses:** We strive to respond to all inquiries within 24-48 hours. If you have not received a response within this timeframe, please follow up.
- **Privacy and Confidentiality:** Respect the privacy and confidentiality of all students, parents, and staff in your communications.

Custody Matters



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We are committed to ensuring the safety and well-being of all students. To effectively manage custody matters, we have established clear guidelines for handling custody issues and required documentation. It is crucial for the school to be informed of custody arrangements to ensure that we can support your child's needs and comply with legal requirements.

Guidelines for Handling Custody Issues

1. **Notification of Custody Arrangements:** Parents and guardians must notify the school of any custody arrangements that affect their child's enrollment and participation in school activities. This includes providing the school with a copy of the custody order or agreement.
2. **Access to Student Records:** Both custodial and non-custodial parents have the right to access their child's educational records unless a court order specifies otherwise. Please provide the school with any court orders that limit a parent's access to records.
3. **Parent-Teacher Communication:** The school will facilitate communication with both custodial and non-custodial parents, as appropriate. It is essential that parents keep the school informed of any changes in custody arrangements that might affect communication or decision-making regarding the child's education.
4. **Release of Students:** Students will only be released to individuals authorized by the custodial parent or guardian. A list of authorized individuals must be provided to the school and kept up-to-date. The school will not release a student to anyone not listed without prior written consent from the custodial parent or guardian.
5. **Emergency Contacts:** Both parents should provide emergency contact information to ensure the school can reach a responsible adult if necessary. This information should be updated regularly to reflect any changes.

Required Documentation and Communication with the School

To ensure we have the necessary information to support your child and comply with legal requirements, the following documentation is required:

1. **Custody Orders and Agreements:** A copy of any legal custody orders or agreements must be submitted to the school office. This documentation should outline the custody arrangement, including physical and legal custody, and any specific stipulations regarding access to the child or their educational records.
2. **Authorized Pick-Up List:** Custodial parents or guardians must provide a list of individuals authorized to pick up their child from school. This list should include the names, relationship to the child, and contact information for each individual. Any changes to this list must be communicated to the school in writing.



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3. **Emergency Contact Information:** Both custodial and non-custodial parents should provide up-to-date emergency contact information. This includes phone numbers, email addresses, and any other relevant contact details.
4. **Communication Preferences:** Parents should inform the school of their preferred methods of communication for receiving updates and information about their child. This can include email, phone calls, or written communication.
5. **Changes in Custody Arrangements:** Any changes to custody arrangements must be communicated to the school promptly. This includes providing updated custody orders or agreements and any changes to the authorized pick-up list or emergency contact information.

Privacy and Confidentiality

PCA is committed to maintaining the privacy and confidentiality of all students and their families. All custody-related information and documentation will be handled with the utmost care and discretion. Only school personnel with a legitimate need to know will have access to custody information.

By adhering to these guidelines and providing the required documentation, we can ensure a safe and supportive environment for all students. If you have any questions or need assistance regarding custody matters, please contact the school office.

Signing In/Out Procedures

We prioritize the safety and accountability of our students at all times. To ensure a secure and organized process for students who need to leave or return during school hours, we have established the following signing in/out procedures.

Policies for Students Leaving and Returning During School Hours

1. **Signing Out:** If a student needs to leave school during the day for any reason (e.g., medical appointments, family emergencies), they must be signed out at the main office. This ensures that the school is aware of the student's whereabouts and can maintain accurate attendance records.
2. **Signing In:** Students returning to school after an appointment or arriving late must sign in at the main office before proceeding to their class. This procedure helps us track attendance and ensures that students are accounted for throughout the day.
3. **Early Dismissal:** Requests for early dismissal should be made in advance whenever possible. Parents/guardians should inform the school office by phone, email, or written note, stating the reason and time for the early dismissal.
4. **Late Arrivals:** Students who arrive after the school day has begun (8:30 AM) must report to the main office to sign in. They will receive a tardy pass to present to their teacher upon entering the classroom.



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Requirements for Parent/Guardian Authorization

1. **Written Authorization:** For students to leave school during the day, a written authorization from the parent or guardian is required. This can be in the form of a signed note, an email, or a fax. The authorization should include the reason for the early departure, the expected return time (if applicable), and the parent/guardian's contact information.
2. **Emergency Contacts:** In situations where a parent or guardian is unable to provide written authorization, emergency contacts listed on the student's file may be called to provide verbal authorization. It is essential that parents/guardians keep the emergency contact information up to date.
3. **Identification:** Individuals picking up students must present a valid photo ID at the main office. This is to ensure that only authorized persons are allowed to take students off campus.
4. **Authorization List:** Parents/guardians must provide the school with a list of individuals authorized to pick up their child. This list should be updated regularly to reflect any changes. Students will not be released to anyone not listed without prior written consent from the parent/guardian.
5. **School Verification:** The school office may call the parent/guardian to verify the authorization if there is any uncertainty or if the request is unusual. This is a precautionary measure to ensure the safety of the student.

Procedure Summary

1. **Student needs to leave school:**
 - o Parent/guardian provides written authorization.
 - o Student is signed out at the main office.
 - o Individual picking up the student presents a valid photo ID.
2. **Student returns to school:**
 - o Student is signed in at the main office.
 - o Student receives a pass to return to class.



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Academics

The Pentecostal Church of God Christian Academy (PCA) is dedicated to providing a rigorous and enriching academic experience that prepares our students for success in higher education and beyond. Our commitment to academic excellence is reflected in our fully accredited status by Cognia, which sets high standards for educational quality and continuous improvement.

Accreditation and Standards

PCA is proud to be fully accredited by Cognia, a globally recognized organization that accredits primary and secondary schools, as well as institutions of higher learning. This accreditation affirms our commitment to maintaining and exceeding rigorous academic standards. We continuously strive to enhance our educational offerings and provide an environment that fosters academic and personal growth for every student.

Curriculum and Instruction

We utilize the Abeka Curriculum, a comprehensive and biblically integrated educational program that emphasizes strong academic foundations and Christian values. To further enrich our students' learning experiences, we incorporate additional resources from Khan Academy, TEDx, and HarvardX. These resources support blended learning, offering diverse and engaging educational content that caters to various learning styles and interests.

- **Abeka Curriculum:** Our primary curriculum provides a robust framework for core subjects, emphasizing mastery of essential skills and knowledge while integrating Christian principles.
- **Khan Academy:** This resource supplements our curriculum by offering interactive lessons and practice exercises in a variety of subjects, enhancing our students' understanding and proficiency.
- **TEDx and HarvardX:** These platforms provide access to thought-provoking lectures and courses from leading experts and institutions, fostering critical thinking and a love for lifelong learning.

Dual Enrollment

PCA offers a Dual Enrollment program that allows selected scholars to earn college credits while still in high school. This opportunity enables students to experience college-level coursework, gain valuable academic credits, and get a head start on their higher education journey. Our Dual Enrollment program is designed to challenge students and prepare them for the demands of college academics.

Academic Support and Enrichment

We are committed to supporting the academic success of all our students. In addition to our core curriculum and supplementary resources, we provide various academic



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support services and enrichment programs to meet the diverse needs of our student body. These include:

- **Tutoring and Academic Assistance:** Personalized support for students who need extra help in specific subjects.
- **Educational Enrichment Courses (EECs):** Special courses designed to enhance students' knowledge and skills in areas such as economics, finance, history, professional growth, fine arts, and science.

Academic Calendar

We understand the importance of staying informed about key dates and events throughout the academic year. Our academic calendar is designed to provide you with important information about the school year, including start and end dates, church events, exams, and other significant activities. For the most up-to-date information, please refer to our school website at www.pcad2.org.

Important Dates for the School Year

- **Start of the School Year:** The academic year typically begins in early August. Specific start dates and orientation schedules for new and returning students are available on our website.
- **End of the School Year:** The academic year concludes in late May, followed by end-of-year events and ceremonies, including graduation.
- **Church Events:** As a Christ-centered academy, we incorporate significant church events into our academic calendar. These events include:
 - **District Meetings:** Periodic gatherings of church leaders and members to discuss and plan church activities and initiatives.
 - **Bishop's Council:** Meetings involving the Bishop and other church leaders to provide guidance and oversight for church-related matters.
 - **Special Worship Services:** Events such as revivals, appreciation services, and other important spiritual gatherings.
- **Exams and Assessment Periods:**
 - **Midterm Exams:** Conducted in October and March to assess student progress and understanding of the material covered during the first half of each semester.
 - **Final Exams:** Held in December and May to evaluate students' mastery of the curriculum for the entire semester.
 - **Standardized Testing:** Scheduled in the fall and spring to measure students' academic proficiency and identify areas for improvement.
- **Breaks:**
 - **Fall Break:** A week-long break in November to focus on end of semester testing.
 - **Winter Break:** Two weeks in December and January to attend the Holy Bishop's Council.



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- **Spring Break:** A week-long break in March or April to provide rest and rejuvenation for students and staff.
- **Parent-Teacher Conferences:** Scheduled in the fall and spring to facilitate communication between parents and teachers regarding student progress and development.
- **Special School Events:**
 - **Back-to-School Night:** An event at the beginning of the school year for parents to meet teachers and learn about the curriculum and expectations.
 - **STEM Fair:** An opportunity for students to showcase their scientific projects and experiments.
 - **Art Show:** A display of student artwork, celebrating their creativity and artistic talents.
 - **May Day:** A day dedicated to athletic competitions and team-building activities.

Course Requirements by Grade Level

Our curriculum is designed to provide a comprehensive and Christ-centered education that equips students with the knowledge, skills, and values needed for academic success and spiritual growth. Below is a detailed outline of the course requirements for both the Lower School (K-6) and Upper School (7-12).

Lower School (Grades K-6)

The Lower School curriculum is designed to build a strong foundation in core academic subjects while integrating biblical principles. Our goal is to foster a love for learning and develop critical thinking skills in our students.

Kindergarten

- **Bible:** Introduction to Bible stories and Christian principles.
- **Language Arts:** Phonics, reading readiness, basic writing skills, and vocabulary development.
- **Mathematics:** Basic number concepts, counting, simple addition and subtraction.
- **Science:** Exploration of the natural world, basic scientific concepts.
- **Social Studies:** Understanding family, community, and basic geography.
- **Art and Music:** Creative expression through arts and crafts, introduction to music and rhythm.
- **Physical Education:** Basic motor skills, games, and physical activities.

Grades 1-2

- **Bible:** Bible stories, memorization of simple verses, understanding God's love.
- **Language Arts:** Reading fluency, comprehension, grammar, writing sentences and paragraphs.
- **Mathematics:** Addition and subtraction, introduction to multiplication and division, basic geometry.
- **Science:** Life science, earth science, simple experiments.



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- **Social Studies:** Community helpers, map skills, basic history.
- **Art and Music:** Development of artistic skills, introduction to musical instruments.
- **Physical Education:** Development of coordination, teamwork through sports and activities.

Grades 3-4

- **Bible:** Deeper understanding of Bible stories, memorization of longer verses.
- **Language Arts:** Advanced reading comprehension, writing essays, vocabulary expansion.
- **Mathematics:** Multiplication and division, fractions, basic algebra concepts.
- **Science:** Physical science, introduction to the scientific method, hands-on experiments.
- **Social Studies:** American history, geography, cultural studies.
- **Art and Music:** Artistic techniques, music theory, participation in choir or band.
- **Physical Education:** Fitness activities, introduction to various sports.

Grades 5-6

- **Bible:** Study of the Old and New Testaments, application of Christian principles.
- **Language Arts:** Critical reading, literature studies, advanced writing techniques.
- **Mathematics:** Decimals, percentages, introductory geometry, pre-algebra.
- **Science:** Earth science, biology, more complex experiments and scientific inquiry.
- **Social Studies:** World history, government and civics, economic principles.
- **Art and Music:** Advanced art projects, music performance opportunities.
- **Physical Education:** Advanced fitness activities, competitive sports, health education.

Upper School (Grades 7-12)

The Upper School curriculum is designed to provide a rigorous academic experience while preparing students for higher education and life beyond PCA. Courses are structured to develop critical thinking, problem-solving skills, and a deep understanding of Christian values.

Grades 7-8

- **Bible:** Comprehensive study of biblical themes, character studies, Christian living.
- **Language Arts:** Literature analysis, advanced grammar, creative and formal writing.
- **Mathematics:** Pre-algebra, algebra, introduction to geometry.
- **Science:** Life sciences, physical sciences, laboratory experiments.
- **Social Studies:** U.S. history, world geography, introduction to economics.
- **Foreign Language:** Introduction to Spanish or other offered languages.
- **Art and Music:** Elective courses in art and music, performance opportunities.
- **Physical Education:** Advanced physical fitness, team sports, health education.



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Grades 9-10

- **Bible:** In-depth study of biblical doctrine, ethics, and apologetics.
- **Language Arts:** World literature, composition, research writing.
- **Mathematics:** Geometry, algebra II, trigonometry.
- **Science:** Biology, chemistry, hands-on lab work.
- **Social Studies:** World history, government, and civics.
- **Foreign Language:** Continuation of Spanish or other offered languages.
- **Art and Music:** Elective courses, participation in school productions or concerts.
- **Physical Education:** Fitness and wellness programs, competitive sports.

Grades 11-12

- **Bible:** Advanced theology, biblical history, practical Christian living.
- **Language Arts:** American and British literature, advanced composition, public speaking.
- **Mathematics:** Pre-calculus, calculus, statistics.
- **Science:** Physics, advanced biology or chemistry, environmental science.
- **Social Studies:** American history, economics, psychology.
- **Foreign Language:** Advanced Spanish or other offered languages.
- **Art and Music:** Specialized art and music courses, portfolio development.
- **Physical Education:** Advanced health and fitness, senior sports projects.

Dual Enrollment

For eligible juniors and seniors, PCA offers dual enrollment opportunities to earn college credits while completing high school. This program provides a head start on college coursework and helps students transition smoothly to higher education.

Examination Policies

At Pentecostal Church of God Christian Academy (PCA), our examination policies are designed to ensure that assessments are conducted fairly and consistently, providing an accurate measure of student learning and progress. This section outlines our guidelines for midterm and final exams, as well as our policies for exemptions and make-up exams.

Guidelines for Midterm and Final Exams

1. **Scheduling:** Midterm exams are typically scheduled in October and March, while final exams are held in December and May. Specific dates and times for exams will be communicated to students and parents well in advance.
2. **Exam Format:** Exams may include a variety of question types, such as multiple-choice, short answer, essay, and practical problems, depending on the subject matter. Teachers will provide information about the exam format and the material to be covered during review sessions prior to the exam period.



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3. **Preparation:** To help students prepare for exams, teachers will conduct review sessions and provide study guides outlining key concepts and topics. It is essential for students to attend these sessions and review the provided materials.
4. **Exam Day Procedures:**
 - o Students must arrive on time for their exams. Late arrivals may not be granted additional time to complete the exam.
 - o All personal belongings, including electronic devices, must be left outside the exam room or placed in a designated area.
 - o Students should bring only the necessary materials, such as pens, pencils, and calculators (if permitted), to the exam.
 - o Silence must be maintained during the exam. Any form of communication or academic dishonesty will result in disciplinary action.

Policies for Exemptions

1. **Criteria for Exemptions:** Exemptions from midterm or final exams may be granted to students who meet specific criteria, such as:
 - o Maintaining an average grade of 90% or higher in the course.
 - o Demonstrating consistent attendance and participation in class.
 - o Receiving a recommendation from the course teacher.
2. **Application Process:** Students seeking an exemption must submit a written request to their teacher at least two weeks before the exam period. The request should include a justification for the exemption, along with any supporting documentation.
3. **Approval:** The teacher, in consultation with the school administration, will review the request and determine whether the exemption criteria have been met. Approved exemptions will be communicated to the student and recorded in their academic file.

Policies for Make-Up Exams

1. **Eligibility:** Students who miss a scheduled exam due to illness, family emergency, or other valid reasons may be eligible to take a make-up exam. Proper documentation, such as a doctor's note or a note from a parent/guardian, must be provided to support the request.
2. **Notification:** Parents or guardians should notify the school office as soon as possible if a student is unable to attend a scheduled exam. This notification should be followed by a written explanation and any necessary documentation.
3. **Scheduling Make-Up Exams:** Make-up exams will be scheduled at the earliest convenient time, usually within one week of the original exam date. The school office will coordinate with the student and the teacher to arrange the make-up exam.



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4. **Exam Integrity:** Make-up exams will be different from the original exam but will cover the same material and be of comparable difficulty. This ensures that the integrity of the assessment is maintained.
5. **Completion:** Students must complete make-up exams within the designated time frame. Failure to do so may result in a grade of zero for the missed exam unless special arrangements have been made with the school administration.

