



The Frankfort Christian Academy

# Parent Student Handbook

Adopted July 2016

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*Please Note: Any agreement in writing between The Frankfort Christian Academy's administration and parents supersedes information contained in this handbook. The Frankfort Christian Academy admits students of any race, color, national or ethnic origin to all rights, privileges, programs and activities, generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic or other school-administered programs.*

# INTRODUCTION AND MISSION STATEMENTS

## Article I – Kingdom Education

### Mission

The Frankfort Christian Academy partners with Christian parents to provide a biblically integrated education which equips students to embrace biblical truth, to strive for academic excellence and to exemplify Christ-like servanthood in homes, churches and communities.

### Vision and Purpose Statement

**Our purpose is to educate and equip students to discover and develop to their full potential in Christ. (Psalm 139: 1-4)**

**Our vision is to prepare future generations of Christian leaders to impact their world for Christ. (Matthew 28:19-20)**

**Our overarching theme is LOVE, LEARN, LEAD – Philippians 1:9,10**

**In an environment of quality academics and strong, loving discipline students will demonstrate the ability to:**

**Minister to others through faith and love**

**Apply the Word of God throughout their day-to-day lives**

**Delight in the God-given gift of learning**

**Think and act with the mind of Christ**

### Core Values

**Centrality of the Bible**

**Biblical worldview**

**Christian parents**

**Christ-likeness**

**Quality education**

**Church**

**Stewardship**

#### **1. Core Value #1 – Centrality of The Bible**

The Bible, God's written Word, is pre-eminent in the life of the Christian. Divinely inspired and inerrant, it is authoritative for all life including the life of the Christian school.

*(Proverbs 3:1-5, Psalm 119, John 17:13-19, Colossians 3:16, Joshua 1:8, II Timothy 3:16)*

- a. TFCA will govern itself according to Biblical principles.
- b. TFCA will integrate the Bible into every aspect of the school's life.
- c. TFCA will use our financial resources in conformance with Biblical principles.
- d. TFCA will utilize a Bible curriculum which teaches sound doctrine and equips students to defend their faith.

#### **2. Core Value #2 – Biblical Worldview**

Education is never neutral. God's Word is the foundation for all knowledge. Christian education must ensure that students learn about the world and their place and tasks in it from the perspective of a Biblical worldview. (*Acts 17:16-34, Colossians 2:8-10, Hebrews 1:1-2, John 1:1-5, Romans 12:1-2*)

- a. TFCA will develop an educational platform based on the truths of God's Word and the preeminence of Jesus Christ.
- b. TFCA will assist parents in providing a Christ-centered environment so that students will not be conformed to modern philosophies but transformed by the renewing of the mind to God's Word.
- c. TFCA will challenge students to develop a Biblical worldview so they will be able to intellectually engage the culture for Christ.

### 3. Core Value #3 – Christian Parents

God has given parents the primary responsibility for bringing up their children in fear and admonition of the Lord.

(*Deuteronomy 6:6-9, Ephesians 6:1-4, Proverbs 22:6*)

- a. TFCA will partner with parents of children enrolled at the Academy to help meet their parental responsibilities.
- b. TFCA will communicate to parents, students, and staff the importance of parental involvement in quality education.
- c. TFCA will provide training and resources to help parents establish and **maintain** a Christ-honoring home.
- d. TFCA will set policies and procedures that will establish a partnership between the Academy and parents as a means of helping reach Kingdom education goals.

### 4. Core Value #4 – Christ-likeness

*He who says he abides in Him ought himself also to walk just as He walked. (1 John 2:6)*

- a. TFCA will employ and/or appoint, develop, and retain board members, administrators, faculty and staff whose actions and attitudes model Christ.
- b. TFCA will train and encourage students to apply the qualities of Christ in their own lives.
- c. TFCA will equip students to communicate their faith to others.
- d. TFCA will develop discipline procedures based on Biblical principles that lead to Christ-like behavior.

### 5. Core Value #5 – Quality Education

Each student is a uniquely wonderful and marvelous creation of God and will be accorded dignity, worth, and nurturing by TFCA staff. We will strive to instill an excitement for learning within all students, as well as the desire to recognize and develop their God-given talents.

- a. TFCA will develop an educational program that is based on God's Word with Jesus Christ at the center of the curriculum.
- b. TFCA will employ, develop and retain Godly teachers who model Christ in their everyday lives and set Christian examples for the students at TFCA.
- c. TFCA will use curriculum and methods in the classroom that reflect God's

truth and prepare students to go into their homes and communities as servants of Christ.

- d. TFCA will provide a nurturing environment with quality instruction that will challenge students and foster an eagerness for learning.
- e. TFCA will provide a variety of sports and extra-curricular activities where students will be taught to compete, while setting Christian examples for those around them.

## **6. Core Value # 6 – Church**

The church has been and always will be the instrument of God to fulfill God’s purposes on earth. The church is the expression of God’s Kingdom to the world. (*Acts 2:42-47, 20:28, Ephesians 1:23*)

- a. TFCA will strive to strengthen the church.
- b. TFCA will require its board members, administration, faculty, and staff to be active members of Bible-believing churches.
- c. TFCA parents and their families will be active members of Bible-believing churches.
- d. TFCA will promote partnerships with Bible-believing churches within the communities it serves.
- e. TFCA will demonstrate honoring Bible-believing churches through its policies, procedures, and practices.
- f. TFCA will offer training to students to assist them in serving their churches.

## **7. Core Value #7 – Stewardship**

Every aspect of Christian education must be considered a stewardship responsibility from God.

- a. TFCA will develop and operate within a budget that reflects Biblical principles of stewardship.
- b. TFCA will provide students with an education that will develop the whole child – spiritually, mentally, physically, and socially.
- c. TFCA will provide, develop, and maintain facilities in a way that will honor the Lord and meet the needs of students.
- d. TFCA will seek opportunities to serve the community in a Christ-like way.

## **Article II - History and General Policies**

**The Academy’s beginnings go back to 1994, when a group of parents and church leaders met to explore the interest and feasibility of a Christian school. From this initial meeting, The Frankfort Christian Academy was born and opened its doors in 1995 with 51 students in grades Kindergarten through sixth. Currently, TFCA offers Christian education to pre-Kindergarten students through high school. The school has experienced a tremendous increase in enrollment since its founding.**

**The Academy understands that God’s plan gives parents ultimate responsibility for the education and development of their children. (Deuteronomy 6:6-9 and Ephesians 6:4) The purpose of The Frankfort Christian Academy is to assist parents with this God-given responsibility and enable students to discover and develop individual uniqueness and talents.**

## **Article III – Expected Student Outcomes**

## TFCA Expected Student Outcomes - Adopted Fall 2015

Graduates of TFCA will experience and demonstrate the following standards:

Christians who.....

