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GENEVA  
CLASSICAL  
ACADEMY

# Geneva EX VERITATE

*"IN ACCORDANCE WITH THE TRUTH"*



EX VERITATE// IN ACCORDANCE WITH THE TRUTH

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“

THE IDEALS WHICH  
HAVE ALWAYS SHONE  
BEFORE ME AND  
FILLED ME WITH THE  
JOY OF LIVING ARE  
GOODNESS, BEAUTY,  
AND TRUTH.

ALBERT EINSTEIN



# EX VERITATE

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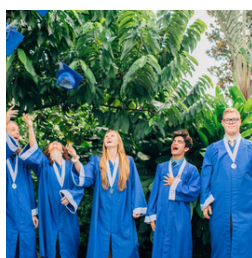
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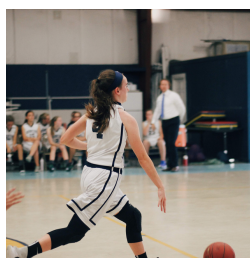
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## MISSION STATEMENT

Geneva Classical Academy exists to assist families in fulfilling their biblical obligation to educate and train their children by providing an extraordinary education founded upon a scriptural worldview, distinctively Christian and classical. Thus equipping students to know, love, and practice all that reflects goodness, truth, and beauty. It is our goal to encourage students to live purposefully and thoughtfully in the service of God and man.

GENEVA CLASSICAL ACADEMY  
1736 New Jersey Road Lakeland, Florida  
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# A WORD FROM THE HEADMASTER

RIBBON CUTTING AND BUILDING DEDICATION REMARKS BY RICH CALI



I want to begin by giving thanks to the George Jenkins Foundation, Geneva's largest single donor. They have helped us grow over the last six years to our largest enrollment through scholarships and the purchase of this property through a matching grant. We are here today, in a large part, because of their assistance. Above all, I want to thank God, especially for His Church.

The Church, in a way, is the reason why Geneva Classical Academy exists: we seek to help disciple students and prepare them for a lifetime of service to God and man. Some specific congregations have helped Geneva that I want to thank: Bartow ARP contributed to our founding and supported us along the way; Bartow Presbyterian Church, where we started meeting in 1996; Trinity

Assembly of God, Crossroads Baptist Church, and Parkway Baptist Church leased space to us and helped us grow; Lakeside Baptist Church chose to sell this property to us; and finally Grace City Church who joined with us on this campus.

These congregations represent the visible Church of Jesus that helps and supports one another and exemplifies the partnership our school has enjoyed and desires to continue.

The classical Christian movement is based on the notion that the way forward is to look back; we want to recover what was lost. Medieval monasteries provide an example of faithful Christians who produced cultural centers where worship, music, farming, medicine, aid to the poor, education, and scholarship were the norm. They started schools, hospitals, and homeless shelters.

Monasteries were generally cultural centers where Christians cloistered together to form pockets of light that shined in the so called "Dark Ages." Every day I have been on this campus since school opened in August, I walk around and look at these wonderful facilities. The design and architecture make me think of a medieval castle or monastery, like something where the Benedictines or the Brethren of the Common Life would have lived and served. These were places in which people's lives were changed and culture was shaped through worship and education.

As I look at this campus, I see on one end Grace City Church which exalts Christ by the preaching of the Word, and on the rest of the campus, Geneva Classical Academy which disciples students and impacts families.

I try to imagine how this campus can be used as a center of learning, scholarship, and culture, like the Medieval monasteries, and I pray that the Lord will see fit to raise up a Martin Luther or Thomas á Kempis from our school. A parent came up to me a few days ago and told me a story about a new Geneva student. He said that the student said after the first week, "I don't like this school. Everything seems to be about God and Jesus. I hate the boring music in the assembly; we only sing about God." After a few weeks, the student reported, "You know, I think I might be a Christian now because I really like the assembly and the singing about God." In fact, he asked his grandmother, "Would you sing 'Holy, Holy, Holy' for me at bedtime tonight?"