Grading System and GPA Calculation

At Pentecostal Church of God Christian Academy (PCA), we utilize a comprehensive grading system to evaluate student performance and ensure academic standards are maintained. Our grading system and GPA calculation processes are designed to provide clear and consistent measures of student achievement.

Grading Systems

The following scales are used at the grade levels indicated:

Kindergarten – 1st Grade

- **S:** Satisfactory progress
- **N:** Needs improvement
- **U:** Unsatisfactory progress
- **F:** Failing

Lower School (Grades 1-3)

- **A:** Superior
- **B:** Commendable
- **C:** Satisfactory
- **D:** Unsatisfactory
- **F:** Failing

Grades 4-12

- **A:** 90-100
- **B:** 80-89
- **C:** 73-79
- **D:** 70-72
- **F:** Below 70 (Failing)

GPA Grade Equivalents

For the purpose of calculating grade point averages (GPA), determining highest honors, and honors, the following scale is used for grades 4-12:

- **A:** 4.0 (90-100)
- **B:** 3.0 (80-89)
- **C:** 2.0 (73-79)
- **F:** 0.0 (Below 70)



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Cumulative GPA

Beginning with the ninth-grade year, a student's cumulative GPA is calculated at the end of each academic year. The GPA is computed on a 4.0 scale, where each letter grade corresponds to a specific grade point value:

- **A:** 4.0
- **B:** 3.0
- **C:** 2.0
- **F:** 0.0

To calculate a student's GPA, the grade points for each course are multiplied by the number of credit hours for that course. The total grade points are then divided by the total number of credit hours attempted.

Example: If a student takes the following courses in a semester:

- English (3 credit hours) – A (4.0)
- Mathematics (4 credit hours) – B (3.0)
- Science (3 credit hours) – B (3.0)
- History (3 credit hours) – A- (3.0)

The GPA calculation would be:

- English: 3 credit hours x 4.0 = 12 grade points
- Mathematics: 4 credit hours x 3.0 = 12 grade points
- Science: 3 credit hours x 3.0 = 9 grade points
- History: 3 credit hours x 3.0 = 9 grade points

Total grade points = 12.0 + 12 + 9 + 9 = 42 Total credit hours = 3 + 4 + 3 + 3 = 13
GPA = 42 / 13 = 3.3

Policy on Grade Inflation

PCA is committed to maintaining high academic standards and ensuring that grades accurately reflect student performance. Grade inflation undermines the integrity of our educational system and the value of our students' achievements. Therefore, we strictly prohibit any form of grade inflation. Teachers are expected to adhere to the established grading scales and criteria, providing fair and objective assessments based on students' actual performance and mastery of the material.

Process for Verification of Valedictorian and Salutatorian

1. **Eligibility:** To be eligible for the titles of Valedictorian and Salutatorian, students must have completed their high school education at PCA and must have been enrolled for a minimum of two academic years.



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2. **GPA Calculation:** The GPA for determining the Valedictorian and Salutatorian will be calculated at the end of the last high school grading period. This GPA will include all high school coursework completed by the student.
3. **Weighted Courses:** Advanced Placement (AP) and Dual Enrollment courses will receive additional weight in the GPA calculation. This means that an A in an AP or Dual Enrollment course may be weighted higher than an A in a regular course, reflecting the increased difficulty of these courses.
4. **Ranking:** Students will be ranked based on their weighted GPA. The student with the highest weighted GPA will be designated as the Valedictorian, and the student with the second highest weighted GPA will be designated as the Salutatorian.
5. **Verification Process:**
 - o **Initial Calculation:** The school's Counselor will calculate the GPAs for all eligible graduating seniors at the end of the final grading period.
 - o **Review and Confirmation:** The calculated GPAs will be reviewed by the Principal and the Headmaster to ensure accuracy. Any discrepancies will be resolved in consultation with the Counselor.
 - o **Final Announcement:** Once verified, the Valedictorian and Salutatorian will be officially announced, and the students will be informed of their honors. The final rankings will be recorded in the students' academic records.

Standardized Testing

We utilize standardized testing to assess and monitor student progress, ensuring that our academic programs meet high standards of excellence. This section provides an overview of the standardized tests administered, emphasizes the importance of test preparation, and outlines our testing schedule.

Overview of Standardized Tests Administered

PCA administers the Iowa Assessments (formerly known as the Iowa Tests of Basic Skills or ITBS) to evaluate student performance in various academic areas. These assessments are designed to measure students' knowledge and skills in relation to national norms, providing valuable data on their academic progress.

Iowa Assessments (Iowa Tests):

- The Iowa Assessments cover a range of subjects, including reading, language arts, mathematics, science, and social studies.
- These tests are administered to students in grades K-12 to gauge their proficiency in core academic areas.
- The results help identify strengths and areas for improvement, guiding instructional planning and support.



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Importance of Test Preparation

Effective test preparation is crucial for students to perform well on standardized tests. Preparation helps students become familiar with the test format, build confidence, and develop strategies for answering different types of questions. PCA provides various resources and support to help students prepare for standardized tests:

- **Classroom Instruction:** Our curriculum is aligned with the skills and knowledge assessed by the Iowa Assessments, ensuring that students receive comprehensive instruction in all tested areas.
- **Practice Tests:** Teachers provide practice tests and sample questions to help students become comfortable with the testing format and timing.
- **Study Guides:** Study guides and review materials are made available to reinforce key concepts and skills.
- **Test-Taking Strategies:** Teachers offer guidance on effective test-taking strategies, such as time management, reading instructions carefully, and eliminating incorrect answer choices.

Testing Schedule

PCA administers the Iowa Assessments during the fall and spring testing periods. This biannual schedule allows us to measure student improvement and track academic growth throughout the school year.

Fall Testing Period:

- The fall testing period typically takes place in September/October.
- These tests provide a baseline measure of student performance at the beginning of the school year.
- Results from the fall tests help identify initial strengths and areas for targeted instruction and intervention.

Spring Testing Period:

- The spring testing period usually occurs in April/May.
- These tests assess student progress and measure improvement since the fall testing period.
- Results from the spring tests help evaluate the effectiveness of instructional strategies and inform planning for the next academic year.

Measuring Yearly Improvement

By administering standardized tests in both the fall and spring, PCA can effectively measure student improvement over the course of the school year. This approach provides valuable insights into student growth and the impact of our educational programs. The data collected from these assessments helps us:

- **Track Academic Progress:** Monitor individual and group performance over time to ensure that students are making adequate progress.



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- **Identify Instructional Needs:** Pinpoint specific areas where students may need additional support or enrichment.
- **Inform Curriculum Development:** Use test results to refine and enhance our curriculum and instructional practices.
- **Support Student Achievement:** Provide targeted interventions and resources to help all students achieve their academic potential.

Academic Honesty and Integrity

We hold academic honesty and integrity in the highest regard. Upholding these principles is essential for fostering a trustworthy and respectful learning environment. This section outlines our policies on academic honesty and integrity, provides definitions and examples of academic dishonesty, and details the consequences for cheating and plagiarism. For the complete policy statement, please refer to our website at www.pcad2.org.

Definition and Examples of Academic Dishonesty

Academic dishonesty refers to any form of cheating, plagiarism, or misrepresentation of one's work. It undermines the educational process and the trust within our academic community. Here are some common forms of academic dishonesty:

Cheating: Using unauthorized materials, information, or study aids in any academic exercise. Examples include:

- Copying from another student's test or assignment.
- Using notes or electronic devices during a test without permission.
- Submitting work that has been completed by someone else as your own.
- ***Use of Quizlet***

Plagiarism: Presenting someone else's work, ideas, or expressions as your own without proper acknowledgment. Examples include:

- Copying text from a book, article, or website without citing the source.
- Paraphrasing someone else's ideas without giving credit.
- Submitting a paper, project, or assignment that was written by another person.

Fabrication: Falsifying or inventing any information or citation in an academic exercise. Examples include:

- Making up data for a research project.
- Citing sources that do not exist.

Facilitating Academic Dishonesty: Helping or attempting to help another student commit an act of academic dishonesty. Examples include:

- Allowing another student to copy your homework or test answers.
- Sharing exam questions or answers with classmates.



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Misrepresentation: Misleading or deceiving instructors or administrators regarding academic work. Examples include:

- Lying about the reasons for a missed exam or assignment.
- Altering academic records or grades.

Consequences for Cheating and Plagiarism

PCA takes academic dishonesty seriously and enforces strict consequences to maintain the integrity of our academic programs. The consequences for cheating and plagiarism are designed to educate students about the importance of honesty and deter future violations. Consequences may include, but are not limited to, the following:

1. First Offense:

- The student receives a zero on the assignment, test, or project involved.
- A written warning is issued, and a meeting is held with the student, parents, and the teacher to discuss the violation and its implications.
- The incident is documented in the student's academic record.

2. Second Offense:

- The student receives a zero on the assignment, test, or project involved.
- The student may face a one-day in-school suspension.
- Another meeting is held with the student, parents, teacher, and school administration to discuss further consequences and support measures.
- The incident is documented in the student's academic record.

3. Third Offense:

- The student receives a zero on the assignment, test, or project involved.
- The student may face a longer suspension (up to three days) or other disciplinary actions as deemed appropriate by the school administration.
- A final meeting is held with the student, parents, teacher, and school administration to discuss the student's future at PCA.
- The incident is documented in the student's academic record and may affect the student's eligibility for honors and extracurricular activities.

Prevention and Education

PCA is committed to preventing academic dishonesty through education and support. We encourage students to:

- Understand the importance of academic integrity and its role in their education.
- Seek help from teachers and academic advisors when struggling with assignments or understanding course material.
- Use proper citation methods and acknowledge all sources of information.
- Develop good study habits and time management skills to avoid the temptation to cheat.

Use of AI and Technology in Learning

We embrace the use of Artificial Intelligence (AI) and advanced technology to enhance the learning experience. These tools can significantly enrich education when used



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responsibly and ethically. This section outlines our guidelines for the appropriate use of AI tools in teaching and learning, as well as our policies on AI-based plagiarism detection and prevention.

Guidelines for Appropriate Use of AI Tools

The integration of AI tools in the educational environment at PCA is designed to support and enhance the learning experience. To ensure ethical and effective use, the following guidelines must be adhered to by students and faculty:

Educational Enhancement:

- AI tools should be used to supplement and enhance learning, not replace the fundamental teaching and learning processes.
- Students are encouraged to use AI tools for personalized learning, such as adaptive learning platforms that adjust to their individual progress and needs.

Ethical Use:

- AI tools must be used ethically and responsibly. This includes respecting privacy, avoiding misuse, and ensuring transparency in how AI tools are used.
- Students and faculty should understand the limitations of AI tools and avoid over-reliance on them for academic tasks.

Data Privacy:

- Personal data and academic records used by AI tools must be protected according to PCA's data privacy policies.
- Students and faculty must ensure that any AI tools used comply with data protection regulations and do not compromise the privacy and security of personal information.

Critical Thinking:

- Students should use AI tools as a means to develop critical thinking and problem-solving skills.
- AI-generated content should be evaluated critically, and students should cross-reference information from multiple sources.

Transparency and Acknowledgment:

- When using AI tools to generate content or assist with academic work, students must disclose the use of such tools.
- Proper acknowledgment of AI-generated contributions should be made in academic work, similar to citing traditional sources.

Policies on AI-Based Plagiarism Detection and Prevention

To maintain academic integrity and prevent plagiarism, PCA employs AI-based plagiarism detection tools. These policies ensure that all academic work submitted by students is original and properly attributed:



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Plagiarism Detection Tools:

- PCA utilizes advanced AI-based plagiarism detection software to scan and evaluate all student submissions for originality.
- The software compares submitted work against a comprehensive database of academic content, including books, articles, websites, and other student papers.

Submission Requirements:

- All written assignments, including essays, research papers, and projects, must be submitted through the designated plagiarism detection system.
- Students are required to submit their work electronically, allowing the software to generate a plagiarism report.

Plagiarism Reports:

- Plagiarism reports will highlight any matching content and provide a similarity score.
- Teachers will review the reports to determine if any matches are properly cited or constitute plagiarism.

Consequences for Plagiarism:

- Any instances of plagiarism detected by the AI-based tools will be subject to PCA's academic honesty and integrity policies.
- Consequences for plagiarism will follow the established procedures, which may include receiving a zero on the assignment, disciplinary action, and documentation in the student's academic record.

Prevention and Education:

- PCA is committed to educating students about plagiarism and proper citation practices.
- Workshops and resources on academic writing, proper citation, and the ethical use of AI tools will be provided to help students understand and avoid plagiarism.

Support and Resources:

- Students who need assistance with using AI tools or understanding plagiarism detection reports can seek help from their teachers or the school's academic support services.
- Additional resources, including guides on ethical AI use and proper citation, will be available on the school website.

By adhering to these guidelines and policies, PCA aims to foster an environment where AI and technology are used responsibly and ethically to enhance learning while maintaining the highest standards of academic integrity.

Distance Learning Policies



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We recognize the importance of flexibility in education and the role that distance learning can play in meeting the needs of our students. Whether due to inclement weather, health concerns, or other circumstances, our distance learning policies ensure that students can continue their education seamlessly. This section outlines our procedures for online and hybrid learning environments, expectations for student participation and engagement, and guidelines and best practices for effective distance learning.

Procedures for Online and Hybrid Learning Environments

Online Learning:

- **Platform:** PCA utilizes a secure online learning platform (e.g., Google Classroom, Zoom, Microsoft Teams) to deliver instructional content, assignments, and assessments.
- **Access:** Students will be provided with login credentials and instructions for accessing the online platform. Technical support is available to assist with any access issues.
- **Schedule:** Online classes will follow the regular school schedule as closely as possible, with live sessions (synchronous) and recorded sessions (asynchronous) to accommodate different learning needs.
- **Communication:** Teachers will communicate regularly with students and parents via email, the online platform, and other designated channels to provide updates, feedback, and support.

Hybrid Learning:

- **Definition:** Hybrid learning combines in-person instruction with online learning. Students may attend some classes on campus and others online, based on a predetermined schedule.
- **Rotation Schedule:** A rotation schedule will be provided to students and parents, indicating which days and periods are designated for in-person and online learning.
- **Health and Safety:** In-person classes will adhere to health and safety guidelines, including social distancing, mask-wearing, and sanitation protocols.
- **Flexibility:** Hybrid learning allows for flexibility in transitioning between online and in-person instruction as needed, ensuring continuity of education.

Expectations for Student Participation and Engagement

Attendance

- Students are expected to attend all scheduled online and hybrid classes, just as they would in a traditional classroom setting.
- Attendance will be recorded for each session, and parents will be notified of any absences or tardiness.



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Participation

- Active participation in live sessions, discussions, and activities is required. Students should come prepared to engage with their teachers and classmates.
- Assignments and assessments must be completed and submitted on time through the designated online platform.

Communication

- Students should regularly check their school email and the online platform for announcements, assignments, and feedback.
- Prompt communication with teachers regarding any questions, concerns, or technical issues is essential.

Behavior and Etiquette

- Students must adhere to the school's code of conduct during online and hybrid classes. This includes being respectful, responsible, and attentive.
- Appropriate online behavior, such as using polite language, muting microphones when not speaking, and dressing appropriately for live sessions, is expected.

Guidelines and Practices for Online and Hybrid Learning Environments

Technology Requirements:

- Students should have access to a reliable computer or tablet, a stable internet connection, and necessary software (e.g., word processors, video conferencing tools).
- Technical support and resources are available for families who need assistance meeting these requirements.

Learning Environment:

- Students should establish a quiet, organized, and distraction-free workspace for attending online classes and completing assignments.
- Parents are encouraged to help set up and maintain a conducive learning environment at home.

Time Management:

- Students should follow a daily routine that includes scheduled study times, breaks, and extracurricular activities.
- Time management skills are crucial for balancing online and in-person learning responsibilities.

Health and Well-being:

- Students are encouraged to take regular breaks, practice good posture, and engage in physical activities to maintain their health and well-being.
- Mental health support and counseling services are available for students who may need additional support during distance learning.



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Academic Integrity:

- Students must adhere to the school's academic honesty policies, ensuring that all work submitted is their own and properly cited.
- AI-based plagiarism detection tools will be used to maintain academic integrity.

Homework and Assignments

We believe that regular homework and assignments play a crucial role in reinforcing classroom learning, fostering independent study skills, and promoting academic excellence. This section outlines the importance of regular homework, our policies for submission, and guidelines for handling late work.

Importance of Regular Homework

Reinforcement of Learning:

Homework provides students with an opportunity to review and apply what they have learned in class. This reinforcement helps to solidify understanding and improve retention of key concepts.

Development of Study Habits:

Regular homework encourages students to develop disciplined study habits and time management skills. These skills are essential for academic success and lifelong learning.

Critical Thinking and Problem-Solving:

Assignments often require students to think critically and solve problems independently. This practice enhances their analytical and cognitive abilities.