- Understand and commit to a personal relationship with Jesus Christ and articulate his/her personal relationship
- Know, understand and apply God's Word in daily life and personally respond to carry out the Great Commission
- Understand the worth of every human being as created in the image of God
- Are actively involved in a church community, serving God and others
- Demonstrate respect for authority: God, peers, community and self

Learners who.....

- Will meet or exceed established exit criteria in all academic subjects
- Will be able to use and apply skills, including technology, to find, analyze and evaluate information
- Demonstrate appreciation and knowledge of our heritage – literary, historical and Biblical
- Read, write, speak, listen and demonstrate appropriate language and communication skills in diverse academic and social situations

Problem solvers who.....

- Work cooperatively and collaboratively in a group
- Recognize and evaluate consequences in advance to achieve desired solutions
- Evaluate, analyze, and interpret data, logically, and creatively and integrate different experiences to reach intelligent conclusions
- Demonstrate and achieve 21<sup>st</sup> Century Competency and Computational skills

Goal setters who....

- Plan for the future and are capable of setting long and short-term goals
- Establish spiritual, academic, physical and social priorities

Productive citizens who.....

- Respect the needs, ideas and opinions of others
- Treat others as they would like to be treated
- Accept responsibility for the consequences of their actions
- Are dependable and self-motivated
- Know and apply the core concepts and principles of all academic areas (math, sciences, civics, history, language arts, geography, fine arts, health and fitness)

These outcomes will be evaluated regularly on a rotational basis through various measurements.

### **Article IV - Student Handbook Statement**

As you study and pray about the contents of The Frankfort Christian Academy Student Handbook, please understand that the contents are exceedingly important. For this reason, no effort has been made to keep it brief. Every aspect of school life is set before you in an intellectually honest way. Our purpose and our practice is provided in order to secure your agreement as we set ourselves to the awesome task of bringing sons and daughters up in the nurture and admonition of the Lord. The beliefs, values, and practices of home and school must be congruent. This official handbook is the basis of understanding between home and school.



## **Article V - School Policy Statement**

The policies of the school are determined by the controlling authority of The Frankfort Christian Academy Board of Directors. Parents/guardians and students are expected to cooperate fully with the school policies as set forth in this handbook.

### **STATEMENT OF FAITH**

We believe the Bible, both Old and New Testaments, to be the inspired word of God; inerrant and authoritative in the original writings; the final point of reference and authority in all matters of Christian faith and life; God's Holy Word being the objective credal standard which judges either sin or fruitfulness.

*I Tim. 3:16-17, II Pet. 1:20-21*

We believe in one God, Creator of all things, eternally existing in three co-equal persons: Father, Son, and Holy Spirit and that they created the earth in six literal days and rested on the seventh.

*Deut. 6:4, Heb. 1:3, II Cor. 13:14*

We believe the Father is sovereign and immutable in all His ways, sending His Son to accomplish His will on earth as it is in Heaven. We, therefore, acknowledge our dependence upon God as a school, a community and a country.

*Deut. 4:39, I Ch. 29:12, Ps. 29:10, Ps. 33:12*

We believe Jesus Christ is fully God and fully man and recognize His virgin birth, sinless life, sacrificial death, bodily resurrection and ascension, and reign at His Father's right hand in glory.

*Isa. 9:6-7, Dan. 7:14, Mt. 28:18, Jn. 1:1-2, Col. 2:9, Heb. 1:3, Heb. 12:2*

We believe in the ministry and power of the Holy Spirit, as He convicts, regenerates, seals, indwells, guides, and instructs individual Christians: empowering the Church to reveal the glory of her divine husband, Jesus.

*Jn. 14:15-17, Jn. 16:7-15, Rom. 8:11, II Cor. 1:22, Titus 3:5, I Pet. 1:12*

We believe in the necessity of salvation for sinful man, by grace, through faith in Jesus Christ, His shed blood and atoning death upon the cross; the only means to the forgiveness of sin and eternal redemption. This grace engenders love, and out of this love grows a desire to serve both God and our neighbor.

*Acts 4:12, Rom. 3:21-26, Rom. 5:8-10, Eph. 2:4-10*

We believe that it is of the utmost importance to give our Lord Jesus the preeminence in all things, as Prophet, Priest, and King, in view of His having been given, by His Father, all power and authority in heaven and on earth.

*Heb. 1:1-2, Heb. 6:19-20, Col. 1:12-20, Ps. 29:2, Jn. 4:23-24, Phl. 4:48*

On earth we are, as it were, ambassadors for Jesus. Our command is to re-establish a testimony for God and His law in this nation and to equip our children to do likewise. We therefore believe it is our duty to teach them to keep covenant (maintain fidelity in their allegiance) with God, as our forefathers did. We unapologetically believe in a patriotism that promotes devotion to God and country.

*II Ch. 7:14, Ps. 33:12, Mt. 28:18-19, II Cor. 3:6*

We believe in the rightful submission to God ordained governmental authorities but will hold that God's law is higher than man's law and will always obey the higher law when the two are in conflict. Human government is established by God and is God's servant; to "do good" and to "punish wrongdoing." We therefore recognize the legitimate authority of human government, as it is established by God.

*Dan. 2:20-1, Dan. 5:21, Acts 5:129, Rom. 13:1-7, Titus :1-7*

We believe in the unique roles of male and female created by God and do not condone violation of these roles. We affirm that biblical marriage is limited to a covenant relationship between a man and a woman. **(Romans 1:21-27, 1 Corinthians 6:9-20)**

## **CHRISTIAN CHARACTER AND THE CHRISTIAN SCHOOL THE QUALITY DIFFERENCE**

### **Article I - Christian Character**

"... and other foundation can no man lay than that is laid ... which is Jesus Christ, the Lord..." (1 Corinthians 3:11).

The cornerstone of The Frankfort Christian Academy is its singular commitment to the Lordship of Jesus Christ. We have been called to show forth His excellence in every area of life as we assist children to move toward Christian maturity.

We live in an exceedingly complex world where moral, social, economic, and political uncertainties abound. What knowledge is really worth having in times like these? What life is really worth living in times like these? How shall we equip sons and daughters for living an abundant life in times like these? Every school worthy of its name must give answer to questions such as these.