This is one life and perhaps one family being affected by the gospel of Christ here at Geneva. So, we have come here to officially open this facility for this great work, and we joyfully and humbly dedicate these facilities to the Lord Jesus Christ and His Kingdom. God bless you all, and please continue to pray for us as we partner with and for the Church of Jesus for the sake of His Kingdom

SOLI DEO GLORIA  
RICH CALI, HEADMASTER

BY ABBY KIRBY

These three historic bells jut into the air on the south western corner of our campus. Their beauty reminds us of the church congregations, students, and educators that have gone before us. We can also look on them and find symbolism of certain building blocks of Classical Education; values that contrast us from other educational models practiced around the world.

One tried and true method we embrace at Geneva is the trivium. Within this, each primary stage of a child's education is plenary, while also focusing on distinct elements of learning. Every stage in the trivium, grammar, dialectic, and rhetoric, work harmoniously with the other, yielding an abundant educational harvest.

In the grammar stage, kindergarten through fifth grade focuses on chants, jingles, and songs, aiding them in the absorption of information. Through repetition, students are able to recall grammar rules, history dates, the basics of arithmetic, and scripture passages for years to come.

In the Dialectic stage, sixth, seventh, and eighth grade students are taught the importance of critical thinking, and logic. They begin to dissect their core beliefs, equipping them with the necessary tools to defend them.

In the Rhetoric stage, the final stage of basic education, our high schoolers expound upon what they have learned and master the art of communicating it well. Each year, they write, present, and defend thesis papers. Concluding their time at the school with a twenty page thesis paper on the topic of their choice.

Finally, we believe these bells may also serve as a reminder of the transcendentals. Those of which Albert Einstein said, "have always shone before me and filled me with the joy of living." Truth, goodness, and beauty.

Each of these threefold principals can point us to our manifold Father and the doctrine of the Trinity. The Father, The Son, and The Holy Spirit, all one in essence but distinctly three, shape the whole of Christianity.

Whether you regard these instruments simply as an aesthetic bookend on our Fine Arts wing, or you are constantly looking for the deeper meaning in things, we believe these bells can be a reminder of the transcendentals and the trivium, which point us to the majesty of the Trinity.





## OUR NEW HOME // GALLERY



HOWEVER MANY BLESSINGS WE EXPECT  
FROM GOD, HIS INFINITE LIBERALITY WILL  
ALWAYS EXCEED ALL OUR WISHES AND OUR  
THOUGHTS.

-JOHN CALVIN





## OUR NEW HOME // GALLERY



HE IS BEFORE ALL THINGS AND IN  
HIM ALL THINGS HOLD TOGETHER.

-COLOSSIANS 1:7





# HANDS ON LEARNING

## A BUCKET AND A FIRE

BY LAURA MCGINNIS

A rope, pulley, and bucket lie on a concrete slab waiting to spark learning in the mind of a child. A teacher instructs, “Line-up silently.” The class proceeds to the balcony, and there sit the rope, pulley, and a sand-filled bucket. “How do we get the bucket of sand to the ground without spilling?” asks the teacher. Imagine the process of the mind and the social synergy involved in solving this question. Each Geneva third grader experiences this activity during their study of simple machines. Such moments engage students in the awe and wonder of the relationship between a pulley system and the building of Greek and Roman empires.

Plutarch, a Greek historian born in the 1st century, stated, “The mind is not a vessel to be filled, but a fire to be kindled.” By applying kinesthetic, or hands-on teaching, Geneva sparks a flame for learning which will prayerfully ignite a life-long fire. First graders arouse their sense of responsibility as they manipulate scissors to cut apart complete subjects and predicates during grammar lessons.





Magnificent student-designed Renaissance art reproductions line the fourth grade classroom walls during their study of European history. In addition to acquiring knowledge about the lives of artists such as Michelangelo and Raphael, fourth graders absorb major events spanning history from the Fall of Rome to the reign of Queen Elizabeth I.

A school-wide celebration of the Protestant Reformation is a highlight of Geneva's yearly calendar. The day is reserved for lively games and engaging lessons that teach the significance of the beliefs and practices we hold true in the church today.