Preparation for Future Lessons:

Homework can serve as a preview of upcoming topics, allowing students to come to class prepared and ready to engage in new material.

Parent Involvement:

Homework provides a window for parents to see what their children are learning and to be involved in their academic progress.

Policies for Submission and Late Work

Submission Guidelines:

- All homework and assignments should be completed and submitted by the specified due date.
- Students must follow the instructions provided by their teachers regarding the format and submission method (e.g., hard copy, online platform).
- Assignments should be neatly presented, with the student's name, date, and class clearly indicated.



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On-Time Submission:

- Submitting homework on time is essential for maintaining a structured learning process. It allows teachers to provide timely feedback and keeps students on track with the curriculum.

Late Work Policy:

- **Grace Period:** A short grace period (e.g., one day) may be allowed for late submissions without penalty, at the teacher's discretion.
- **Late Penalties:** Assignments submitted after the grace period will incur a penalty, typically a reduction in the grade (e.g., 10% per day late).
- **Maximum Deduction:** Late penalties will not exceed 50% of the assignment's total points, to ensure that students still receive partial credit for completed work.
- **Communication:** Students should communicate with their teachers if they anticipate difficulty in meeting a deadline. Teachers may provide extensions for legitimate reasons (e.g., illness, family emergency).

Make-Up Work:

- Students who miss assignments due to excused absences (e.g., illness, family emergencies) will be given an opportunity to make up the work without penalty.
- It is the student's responsibility to obtain missed assignments from their teachers and to complete the work within the specified time frame.

Extra Support:

- Students who consistently struggle with homework may seek additional help from their teachers, academic support staff, or tutoring services.
- PCA encourages students to ask questions and seek clarification to ensure they understand the material and can complete their assignments successfully.

Homework Tips for Students

Create a Study Schedule:

- Set aside a specific time each day for homework and stick to it. Consistency helps build a routine and makes it easier to manage workload.

Organize Your Workspace:

- Find a quiet, well-lit area free from distractions where you can focus on your homework.

Prioritize Tasks:

- Tackle assignments based on their due dates and difficulty level. Start with the most challenging tasks while your mind is fresh.

Take Breaks:

- Short breaks between assignments can help maintain focus and prevent burnout.



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Review and Revise:

- Always review your work before submitting it. Check for errors and make necessary revisions to ensure your assignments meet the required standards.

Individual Academic Plans (IAPs) Policy

At Pentecostal Church of God Christian Academy (PCA), we are committed to providing personalized educational support to meet the unique needs of each student. Our Individual Academic Plans (IAPs) are designed to offer targeted assistance and enrichment, ensuring that all students can achieve their full potential. This section outlines our IAP policy, including the development and implementation of plans for both the Fall Semester and Summer sessions.

Individual Academic Plans (IAPs)

An Individual Academic Plan (IAP) is a customized educational strategy tailored to address the specific academic needs and goals of a student. IAPs are developed collaboratively by teachers, lead teachers, school counselors, and parents to provide structured support and ensure student success.

IAP Development and Implementation

Identification of Needs:

- **Assessment:** At the beginning of the school year, students undergo various assessments to identify their academic strengths and areas for improvement. These assessments may include standardized tests, classroom performance evaluations, and teacher observations.
- **Referral:** Teachers, parents, or school counselors can refer a student for an IAP if they identify a need for additional support or enrichment.

Development of the IAP:

- **Team Collaboration:** A team consisting of the student's teachers, lead teachers, school counselors, and parents will meet to develop the IAP. This team will consider assessment results, teacher input, and parental concerns to create a comprehensive plan.
- **Goals and Objectives:** The IAP will outline specific, measurable academic goals and objectives for the student. These goals will address areas such as reading, writing, mathematics, science, and any other relevant subjects.
- **Strategies and Resources:** The plan will detail the instructional strategies, resources, and accommodations that will be used to help the student achieve their goals. This may include differentiated instruction, tutoring, technology tools, and additional learning materials.

Implementation:

- **Fall Semester:** The IAP will be implemented at the start of the fall semester. Teachers will integrate the specified strategies and resources into their



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instructional practices, and the student will receive the necessary support and accommodations.

- **Monitoring and Adjustments:** The student's progress will be monitored regularly throughout the semester. The IAP team will meet periodically to review progress, discuss challenges, and make any necessary adjustments to the plan.

Summer Session:

- **Continuation and Enrichment:** For students who require continued support or enrichment beyond the regular school year, the IAP may extend into the summer session. Summer IAPs focus on reinforcing skills learned during the school year and preparing students for the upcoming academic year.
- **Summer Programs:** PCA offers various summer programs, including remedial courses, enrichment classes, and individualized tutoring, to support the goals outlined in the IAP. Participation in these programs is tailored to each student's needs as specified in their plan.

Benefits of IAPs

Personalized Learning:

- IAPs provide a customized approach to education, addressing the unique needs and learning styles of each student.

Targeted Support:

- Students receive focused assistance in areas where they need improvement, ensuring they can overcome challenges and achieve academic success.

Parental Involvement:

- Parents are actively involved in the development and implementation of the IAP, fostering a collaborative approach to their child's education.

Continuous Improvement:

- Regular monitoring and adjustments ensure that the IAP remains effective and responsive to the student's evolving needs.

Roles and Responsibilities

Teachers:

- Implement the strategies and accommodations outlined in the IAP.
- Monitor student progress and provide feedback to the IAP team.

Lead Teachers and School Counselors:

- Coordinate the development and implementation of the IAP.
- Facilitate meetings and communication among the IAP team members.

Parents:

- Participate in the IAP development process and support the implementation at home.



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- Communicate regularly with teachers and counselors regarding their child's progress.

Students:

- Engage actively in their learning and utilize the support and resources provided through the IAP.
- Set personal academic goals and work towards achieving them with the help of their IAP team.

Dual Enrollment Policy

We offer a Dual Enrollment program that allows eligible students to earn college credits while completing their high school education. This program provides students with the opportunity to experience college-level coursework, gain valuable academic credits, and get a head start on their higher education journey. Our Dual Enrollment program is conducted in partnership with West Georgia Technical College.

Scholar Requirements

To be eligible for the Dual Enrollment program, students must meet the following criteria:

1. **Grade Level:**
 - Students must be in the 11th or 12th grade to participate in the Dual Enrollment program.
2. **Academic Performance:**
 - Students must have a minimum cumulative GPA of 3.0 on a 4.0 scale.
3. **Standardized Test Scores:**
 - Students must achieve a minimum standardized test score of 13+ on the Standardized Test grade equivalent or ACT or SAT, as required by West Georgia Technical College.
4. **Parental/Guardian Consent:**
 - A completed Dual Enrollment application form must include the signed consent of a parent or guardian.
5. **Recommendation:**
 - Students must obtain a recommendation from a teacher or school counselor endorsing their suitability for the Dual Enrollment program.

Scholar Expectations

Students participating in the Dual Enrollment program are expected to adhere to the following guidelines to ensure their success and maintain the integrity of the program:

1. **Academic Commitment:**
 - Students must commit to their academic responsibilities and maintain a high level of performance in both their high school and college courses.
2. **Attendance:**



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- o Regular attendance is mandatory for both high school and college classes. Students are responsible for managing their schedules to accommodate both sets of courses.
- 3. **Behavior and Conduct:**
 - o Students must adhere to the code of conduct established by PCA and West Georgia Technical College. This includes demonstrating respect, integrity, and responsibility in all academic and extracurricular activities.
- 4. **Communication:**
 - o Students must maintain open communication with their high school teachers, college instructors, and school counselors regarding their progress, challenges, and any necessary support.
- 5. **Course Completion:**
 - o Students must complete all assigned coursework, exams, and projects by the deadlines established by their instructors. Failure to meet academic requirements may result in removal from the Dual Enrollment program.

Standardized Test Scores

- **Minimum Requirement:**
 - o To qualify for the Dual Enrollment program, students must achieve a minimum score of 13+ on standardized tests such as the Iowa Assessment. These scores demonstrate the student's readiness for college-level coursework and are required by West Georgia Technical College.

Educational Partnership with West Georgia Technical College

PCA's Dual Enrollment program is conducted in partnership with West Georgia Technical College, providing students with access to a wide range of college courses and resources. This partnership enhances the educational experience for our students by offering:

1. **Course Selection:**
 - o Students can choose from a variety of courses that align with their academic interests and career goals. These courses are offered in various disciplines, including humanities, sciences, mathematics, and technical fields.
2. **College Credits:**
 - o Credits earned through the Dual Enrollment program are transferable to many colleges and universities, giving students a head start on their higher education journey.
3. **College Experience:**
 - o Students gain firsthand experience of college life, including exposure to college-level coursework, learning environments, and academic expectations.



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4. Support Services:

- o West Georgia Technical College provides additional support services to Dual Enrollment students, including academic advising, tutoring, and access to college facilities and resources.

Application Process

1. Information Session:

- o Interested students and their parents/guardians should attend an information session about the Dual Enrollment program. These sessions provide detailed information about eligibility, course offerings, and application procedures.

2. Application Submission:

- o Students must complete and submit the Dual Enrollment application form, including the necessary standardized test scores and recommendations. The form is available on the PCA website and at the school office.

3. Review and Approval:

- o The Dual Enrollment application will be reviewed by the school administration and the admissions team at West Georgia Technical College. Approved students will receive guidance on course selection and enrollment procedures.

General Education Requirement Courses (GERC) Policy

At Pentecostal Church of God Christian Academy (PCA), we emphasize a well-rounded education that includes developing skills beyond traditional academic subjects. Our General Education Requirement Courses (GERC) are designed to provide students with essential knowledge and skills in various disciplines through individual or small group assignments, including public speaking presentations. This policy outlines the structure, grading, and requirements for GERC, which are mandatory for Upper School students.

Policy Overview

1. Course Structure:

- o GERC assignments are designed for individual or small group participation.
- o Each course includes public speaking presentations, allowing students to develop their communication skills.
- o The presentation should be between 10 to 15 minutes in duration.

2. Graded Course:

- o GERC assignments are graded and contribute to the students' overall academic performance.
- o Each course carries a partial course credit of 0.25.



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3. Grading Rubric:

- o The grading rubric for GERC assignments is as follows:
 - **Presentation:** 25%
 - **Content:** 25%
 - **Quizzes:** 25%
 - **Participation:** 25%

4. Learning Environment:

- o GERC courses involve intense and independent learning, both in class and at home.
- o Students are expected to engage actively in the learning process, complete assignments on time, and participate in all scheduled activities.

Course Requirements by Grade Level

GERC courses are required for all Upper School students (Grades 9-12), with specific focus areas for each grade level:

1. 9th Grade – History and Culture Courses:

- o Students will explore various historical periods and cultural developments.
- o Topics may include world history, cultural studies, and significant historical events.

2. 10th Grade – Art and Music Courses:

- o Students will study the fundamentals of art and music.
- o Topics may include art history, visual arts, music theory, and performance.

3. 11th Grade – STEM Courses:

- o Students will engage in courses related to Science, Technology, Engineering, and Mathematics.
- o Topics may include biology, chemistry, physics, computer science, and engineering principles.

4. 12th Grade – Finance and Economics Courses:

- o Students will learn about financial literacy and economic principles.
- o Topics may include personal finance, macroeconomics, microeconomics, and business studies.

Course Implementation and Expectations

1. Public Speaking Presentations:

- o Each student is required to prepare and deliver a public speaking presentation as part of their GERC assignment.
- o Presentations should be well-researched, structured, and delivered within the 10 to 15-minute timeframe.
- o Students will be evaluated on their presentation skills, including clarity, engagement, and effectiveness.

2. Content:



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- o The content of GERC assignments must be relevant, accurate, and comprehensive.
 - o Students are expected to conduct thorough research and present well-organized information.
3. **Quizzes:**
- o Periodic quizzes will be administered to assess students' understanding of the course material.
 - o Quizzes will cover key concepts, theories, and facts discussed in class and through independent study.
4. **Participation:**
- o Active participation in class discussions, group activities, and peer reviews is essential.
 - o Students will be evaluated on their contributions to the learning environment and collaboration with classmates.

Independent Learning

- GERC courses require students to engage in intense and independent learning both in class and at home.
- Students should allocate sufficient time for research, preparation, and practice outside of regular class hours.
- Resources and guidance will be provided by teachers to support students in their independent learning efforts.

Completion and Assessment

- Successful completion of GERC assignments is mandatory for graduation.
- Students must meet the required standards in each component of the grading rubric to pass the course.
- Regular feedback and assessments will be provided to help students improve and excel in their assignments.



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Student Life

At Pentecostal Church of God Christian Academy (PCA), we believe that a well-rounded education extends beyond the classroom. Our student life programs are designed to enrich the academic experience, foster personal growth, and cultivate a strong sense of community. Through a diverse array of extracurricular activities, leadership opportunities, and spiritual development initiatives, we aim to nurture the whole student—mind, body, and spirit.

Holistic Development

Our student life programs are structured to support the holistic development of each student. We provide opportunities for students to explore their interests, develop new skills, and build meaningful relationships with their peers and mentors. Whether participating in athletics, arts, clubs, or service projects, students are encouraged to engage fully and develop a balanced approach to their education.

Spiritual Growth

At PCA, spiritual growth is a cornerstone of student life. Daily devotionals, chapel services, and faith-based activities are integral to our community. We strive to create an environment where students can deepen their relationship with Christ, explore their faith, and apply Christian principles in their everyday lives.

Leadership and Service

We believe in empowering students to become leaders and active contributors to their communities. Our leadership programs and service opportunities are designed to instill a sense of responsibility, compassion, and civic duty. Students can take on leadership roles in student government, clubs, and organizations, as well as participate in community service projects that make a positive impact locally and globally.

Extracurricular Activities

PCA offers a wide range of extracurricular activities to cater to the diverse interests and talents of our students. From sports teams and performing arts groups to academic clubs and special interest organizations, there is something for everyone. These activities provide a platform for students to pursue their passions, develop teamwork skills, and achieve personal excellence.

Supportive Community

The PCA community is built on a foundation of mutual respect, support, and collaboration. Our faculty and staff are dedicated to creating a nurturing environment



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where students feel valued and supported in all aspects of their lives. We encourage open communication and strive to maintain a positive, inclusive atmosphere where every student can thrive.

Engagement and Participation

Active engagement and participation in student life are essential for maximizing the PCA experience. We encourage students to take advantage of the opportunities available to them, step out of their comfort zones, and make the most of their time at PCA. By participating in student life activities, students can build lasting memories, form lifelong friendships, and develop skills that will serve them well beyond their school years.

Through our comprehensive student life programs, PCA aims to develop well-rounded individuals who are academically prepared, spiritually grounded, and socially responsible. We are committed to providing an enriching and supportive environment that fosters growth, discovery, and success for every student.

Advisor/Advisee System

The Advisor/Advisee System at Pentecostal Church of God Christian Academy (PCA) is a pivotal component of our student life program. This system is designed to provide personalized guidance and support to each student, ensuring their academic, spiritual, and personal development. Below are the key roles of advisors and the expectations for advisor-advisee interactions.

Role of Advisors in Student Development

1. Academic Guidance:

- Advisors assist students in setting academic goals, selecting courses, and planning their educational journey. They help students navigate the curriculum and make informed decisions about their studies.
- Regular check-ins with advisors help monitor academic progress and address any challenges or concerns. Advisors provide strategies for improving study habits, time management, and overall academic performance.

2. Personal and Spiritual Support:

- Advisors play a crucial role in the personal and spiritual growth of students. They offer a listening ear and a source of encouragement, helping students manage personal issues and develop a strong moral foundation.
- Through prayer, Bible study, and spiritual discussions, advisors help students deepen their faith and apply Christian principles in their daily lives.



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3. Career and College Planning:

- Advisors guide students through the process of exploring career options and planning for college. They provide information on colleges, universities, vocational programs, and scholarship opportunities.
- Advisors assist with college applications, resumes, and interview preparation, ensuring that students are well-prepared for their future endeavors.

4. Social and Emotional Development:

- Advisors help students develop essential social and emotional skills, such as communication, conflict resolution, and resilience. They foster a supportive environment where students can express their feelings and work through challenges.
- Group activities and team-building exercises led by advisors promote a sense of community and belonging among students.

Expectations for Advisor-Advisee Interactions

1. Regular Meetings:

- Advisors and advisees are expected to meet regularly, at least once a month, to discuss academic progress, personal goals, and any concerns. Additional meetings can be scheduled as needed.
- These meetings provide an opportunity for advisors to offer personalized support and guidance, and for students to seek advice and share their experiences.

2. Open Communication:

- Advisors and advisees should maintain open lines of communication. Students are encouraged to reach out to their advisors whenever they need assistance or have questions.
- Advisors will communicate important information, such as academic deadlines, school events, and opportunities for involvement, to their advisees.