"The fear of the Lord is the beginning of wisdom..." (Proverbs 1:7) This is that knowledge which is most worth having. God, the Creator and Sovereign of the universe, has spoken. He has given to man truth about God, truth about man, truth about the universe, and truth about how all things stand in relation to each other. This is meaningful knowledge which man desperately needs. Man, being finite, cannot spin knowledge out of his intellect. The Frankfort Christian Academy shall assist sons and daughters to think God's thoughts after Him. The Frankfort Christian Academy encourages students and teachers to speak and live out God's wisdom in an unfettered, unrestricted way.

To equip sons and daughters for living the abundant life, The Frankfort Christian Academy makes a mighty reach for excellence in the whole aggregate of human life: intellectual, moral, physical, spiritual, domestic, and social. The Christian life and worldview brings all the diverse elements of life into harmony. By bringing every thought captive to Christ, man is empowered to achieve the purpose of his existence to glorify God and enjoy Him forever.

### **Article II - The Christian School - The Quality Difference**

Parents are mandated by God to educate their children. Children are gifts from God. (Psalms 127: 3-5) Parents are responsible to "train up" their children in the way of the Lord and not in the ways of the world. (Proverbs 22:6 and Ephesians 6:4) God's people are told, "Thus saith the Lord, learn not the way of the heathen...For the customs of the people are vain..." (Jeremiah 10: 2-3) Proverbs 19:27 states, "Cease, my son, to hear the instruction that causeth thee to err from the words of knowledge." It is obvious that God has been very careful to instruct and warn parents as to the type of education a child is to receive.

God has ordained three basic institutions: the Family, the Church, and the State. In fulfilling parental responsibility for the education of children, the Family usually seeks help and support from one of those institutions outside the home. Since there is not Biblical authority for the State being involved in education, the creation of a Christian School under the direction of the Church serves as an extension of the home in assisting the parents in fulfilling their Christian responsibility to "train up" their children.

## **Basic Educational Goals**

- To give God the glory in all things
- To aid Christian parents in disciplining their children
- To develop an understanding of one's unique responsibility to God
- To help students realize their capabilities and limitations and how to make the most of them, toward growth and service
- To equip each student with the ability to communicate clearly, logically, and effectively through reading, writing, speaking, and listening
- To encourage creativity and curiosity
- To encourage an appreciation of the arts
- To teach the fundamentals of physical fitness, nutrition, and hygiene
- To teach the fundamentals of Language Arts, Math, Social Studies, Science, and Bible

## **COMMITMENTS**

### **Article I - Parents:**

- Have the primary responsibility for the training of their children to be committed to Christ and a Christian lifestyle. Parents should conduct regular family Bible reading in the home. Parents train by example as well as by precept.
- Have the responsibility of a commitment to actively participate in an evangelical church.
- Have the responsibility to encourage their children by carefully attending to the children's world of school. Parents should listen to and talk with children about the school day.
- Have the responsibility to hold reasonable expectations for their children, consistent with the native ability of their children.
- Have the responsibility to communicate to their children that their love for them is unrelated to their performance in school.
- Have the responsibility to support the school and the teacher's authority in the eyes of their children.
- Have the responsibility to resolve differences with the school or with a teacher in accordance with the scriptural principles outlined in Matthew 18: 15 - 20 and Galatians 6: 1 - 10. **No exceptions.**

### **Article II - Students:**

- Will conform to and obey all rules and regulations of the school. The primary objective will be to develop respect for authority and to develop self-discipline on the part of the student. All students are subject to the authority of any staff member at any time on the school grounds or during school functions. Students will be courteous and respectful of teachers, aides, secretaries and visitors at all times. Disrespect or disobedience to staff members will not be tolerated.
- Will strive to be Christ-like at all times.
- Will aim high and work diligently. Whatever the student does will be done with all his/her might as unto the Lord.

- Will know that the scriptures are the foundation of the people of God and fit them fully for all branches of their life's work.
- Will accept the rigor and discipline required to become a Christian scholar.

### **Article III - Teachers:**

- Have the responsibility of a commitment to actively participate in an evangelical church.
- Will be committed to the Lordship of Jesus Christ and set before students a noble example of Christian life and conduct.
- Will seek to know each student's abilities, feelings, values, and hopes.
- Will build many roads to success into the instructional program and assist each student every day to taste success in an area of earnest endeavor.
- Will communicate what is expected of students.
- Will communicate how students may receive assistance to successfully carry out what is expected of them.
- Will respect each student as an image bearer of God, regardless of the student's performance.
- Will lead the life of a Christian scholar in the vast and exciting worlds of fine arts, science, mathematics, language, literature, and history. The teacher will be a spiritual and intellectual model for students to follow and will have something rich and challenging to offer students.
- Will set before students the rigorous requirements in the pursuit of academic excellence.
- Will teach and train students to become Christian scholars.

### **Article IV - The School:**

- Views the child as created by God, in God's image and likeness. The child is somebody.
- Pledges to assist the child at each level of education to fully realize his or her undeveloped capacities for knowledge and wisdom.
- Takes a Biblical view of the child. From the scriptures, we obtain knowledge about children needing God's forgiveness and redemption through Jesus Christ our Lord; from the scriptures we obtain knowledge about Christian sons and daughters growing into the image of God's Son, needing loving nurture and encouragement and needing compassionate discipline and correction; and from the scriptures we obtain knowledge about children's uniqueness as persons, needing both the authority of law and the freedom of selfhood.
- Takes a developmental view of the child. From formal and informal observations - we learn about children's personality differences; their varieties of motivation, readiness, and learning styles; and their developmental needs at the various stages of growth. From formal and informal observations, we learn about their fears and aggressions; their joys and spontaneity; their loneliness and aspirations; their struggles with right and wrong,

true and false, real and unreal, and love and hate. From formal and informal observations of children, we learn about the effects on children who come from stable and motivated homes; about the effects on children who come from unstable and undisciplined homes; about the effects on children of good and poor nutrition; and about the effects on children of their emerging sexuality. From all such observations, both formal and informal, we learn about the complexity of human persons and how that complexity affects their educational requirements.

- The Frankfort Christian Academy is a non-denominational institution; therefore, doctrinal issues, which arise, will be referred to the student's parents/guardians or minister.