An ominous ebony blob occupying half of the gymnasium is used to enhance the study of astronomy. Students marvel as they crawl into the structure to find the wondrous night sky and constellations beaming inside a mobile planetarium. Curiosity overflows as questions spout from the students' mouths. This type of adventure is found throughout the classical education experience.

Fifth graders gather around a fire while repeatedly dipping wicks in hot wax to make candles. Their minds are immersed in the tedium of Colonial living. In other classrooms, second graders imagine and create a crown worn by the first Egyptian Pharaoh, Menes. Such instruction brings Geneva classrooms to life as students grapple with ideas.

In an Irish Times article, Robert Strong, a Washington and Lee University professor, recapped a keynote speaker elaborating on Plutarch's statement, it reads, "Instruction should not be about dribbling drops of knowledge that students collect as they move from course to course.





It should be more like gathering kindling, letting students play with matches, encouraging them to take risks, and hoping that for some the materials burst into flames and become lifelong interests.” Through kindling fires, Geneva desires to cultivate habits of the soul and mind by revealing each student’s hidden expression and striving to instill skills, ideas, and knowledge.

Hard work produces a harvest when a student can interact with material, make it their own, and then reflect God’s creativity, logic, and order. By examining the intricate design of shells on a beach, the mathematical

THE MIND IS NOT A BUCKET  
TO BE FILLED, BUT A FIRE TO  
BE KINDLED.

-Plutarch

patterns in nature, or the involved layout of a honeycomb, we immerse students in learning while nurturing the whole person - body, mind, and soul through hands-on discovery.

Third grade used a bucket of sand, kindergarten a pair of scissors, and fifth grade a dented tin pitcher full of wax to stimulate wonder and joy in learning. These lessons teach and honor the classical Christian model. Geneva’s curriculum layers words, symbols, songs, and activities that provide metaphors and connection points for loving and reflecting the One who created the world. Each day students are encouraged to participate in, own responsibility for, and connect with these traditions of learning. At Geneva Classical Academy we are filling buckets AND igniting a lifetime of fires.



# MEET GENEVA

TERRI SMITH, FOURTH GRADE

## What is your background? What do you enjoy most about working in Lakeland?

I'm originally from Texas, but the Lord led me to Graceville, Florida, in 1990 to attend Bible college where I earned a degree in Religious Education. While attending the Baptist College of Florida, I met my husband, Jack. We will celebrate 28 years of marriage in 2020. Jack is from central Florida, so we moved to this area after we graduated and built our home and careers. Our children are Caitlin (24), Abby (21), and Jackson (12), and we recently added a wonderful son-in-law to the crazy mix. Our 2019 summer was consumed with all things wedding as we planned and celebrated the joining of Abby

and Connor Kirby in marriage.

The thing I like best about working in Lakeland is that it brings me closer to the people I know and love. The people I enjoy doing life with are here. I have the privilege of working alongside some of the best teachers I've ever met. They are my prayer warriors, burden sharers, and encouragers. They are my Geneva family. In addition, I have the unique opportunity to work alongside one of my adult children, Abby Kirby. My mom heart knows no bounds as I watch the Lord develop her into the young woman He's called her to be.

## How long have you been teaching?

I began teaching in a classical school seventeen years ago, but my journey to the classroom started when I was in the third grade. My grandmother spent 20 years teaching kindergarten in a private school, and she helped fan into flame a spark she recognized in me. I was her happy recipient of discarded school supplies like a

chalkboard, random pieces of chalk, extra copies of worksheets, and a variety of manipulatives. I took these items and developed my own little classroom in my brother's bedroom. He would be my first student. My passion for teaching began long before I understood what a divine calling or purpose meant.





## What do you consider to be the greatest accomplishment in your life?

I think my greatest accomplishment in life is sticking to it whatever the “it” may be. If life is what happens when making plans, then I have lived a lot of life. Plans change, people disappoint, goals are rearranged, but God is sovereign, and I continue to trust that He knows what is best for me.