3. Goal Setting and Review:

- At the beginning of each semester, advisors and advisees will work together to set specific, achievable goals for academic performance, personal growth, and spiritual development.
- Progress towards these goals will be reviewed regularly, and adjustments will be made as necessary to ensure that students stay on track.

4. Confidentiality and Trust:

- The advisor-advisee relationship is built on trust and confidentiality. Advisors are expected to respect the privacy of their advisees and handle sensitive information with discretion.
- Students should feel comfortable sharing their concerns and seeking support, knowing that their advisors will provide a safe and respectful environment.



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5. Active Participation:

- o Both advisors and advisees are expected to actively participate in the advisory process. Advisors should be proactive in offering support and guidance, while students should be engaged and responsive.
- o Participation in group advisory activities, workshops, and team-building exercises is also encouraged to foster a strong sense of community.

College Advising Program

We are committed to preparing our students for success in higher education. Our College Advising Program provides comprehensive resources and support to help students navigate the college preparation and application process. This section outlines the resources and support available, as well as our policies for college visits and application assistance.

Resources and Support for College Preparation

1. Personalized College Advising:

- o Each student is assigned a college advisor who provides personalized guidance throughout the college preparation process. Advisors help students identify their academic and career interests, set goals, and develop a plan to achieve them.
- o Advisors offer one-on-one meetings to discuss college options, admissions requirements, and scholarship opportunities. They provide tailored advice based on each student's strengths, interests, and aspirations.

2. College Workshops and Seminars:

- o PCA hosts a series of workshops and seminars focused on various aspects of college preparation, including essay writing, interview skills, financial aid, and scholarship applications.
- o Guest speakers, including college admissions officers and alumni, provide valuable insights and firsthand experiences to help students understand the college admissions process.

3. Standardized Test Preparation:

- o PCA offers resources and support for standardized test preparation, including SAT, ACT, and AP exams. This includes access to test prep courses, practice tests, and study materials.
- o Advisors help students create a test preparation plan, track their progress, and identify areas for improvement.

4. College Fair and Information Sessions:

- o PCA organizes college fairs and information sessions where students can meet with representatives from various colleges and universities. These



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events provide an opportunity to learn about different institutions, ask questions, and gather information.

- o Information sessions cover topics such as choosing the right college, understanding admissions criteria, and preparing for college life.

5. Application Assistance:

- o Advisors provide comprehensive support for the college application process, including guidance on completing applications, writing personal statements, and obtaining letters of recommendation.
- o Students receive feedback on their application materials to ensure they present themselves effectively to college admissions committees.

Policies for College Visits and Application Assistance

1. College Visits:

- o **Scheduling Visits:** Students are encouraged to visit colleges and universities to gain a better understanding of campus life and academic programs. College visits should be scheduled during school breaks or weekends when possible to minimize disruption to regular classes.
- o **Excused Absences:** Students who need to visit colleges during school hours must obtain prior approval from their advisor and provide documentation of the visit. Approved college visits will be considered excused absences.
- o **Preparation:** Advisors assist students in preparing for college visits, including scheduling appointments with admissions officers, attending campus tours, and preparing questions to ask during the visit.

2. Application Assistance:

- o **Application Timeline:** Advisors help students develop a timeline for completing college applications, ensuring that all deadlines are met. This includes setting milestones for completing different parts of the application, such as essays and recommendation letters.
- o **Essay and Personal Statement Guidance:** Advisors provide support and feedback on college essays and personal statements. Students are encouraged to start early and revise their work based on advisor feedback to produce strong, compelling essays.
- o **Letters of Recommendation:** Students should request letters of recommendation from teachers, counselors, or other individuals who can speak to their academic achievements and personal qualities. Advisors guide students on how to make these requests and provide recommendation forms and deadlines.
- o **Financial Aid and Scholarships:** Advisors assist students and families in understanding financial aid options, completing the FAFSA, and identifying



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scholarship opportunities. Workshops and one-on-one support are available to help navigate the financial aid process.

3. Parental Involvement:

- o **Information Sessions:** PCA hosts information sessions for parents to explain the college preparation and application process, financial aid, and scholarship opportunities. These sessions help parents understand how they can support their child's college journey.
- o **Communication:** Advisors maintain open communication with parents to keep them informed of their child's progress and any important deadlines or requirements.

The College Advising Program at PCA is dedicated to ensuring that each student is well-prepared for higher education and has the support needed to achieve their college goals. By providing personalized advising, resources, and comprehensive assistance, we aim to make the college preparation and application process as smooth and successful as possible.

Field Trips

Field trips are a vital component of the educational experience at PCA. They provide students with opportunities for experiential learning that extend beyond the classroom, allowing them to engage with real-world environments and deepen their understanding of academic concepts. This section outlines the importance of field trips, as well as the guidelines for behavior and dress code to ensure that these experiences are enriching and enjoyable for all participants.

Importance of Field Trips for Experiential Learning

1. Enhancing Academic Learning:

- o Field trips complement classroom instruction by providing hands-on experiences that bring academic concepts to life. Students can observe and interact with real-world applications of what they have learned in subjects such as science, history, art, and more.

2. Developing Critical Thinking and Problem-Solving Skills:

- o Experiential learning encourages students to ask questions, make observations, and think critically about their surroundings. These experiences help develop important problem-solving skills and the ability to apply knowledge in practical situations.

3. Cultural and Social Exposure:

- o Field trips expose students to diverse cultures, environments, and perspectives. This exposure fosters an appreciation for diversity and helps students develop a broader understanding of the world around them.

4. Building Social Skills and Teamwork:



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- o Participating in field trips provides opportunities for students to work collaboratively, build relationships, and develop social skills. Group activities and shared experiences help strengthen the sense of community among students.
5. **Creating Memorable Learning Experiences:**
- o Field trips create lasting memories and meaningful connections to academic content. These experiences often leave a lasting impact on students, making learning more engaging and enjoyable.

Guidelines for Behavior and Dress Code on Trips

1. **Behavior Expectations:**
 - o **Respect and Responsibility:** Students are expected to demonstrate respect for their peers, teachers, chaperones, and the venues they visit. This includes following instructions, staying with the group, and treating all individuals and property with care.
 - o **Safety First:** Safety is a top priority on field trips. Students must adhere to all safety guidelines provided by teachers and chaperones, including staying within designated areas and using equipment properly.
 - o **Active Participation:** Students are encouraged to actively participate in all activities and engage with the learning opportunities presented during the field trip. This includes asking questions, taking notes, and participating in discussions.
2. **Dress Code:**
 - o **Appropriate Attire:** Students should dress appropriately for the nature of the field trip. This includes considering the weather, venue, and activities planned. Specific dress code requirements will be communicated prior to each trip.
 - o **School Uniform:** For most field trips, students are required to wear their school uniform to ensure a cohesive and easily identifiable group. Exceptions to this rule will be communicated in advance.
 - o **Comfort and Safety:** Students should wear comfortable clothing and footwear suitable for walking and outdoor activities. Hats, sunscreen, and other protective gear may be recommended for outdoor trips.
3. **Preparation and Organization:**
 - o **Permission Slips:** Parents/guardians must sign and return permission slips by the specified deadline for their child to participate in the field trip. These slips include important information about the trip and emergency contact details.
 - o **Packing Essentials:** Students should bring any necessary items as specified by their teachers, such as packed lunches, water bottles, notebooks, or specific equipment. It is important to travel light and only bring what is needed.



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- o **Punctuality:** Students must arrive on time for departure and adhere to the schedule provided by their teachers. Late arrivals can disrupt the trip and affect the group's experience.
- 4. **Chaperones and Supervision:**
 - o **Adult Supervision:** Field trips will be supervised by teachers and designated chaperones. These adults are responsible for ensuring the safety and well-being of students throughout the trip.
 - o **Group Assignments:** Students will be assigned to small groups with a chaperone to ensure effective supervision. Chaperones will conduct headcounts and maintain communication with teachers to ensure all students are accounted for.

Field trips are an integral part of the educational experience at PCA, providing students with valuable opportunities for experiential learning, personal growth, and social development. By adhering to the guidelines for behavior and dress code, students can ensure that these trips are safe, productive, and enjoyable for everyone involved.

Extracurricular Activities and Clubs

The Pentecostal Church of God Christian Academy (PCA) recognizes the importance of extracurricular activities and clubs in fostering a well-rounded education and enhancing the student experience. While this section is currently under review pending the opening of our new Life Center, we encourage you to check the school website regularly for future updates and detailed information. Below is an overview of the anticipated offerings and procedures for joining and participating in extracurricular activities and clubs at PCA.

List of Available Activities and Clubs

PCA is committed to offering a diverse range of extracurricular activities and clubs to cater to the varied interests and talents of our students. While the final list will be confirmed upon the opening of the Life Center, the following are examples of the types of activities and clubs we plan to offer:

1. **Academic Clubs:**
 - o Math Club
 - o Science Club
 - o Debate Team
 - o Robotics Club
2. **Arts and Culture:**
 - o Art Club
 - o Drama Club
 - o Music Ensemble
 - o Choir
3. **Sports and Fitness:**



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- o Basketball Team
- o Volleyball Team
- o Fishing Team
- o Gold Team
- o Tennis Team
- o Esports Team
- 4. **Leadership and Service:**
 - o Community Service Club
 - o Leadership Training Programs
 - o Peer Mentoring
- 5. **Special Interest Groups:**
 - o Chess Club
 - o Environmental Club
 - o Book Club
 - o Photography Club

Procedures for Joining and Participating

1. **Enrollment Period:**
 - o Information about enrollment periods for extracurricular activities and clubs will be provided at the beginning of each semester. Announcements will be made through the school website, newsletters, and school assemblies.
2. **Sign-Up Process:**
 - o Students interested in joining an activity or club will need to complete a sign-up form, which will be available on the school website and at the school office. The form will require basic information, including the student's name, grade level, and chosen activities or clubs.
 - o Some clubs or activities may have specific requirements or prerequisites, which will be outlined in the sign-up information.
3. **Parent/Guardian Consent:**
 - o For participation in certain activities, particularly those involving travel or additional costs, a signed consent form from a parent or guardian will be required. Consent forms will be provided upon sign-up.
4. **Attendance and Commitment:**
 - o Students are expected to attend all scheduled meetings, practices, or events associated with their chosen activities or clubs. Consistent attendance is crucial for the success of both the individual and the group.
 - o Students should demonstrate commitment and responsibility by actively participating, respecting their peers and leaders, and adhering to the club's guidelines and schedules.
5. **Participation Fees:**



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- o Some extracurricular activities and clubs may require a participation fee to cover costs such as materials, uniforms, or travel expenses. Details about any fees will be provided at the time of sign-up.
- 6. **Leadership Opportunities:**
 - o Many clubs offer opportunities for students to take on leadership roles, such as club president, team captain, or event coordinator. Students interested in leadership positions should express their interest during the sign-up process or to the club advisor.
- 7. **Communication:**
 - o Regular communication will be maintained between club advisors and participants. This includes updates on meetings, events, and any changes to schedules. Students are encouraged to check their school email and the club's designated communication channels regularly.
- 8. **Code of Conduct:**
 - o All students participating in extracurricular activities and clubs are expected to adhere to the school's code of conduct. This includes demonstrating respect, integrity, and cooperation at all times.

Student Leadership Opportunities

We believe that fostering leadership skills in our students is crucial for their personal and academic development. Our student leadership opportunities are designed to empower students, build their confidence, and develop their ability to lead with integrity and responsibility. This section outlines the roles and responsibilities of student leaders and the process for applying for leadership positions.

Roles and Responsibilities of Student Leaders

1. **Club and Activity Leaders:**
 - o **Roles:** Positions such as Club President, Vice President, Secretary, and Treasurer.
 - o **Responsibilities:**
 - Organize and conduct club meetings and activities.
 - Develop and implement club goals and projects.
 - Manage club resources and maintain accurate records.
 - Encourage participation and engagement among club members.
2. **Peer Mentors:**
 - o **Roles:** Peer Mentor or Peer Leader.
 - o **Responsibilities:**
 - Provide guidance and support to fellow students, especially newcomers and underclassmen.



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- Facilitate peer tutoring sessions and study groups.
- Promote positive behavior and academic excellence.
- Serve as a role model and advocate for a supportive school environment.

How to Apply for Leadership Positions

1. Eligibility:

- Students must meet specific eligibility criteria, which may include a minimum GPA, good attendance record, and demonstrated commitment to school activities and values.
- Detailed eligibility requirements for each leadership position will be provided during the application period.

2. Application Process:

- **Announcement:** Leadership positions and the application process will be announced at the beginning of each academic year through school assemblies, newsletters, and the school website.
- **Application Form:** Interested students must complete an application form, which includes personal information, a statement of interest, and any relevant experience. Forms will be available online and at the school office.
- **Recommendation Letters:** Applicants may be required to submit letters of recommendation from teachers, counselors, or community members who can attest to their leadership potential and character.

3. Selection Process:

- **Interview:** Shortlisted candidates will be invited for an interview with a selection committee comprising faculty, staff, and current student leaders. The interview will assess the candidate's suitability for the leadership role.
- **Presentation:** Some positions may require candidates to prepare and present a plan or vision for their role, demonstrating their leadership skills and ideas.
- **Election (if applicable):** For certain positions, such as Student Government roles, a student election may be held. Candidates will have the opportunity to campaign and present their platforms to the student body.

4. Training and Induction:

- **Leadership Training:** Selected student leaders will participate in leadership training sessions that cover topics such as effective communication, team building, conflict resolution, and project management.
- **Induction Ceremony:** An induction ceremony will be held to officially recognize and celebrate the new student leaders. This event will be attended by students, faculty, staff, and parents.

5. Ongoing Support:

- **Mentorship:** Student leaders will receive ongoing support and mentorship from faculty advisors and experienced student leaders.



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- o **Regular Meetings:** Regular meetings will be held to discuss progress, address challenges, and plan future activities. These meetings provide a platform for continuous learning and development.

Health and Safety

The health and safety of our students are of paramount importance. Ensuring that all students meet immunization requirements is a critical part of our commitment to maintaining a safe and healthy school environment. This section outlines the immunization requirements for enrollment at PCA, including a list of the required immunizations.

Immunization Requirements

All students enrolled at PCA must meet the immunization requirements set forth by the state of Georgia. These requirements are designed to protect students from preventable diseases and to promote public health within the school community.

List of Required Immunizations for Enrollment

The following immunizations are required for enrollment at PCA. Parents/guardians must provide proof of immunization through an official immunization record, which must be submitted to the school office prior to the start of the school year.

1. **Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Tdap/Td):**
 - o **Requirement:** A series of five doses of DTaP or DTP, followed by a booster dose of Tdap at age 11 or older.
 - o **Schedule:**
 - 1st dose at 2 months
 - 2nd dose at 4 months
 - 3rd dose at 6 months
 - 4th dose at 15-18 months
 - 5th dose at 4-6 years
 - Tdap booster at age 11 or older
2. **Polio (IPV/OPV):**
 - o **Requirement:** A series of four doses.
 - o **Schedule:**
 - 1st dose at 2 months
 - 2nd dose at 4 months
 - 3rd dose at 6-18 months
 - 4th dose at 4-6 years
3. **Measles, Mumps, and Rubella (MMR):**
 - o **Requirement:** Two doses.
 - o **Schedule:**
 - 1st dose at 12-15 months



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- 2nd dose at 4-6 years
- 4. **Hepatitis B (HepB):**
 - **Requirement:** A series of three doses.
 - **Schedule:**
 - 1st dose at birth
 - 2nd dose at 1-2 months
 - 3rd dose at 6-18 months
- 5. **Varicella (Chickenpox):**
 - **Requirement:** Two doses.
 - **Schedule:**
 - 1st dose at 12-15 months
 - 2nd dose at 4-6 years
- 6. **Haemophilus influenzae type b (Hib):**
 - **Requirement:** A series of three or four doses, depending on the specific vaccine used.
 - **Schedule:**
 - 1st dose at 2 months
 - 2nd dose at 4 months
 - 3rd dose at 6 months (if needed)
 - Booster dose at 12-15 months
- 7. **Pneumococcal Conjugate (PCV13):**
 - **Requirement:** A series of four doses.
 - **Schedule:**
 - 1st dose at 2 months
 - 2nd dose at 4 months
 - 3rd dose at 6 months
 - 4th dose at 12-15 months
- 8. **Hepatitis A (HepA):**
 - **Requirement:** Two doses.
 - **Schedule:**
 - 1st dose at 12-23 months
 - 2nd dose 6-18 months after the first dose
- 9. **Meningococcal (MenACWY):**
 - **Requirement:** One dose at age 11-12 years, with a booster dose at age 16.
 - **Schedule:**
 - 1st dose at age 11-12 years
 - Booster dose at age 16

Documentation and Submission

1. **Official Immunization Record:**
 - Parents/guardians must provide an official immunization record, which can be obtained from a healthcare provider or the local health department.