## **ADMISSIONS**

### **Article I - Admissions Policies**

**Preschool through 8th Grade** -- Application for admission to The Frankfort Christian Academy's pre-kindergarten through 8th grade is open to any family who expresses **their personal commitment to Jesus Christ and has at least one parent active in a local evangelical church.**

**High School** — Application for admission to The Frankfort Christian Academy's high school is open to any student and/or family who **expresses their personal commitment to Jesus Christ and is active in a local evangelical church.**

Numerous churches are represented in our school and The Frankfort Christian Academy does not discriminate on the basis of race, color, or national origin.

Church membership or attendance will be verified prior to admission with a Pastor Recommendation form. These forms will also be updated on a biannual basis.

The Frankfort Christian Academy is designed to provide another option to public schools for children whose parents/guardians desire this option and who qualify for admissions.

The Frankfort Christian Academy's spiritual, academic and behavioral standards are distinctively high. Students enter the school with varying degrees of spiritual maturity, intellectual ability, emotional development and home influence and training. The Frankfort Christian Academy has resources to effectively deal with a reasonable degree of latitude in each of the above-mentioned areas through low teacher/student ratios, a quality educational program, and a dedicated teaching staff. However, to maintain an effective educational program and ameliorate the likelihood of any unpleasant and disappointing situations which could arise during the school year, the school must limit enrollment to only those applicants whose intellectual, emotional, and spiritual levels are adjudged to be within its acceptable guidelines. As part of the admissions process (school records, testing, grades, discipline and attendance) must be submitted and found to be within an acceptable range. Any student previously suspended and/or expelled from a prior school must have board approval for admission. In addition, placement testing is required for admission to grades TK-12<sup>th</sup>. TFCA maintains a list of kindergarten readiness criteria which is used to determine applicants preparedness for kindergarten. This policy ultimately works to the benefit of the child, the parents/guardians, and the school.

### **CODE OF CONDUCT**

The Frankfort Christian Academy holds that the Bible is the infallible, divine Word of God and that salvation by faith in Christ is the initial step in the Christian life. There is adequate basis for the idea of spiritual growth into the image of Christ (Rom. 8:29), which is the work of the Holy Spirit (2 Cor. 3:18). This growth begins with the initial act of saving faith and continues throughout life. The Holy Spirit makes the Christian conscious of the Biblical demands for a holy

life which fulfills both God's moral law and high law of love (Matt. 22:27-39; Rom. 13:8-19; Gal. 5:15). The result is a life consecrated unto God and separated from the world.

The Frankfort Christian Academy must, therefore, provide an environment conducive to the spiritual growth and development of young people who are not mature Christians. A Code of Conduct based on the following Biblical imperatives is necessary to provide such an environment. All of the activities of the Christian must be subordinated to the glory of God who indwells us (1 Cor. 8:9, 12-13, 10:32). The Christian will endeavor to avoid practices which diminish the Christian's physical, mental, or spiritual well-being and cause a loss of sensitivity to the spiritual needs of the world.

A sense of the needs of spiritual growth in the light of these principles has led The Frankfort Christian Academy to adopt the following standards which are believed to be conducive to an environment that will best promote the spiritual welfare of the student. The Frankfort Christian Academy, therefore, requests each student to pledge – whether at home, school, or elsewhere:

To refrain from participating in activities such as: profane or indecent language, smoking, possession or use of liquor, drugs, or tobacco, gambling, pornography, premarital sex, homosexuality, or other sexual perversions.

To maintain Christian standards in courtesy, kindness, honesty, and modest attire.

The selection of the restrictions mentioned in the pledge may appear arbitrary, but The Frankfort Christian Academy believes that the pledge identifies conduct which is detrimental to living a Christ-like life.

Students are expected to abide by these standards throughout their environment whether at home, school, or elsewhere. Students found to be out of harmony with The Frankfort Christian Academy's ideals of work and life, or any student who has been arrested by authorities, will be subject to administrative withdrawal.

In this atmosphere of definite and positive Christian standards of conduct, good scholastic planning, and genuine personal interest between faculty and student, there is a wonderful opportunity for the development of strong Christian character.

The Biblical and philosophical goal of The Frankfort Christian Academy is to develop students into mature, Christlike individuals who will exhibit a Christlike life. Of necessity, this involves the school's understanding and belief of what qualities or characteristics exemplify a Christlike life. Even though parents may personally believe differently, while enrolled at The Frankfort Christian Academy, all students are expected to exhibit the qualities of a Christlike life espoused and taught by the school and to refrain from certain activities or behavior. Thus The Frankfort Christian Academy retains the right to refuse enrollment to or to expel any student who engages in sexual immorality, including any student who professes to be homosexual /bisexual or is a practicing homosexual/bisexual as well as any student who condones, supports, or otherwise promotes such practices (Leviticus 20:13, Romans 1:27).

The Frankfort Christian Academy's Biblical role is to work in conjunction with the home to mold students to be Christ-like. On occasion, the atmosphere or conduct within a particular home may be counter or in opposition to the biblical lifestyle the school teaches. This includes, but is not necessarily limited to, sexual immorality, homosexual/bisexual orientation, or inability to support the moral principles of the school. In such cases, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student.

The Frankfort Christian Academy admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities, generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in the

administration of its educational policies, admissions policies, scholarship and loan programs, athletic or other school-administered programs.

Eligibility: 3rd birthday by August 1st - Pre-K 3 (must be fully potty trained) per Ky state statutes change effective for kindergarten in 2017  
4th birthday by October 1st - Pre-K 4 (must be fully potty trained)  
5th birthday by October 1st - Kindergarten

**Students applying after August 1 who reside within a 20-mile radius of the school should make application prior to the beginning of the second nine-week grading period (dates to be determined each year according to pre-admission testing dates.)**

**Students making application after August 1 who reside out of state** and/or whose family plans to move to the Frankfort area may make application at any time. However, due to the difficulty of students assimilating during the school year, the standards for admission will be stringent.

## **Article II – Withdrawals**

Withdrawal of a student is not official until the following criteria are met in:

A written request must be submitted to the Board of Directors requesting withdrawal of the student from the Academy.

Excused reasons for withdrawal include: Job Loss/Transfer greater than 30 miles from TFCA, Job Demotion greater than 15% financial, Death in Immediate family, Debilitating illness, School transfer outside of Franklin county, Expulsion, Administrative.

A completed TFCA Withdrawal Notice (provided by the business office) must be completed and submitted to the office. The notice, including self-addressed, stamped envelope, will be mailed to you immediately following receipt of the written request for withdrawal.

No cumulative records will be forwarded until the Withdrawal Notice has been completed, reviewed, and accepted by the Board of Directors and all financial obligations have been fulfilled including but not limited to: tuition, after school fees, lunch charges, library fines, etc.