Another accomplishment that I praise our good God for is the gift of a classical education. As a product of a public school education, I remember feeling so robbed when I was first introduced to the classical model.

Our youngest child is definitely in the troughs of the hard work stage, but our oldest two are thankful and grateful for the years spent learning how to read well, write well, and speak well.

## How did the Lord prepare you for teaching at Geneva?

I believe the Lord was preparing me for Geneva long before I was hired in 2013. I was introduced to classical education in 2003 when I accepted a teaching position at a classical school in Winter Haven, FL. Abby began kindergarten and Caitlin entered second grade. I had the privilege to attend workshops and seminars throughout the eastern United States that educated me on the philosophy behind the movement along with practical helps for classroom management. These times were incredibly valuable and inspiring times of learning for me, and I was hooked as a parent and an educator.

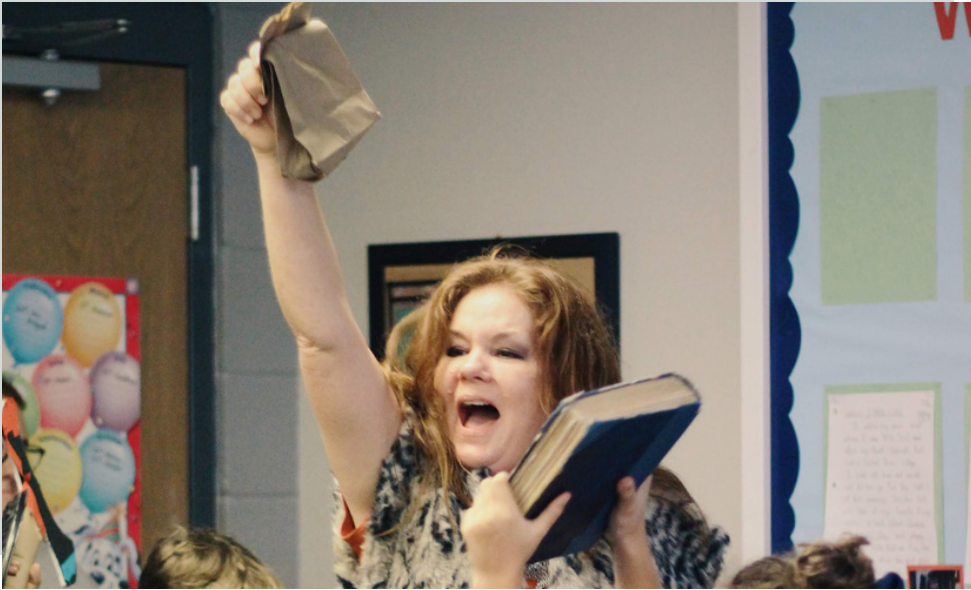


As Abby and Caitlin entered the high school years, Jack and I knew we wanted the classical experience to continue. I accepted a position at Geneva in 2013 and Abby was able to complete her classical career. Here we are seventeen years later, and we are all still learning as Jackson progresses through the logic years.

As a fourth-grade teacher, one of the strengths I bring to my students is an excitement about learning. Reading a great story out loud to my students is a favorite for me. I enjoy seeing the different emotions an action-packed story evokes, and I can get pretty animated. Even the most difficult to read books quickly becomes an “all time” favorite. Many of my students begin the year with reading being a least favorite activity to it becoming a most favorite activity. I love seeing students fall into a great story.

## What are your greatest strengths that you bring to your students?





How do you apply the ideals you disciple in the students to your own life?

Fourth grade is a big year of transitions. Students are growing more towards independence and personal responsibility. They are developing skills of organization and studying. They are solving conflict with others. They are learning to read God's word and ask important questions.

We are all a work in progress, so, as I lead my students, I'm reminded that God is not finished growing me in the same areas. I continue to strive for excellence in the profession God has called me to by attending seminars, reading great books, and studying God's word. Living in community with others will bring conflict. Loving well means restoring relationships with others. As conflict arises in the classroom, the goal is to restore friendships following Matthew 18. I have discovered that students care not how much I know until they know how much I care. Learning begins with a relationship and loving well is a life-long lesson that I strive for and pray that I model to my students.