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- o The record must include the dates of each required immunization and the signature or stamp of the healthcare provider.
- 2. Submission Deadline:**
 - o The immunization record must be submitted to the school office prior to the start of the school year.
 - o Students will not be allowed to attend classes until the school has received and verified the required immunization documentation.
- 3. Exemptions:**
 - o Medical exemptions may be granted for students who have a documented medical condition that contraindicates a specific vaccine. A signed statement from a licensed healthcare provider is required for medical exemptions.
 - o Religious exemptions may be granted upon submission of a notarized affidavit stating that immunizations are contrary to the religious beliefs of the student or parent/guardian.

Illness and Contagious Diseases

Proper management of illness and contagious diseases is critical to maintaining a healthy school environment. This section outlines the procedures for managing illness at school and the requirements for returning to school after an illness.

Procedures for Managing Illness at School

- 1. Identification and Assessment:**
 - o If a student begins to feel unwell or shows symptoms of illness during the school day, they should immediately inform their teacher.
 - o The teacher will refer the student to the school nurse or designated health personnel for assessment.
 - o The school nurse will conduct an initial evaluation to determine the severity of the symptoms and the appropriate course of action.
- 2. Isolation and Parental Notification:**
 - o If the school nurse determines that a student is exhibiting symptoms of a contagious illness or is too unwell to remain at school, the student will be placed in a designated isolation area to prevent the spread of illness.
 - o The school nurse will contact the student's parent or guardian to inform them of the situation and request that they pick up the student as soon as possible.
 - o Parents are encouraged to ensure that their contact information is up-to-date and that they have a plan in place for picking up their child promptly in case of illness.
- 3. Care and Monitoring:**
 - o While waiting for their parent or guardian, the student will be monitored by the school nurse or designated health personnel.



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- o The school nurse will provide basic care and comfort measures, such as hydration and rest, while ensuring that the student remains isolated from others.
- 4. **Documentation and Communication:**
 - o The school nurse will document the student's symptoms, actions taken, and communications with the parent or guardian.
 - o Teachers and relevant staff will be informed of the student's absence and any necessary precautions to be taken in the classroom or school environment.

Requirements for Returning After Illness

1. **Symptom-Free Period:**
 - o Students must be free of symptoms for at least 24 hours before returning to school. This includes being fever-free without the use of fever-reducing medications, and the absence of symptoms such as vomiting, diarrhea, or severe cough.
2. **Doctor's Note:**
 - o For certain contagious diseases or prolonged illnesses, a doctor's note may be required to confirm that the student is no longer contagious and is fit to return to school. The school nurse will inform parents if a doctor's note is necessary.
 - o Examples of illnesses that may require a doctor's note include strep throat, influenza, conjunctivitis (pink eye), and COVID-19.
3. **Communicable Disease Policy:**
 - o Students diagnosed with a communicable disease must follow the school's communicable disease policy, which includes specific guidelines for exclusion and return. The policy is aligned with public health recommendations and may include longer exclusion periods for certain illnesses.
4. **Medication Administration:**
 - o If a student requires medication during the school day as part of their recovery, parents must provide the medication along with a completed medication administration form signed by the prescribing doctor. The medication will be administered according to the school's medication policy.
5. **Re-Entry Meeting:**
 - o In some cases, a re-entry meeting with the school nurse, parent or guardian, and the student may be necessary to discuss any ongoing health needs and ensure a smooth transition back to school.

Prevention and Education

1. **Hygiene Practices:**



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- o PCA promotes good hygiene practices, including regular handwashing, respiratory etiquette (covering coughs and sneezes), and the use of hand sanitizers.
 - o Educational materials and reminders about hygiene practices are provided to students and staff.
- 2. Health Screenings:**
- o Routine health screenings may be conducted to monitor the health of students and identify potential issues early. This may include temperature checks and symptom questionnaires during periods of heightened illness.
- 3. Communication:**
- o PCA will communicate with parents and guardians about outbreaks of contagious diseases and provide guidance on preventive measures and symptoms to watch for.
 - o Parents are encouraged to report any diagnosed contagious illnesses to the school to help prevent the spread and ensure appropriate measures are taken.

The PCA's aim is to maintain a healthy school environment and minimize the spread of illness.

Medication Policies

Proper management and administration of medication during school hours are crucial for students who require them. This section outlines the guidelines for administering medication at school and the requirements for parental and physician authorization.

Guidelines for Administering Medication at School

- 1. Designated Personnel:**
 - o Medications will only be administered by the school nurse or other designated and trained personnel.
 - o All medications, whether prescription or over-the-counter, must be stored securely in the school nurse's office.
- 2. Prescription Medications:**
 - o Prescription medications must be provided in the original pharmacy-labeled container, which includes the student's name, medication name, dosage, and administration instructions.
 - o Medications must be delivered to the school nurse by a parent or guardian. Students are not permitted to carry medications with them unless approved by the school for emergency medications such as inhalers or EpiPens.
- 3. Over-the-Counter Medications:**
 - o Over-the-counter medications must be provided in the original packaging with the student's name written on it.



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- o These medications will only be administered according to the package instructions unless accompanied by a physician's note specifying different instructions.
- 4. **Self-Administration:**
 - o Students may be allowed to self-administer emergency medications, such as asthma inhalers or EpiPens, with prior approval from the school nurse, a written physician's order, and parent/guardian consent.
 - o The student must demonstrate proper use of the medication to the school nurse.
- 5. **Medication Administration Record:**
 - o A medication administration record will be maintained for each student receiving medication at school. This record includes the student's name, medication name, dosage, administration time, and the name of the person administering the medication.
- 6. **Medication Changes:**
 - o Any changes in medication, dosage, or administration schedule must be communicated to the school nurse in writing by both the parent/guardian and the prescribing physician.
 - o Updated medication labels or prescriptions must be provided to reflect the changes.

Requirements for Parental and Physician Authorization

1. **Parental Authorization:**
 - o Parents/guardians must complete and sign a medication administration authorization form for each medication their child needs to take during school hours.
 - o This form must include the student's name, medication name, dosage, administration schedule, and any specific instructions for administration.
2. **Physician Authorization:**
 - o A written order from the student's physician is required for all prescription medications and any over-the-counter medications that need to be administered differently from the package instructions.
 - o The physician's order must include the student's name, medication name, dosage, administration schedule, and the duration for which the medication is to be administered.
 - o The physician's contact information should be included in case the school nurse needs to clarify any instructions.
3. **Emergency Medications:**
 - o For emergency medications like asthma inhalers and EpiPens, both a physician's order and a parent/guardian authorization are required for the student to carry and self-administer the medication.
 - o The authorization must include confirmation that the student has been trained in and understands the proper use of the medication.



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4. Renewal of Authorizations:

- o Medication authorizations must be renewed at the beginning of each school year. New authorization forms must be submitted for any changes to the medication or its administration during the school year.

5. Discontinuation of Medication:

- o If a medication is discontinued, parents/guardians must notify the school nurse in writing. Unused medication must be picked up by the parent/guardian, or it will be disposed of according to school policy.

Ensuring the safe administration of medications at school is a collaborative effort between parents, healthcare providers, and school staff. By adhering to these guidelines and authorization requirements, we can help manage students' health needs effectively while they are at school. For more detailed information about our medication policies and to obtain the necessary forms, please contact the school office.

Special Physical Needs

PCA is committed to providing an inclusive and supportive environment for all students, including those with special physical needs. We recognize the importance of accommodating and addressing the unique challenges faced by these students to ensure their full participation and success in our academic programs. This section outlines our policies and procedures for accommodating students with special physical needs.

Policies for Accommodating Students with Special Needs

1. Identification and Assessment:

- o **Initial Assessment:** Upon enrollment, parents/guardians are encouraged to inform the school of any special physical needs their child may have. This information helps us to plan and implement appropriate accommodations.
- o **Medical Documentation:** Parents/guardians must provide current medical documentation from a licensed healthcare provider outlining the student's specific physical needs, recommended accommodations, and any necessary medical interventions.
- o **Individualized Education Plan (IEP):** For students with identified special needs, an Individualized Education Plan (IEP) or a 504 Plan will be developed in collaboration with parents/guardians, healthcare providers, and school staff.

2. Developing an Accommodation Plan:

- o **Team Collaboration:** A multidisciplinary team, including teachers, school counselors, the school nurse, and administrators, will work together to develop a comprehensive accommodation plan tailored to the student's needs.



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- **Customized Accommodations:** The accommodation plan will outline specific strategies and modifications to support the student's physical, academic, and social needs. This may include adaptive equipment, modified classroom environments, or specialized instructional techniques.
- **Review and Update:** The accommodation plan will be reviewed and updated regularly to ensure it continues to meet the student's evolving needs. Parents/guardians and healthcare providers are encouraged to participate in these reviews.
- 3. **Classroom Accommodations:**
 - **Physical Accessibility:** Classrooms, restrooms, and common areas will be made physically accessible to students with mobility challenges. This includes ramps, elevators, and appropriately designed furniture.
 - **Assistive Technology:** The school will provide assistive technology devices and software as needed to support the student's learning and communication needs.
 - **Seating Arrangements:** Seating arrangements may be modified to accommodate the student's physical needs, ensuring they have a comfortable and conducive learning environment.
- 4. **Health and Safety Accommodations:**
 - **Emergency Plans:** Individual emergency evacuation plans will be developed for students with physical disabilities to ensure their safety during drills and actual emergencies.
 - **Medical Support:** The school nurse will coordinate with parents/guardians and healthcare providers to manage any necessary medical interventions during school hours. This may include administering medications, monitoring health conditions, or providing physical assistance.
 - **Specialized Training:** Staff members will receive training on how to support students with special physical needs, including the use of adaptive equipment and emergency procedures.
- 5. **Academic Support:**
 - **Differentiated Instruction:** Teachers will employ differentiated instructional strategies to meet the diverse learning needs of students with special physical needs. This includes providing additional time for assignments, alternative assessment methods, and personalized learning plans.
 - **Tutoring and Resource Services:** Additional academic support, such as tutoring and resource services, will be made available to help students achieve their educational goals.
- 6. **Extracurricular and Social Inclusion:**
 - **Inclusive Activities:** Extracurricular activities and school events will be designed to be inclusive and accessible to all students. Modifications will be made to ensure that students with special physical needs can participate fully.



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- o **Peer Support:** Peer support programs may be implemented to foster a supportive and inclusive school community. This encourages positive social interactions and friendships among all students.
- 7. **Communication and Collaboration:**
 - o **Regular Meetings:** Regular meetings between parents/guardians, teachers, and the school's support team will be scheduled to discuss the student's progress, address any concerns, and make necessary adjustments to the accommodation plan.
 - o **Open Communication:** Open and ongoing communication between the school and the family is essential. Parents/guardians are encouraged to share updates about their child's needs and any changes in their condition.

Mental Health and Counseling Services

PCA prioritizes the mental health and emotional well-being of our students. This section provides information on the availability of counseling services and the procedures for accessing mental health support.

Availability of Counseling Services

1. **Individual Counseling:**
 - o PCA offers one-on-one counseling sessions with a school counselor for students to discuss personal concerns and develop coping strategies. These sessions are confidential and tailored to meet the individual needs of each student.
2. **Crisis Intervention:**
 - o The counseling team provides immediate support in times of crisis, helping students navigate difficult situations and access necessary resources.

Procedures for Accessing Mental Health Support

1. **Self-Referral:**
 - o Students can request to speak with a counselor by visiting the school counseling office, sending an email, or making a phone call. Walk-ins are welcome, subject to counselor availability.
2. **Parent/Guardian Referral:**
 - o Parents or guardians concerned about their child's mental health can refer their child to the counseling services by contacting the school counseling office to arrange an initial meeting.
3. **Teacher Referral:**



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- o Teachers who notice changes in a student's behavior or academic performance can refer the student to the counseling team by completing a referral form and submitting it to the counseling office.
- 4. **Confidentiality and Consent:**
 - o All counseling sessions are confidential. Information shared during sessions will not be disclosed without the student's consent, except in cases where there is a risk of harm or as required by law. For students under 18, parental or guardian consent may be required for ongoing counseling services.
- 5. **Crisis Situations:**
 - o In emergencies, students should inform a teacher, staff member, or visit the counseling office directly. Counselors will provide prompt assistance and, if necessary, referrals to external resources.

Contact Information

- **School Counseling Office:**
 - o Email: shnitha.zackery@pcad2.org
 - o Phone: XXX-XXX-XXXX

PCA is committed to supporting the mental health and emotional well-being of all students. Our counseling services provide a confidential space for students to seek help and develop the skills needed for personal and academic success. For more information, please contact the school counseling office directly.



Student Code of Conduct

At Pentecostal Church of God Christian Academy (PCA), we are committed to fostering a safe, respectful, and inclusive environment that promotes academic excellence and spiritual growth. Our Student Code of Conduct is designed to provide clear guidelines for behavior that reflect our core values and support a positive school community. This section outlines the expectations for student conduct, the responsibilities of students, and the procedures for addressing disciplinary issues.

The Student Code of Conduct serves several important purposes:

1. **Establishing Clear Expectations:**
 - It provides students with a clear understanding of the behaviors that are expected of them and the standards they are to uphold.
 - It helps students understand the importance of personal responsibility and accountability in their actions.
2. **Promoting a Positive Learning Environment:**
 - It ensures that all students can learn in a safe and supportive atmosphere, free from disruptions and negative influences.
 - It encourages mutual respect, cooperation, and harmony among students, faculty, and staff.
3. **Supporting Spiritual and Moral Development:**
 - It aligns with the Christian values and principles that are central to PCA's mission, guiding students in their spiritual and moral development.
 - It helps students grow in character, integrity, and ethical behavior.
4. **Ensuring Fairness and Consistency:**
 - It provides a framework for fair and consistent enforcement of rules and disciplinary measures.
 - It ensures that all students are treated equitably and that any disciplinary actions are transparent and just.

By adhering to the Student Code of Conduct, students at PCA are encouraged to develop the habits and attitudes that will not only contribute to their success at school but also prepare them for responsible citizenship and leadership in their communities. This code is a vital part of our commitment to nurturing the whole student—academically, spiritually, and personally.

For detailed information on specific rules, disciplinary procedures, and the roles and responsibilities of students, parents, and staff, please refer to the following sections of the handbook. Our collective adherence to these guidelines ensures that PCA remains a place where all students can thrive and achieve their full potential.



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Parent Responsibilities

Parental involvement and support are critical to the academic and personal success of our students. We expect parents to be active partners in their child's education and to contribute positively to the school community. This section outlines the key responsibilities and expectations for parents.

Expectations for Parental Involvement and Support

1. Communication:

- o Maintain open and regular communication with teachers, administrators, and school staff.
- o Attend parent-teacher conferences, school meetings, and events to stay informed about your child's progress and school activities.
- o Respond promptly to school communications, including emails, phone calls, and notices.

2. Support for Learning:

- o Encourage and support your child's academic endeavors by providing a conducive learning environment at home.
- o Monitor your child's homework, assignments, and study habits to ensure they are staying on track.
- o Promote a positive attitude towards education and reinforce the importance of academic excellence and effort.

3. Participation in School Activities:

- o Volunteer for school events, activities, and committees when possible to support the school community and model positive involvement for your child.
- o Participate in parent organizations, such as the Parent-Teacher Organization (PTO), to contribute to the school's mission and goals.

4. Adherence to School Policies:

- o Familiarize yourself with the school's policies, procedures, and the Student Code of Conduct.
- o Ensure that your child adheres to school rules and policies, including attendance, dress code, and behavior standards.
- o Support the school's efforts to maintain a safe and respectful learning environment.

5. Health and Wellness:

- o Ensure your child attends school regularly and arrives on time.
- o Monitor your child's health and well-being, and keep the school informed of any medical or personal issues that may affect their learning.
- o Encourage healthy lifestyle habits, including proper nutrition, physical activity, and adequate sleep.



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Scholar (Student) Responsibilities

Scholars are expected to uphold high standards of behavior and conduct. This section outlines the responsibilities of students to ensure a positive and productive school environment.

Standards of Behavior and Conduct

1. Respect and Courtesy:

- o Treat all members of the school community with respect and courtesy.
- o Listen attentively and speak politely to teachers, staff, and fellow students.
- o Respect the personal property of others and the school's facilities and resources.

2. Academic Integrity:

- o Complete all assignments, tests, and projects honestly and to the best of your ability.
- o Avoid cheating, plagiarism, and any form of academic dishonesty.
- o Take responsibility for your own learning and seek help when needed.

3. Attendance and Punctuality:

- o Attend school regularly and arrive on time for all classes and school activities.
- o Follow the school's procedures for reporting absences and tardiness.
- o Make up any missed work promptly.