The Withdrawal Notice requires approval from the Principal, finance manager, and Board of Directors.

If an enrolled/re-enrolled student withdraws after May 15 of the preceding school year, TFCA will retain the enrollment/reenrollment fee, assess a 5% penalty **based on gross tuition**, and retained on any pro-rated tuition once the applicable school year has begun.

# **PRE-KINDERGARTEN PROGRAM**

## **Article I – Days and Hours**

Half Day Pre-Kindergarten

7:45–11:00 Monday/Tuesday/Wednesday/Thursday

All Day Pre-Kindergarten (Partial Week)

7:45–5:30 Monday/Tuesday/Wednesday/Thursday

All Day Pre-Kindergarten (Full Week)

7:45–5:30 Monday/Tuesday/Wednesday/Thursday/Friday

## **Article II – Age and Number of Students**

**Students whose third birthday is on or before August 1 are eligible to apply for three year old pre-kindergarten. Each class will have a cap of twelve students.**

**Students whose fourth birthday is on or before August 1 are eligible to apply for four year old pre-kindergarten. Each class will have a cap of fourteen students.**

**All applicants must be fully potty trained and wearing underwear.** The Academy does not have the facilities or personnel required to change diapers or pull-ups.

## **Article III - Pre-Kindergarten Dress Code**

Students should wear neat, comfortable clothes and shoes that allow them to enter into all school activities. Girls should wear dresses no shorter than two inches above the knee. Parents should use discretion if girls need to wear shorts under their dresses. Shirts should cover tummies. Boys and girls should always exemplify Christ in their clothing.

## **Article IV - Sick Policy**

If a student has a temperature above 99.9, they must not return to school until he/she is free of the fever for 24 hours. If a temperature is discovered during school hours, parents/guardians will be notified and asked to pick up the child as soon as possible.

If a student shows signs of an illness or condition that may be communicable, he/she needs to stay home until clear of the illness or a physician states that the student is not contagious and may return to school.

If a student contracts lice, he/she may not return to school without a physician's statement that the student is lice-free.

If a student vomits at school, arrangements must be made for someone to pick him/her up as soon as possible after being contacted by the school. The student may not return to school until he/she has not vomited for 24 hours.

If a student is placed on antibiotics by a physician, he/she must be on the antibiotic for 24 hours before returning to school.

Teachers cannot administer medication without a Medication Authorization Form each day the medication is administered. This includes Tylenol, ibuprofen, and prescription ointments. If a student requires an Epipen, a Medication Authorization Form can be filled out at the beginning of the school year and kept on file. The Epipen will be kept in the teacher's possession and will be accessible for administration to the child. Please do not send medication in back packs for students to administer to themselves.



These guidelines will be strictly enforced for the safety of students and staff. We strive to maintain a clean and healthy environment for our students.

## **Article V - Pre-Kindergarten Program Discipline Policies**

Pre-Kindergarten is a time of acclimation and learning to be obedient away from parents or guardians. We expect there to be times when preschool students will need redirecting and guidance on Christlike behavior. Teachers will be the primary disciplinarian and will handle discipline in a Christlike manner, incorporating Christian principles and implementing a classroom behavior system the students will understand and adopt.

### **Minor Infractions:**

Daily student disputes typical among preschool age students

Not sharing

Not keeping hands or feet to oneself

Talking out of turn

Disobeying classroom rules

Unacceptable behavior deemed as a major infraction will be handled in a firm and earnest manner. The Director will meet with the student and a Disciplinary Form will be completed. The parent/guardian will be notified by the teacher or Director via email or phone concerning the behavior of the student. Parents/Guardians will be given a copy of the Discipline Notice. If the student continues the behavior or similar behaviors, a meeting will be called with the parent, teacher and Director, and a plan of action will be discussed. If improvement does not occur, the Principal will be notified and copies of the Discipline Form and Plan of Action will be forwarded to him. At this time, disciplinary alternatives include, but are not limited to, parent conference, suspension and expulsion.

Corporal Punishment is not a form of punishment used for pre-kindergarten disciplinary action.

It is expected that all damage to school property, even if accidental, will be acknowledged to by person involved and a plan for reimbursement will be made by the family.

## **Article VI—Helpful Hints for the Home**

### **Self-Help Skills**

**Uses toilet independently**

**Locates correct bathroom in public place**

**Fastens and unfastens clothing**

**Puts shoes on correct feet**

**Wipes and blows nose**

**Washes hands**

**Brushes teeth**

**Brushes hair**

**Cleans up spills**

**Picks up toys**

**Feeds self**

### **Activities to Enhance Gross and Fine Motor Skills**

**Modeling these activities for your child and encouragement is extremely important.**

**Expose your child to stair climbing using alternate feet.**

**Play catch and kicking games with a large ball.**

**Expose your child to movement to music.**  
**Provide your child with writing utensils.**  
**Provide your child safety scissors to use under adult supervision, making sure left-handed children are accommodated.**  
**Have your child draw pictures of him/herself as well as family members and pet.**  
**Encourage creativity.**  
**Provide your child coloring books with large easy pictures to color.**  
**Provide your child with simple puzzles to put together. Puzzles with three to six pieces are excellent for preschool children.**

### **Cognitive Activities**

**Talk about colors in normal conversation.**  
**Make shapes with yarn, Play-doh, and straws.**  
**Count silverware at mealtime, vegetables from the grocery, and candy pieces.**  
**Sort socks from the laundry.**  
**Put common objects in a bag and have the child reach in the bag and try to guess what the object is by describing how it feels.**  
**Sing songs together.**  
**When requesting an object from your child, describe its location.**

### **Do's**

**Do show your excitement about school.**  
**Do read to your child.**  
**Do spend quality time with your child.**  
**Do screen your child's television viewing.**  
**Do foster a sense of responsibility in your child.**  
**Do establish family routines.**  
**Do arrange for your child to be with other children.**  
**Do involve your child in household chores.**  
**Do praise your child when he/she is good.**  
**Do set limits for your child.**  
**Do allow yourself time away from your child.**  
**Do respect your child.**

### **Article VII - Curriculum**

The PK3 and PK4 students' day begins with Circle Time. That includes getting to know each other, singing, pledges and prayer time. This is followed by Bible time, which includes a story, prayer, some Bible verse memorization, Bible songs, and role-playing. All areas of the day are integrated with Biblical concepts.