Describe some of the special activities you do with students in your teaching and explain why.

The motto "Work Hard, Play Hard" seems a fitting statement for the fourth-grade experience. Special activities and special days help keep the students engaged with lessons and remembering facts, details, and events long after they leave my class. One such event would definitely be Barbarian Day.

We spend weeks at the beginning of the year studying this period in history and wrap up our study with a day dedicated to playing hard. Students arrive dressed as barbarians and plundering ensues. The entire campus gets involved as we visit each class to perform our history chant or search for treasure. Fourth grade students begin the year as barbarians, but they will finish up the year as mannerly squires or maidens.

Our end of the year ceremony reflects a year of hard work, and the celebration marks a milestone in the life of a Geneva student. This time students arrive dressed in fancy medieval garb for ladies or knight costumes for boys. They present one thousand years of history in about 15 minutes. A special guest delivers words of encouragement and awards are presented. This is a day many will not soon forget, and it marks a rite of passage that culminates years down the road as students graduate from Geneva. What we accomplish in fourth grade involves hard work, but it's a good work worthy of celebration.





# SENIOR TRIP/19



MUNICH, GERMANY



THE ACROPOLIS- ATHENS, GREECE



VATICAN CITY, ROME





THE AEGEAN SEA



CINQUE TERRE, ITALY



ATHENS, GREECE



CINQUE TERRE, ITALY





### What do you consider your greatest accomplishment in your life?

I feel that my greatest accomplishment in life would either be my volleyball career or the twenty page thesis I wrote, presented, and defended as a senior at Geneva.

### Describe your involvement at SEU. Is there any connection to your senior thesis?

University I can see more evidently the inner workings of existentialism that I talked about in my paper. Even though

If I'm being honest, being a student athlete in college is difficult and has challenged me in more ways than one. With the wonderfully diverse campus at Southeastern

SEU is a Christian University, I can still see the effects of society and the existential mindset. I believe this is due to the fact that existentialism is a part of humanity, ingrained in mankind since the fall.

## BAYLEE WARNEKE

### When did you graduate from Geneva? How would you describe your experience?

Geneva became family to me. I was able to learn from teachers who cared about every aspect of my life, not just my academic success. Teachers at Geneva work to shape each student in a holistic way, coupled with the focus on the academic fruits in a student's life are their spiritual fruits.

I graduated in the fall of 2019. I attended Geneva for my entire academic career and I truly fell in love with it.

### How did the Lord use the school to prepare you for what you're doing now?

As a student at Geneva, I was taught to challenge my beliefs and views so that I may truly understand what I believe and why I believe it. This practice has truly helped me remain steadfast in who the Lord has created me to be while at college. Though I attend a Christian university, receiving a rigorous education

from Geneva has prepared me for the independence of living away from home and the education model found in college. I believe the chief reason I have been able to maintain dedication to my school work as a college student is because of the love for learning that is cultivated in each student at Geneva.

**What traits or skills you honed at Geneva do you use in your current study or work?**

In addition to the love for learning that I mentioned before, I was taught in the classroom at Geneva, as well as in my home,

to always give one hundred percent of what I have to whatever I may be doing. This has become such a habit in my life that I find myself applying this practice to school work and projects without even having to remind myself.

**How do you apply the ideals taught at Geneva to your life?**

The ideals I have learned at Geneva have helped me discover what occupation I would like to pursue. A love for learning and servanthood has led me to choose a major in kinesiology/ pre-occupational therapy and minor in psychology.

**Where do you see yourself in 5 years?**

In five years, I plan to be a graduate of Southeastern with a Bachelors of Science, working as an occupational therapist assistant, while continuing to nourish my love for learning through attending graduate college part time.

"I WAS TAUGHT AT GENEVA AS WELL AS IN MY HOME, TO ALWAYS GIVE ONE HUNDRED PERCENT OF WHAT I HAVE TO WHATEVER I MAY BE DOING."