4. Dress Code:

- o Adhere to the school's dress code policy, ensuring that you are dressed appropriately and respectfully for the school environment.
- o Maintain personal cleanliness and hygiene.

5. Behavior:

- o Follow all school rules and instructions from teachers and staff.
- o Avoid disruptive behavior that interferes with the learning environment.
- o Participate actively and positively in class and school activities.

Bullying and Cyberbullying Policies

Bullying and cyberbullying are strictly prohibited, and the school has clear procedures for reporting and addressing such behavior.

Definition and Examples of Bullying

1. Bullying:

- o Bullying is defined as repeated, intentional behavior that causes physical or emotional harm to another person. It can take various forms, including physical, verbal, and social.
- o Examples of bullying include:
 - Physical: Hitting, kicking, pushing, or any form of physical aggression.
 - Verbal: Teasing, name-calling, threats, or derogatory comments.



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- Social: Excluding someone from a group, spreading rumors, or encouraging others to bully.

2. Cyberbullying:

- Cyberbullying involves using digital technology to harm or harass others. This includes the use of social media, text messages, emails, and other online platforms.
- Examples of cyberbullying include:
 - Sending threatening or mean messages.
 - Posting hurtful or derogatory comments or images online.
 - Creating fake profiles to impersonate or embarrass someone.

Procedures for Reporting and Addressing Bullying

1. Reporting Bullying:

- Students who experience or witness bullying should report it to a teacher, school counselor, or administrator immediately.
- Parents and guardians are encouraged to report any concerns about bullying to the school.

2. Investigation:

- The school will promptly investigate all reports of bullying and cyberbullying.
- The investigation will involve interviews with the victim, the alleged bully, and any witnesses. Confidentiality will be maintained as much as possible.

3. Intervention and Consequences:

- If bullying is confirmed, appropriate disciplinary actions will be taken in accordance with the school's policies. This may include warnings, detentions, suspension, or expulsion, depending on the severity of the behavior.
- Support and counseling will be provided to the victim to ensure their well-being and safety.

4. Prevention:

- PCA will implement programs and activities to educate students about the effects of bullying and promote a culture of respect and inclusion.
- Regular training will be provided for staff to recognize and address bullying effectively.

Discipline Procedures

Our discipline procedures are designed to address both minor and major violations with appropriate consequences to reinforce positive behavior and deter misconduct.

Overview of Minor and Major Violations

1. Minor Violations:



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- o Examples: Tardiness, dress code infractions, minor classroom disruptions, failure to complete homework.
- o Consequences:
 - Verbal warnings.
 - Detentions.
 - Parent/guardian notification.
 - Restorative practices, such as written apologies or community service within the school.

2. Major Violations:

- o Examples: Bullying, cheating, fighting, theft, vandalism, repeated minor violations.
- o Consequences:
 - Suspension (in-school or out-of-school).
 - Expulsion for severe or repeated offenses.
 - Mandatory counseling sessions.
 - Parent/guardian conferences.
 - Legal action or involvement of law enforcement if necessary.

Dress Code and Uniform Policies

PCA requires students to adhere to a strict dress code and uniform policy to maintain a professional and focused educational environment.

Dress Code Guidelines

- **Uniform:** Students must wear the prescribed school uniform at all times. Details on the uniform can be found on our website at www.pcad2.org.
- **Appearance:** Uniforms must be clean, neatly pressed, and worn appropriately. Shirts must be tucked in, and skirts must be of an appropriate length.
- **Accessories:** Limited to simple and non-distracting items. Excessive jewelry, extreme hairstyles, and makeup are not permitted.
- **Footwear:** Closed-toe shoes in designated colors as per the uniform policy.

Policies for Uniform Compliance

- **Checks:** Regular uniform checks will be conducted by teachers and administration.
- **Violations:** Non-compliance will result in a warning and notification to parents. Repeated violations may result in detention or other disciplinary actions.
- **Special Days:** On designated non-uniform days, students must adhere to guidelines provided by the school.

Use of School Property



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Students are expected to respect and maintain school property, ensuring that facilities and equipment are kept in good condition.

Expectations for Maintaining School Property

- **Respect:** Handle all school property with care, including books, computers, sports equipment, and furniture.
- **Cleanliness:** Keep classrooms, hallways, and common areas clean and free of litter.

Consequences for Damage or Misuse

- **Minor Damage:** Restorative practices, such as cleaning or repairing the damage.
- **Major Damage or Vandalism:** Reimbursement for repairs, suspension, or expulsion, depending on the severity.
- **Misuse:** Misuse of school property, such as unauthorized use of computers, may result in restricted access and disciplinary action.

Drugs, Alcohol, and Tobacco Policy

PCA enforces a zero-tolerance policy for substance abuse to ensure a safe and healthy environment for all students.

Zero Tolerance Policy for Substance Abuse

- **Prohibition:** The use, possession, or distribution of drugs, alcohol, or tobacco products is strictly prohibited on school grounds and at school events.
- **Education:** Regular educational programs on the dangers of substance abuse will be provided.

Procedures for Handling Violations

- **Investigation:** Immediate investigation of any reported or suspected violations.
- **Consequences:** Suspension or expulsion, notification of parents/guardians, and possible involvement of law enforcement.
- **Support:** Mandatory counseling and referral to substance abuse programs.

Weapons Policy

PCA strictly prohibits the possession of weapons on school grounds to ensure the safety of all students and staff.

Prohibition of Weapons on School Grounds

- **Definition:** Weapons include, but are not limited to, firearms, knives, and any object intended to cause harm.



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- **Searches:** The school reserves the right to conduct searches of students and their property if there is reasonable suspicion of weapon possession.

Procedures for Reporting and Addressing Violations

- **Reporting:** Students and staff must report any suspected weapon possession immediately.
- **Investigation:** Prompt investigation by school administration.
- **Consequences:** Immediate suspension, expulsion, and notification of law enforcement.

Use of Electronic Devices

PCA has specific guidelines for the use of electronic devices to minimize distractions and ensure a productive learning environment.

Guidelines for the Use of Phones, Tablets, and Other Devices

- **In-Class Use:** Electronic devices are only allowed for educational purposes as directed by the teacher.
- **Personal Use:** Personal use of electronic devices is restricted to designated areas and times, such as during lunch breaks.

Policies for Electronic Device Usage During School Hours

- **Storage:** Students must store their devices in lockers or designated areas during class unless permitted by the teacher.
- **Misuse:** Unauthorized use of electronic devices during class will result in confiscation and potential disciplinary action.
- **Parental Notification:** Confiscated devices will be returned at the end of the day, and repeated offenses will require a meeting with parents.



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Non-Discrimination and Harassment Policies

At Pentecostal Church of God Christian Academy (PCA), we are committed to creating and maintaining a safe, inclusive, and respectful environment for all members of our school community. We believe that every student, staff member, and visitor has the right to be treated with dignity and respect, free from discrimination and harassment. Our Non-Discrimination and Harassment Policies are designed to ensure that everyone in our community is protected from bias, prejudice, and unjust treatment.

PCA stands firmly against all forms of discrimination and harassment. We recognize the value of diversity and the importance of fostering an environment where all individuals feel welcomed, respected, and valued. Our policies are grounded in the principles of equality and justice, reflecting our commitment to upholding the highest standards of conduct and integrity.

Purpose and Scope

The purpose of these policies is to:

- **Promote Equity and Inclusion:** Ensure that all individuals, regardless of their race, color, religion, gender, national origin, age, disability, or any other characteristic protected by law, have equal access to educational opportunities and resources.
- **Prevent Discrimination and Harassment:** Proactively prevent and address any form of discrimination, harassment, or retaliation within the school community.
- **Establish Clear Procedures:** Provide clear guidelines for reporting, investigating, and resolving complaints of discrimination and harassment.

Commitment to Non-Discrimination

PCA does not tolerate discrimination in any form. This includes, but is not limited to, discrimination based on:

- Race
- Color
- Religion
- Gender
- National origin
- Age
- Disability
- Any other characteristic protected by applicable federal, state, or local laws

We are dedicated to providing equal opportunities in all aspects of school life, including admissions, academics, extracurricular activities, and employment.

Commitment to Preventing Harassment

Harassment, whether verbal, physical, or visual, is unacceptable and will not be tolerated at PCA. Harassment includes, but is not limited to:



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- Unwelcome remarks, jokes, or comments about a person's race, color, religion, gender, national origin, age, disability, or other protected characteristic
- Physical intimidation or unwelcome physical contact
- The display or circulation of derogatory or offensive materials
- Any behavior that creates a hostile, intimidating, or offensive environment

Creating a Respectful Community

We believe that fostering a culture of respect and inclusion is everyone's responsibility. All members of the PCA community are expected to:

- Treat others with respect and dignity
- Refrain from engaging in discriminatory or harassing behavior
- Speak out against and report any observed or experienced discrimination or harassment
- Support efforts to create an inclusive and welcoming environment for all

Reporting and Resolution

PCA provides multiple avenues for reporting incidents of discrimination or harassment. Students, parents, and staff members are encouraged to report any concerns to school administrators, counselors, or designated compliance officers. All reports will be taken seriously and investigated promptly and impartially. Retaliation against anyone who reports discrimination or harassment or participates in an investigation is strictly prohibited and will result in disciplinary action.

The Non-Discrimination and Harassment Policies at PCA underscore our commitment to maintaining a safe and inclusive environment where everyone can thrive. By adhering to these policies and promoting a culture of respect and equality, we can ensure that PCA remains a place of learning, growth, and mutual respect for all.

Homosexuality and LGBT Issues

At Pentecostal Church of God Christian Academy (PCA), our beliefs and practices are deeply rooted in biblical teachings. We strive to create an environment that aligns with our faith and upholds the principles set forth in the Bible. This section outlines the school's stance on LGBT issues, supported by scripture from the King James Version (KJV) of the Bible.

School's Stance on LGBT Issues Based on Biblical Teachings

Biblical Foundation:

- PCA believes that marriage is ordained by God as a union between one man and one woman, as stated in Genesis 2:24: "Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh."



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- o We hold that sexual relations are to be reserved for marriage between a man and a woman. Any sexual activity outside this context is considered contrary to biblical teachings.

Scriptural Support:

- **Leviticus 18:22:** "Thou shalt not lie with mankind, as with womankind: it is abomination."
 - o This verse explicitly states that homosexual acts are viewed as an abomination according to biblical law.
- **Romans 1:26-27:** "For this cause God gave them up unto vile affections: for even their women did change the natural use into that which is against nature: And likewise also the men, leaving the natural use of the woman, burned in their lust one toward another; men with men working that which is unseemly, and receiving in themselves that recompence of their error which was meet."
 - o These verses describe homosexual acts as unnatural and contrary to God's design for human relationships.
- **1 Corinthians 6:9-10:** "Know ye not that the unrighteous shall not inherit the kingdom of God? Be not deceived: neither fornicators, nor idolaters, nor adulterers, nor effeminate, nor abusers of themselves with mankind, Nor thieves, nor covetous, nor drunkards, nor revilers, nor extortioners, shall inherit the kingdom of God."
 - o This passage includes those who engage in homosexual acts among those who will not inherit the kingdom of God, emphasizing the seriousness of adhering to biblical sexual ethics.

School Policy:

- **Adherence to Biblical Teachings:** PCA requires that all students, staff, and faculty respect and adhere to the biblical teachings regarding marriage and sexuality. This includes refraining from promoting or engaging in behaviors that are inconsistent with these teachings.
- **Respectful Conduct:** While upholding our beliefs, PCA also emphasizes the importance of treating every individual with dignity and respect. Bullying, harassment, or discrimination against any individual, regardless of their sexual orientation, is strictly prohibited.
- **Counseling and Support:** For students struggling with issues related to sexuality, PCA offers counseling and support in line with our biblical values. Our goal is to provide guidance and support that aligns with scriptural principles and fosters spiritual growth.



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Educational Approach:

- **Biblical Instruction:** Our curriculum includes instruction on biblical teachings regarding marriage, family, and sexuality. Students are taught the importance of living according to God's design and the benefits of adhering to biblical principles.
- **Parental Involvement:** PCA encourages open communication between the school and parents regarding our stance on LGBT issues. We believe that parents play a critical role in the spiritual and moral development of their children and work to support their efforts at home.

Pentecostal Church of God Christian Academy is committed to upholding the biblical teachings regarding marriage and sexuality. We seek to foster an environment that aligns with our faith and supports the spiritual growth of our students. By adhering to these principles, we believe that we can help our students develop a strong, biblically-based foundation for their lives.

Sexual Harassment Policy

At Pentecostal Church of God Christian Academy (PCA), we are committed to providing a safe and respectful environment for all students and staff. Sexual harassment is strictly prohibited and will not be tolerated. This policy defines sexual harassment, provides examples, and outlines procedures for reporting and addressing such behavior.

Definition and Examples of Sexual Harassment

1. **Definition:**
 - Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other verbal, physical, or visual conduct of a sexual nature that creates a hostile or offensive environment.
2. **Examples:**
 - **Verbal Harassment:** Inappropriate comments, jokes, or conversations of a sexual nature.
 - **Physical Harassment:** Unwanted touching, hugging, or other physical contact.
 - **Visual Harassment:** Displaying sexually explicit materials, gestures, or drawings.
 - **Quid Pro Quo:** Requests for sexual favors in exchange for grades, promotions, or other benefits.

Procedures for Reporting and Addressing Harassment

1. **Reporting:**
 - **Immediate Reporting:** Students or staff who experience or witness sexual harassment should report the incident immediately to a teacher, school counselor, or administrator.



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- **Confidentiality:** All reports will be handled with the utmost confidentiality to protect the privacy of all parties involved.
- 2. **Investigation:**
 - **Prompt Action:** The school will initiate a prompt and thorough investigation into all reported incidents of sexual harassment.
 - **Interviews:** The investigation may include interviews with the complainant, the accused, and any witnesses.
- 3. **Resolution:**
 - **Findings:** Based on the findings of the investigation, appropriate disciplinary action will be taken, which may include warnings, suspension, or expulsion of the offender.
 - **Support:** The school will provide support and counseling to the victim as needed.
 - **Retaliation:** Retaliation against anyone who reports harassment or participates in an investigation is strictly prohibited and will result in disciplinary action.

Grievance Procedures for Discrimination and Unfair Treatment

PCA is committed to addressing any concerns regarding discrimination and unfair treatment. This policy outlines the steps for filing a complaint and the procedures for investigation and resolution.

Steps for Filing a Complaint

- 1. **Initial Complaint:**
 - **Who to Contact:** Students or staff who believe they have been subjected to discrimination or unfair treatment should file a complaint with a school administrator, counselor, or the designated compliance officer.
 - **Written Statement:** The complaint should be submitted in writing, detailing the nature of the discrimination or unfair treatment, including dates, times, and any witnesses.
- 2. **Acknowledgment:**
 - **Receipt of Complaint:** The school will acknowledge receipt of the complaint in writing within five school days.

Investigation and Resolution Procedures

- 1. **Investigation:**
 - **Investigation Team:** A team comprising the school counselor, an administrator, and the compliance officer will conduct a thorough investigation.



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- o **Interviews and Evidence:** The investigation will include interviews with the complainant, the accused, and any witnesses. Relevant documents and evidence will be reviewed.
- 2. **Interim Measures:**
 - o **Protection:** The school may implement interim measures to protect the complainant and prevent further discrimination or unfair treatment during the investigation.
- 3. **Findings and Decision:**
 - o **Report:** A written report of the investigation findings will be completed within 30 school days of receiving the complaint.
 - o **Decision:** Based on the findings, appropriate corrective actions will be taken, which may include disciplinary measures against the offender and remedies for the complainant.
- 4. **Notification:**
 - o **Outcome:** Both the complainant and the accused will be informed in writing of the investigation's outcome and any actions taken.
- 5. **Appeals:**
 - o **Right to Appeal:** If the complainant or the accused is dissatisfied with the outcome, they may appeal the decision to the school board within ten school days of receiving the decision.
 - o **Review:** The school board will review the appeal and issue a final decision within 20 school days.



Emergency Procedures

At Pentecostal Church of God Christian Academy (PCA), the safety and well-being of our students, staff, and visitors are our top priorities. We have established comprehensive emergency procedures to ensure that everyone on campus is prepared to respond effectively to a variety of emergency situations. These procedures are designed to provide clear guidance and support during emergencies, minimizing risk and ensuring the safety of all individuals.

Emergencies can occur without warning, and it is essential that our school community is well-prepared to handle such situations. PCA's Emergency Procedures outline the steps to be taken in the event of different types of emergencies, including natural disasters, medical emergencies, fire, lockdowns, and evacuations. By familiarizing ourselves with these procedures, we can ensure a swift and coordinated response that prioritizes the safety of everyone on campus.