Through various sources and curriculum, PK3 students will receive instruction in uppercase letter formation, and phonics. They will receive a solid foundation in reading, learning the alphabet and letter recognition. Each will learn manuscript writing, focusing on the appropriate tracing formation of uppercase letters. Students will learn to recognize their first name.

PK4 students will receive instruction in upper and lowercase letter formation, learn letter sounds and blending consonant letters with vowels. They will then learn to blend three letter, short vowel words. Each will learn to create well-formed oral sentences, and explore rhyming words. Students will recognize beginning, middle, and ending sounds, and some sight words.

PK3 students are introduced to number concepts from 1-15 and counting to 20, number formation 1-10, one to one correspondence, patterns, colors, shapes, and recognizing shapes in their environment, ie. Graphing and Grouping.

PK4 students are introduced to number concepts from 1-20 and counting to 100, number formation 1-20 one to one correspondence, patterns, greater than and less than, before and after numbers, number sequencing, graphing and grouping, simple picture addition and subtraction, and coin recognition.

Students will be stimulated in science and history through themes. Themes such as plants, farming, space, community helpers, the history of Thanksgiving, zoo animals, weather, insects, ocean animals, and more will help students explore the world of science and history.

Fine motor skills are strengthened by use of manipulatives, gluing, cutting, puzzles, coloring and painting. They will express themselves through art, music, dance, puppets, role-playing and story time. Gross motor skills will be exercised at recess and gym time through tumbling on the mat, throwing, kicking, and catching the ball.

Other parts of the day will include PE, music, library time and chapel. Students will present a Christmas program and an end-of-the-year program.

Our pre-kindergarten teachers focus on preparing our students for kindergarten readiness. Students not found to meet the majority of these guidelines will be encouraged to pursue our Transitional Kindergarten program. TK strives to meet individual student needs and focuses on the skills students need to master to be ready for kindergarten.

The following guidelines are considered our Kindergarten Readiness Criteria:

Applicants to the Kindergarten program at TFCA should be able to:

- Count to 10
- Recognize numbers 1-10
- Recognize a Circle, Square, Triangle, and Rectangle
- Say the ABCs
- Recognize at least 20 out of 26 upper and lowercase letters
- Give sounds for most consonant letters
- Give short sounds for vowels
- Turn pages in a book and look through a book correctly
- Recognize their first name
- Speak in complete sentences and communicate with teacher and friends
- Retell story details
- Answer simple questions about stories
- Make simple oral sentences with words
- Speak with minimal speech needs (speech is not disruptive to learning and comprehension)
- Write their first name independently
- Trace upper and lowercase letters with correct tracing formation
- Copy letters on paper using a model
- Make some upper and lowercase letters independently
- Copy some simple words
- Cut straight and curved lines
- Grip a pencil and crayon correctly
- Color in a back and forth motion, attempting to stay inside the lines
- Use more than one color and uses appropriate colors when needed
- Use glue appropriately with controlled amount
- Manipulate small objects with fingers
- Self-help skills: bathroom independence, able to put on coats, shoes, etc.
- Follows directions and independently completes activities
- Able to delay wants and needs until appropriate time (exhibits impulse control and self regulation)

- Able to separate easily from caregiver and become involved in classroom activities independently
- Able to follow classroom rules and directions with minimal prompting

## **CHILDREN AND PARENT RIGHTS PURSUANT TO KRS 199.898**

1. All children receiving child care services in a day-care center licensed pursuant to KRS 199.896, a family child-care home certified pursuant to KRS 199.898.2, or from a provider or program receiving public funds shall have the following rights:
  - a. The right to be free from physical or mental abuse;
  - b. The right not to be subjected to abusive language or abusive punishment; and  
The right to be in the care of adults who shall meet their health, safety, and developmental needs.
2. Parents, custodians, or guardians of these children specified in subsection (1) of this section shall have the following rights:
  - a. The right to have access to their children at all times the child is in care and access to the provider caring for their children during normal hours of provider operation and whenever the children are in the care of the provider;
  - b. The right to be provided with information about child-care regulatory standards, if applicable; where to direct questions about regulatory standards; and how to file a complaint;
  - c. The right to file a complaint against a child-care provider without any retribution against the parent, custodian, guardian, or child; and  
The right to review and discuss with the provider any state reports and deficiencies revealed by such reports.

The child-care provider who is licensed pursuant to KRS 199.896 or certified pursuant to KRS 199.898.2 shall post these rights in a prominent place and shall provide a copy of these rights at the time of the child's enrollment in the program.

## **K-12 CURRICULUM**

This is our Father's world. All of life is sacred - nothing is secular. All truth is God's truth. And the Bible is God's Word to modern man, giving him truth about God, truth about man, and truth about the universe.

All nature is a great wide-open volume written all over with the finger of God. It is a wondrous world God has made for His children.

The Christian scholar must be a great observer of things. He must have sharpness of vision and great sensitivity of soul. He must ask great questions. He must put forth reverent but fearless inquiries. He must think God's thoughts after Him. He must have the mind of Christ.

The following commitments shall light the way for The Frankfort Christian Academy:

**THE ACADEMIC PROGRAM AT THE FRANKFORT CHRISTIAN ACADEMY PROMOTES A BIBLICAL VIEW OF LIFE.** The distinguishing mark of a Christian school relates to that one unique reason for Christian education: to gain a knowledge of the world from God's point of view (rather than man's) through the application of Biblical presuppositions in every area of the curriculum and school activity. This is the kernel of Christian education.

Life must be related to God and learning must be related to truth. The determination to apply biblical presuppositions to every area of life and learning is the commitment of The Frankfort Christian Academy. To achieve this commitment, the foundation for curriculum will be the Bible. It will be studied seriously, and its truths will be applied both to our personal lives as teachers and students and to our administration and school policies.

While the Bible is the foundation of our curriculum, we do not limit our educational tools to the Bible. Since the Bible is absolutely true in all subjects with which it deals, we have nothing to fear from any discipline - whether mathematics, science, history, or language. The facts in any discipline hold no terror for the Christian scholar. The critical issues in society today do not involve a dispute concerning bare facts - the issues relate to the meaning, significance, and application a person attaches to facts. Non-Christians relate facts to their view of the universe, man and God. The Christian scholar relates all facts to God - to God's revelation of Himself in the Lord Jesus Christ, the Living Word, and in the Bible, the written word.

At The Frankfort Christian Academy, students will constantly and fearlessly develop and use their cognitive, affective, and psychomotor skills to search with diligence for the truth, to respect new ideas, to study the newest scientific findings, to confront other philosophies without fear. They know that God's Word is never in conflict with fact and that it will expose error just as surely as it reveals truth.