ELIZABETH MCGINNIS

**When did you graduate from Geneva?  
How would you describe your experience?**

I graduated from Geneva in 2017. I loved my entire time at Geneva. I attended the school from K-4 all the way through 12th grade. When reflecting on my time at Geneva, I am always overwhelmed with gratitude that I was able to attend this school for so long. It really was a privilege that is made more evident to me throughout my life.



### What do you consider your greatest accomplishment in your life?

My greatest accomplishment in life is probably going to the University of Florida and (hopefully) graduating in the next year. This time during college has been my greatest challenge, but I am grateful for the preparation Geneva gave me. Geneva gave me a lens through which to view these difficult times. I was in an environment that encouraged me to always do things for the glory of God. When this is at the forefront of whatever you are doing, it can give you a peace and motivation that is only from the Lord. I saw this attitude of faith consistently displayed through the teachers and staff at Geneva.

### How did the Lord use the school to prepare you for what you're doing now? Describe your internship? Is there any connection to your senior thesis?

My senior year I chose to do my senior thesis on the government's role in the intervention of sex trafficking in America. I thoroughly enjoyed doing this research, and from it stemmed an interest to work for a non-profit. After moving to Gainesville, I learned about the organization, Created Gainesville, whose mission is to "reach and restore lives impacted by sex trafficking and sexual exploitation" in the Gainesville community. I have loved serving as the marketing intern at Created. My job entails helping with social media outlets, assisting in community development, and serving on several outreach teams. My favorite part of this internship has been building relationships with the women that we serve. My heart for this issue has grown exponentially, and I am thankful for this experience I have been blessed with.

This particular internship involves a lot of thinking on your feet and quickly adapting in difficult situations. Geneva prepared me to think critically and thoughtfully. That skill has served me well in my internship to solve problems in hard circumstances. Above all, however, I am thankful that my teachers at Geneva showed me what it meant to pursue what you love and love what you are doing. This is a lesson that is not demonstrated many places.

### What traits or skills that you honed at Geneva do you use in your current study or work?

Geneva helped me to find joy in what I was learning and to see the greater purpose of why we do things.

"GENEVA PREPARED ME TO  
THINK CRITICALLY AND  
THOUGHTFULLY. THAT  
SKILL HAS SERVED ME  
WELL..."

### How do you apply the ideals taught at Geneva to your life?

The main ideal that I think was instilled in me during my time at Geneva is to truly love the Lord through everything that you are doing. This was exemplified to me through all of the teachers and staff at Geneva. There is no greater foundation I could have been given to continue through life.

### Where do you see yourself in 5 years?

In 5 years, I hope to be working at a non-profit organization in the marketing realm. I do not know exactly what that looks like, but this is a goal that I am striving towards.



JOEY FORD

### Describe your internship. Is there any connection to your senior thesis?

This past summer, I had the opportunity to intern with CenterState Bank in Winter Haven, Florida. While there was no correlation to my senior thesis in this internship, it did focus on the field I have wanted to pursue for quite some time, the commercial sector of banking. It truly was a prodigious learning experience.

### What traits or skills that you honed at Geneva do you use in your current study or work?

I apply the ideals that I learned at Geneva by taking the time to think deeply and critically about the world around me, whether that be the current political climate, the courses that I am enrolled in at UF, or the conversations I have with friends. I find great joy in rationalizing positions and views on things and I have Geneva to thank for this.

### When did you graduate from Geneva? How would you describe your experience?

I graduated from Geneva Classical Academy in the spring of 2016. My experience there was absolutely wonderful. At Geneva, students are led by their teachers to discover a love for learning. Further, the truth of the gospel radiates through and from every classroom and subject.

### What do you consider your greatest accomplishment in your life?

My greatest accomplishment in life has been convincing Elizabeth McGinnis, to marry me!

### How did the Lord use the school to prepare you for what you're doing now?

There are an abundance of ways that the Lord has used Geneva to prepare me for my current and future ventures. Some of the most evident are being taught the importance of critical thinking and glorifying God in all that I do. I have always known that regardless of the field of work the Lord led me into, I desired to do something in which I could glorify Him and advance the Kingdom.