Purpose and Scope

The purpose of our Emergency Procedures is to:

- **Ensure Preparedness:** Equip students, staff, and visitors with the knowledge and skills needed to respond effectively to emergencies.
- **Promote Safety:** Establish protocols that prioritize the health and safety of all individuals on campus during an emergency.
- **Facilitate Communication:** Provide clear communication channels for reporting emergencies and disseminating critical information.
- **Minimize Disruption:** Implement procedures that allow for the swift resumption of normal school operations following an emergency.

Key Components

1. **Emergency Response Team:**
 - A designated team of trained staff members responsible for coordinating the school's response to emergencies.
2. **Communication Systems:**
 - Reliable communication methods to alert the school community and coordinate with emergency services.
3. **Evacuation Plans:**
 - Clear and accessible evacuation routes and procedures for different types of emergencies.
4. **Lockdown Procedures:**
 - Guidelines for securing the school and ensuring the safety of students and staff during threats such as intruders or violent incidents.
5. **Fire Safety:**



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- Fire evacuation drills and protocols to ensure everyone knows how to respond in case of a fire.
- 6. **Medical Emergencies:**
 - First aid training for staff and procedures for addressing medical emergencies and contacting emergency medical services.
- 7. **Natural Disasters:**
 - Preparedness plans for natural disasters such as earthquakes, tornadoes, and severe weather conditions.

Training and Drills

Regular training sessions and emergency drills are conducted to ensure that all students and staff are familiar with the emergency procedures. Participation in these drills is mandatory and essential for effective emergency preparedness.

PCA is committed to maintaining a safe and secure environment for learning. Our Emergency Procedures are a critical component of this commitment, providing a framework for effective response and recovery in the event of an emergency. By understanding and adhering to these procedures, we can work together to protect the well-being of our school community.

Fire Drills and Evacuation Plans

Ensuring the safety of our students and staff during a fire is of utmost importance at Pentecostal Church of God Christian Academy (PCA). Regular fire drills and clear evacuation plans are essential components of our emergency preparedness strategy.

Regular Schedule for Fire Drills

- **Frequency:** Fire drills are conducted regularly throughout the school year to ensure that all students and staff are familiar with the procedures. Drills are scheduled at least once per semester.
- **Announcements:** Fire drills are typically announced in advance, but some may be unannounced to simulate real emergency conditions.
- **Evaluation:** Each drill is evaluated for efficiency and effectiveness, with feedback provided to improve future performance.

Detailed Evacuation Routes and Procedures

- **Evacuation Routes:** Clear and accessible evacuation routes are posted in every classroom and common area. These routes indicate the nearest exits and alternative paths in case of blocked corridors.



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- **Assembly Points:** Designated assembly points are located a safe distance from the building. Each class has a specific assembly point where teachers will take attendance.
- **Procedure:**
 - **Alarm Activation:** Upon hearing the fire alarm, students and staff must immediately stop what they are doing and prepare to evacuate.
 - **Orderly Exit:** Students should leave their belongings behind, form a line, and follow the teacher's instructions to exit the building calmly and quietly.
 - **Use of Stairs:** Elevators are not to be used during a fire evacuation. Everyone must use the stairs to evacuate.
 - **Attendance Check:** Once at the assembly point, teachers will take attendance and report any missing students to the designated safety coordinator.
 - **Wait for Clearance:** Do not re-enter the building until the all-clear signal is given by the fire department or school administration.

Lockdown Procedures

Lockdown procedures are critical to ensure the safety of students and staff during potential threats such as intruders or violent incidents.

Guidelines for Lockdown Situations

- **Initiating a Lockdown:** A lockdown is initiated by the announcement over the public address system or by a pre-determined signal. The announcement will specify the level of lockdown and the nature of the threat if known.
- **Types of Lockdowns:**
 - **Soft Lockdown:** Used for non-immediate threats outside the school. All exterior doors are locked, and normal activities may continue inside.
 - **Hard Lockdown:** Used for immediate threats inside the school. All classroom doors are locked, lights are turned off, and students are instructed to hide quietly out of sight.

Communication Protocols During Emergencies

- **Immediate Notification:** The main office will immediately notify local law enforcement and emergency services.
- **Classroom Communication:** Teachers will keep lines of communication open via school-issued communication devices, maintaining contact with the main office.
- **Parent Notification:** Parents will be informed of the situation through the school's emergency notification system as soon as it is safe to do so.

First Aid and Emergency Care

Proper first aid and emergency care are essential components of PCA's commitment to student safety and well-being.



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Availability of First Aid Supplies

- **First Aid Kits:** Comprehensive first aid kits are located in strategic areas throughout the school, including the main office, nurse's office, gymnasium, and each classroom.
- **Automated External Defibrillators (AEDs):** AEDs are available in key locations and are maintained regularly.

Procedures for Handling Medical Emergencies

- **Immediate Response:**
 - **Assess the Situation:** The first responder should quickly assess the situation to determine the severity of the injury or illness.
 - **Call for Help:** Contact the school nurse and, if necessary, call 911. Provide clear and concise information about the nature of the emergency.
 - **Administer First Aid:** Trained personnel should administer first aid while waiting for the nurse or emergency services to arrive.
- **Nurse's Role:** The school nurse will take over care upon arrival, providing further medical assistance and coordinating with emergency responders if needed.
- **Parent Notification:** Parents or guardians will be notified immediately in the event of a medical emergency involving their child.
- **Documentation:** All incidents must be documented, including the nature of the emergency, actions taken, and the outcome. This report will be kept on file for future reference.



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Parental Involvement

At Pentecostal Church of God Christian Academy (PCA), we believe that active parental involvement is crucial to the success and well-being of our students. We encourage parents to engage with the school community through various avenues, including parent-teacher conferences, volunteering opportunities, parent workshops, and effective communication channels. This section outlines the ways in which parents can participate and contribute to their child's educational experience.

Parent-Teacher Conferences

Schedule and Expectations for Conferences

1. **Regular Conferences:**
 - o **Schedule:** Parent-teacher conferences are scheduled twice a year, typically in the fall and spring. Specific dates will be announced at the beginning of the school year.
 - o **Duration:** Each conference is allotted 15-20 minutes to discuss the student's progress, strengths, and areas for improvement.
2. **Expectations:**
 - o **Preparation:** Parents are encouraged to review their child's recent work, grades, and any teacher comments before the conference.
 - o **Participation:** Active participation during the conference is essential. Parents should come prepared with any questions or concerns they have about their child's academic and social development.
 - o **Follow-Up:** After the conference, parents should discuss the feedback with their child and work on any action plans or strategies suggested by the teacher.
3. **Additional Conferences:**
 - o **By Request:** Parents can request additional conferences at any time during the school year if they have concerns about their child's progress or well-being.
 - o **Teacher Initiated:** Teachers may also request additional meetings to address specific issues or to provide further support.

Volunteering Opportunities

Ways Parents Can Get Involved in School Activities

1. **Classroom Assistance:**
 - o **Volunteering in Class:** Parents can assist teachers with classroom activities, reading sessions, and special projects.
 - o **Field Trip Chaperones:** Parents are often needed to chaperone field trips, ensuring student safety and enhancing the learning experience.



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2. School Events and Activities:

- **Event Planning:** Parents can help organize and run school events such as festivals, fundraisers, and sports days.
- **Committees:** Joining school committees provides an opportunity to influence school policies and programs.

3. Parent-Teacher Organization (PTO):

- **Membership:** Parents are encouraged to join the PTO to contribute to school initiatives and support the school community.
- **Information and Application:** Details about PTO membership and application forms are available on the school website.

Parent Workshops and Seminars

Topics and Schedules for Parent Education Events

1. Workshop Topics:

- **Academic Support:** Strategies for supporting your child's learning at home, understanding curriculum changes, and helping with homework.
- **Child Development:** Understanding the stages of child development, managing behavioral issues, and fostering emotional resilience.
- **Technology and Safety:** Internet safety, managing screen time, and using educational technology effectively.
- **Health and Wellness:** Nutrition, physical activity, mental health awareness, and promoting a healthy lifestyle.

2. Schedules:

- **Regular Sessions:** Workshops and seminars are scheduled throughout the school year. Specific dates and topics will be announced via the school's newsletter and website.
- **Registration:** Parents are encouraged to register for workshops in advance to ensure adequate preparation and resources.

Communication Channels

Preferred Methods for Parents to Communicate with School Staff

1. Email:

- **Direct Communication:** Email is the preferred method for direct communication with teachers and administrative staff. Email addresses for all staff members are available on the school website.
- **Response Time:** Staff members aim to respond to emails within 24-48 hours during school days.

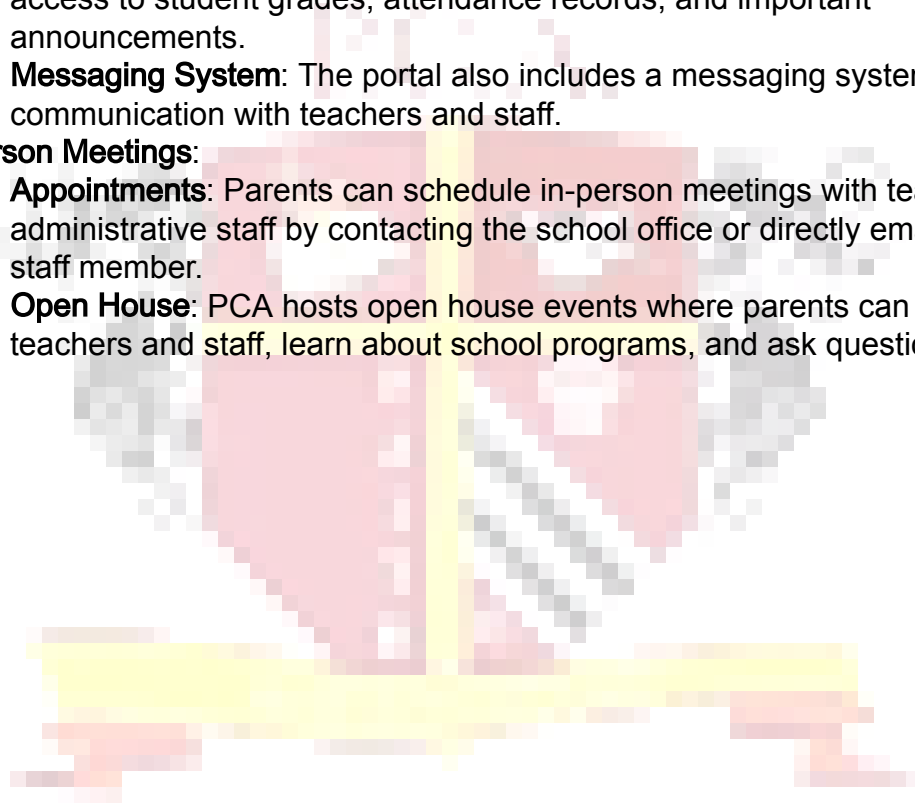
2. Phone:



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- **Office Contact:** Parents can contact the school office by phone for general inquiries or to leave messages for teachers. The office will ensure that messages are delivered promptly.
- **Emergency Contact:** For urgent matters, parents should call the school office directly.
- 3. **Parent Portal ([Gradelink](#)):**
 - **Access to Information:** The parent portal on the school website provides access to student grades, attendance records, and important announcements.
 - **Messaging System:** The portal also includes a messaging system for communication with teachers and staff.
- 4. **In-Person Meetings:**
 - **Appointments:** Parents can schedule in-person meetings with teachers or administrative staff by contacting the school office or directly emailing the staff member.
 - **Open House:** PCA hosts open house events where parents can meet teachers and staff, learn about school programs, and ask questions.





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School Administration and Governance

At Pentecostal Church of God Christian Academy (PCA), effective administration and governance are fundamental to fulfilling our mission of providing a Christ-centered education. Our governance structure ensures that the school operates smoothly, maintains high academic standards, and adheres to our core values. This section provides an overview of the roles and responsibilities within our administration and governance framework, illustrating how each component contributes to the success and integrity of our institution.

The governance of PCA is structured to promote accountability, transparency, and collaboration among all stakeholders, including the School Board, administration, faculty, staff, students, and parents. Our governance model is designed to support the holistic development of our students—academically, spiritually, and socially—while upholding the values and principles of our Christian faith.

Governance and Oversight

Effective governance and oversight are crucial to maintaining the high standards of Pentecostal Church of God Christian Academy (PCA). Our governance structure involves various boards and organizations that ensure the school adheres to its mission and maintains excellence in education and spiritual development. This subsection outlines the roles of the School Board, Professional Advisory Board, Parent Teacher Organization (PTO), and our commitment to compliance with accreditation and state requirements.

Role of the School Board and Professional Advisory Board

School Board

The School Board is the highest governing body at PCA, responsible for setting the strategic direction, policies, and goals of the school. The Board ensures the school's mission and vision are upheld and provides oversight to the Head Master and administration.

- **Presiding Members:**
 - **Bishop James Stoudemire:** Presiding Bishop and Chair
 - **Bishop Mark Nixon**

Professional Advisory Board

The Professional Advisory Board provides expert advice and guidance to the School Board and administration on various academic and operational matters. This board plays a vital role in maintaining the quality of education and ensuring that PCA's programs are effective and up-to-date.



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- **Chair:** Sis. K. Bishop
- **Members:**
 - Sis. S. Clayton
 - Sis. M. Standifer
 - Sis. M. Wilson
 - Sis. P. Johnson
 - Sis. P. Reese
 - Sis. L. Harrison
 - Sis. J. Martin
 - Sis. T. Huff

Parent Teacher Organization (PTO)

The Parent Teacher Organization (PTO) is integral to fostering collaboration between parents, teachers, and the school administration. The PTO supports school initiatives, organizes events, and encourages parent involvement in school activities.

- **Mission Statement:** The mission of the PCA PTO is to foster a Christ-centered education by actively engaging parents, teachers, and the community in the holistic development of our children.
- **Key Responsibilities:**
 - Volunteerism and Support: Encouraging parental involvement in school activities.
 - Community Engagement: Organizing outreach programs and fostering connections with the broader community.
 - Fundraising: Supporting the school's financial needs through fundraising initiatives.
 - Family Involvement: Building strong home-school partnerships through events and activities.
 - Student Recognition: Leading the annual recognition and awards day program.

Cognia Accreditation

PCA is fully accredited by Cognia, a globally recognized accrediting body. This accreditation ensures that our school meets rigorous standards of educational quality and continuous improvement.

- **Standards:** Cognia accreditation requires compliance with high standards in teaching, learning, and operational effectiveness.
- **Continuous Improvement:** PCA is committed to ongoing assessment and enhancement of our educational programs to maintain and exceed accreditation standards.



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Compliance with State Requirements for Curriculum, Safety, and Reporting

PCA adheres to all state requirements to ensure the highest quality of education and safety for our students.

1. Curriculum:

- o **Alignment:** Our curriculum aligns with state educational standards and benchmarks, ensuring that students receive a comprehensive and rigorous education.
- o **Innovation:** We incorporate additional resources such as the Abeka Curriculum, Khan Academy, TEDx, and HarvardX to support blended learning and enhance academic offerings.

2. Safety:

- o **Protocols:** We have established safety protocols and emergency procedures to protect the well-being of students and staff.
- o **Drills and Training:** Regular safety drills and training sessions are conducted to prepare for emergencies and ensure a secure learning environment.

3. Reporting:

- o **Compliance:** PCA complies with all state reporting requirements, including student attendance, academic performance, and safety reports.
- o **Transparency:** We maintain transparency in our operations and communicate regularly with parents and the community about our compliance and performance.

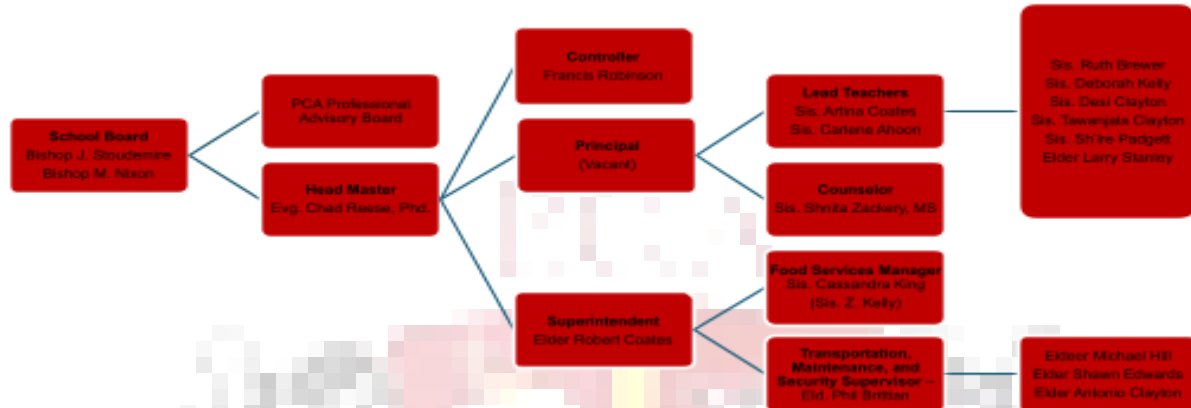
Organizational Structure

The leadership and administrative team at Pentecostal Church of God Christian Academy (PCA) plays a crucial role in maintaining the high standards of academic excellence and spiritual growth that define our institution. This section provides an overview of the school's leadership team, their roles, and their responsibilities. Our dedicated staff works collaboratively to ensure the smooth operation of the school and the success of our students.