### **B. THE ACADEMIC PROGRAM AT THE FRANKFORT CHRISTIAN ACADEMY SHALL BE A PLANNED PROGRAM.**

For a school to be truly effective, its philosophy, objectives, materials, methodology, and its forms of evaluation must be carefully planned. At The Frankfort Christian Academy, such planning begins in pre-Kindergarten and extends through its highest grade. All components of the curriculum must be carefully selected and designed to fit together both within grades and between grades. When this is done properly, duplication of effort is minimized and the introduction and mastery of significant facts and concepts are maximized. Through the joint efforts of administrators and teachers planning together, the basic objectives at each level and the methodology for obtaining those objectives will be specifically stated in writing. Although the curriculum is planned and structured, The Frankfort Christian Academy's commitment is to the individual student and his true educational needs. One example of this is students have the opportunity to take accelerated classes starting in sixth grade. The curriculum is centered around the individual student in order to move him toward maturity - spiritually, academically, physically, and socially.

THE ACADEMIC PROGRAM AT THE FRANKFORT CHRISTIAN ACADEMY IS DESIGNED TO  
PROMOTE THE  
DEVELOPMENT OF HIGHER ORDER THINKING SKILLS.

A great need of our day is for students who can think and function cognitively at a formal abstract level. As one great philosopher observed, the merely well informed man is the most useless bore on God's earth.

The development of critical thinking skills represents the highest form of thinking known to modern man, and it is this skill which is required of individuals if they are to succeed in college or to become leaders in a technological society. The Frankfort Christian Academy is committed to developing this kind of Christian leadership.

The development of critical skills is characterized by the ability to generate and test a hypothesis, to think both inductively and deductively, and to think creatively. For these skills to be mastered, a student needs a laboratory-like setting in which he can be active, not passive, in the learning process.

It is a basic principle of curriculum design, that facts learned in isolation tend to remain isolated. Facts must be thrown into every conceivable combination and students must meet them in many different contexts in order to "own them" for themselves. The Frankfort Christian Academy is committed to the development of the higher order thinking skills of analysis, synthesis, evaluation and application. It is hard work, but it is the necessary substance of which Christian scholars are made.

D. THE ACADEMIC PROGRAM OF THE FRANKFORT CHRISTIAN ACADEMY WILL MAKE RICH  
THE SOUL AND THE  
SPIRIT OF STUDENTS.

The fine arts are all too frequently ignored in Christian schools. This is a tragedy. Man's world is fitted, not only to be known, but to be felt and enjoyed, and to be acted upon, and this activity may also be enjoyed. Man is equipped for the production and enjoyment of the beautiful, and thus, he develops taste.

At The Frankfort Christian Academy, students will be assisted in acquiring command of basic skills for formulating standards of mature appraisal, and they will be given many opportunities to apply these standards to concrete situations. At The Frankfort Christian Academy, students and teachers shall not live by facts alone.

# ACADEMIC EVALUATION AND STANDARDS

## Article I - Student Evaluation

Report cards are distributed at the end of each nine-week grading period. Parents/guardians should review the report card, sign it, and return it to the teacher. Follow-up calls or conferences with parents/guardians concerning grades are welcomed.

## Article II - Parent/Student Conferences

Initial conferences are scheduled during the first nine weeks. Subsequent conferences will be scheduled by teacher and/or parent request.

## Article III - Progress Reports

In all grades, parents/guardians will receive a progress report via email midway during each quarter which discloses grades in every subject. Parents may view their child's grades at any time on ParentsWeb/RenWeb.

## Article IV - Right of Access to Records

The school maintains a complete record, including a cumulative academic and guidance record, for each student. These records are kept in the school office. Parental permission is no longer required when authorized school personnel request records (Family Educational and Privacy Act. Final Rule on Education Records. Federal Register, June 17, 1976, Vol. 41, No. 118, pg. 24673). All material in these records is treated as strictly confidential and is available according to the following policy:

Parents/guardians have the right to inspect and review any and all official records, files and data directly relating to the student.

All requests to inspect and review the official records relating to the student are to be made in writing to the administration by the parent/guardian. Such requests will be honored within one school day following receipt of the request. All records will be reviewed or inspected in the presence of the student's teacher or the Principal so that proper explanation can be given.

There will be no release of a **student's personal records or files** or any data in those records without the written consent of the parents/guardians to any individual, agency or organization other than the following:

Staff members of the school who have legitimate educational interest  
Court or law enforcement officials if the school is given a subpoena or court order  
Federal, state or local authorities performing functions allowed by law  
Officials of other schools in which the student intends to enroll

## Article V - Academic Probation

Students at the end midterm and at the end of the nine-weeks who do not maintain a C average in the academic core (the academic core would include Language Arts, Science, Bible, Social Studies, and Math) and/or receive an "I" or "F" in any course will be placed on academic probation for the following nine weeks. During that time, there will be parent conferences and weekly progress reports sent home. In cases where a student is below the C minimum standard by mid-year, a conference will be scheduled with the appropriate administrator, parents/guardians, and any other necessary staff. If the student does not show measurable progress toward the minimum standard, the child may be required to withdraw from The Frankfort Christian Academy or be required to repeat a grade.

## **Article VI – Grade Placement**

Determination of grade placement will be made by the administration and teachers of credits earned and overall student progress.

When a student transfers to TFCA after the ninth, tenth, or eleventh grades, credits earned at the previous high school will count toward graduation requirements at TFCA.

Transfer students are not required to make-up Bible courses missed while not enrolled at TFCA.  
Transfer of Advanced or Honors Courses

- A. Courses which are denoted as “advanced” or “honors” on previous high school transcript(s) will be assigned the same status on the TFCA transcript, though shown as “transfer courses”, as long as credits are earned at an accredited high school.
- B. “Advanced Placement” courses will receive the additional quality grade point in calculating the cumulative grade point average.
- C. “Dual credit” or “Dual Enrollment” classes will receive the additional quality point when calculating the cumulative grade point average.

## **Article VII - Retention**

Recommendation of retention will be made by the administration and teacher only after careful evaluation of the child's performance, ability, social and physical development, and age/grade placements. Students who have failed two or more of the core content courses will automatically be retained. All effort will be made for students in grades k-3 to have a different teacher when self-contained. Students in grades 4 and above may have a different teacher for the course failed, when staffing allows.