### How do you apply the ideals taught at Geneva to your life?

Geneva was instrumental in helping me establish exemplary public speaking skills. The prowess in rhetoric that I developed has been crucial to my success both at the University of Florida and CenterState Bank's internship program.

### Where do you see yourself in five years?

In 5 years, I see myself still working in banking and potentially earning an MBA at the best university I can. I also see myself 4 years into marriage with my wife Elizabeth.



# GENEVA CLASSICAL

## PERFECT IN GIRLS BASKETBALL

# '18-'19

Written by Roy Fuoco, as published in  
*The Lakeland Ledger*,  
MARCH 20, 2019

"Not all high school athletes compete in the FHSAA, but that doesn't lessen how meaningful their titles are at whatever level or league they're competing in.

Over at Geneva Classical this past winter, its girls basketball team quietly put together a memorable season. The Knights, who were 11-3 the previous year, stormed through an undefeated 14-0 season and successfully defended their Central Florida Athletic League title. The CFAL [sic] is a six-team league with Geneva, Excel Christian from Lakeland, Oasis Christian from Winter Haven, Life Christian from Kissimmee, Hillsborough Baptist from Seffner and Classical Christian School for the Arts from Pinellas Park.

The Knights are coached by Jeremy Katzmann, who is assisted by athletic director Talia Bianco. In her first year at Geneva, Bianco attended Sonrise in the mid-2000s and won the Class 1A 3-point shooting contest at the FHSAA state tournament and finished second overall among all the class winners.

Geneva was barely challenged during the season. Its closest games in the regular season came against Oasis Christian with the Knights winning by 11 points in the first meeting and 13 points in the rematch. Overall, Geneva's average margin of victory was 29 points.

Geneva is led by co-captains Sara Hazelton and Raley Brown. Hazelton, a junior point guard, averaged 18.9 points, 8.6 rebounds, 2.9 assists, 5.9 steals and 1.1 blocks. Brown, a sophomore forward/center, averaged 10.5 points, 7.0 rebounds, 5.6 blocks and 2.6 steals.

Mary Grace Hamm, post player, is the only senior. She provided help on the boards as she averaged 7.1 rebounds to go along with her 4.8 points.

In the playoffs, Geneva defeated Life, 54-23, with Hazelton leading the way with 22 points, seven steals, six rebounds and four assists. Brown added nine points, six rebounds, five blocks and three steals.

In the Eastern Division championship, Geneva faced its toughest challenge all season. The Knights trailed by double digits, 12 points, for the first time all season but rallied to beat Oasis Christian by 11 points, 49-38.

"Oasis gave us a challenge," Bianco said. "We never trailed in any game like that all season, and I didn't know if we'd be able to come back."

Brown had a triple double, 11 points, 15 rebounds and 13 blocks, and Hazelton had a double-double with 21 points and 15 rebounds. Sophomore Daniella Garas also stepped up big in the game. Garas, who averaged 4.7 points, 3.5 rebounds and 2.8 steals for the season, finished with 11 points, 11 rebounds and four steals.



The championship game was just a formality as Geneva crushed Classical Christian, 44-11. Hazelton finished with 14 points, nine rebounds and 10 steals. Brown finished with eight points, nine rebounds and eight blocks, and Garas added eight points and eight steals.

With the exception of Hamm, everyone is expected back next season. Bianco said she'd like to schedule schools like Lakeland Christian and All Saints in the future."

Coach Katzmann is currently coaching his third season with our Geneva lady knights basketball team. In the schools inaugural sports match against Lakeland Christian School on December, 13, 2019, Katzmann lead the girls to a victory. Though we are abundantly proud of this teams success, we find even more pride in the way they exalt Christ, giving Him the glory in both the wins and losses. Don't forget to check our school calendar for future game schedules so you can come cheer on the Geneva Knights!



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## OPEN HOUSE



**Tuesday, January 28**

**6:30 PM at 1736 New Jersey Road**

**Tuesday, February 4**

**10:30 AM at 1736 New Jersey Road**



**BUCKFIN**

Friday, February 28, 2020