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Pentecostal Church of God Christian Academy (PCA) Organizational Chart



HeadMaster - Evg. Chad Reese, PhD, creese@pcad2.org

The Headmaster oversees the overall administration of the school, including strategic planning, academic programs, and operational management. He ensures that the school's mission and vision are upheld and reports directly to the School Board.

Superintendent - Elder Robert Coates, rcoates@pcad2.org

The Superintendent manages non-academic functions such as transportation, maintenance, and cafeteria services. He ensures that the school's infrastructure and support services operate efficiently.

Principal – Vacant (*Elder Robert Coates, Interim*)

The Principal is responsible for academic leadership, curriculum development, teacher supervision, and student discipline. The Principal works closely with faculty to maintain high educational standards.

Counselor - Sis. Shnita Zackery, MS - shnitha.zackery@pcad2.org

The Counselor provides academic, spiritual, and emotional support to students. She assists with college and career planning, student assessments, and personal counseling.

Controller - Sis. Frances Robinson, BA - frances.robinson@pcad2.org

The Controller oversees the school's financial operations, including budgeting, accounting, and financial reporting.

Food Services Manager - Sis. Cassandra King, cassandra.king@pcad2.org



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The Food Services Manager supervises the cafeteria operations, ensuring that nutritious meals are provided to students and staff.

School Secretary - Sis. Loretta Ector, loretta.ector@pcad2.org

The School Secretary handles administrative tasks, including maintaining student records, managing communications, and supporting the school's daily operations.

Transportation, Maintenance, and Security Supervisor - Eld. Phil Brittian,
phil.brittian@pcad2.org

The Supervisor oversees transportation services, facility maintenance, and school security to ensure a safe and functional environment.

Lead Teacher (Academic Department Head) - Upper School (Grades 7-12)

Sis. Carlene Ahoon (2024/2025 Academic Year)

The Lead Teacher for the Upper School provides academic leadership, supports curriculum development, and assists with teacher supervision and student academic progress.

Lead Teacher (Academic Department Head) - Lower School (Grades K-6)

Sis. Artina Coates (2024/2025 Academic Year)

The Lead Teacher for the Lower School supports academic planning, curriculum implementation, and teacher mentoring for grades K-6.

Lower School Educators

- Sis. Ruth Brewer ruth.brewer@pcad2.org
- Sis. Artina Coates (Principal and Academic Lead) artina.coates@pcad2.org
- Sis. Deborah Kelly deborah.kelly@pcad2.org

Upper School Educators

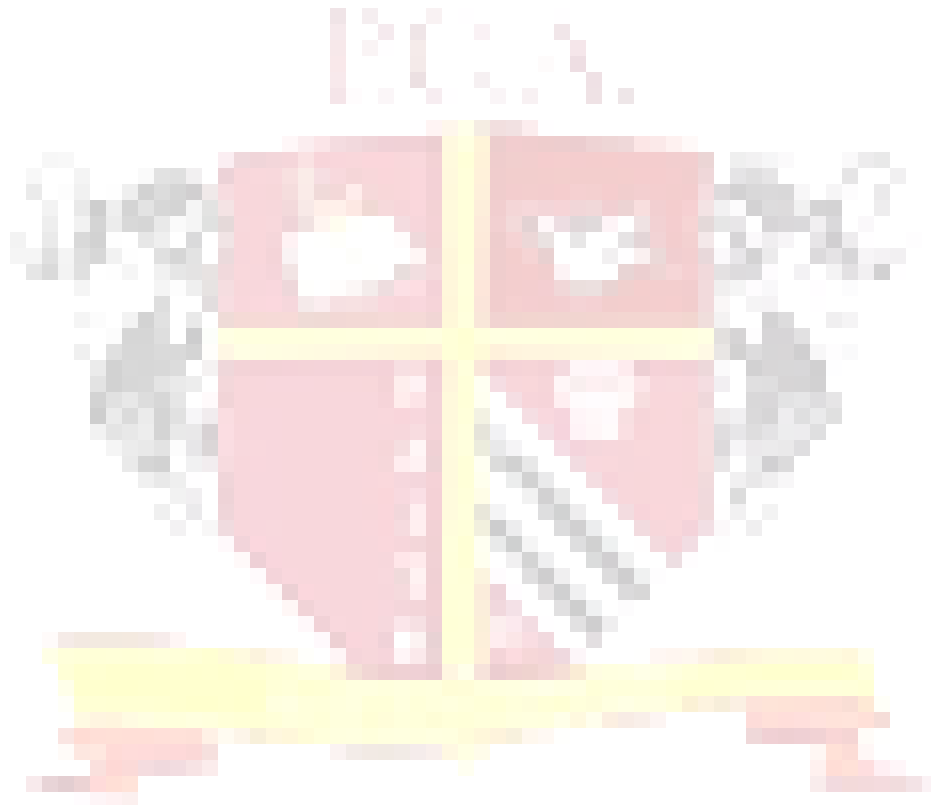
- **Sis. Carlene Ahoon** (Principal & Academic Lead) carlene.ahoon@pcad2.org Science and STEM
- **Sis. Desi Clayton** desi.clayton@pcad2.org English and Language Arts
- **Sis. Tawanjala Clayton** tawanjala.clayton@pcad2.org Mathematics
- **Sis. Sh'lre Padgett** shlre.padgett@pcad2.org Technology and GERC
- **Elder Larry Stanley** larry.stanley@pcad2.org Social Sciences

Support Staff

Elder Michael Hill – Facility Maintenance
Elder Shawn - Transportation
Elder Antonio Clayton - Facility Maintenance
Sister Z. Kelly - Cafeteria
Sister B. Brown - Cafeteria



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Appendices

Frequently Asked Questions (FAQs)

At Pentecostal Church of God Christian Academy (PCA), we strive to provide clear and comprehensive information to ensure that our parents, students, and community members are well-informed. Below are some frequently asked questions that address common inquiries about our school.

General Information

Q: What are the school hours?

A: The school operates from 8:00 AM to 4:00 PM, Monday through Thursday. Daily devotional services are held from 8:00 AM to 8:20 AM. Doors open to students at 7:30 AM.

Q: How can I contact the school office?

A: You can contact the school office via phone or email. The office hours are from 7:30 AM to 4:15 PM. For general inquiries, please email office@pcad2.org.

Q: Where can I find the school calendar and important dates?

A: The academic calendar, including start/end dates, church events, and exam schedules, can be found on our website at www.pcad2.org.

Admissions

Q: What is the admissions process at PCA?

A: The admissions process involves completing an application form, submitting previous academic records, and attending an interview. Detailed information is available on our website.

Q: Are there any entrance exams for new students?

A: Yes, entrance exams are required for certain grade levels to assess academic readiness and placement. Specific details are provided during the admissions process.

Tuition and Fees

Q: What are the tuition rates and payment schedules?

A: Updated tuition rates and payment schedules can be found on our website. For a detailed review of our tuition policy, please visit www.pcad2.org.

Q: Are there financial aid options available?

A: Yes, PCA offers financial aid and scholarships to eligible families. Information on applying for financial aid can be found on our website.

Q: What are the policies for late payments?



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A: Late payment policies, including any applicable fees and consequences, are outlined in our tuition policy document available online.

Academic Information

Q: What curriculum does PCA use?

A: PCA uses the Abeka Curriculum, supplemented with resources from Khan Academy, TEDx, and HarvardX to support blended learning. We also offer dual enrollment opportunities for selected scholars.

Q: What are the school's standardized testing procedures?

A: PCA administers standardized tests (Iowa) in the fall and spring to measure year-over-year improvement. Detailed information on test preparation and schedules is available in the Academic section of our handbook.

Q: What are the requirements for dual enrollment?

A: Scholars must meet specific academic criteria, including standardized test scores of 13+, to qualify for dual enrollment. We have an educational partnership with West Georgia Technical College for these programs.

Student Life

Q: What extracurricular activities and clubs are available at PCA?

A: PCA offers a variety of extracurricular activities and clubs. Please check our website for the latest updates and available options.

Q: How are field trips managed?

A: Field trips are an important part of experiential learning at PCA. Students are expected to follow guidelines for behavior and dress code. Parents will be notified of upcoming trips and required to sign permission forms.

Health and Safety

Q: What are the immunization requirements for enrollment?

A: PCA requires students to meet state immunization requirements. A list of required immunizations is available in the Health and Safety section of our handbook and on our website.

Q: How does PCA handle emergencies?

A: PCA has comprehensive emergency procedures, including regular fire drills, lockdown procedures, and first aid protocols. Detailed information is provided in the Emergency Procedures section of our handbook.

Communication

Q: How can parents communicate with teachers and staff?



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A: Parents can communicate with teachers and staff via email, phone, or in-person meetings. Email addresses for all staff members are listed on our website, and the parent portal provides additional messaging options.

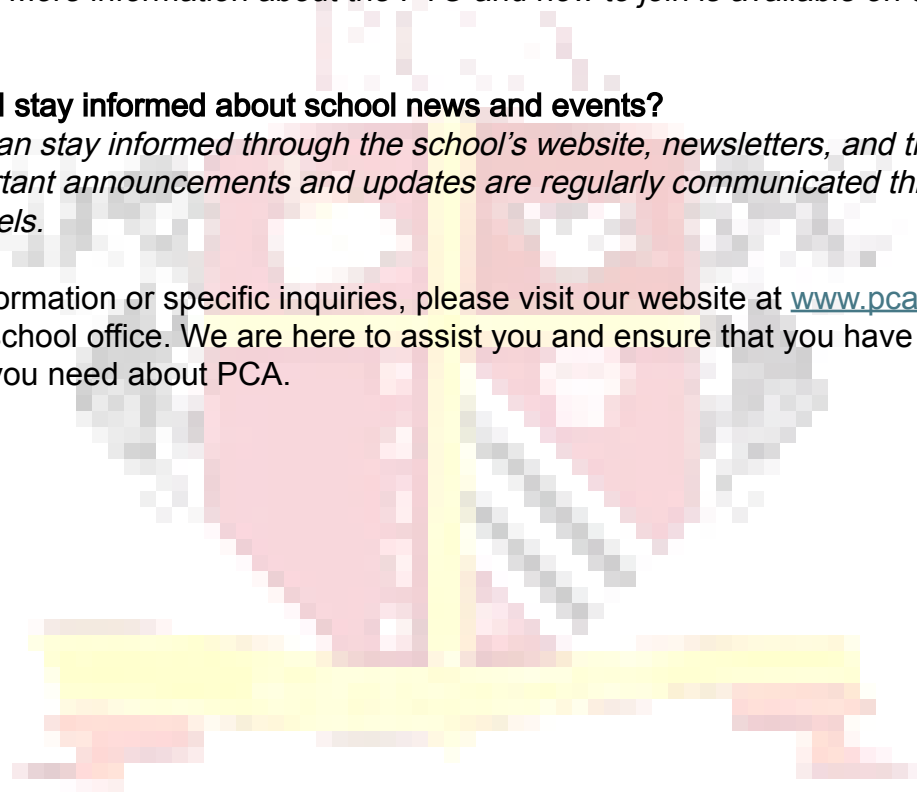
Q: What is the role of the Parent Teacher Organization (PTO)?

A: The PTO fosters collaboration between parents, teachers, and the school administration. It supports school initiatives, organizes events, and encourages parent involvement. More information about the PTO and how to join is available on our website.

Q: How can I stay informed about school news and events?

A: Parents can stay informed through the school's website, newsletters, and the parent portal. Important announcements and updates are regularly communicated through these channels.

For more information or specific inquiries, please visit our website at www.pcad2.org or contact the school office. We are here to assist you and ensure that you have all the information you need about PCA.





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Resources for Parents and Students

We provide a range of online resources to support the educational needs of our students and the involvement of parents. Below is a comprehensive list of helpful websites that offer various educational tools, learning opportunities, and valuable information.

Students and Parents should find the following sites helpful:

- **Coweta County Schools:** [Coweta County Schools](#)
- **Arete Scholarships:** [Arete Scholarships](#)
- **AAA Scholarships** [AAA Scholarships](#)
- **Hour of Code:** [Hour of Code](#)
- **Storybird:** [Storybird](#)
- **Read Theory:** [Read Theory](#)
- **Khan Academy:** [Khan Academy](#)
- **CNN Student News:** [CNN Student News](#)
- **PBS Kids:** [PBS Kids](#)
- **Georgia State University:** [Georgia State University](#)
- **University of West Georgia:** [University of West Georgia](#)
- **University of Georgia:** [University of Georgia](#)
- **How Stuff Works:** [How Stuff Works](#)
- **GPB Kids:** [GPB Kids](#)
- **National Geographic for Kids:** [NatGeo for Kids](#)
- **Georgia Department of Education:** [GA Dept. of Education](#)
- **Harvard Online Learning:** [HarvardX](#)
- **TED Talks:** TED-Ed

These websites offer a variety of resources, from interactive learning platforms and educational games to news updates and scholarship information. We encourage parents and students to explore these sites to enhance their learning experiences and stay informed about educational opportunities. For more information or assistance, please visit our website at www.pcad2.org or contact the school office.



Review and Updates

Handbook Review Process

To ensure that the Pentecostal Church of God Christian Academy (PCA) Parent-Student Handbook remains relevant, accurate, and aligned with current educational standards and school policies, we have established a comprehensive review process. This process involves multiple stakeholders, including school administration, faculty, parents, and students, to gather diverse perspectives and insights.

Steps in the Handbook Review Process:

- 1. Initial Review:**
 - o The HeadMaster and the administrative team conduct an initial review of the handbook to identify areas that require updates or revisions.
- 2. Stakeholder Consultation:**
 - o Input is solicited from teachers, staff, parents, and students to gather feedback on the current handbook. This consultation may be conducted through surveys, meetings, and focus groups.
- 3. Policy Alignment:**
 - o The handbook is reviewed for compliance with current educational policies, state regulations, and accreditation standards. Any changes in laws or educational guidelines are incorporated into the handbook.
- 4. Drafting Revisions:**
 - o A draft of the revised handbook is prepared, incorporating all the feedback and necessary updates. This draft is then reviewed by the School Board and the Professional Advisory Board for approval.
- 5. Final Approval:**
 - o Once the draft has been reviewed and approved by the School Board and the Professional Advisory Board, the final version of the handbook is prepared for publication.
- 6. Publication and Distribution:**
 - o The updated handbook is published and made available to all stakeholders through the school's website and printed copies.

Schedule for Updates and Revisions

PCA commits to a regular schedule for reviewing and updating the Parent-Student Handbook to ensure its ongoing relevance and effectiveness.

- **Annual Review:**
 - o The handbook undergoes a comprehensive review and revision process annually. This process begins at the end of each academic year to incorporate any changes that need to be implemented for the upcoming school year.
- **Mid-Year Review:**



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- o A mid-year review is conducted to address any urgent updates or corrections that may be needed. This ensures that the handbook remains current and accurate throughout the school year.

Feedback Mechanism for Parents and Students

PCA values the input of parents and students and has established mechanisms for providing feedback on the handbook and other school policies.

How to Provide Feedback:

1. Online Feedback Form:

- o An online feedback form is available on the school's website (www.pcad2.org). Parents and students can use this form to submit their comments, suggestions, and concerns regarding the handbook.

2. Surveys:

- o Periodic surveys are conducted to gather feedback from parents and students on various aspects of the school's policies and procedures, including the handbook.

3. Focus Groups and Meetings:

- o Focus groups and parent-student meetings are organized to discuss specific sections of the handbook and gather detailed feedback. These meetings provide a platform for direct interaction and discussion.

4. Email and Direct Contact:

- o Parents and students can also provide feedback directly via email to the school administration at info@pcad2.org or through scheduled meetings with the Head Master or other administrative staff.

Utilizing Feedback:

- All feedback received is carefully reviewed by the administrative team and considered during the handbook review process.
- Significant feedback and suggestions are discussed in stakeholder meetings, and necessary revisions are made to the handbook accordingly.
- Responses to feedback and any resulting changes are communicated to the school community through newsletters, the school website, and direct communications.

By maintaining a transparent and inclusive review and update process, PCA ensures that the Parent-Student Handbook remains a valuable and effective resource for our school community. For more information or to provide feedback, please visit our website at www.pcad2.org or contact the school office.