## **Article VIII- Achievement Testing**

A battery of national standardized achievement tests will be administered each school year. Complete results are given to parents/guardians. Parents/guardians are welcome to schedule an appointment with the Principal or the student's teacher to review their child's test results.

## **Article XIV – Homework Policy (Adopted in 2013)**

### **Process:**

Since the last evaluation to the homework policy was in 2005, the administration, in conjunction with the education committee, felt that it was reasonable to evaluate and update the TFCA homework policy. The Homework Policy Committee (HPC) was then formed, as a sub-committee to the education committee, in an effort to evaluate the homework policy. The process to evaluate the homework policy included researching effective homework practices, polling of parents, teachers, and students, and comparing the effectiveness of the current policy in meeting the needs of our students. (Research sources may be found in Appendix A)

### **Findings:**

As reflected in the TFCA Mission Statement, we want to develop students who are not only academically prepared, but also well-rounded Christian leaders. It is evident from the surveys that the current homework practices are impeding many students' abilities to participate in extra-curricular activities, including church, community service, and family time. Polling also suggests that many homework tasks require a great deal of parental assistance and re-teaching. Communication of homework assignments and expectations are also lacking in many instances.

A common misconception is that there is a direct correlation between homework levels and academic achievement; however, research has determined that there is a “limit to how much mental work [children and adults] can accomplish in a day's time before the brain needs



downtime and time to process information,” (Jensen, 2000). Duke University researcher, Dr. Harris Cooper, is considered the “nation’s leading researcher on homework,” (Vatterott, 2009). Cooper refers to a “curvilinear relationship” in which there is an optimum amount of time that homework appears to be effective, and after which loses its efficacy (Cooper, 2007). Essentially, instead of providing academic rigor, too much homework can negatively impact a student’s academic performance, increase student frustration levels, and cause negative feelings toward learning in general.

With prayerful consideration of the surveys and extensive research, the HPC has developed a new TFCA Homework Philosophy.

### **TFCA Homework Philosophy:**

“For wisdom will enter your heart, and knowledge will be pleasant to your soul.” Proverbs 2:10 (NIV)

At TFCA we look at each student as unique individuals, created by God, whose sole purpose is to serve Him. We want to equip each student with the necessary tools to be successful Christian Leaders. We want students to become active participants in the learning process, in which homework is meaningful to them. **As a school, we want to put a focus on time spent with family and time spent with God and our church “family”.**

At TFCA Homework will be *Meaningful*:

“The most egregious homework practice is to assign busywork or tasks of dubious academic value that do not reinforce existing knowledge or demonstrate a mastery of knowledge,” (Past, 2006). Students should never be asked to do assignments that are considered “busywork”. Acceptable homework assignments must fall into one of the following categories: Pre-learning, Practice, and Processing. “It is important to clearly communicate the purpose of a given homework assignment and communicate that purpose,” (Marzano et al., 2001) in order for students to see the value to an assignment, teachers will clearly communicate its purpose to our students daily. Furthermore, we believe that “providing feedback on homework serves to enhance student achievement,” (Marzano et al., 2001). Teachers will provide feedback on homework assignments in order to support student learning and understanding (Vatterott, 2009).

### **We would propose that there are three types of homework: The Three P’s of homework–**

1) **Practice** – Given to help students to master specific skills and to reinforce materials presented in class. Practice home study is **ONLY** effective when it is used to practice and reinforce skills already learned in class. **Teachers must remember when assigning work that students cannot apply what they do not understand.**

2) **Prelearning/ Preparation** – Given to prepare students for upcoming lessons. **Merely requiring students to read a chapter in their text and answer the questions at the end is NOT enticing, nor effective.** Innovative teachers can use preparation assignments to get students excited about upcoming lessons. (There are GREAT examples of this in the current home study policy handbook)

3) **Processing** – Given to decide if students can transfer new skills and ideas to new situations. Extension assignments require abstract thinking skills. **The purpose is to encourage individualized experiences, emphasizing production rather than reproduction. When students apply and analyze information that has been discussed in class, better retention of information results.**

At TFCA Homework will be *Independent*:

For homework to be meaningful, it is essential that the homework assignments be completed by the student independently, with little parental support. "Homework should not be used for new learning," (Jackson, 2009), unless it is an appropriate pre-learning assignment, students should be familiar enough with the material to complete practice or processing tasks independently. "Practicing a skill with which a student is unfamiliar is not only inefficient, but might also serve to habituate errors or misconceptions," (Marzano et al., 2001), therefore, teachers will check for understanding in the classroom to insure that students will be able to complete homework tasks independently and accurately.

At TFCA Homework will be **Limited**:

Students are here at school for an average, for 37.5 hours per week (or more). How many adults work a 37.5 hour week and then go home and work 1-3 hours more on average per night? "Children as well as adults have a limit to how much mental work they can accomplish in a day's time before the brain needs downtime and time to process information," (Jensen, 2000). Students need time to be with family, participate in extra-curricular activities, and to just be kids. We do not want to overload them or cause stress because of homework. We recognize the value of homework in helping students improve academically, but also realize there is a limit to the efficacy of homework (Cooper, 2007). Considering this research, we will endorse the "10-minute rule", in which the amount of nightly homework should not exceed 10 minutes per grade level per night, all subjects combined. Furthermore, the value placed on homework assignments will not exceed 20% of a student's overall grade. This rule is necessary because, "effort on homework alone should not equal a higher grade if the student cannot demonstrate knowledge of the content while in the classroom," (Guskey, 2003).

At TFCA Students, Teachers, Parents, and Administrators have unique roles in supporting homework:

### **Parental Role in Homework:**

Parents are encouraged to "be *less involved* with the child's actual homework task and *more involved* in communicating with the teachers – writing notes when students can't complete work, asking for adaptations, or documenting how much time the child spent on the task," (Goldberg, 2007). Parents should not be re-teaching assignments to their children; instead, the parent should communicate to the teacher any difficulties a student may be having with a homework assignment. How will a teacher know if your child is struggling with a math concept, if you are sitting down with your child every night and re-teaching them? As far as the teacher knows, the student's homework shows understanding. Communication is the essential role for parents when it comes to homework. "If the child cannot do the homework without help, parents should be directed to stop the child and write a note to the teachers. If doing homework with their child is causing stress or conflict, parents should be directed to stop helping," (Margolis, 2005).

Teaching responsibility, good work ethic and respect for learning is a parent's role. Teachers should reinforce these character traits that are taught at home.

See the "Suggested Guidelines for Parental Involvement in Homework" in Appendix B.

### **Teacher Role in Homework:**

Quality classroom instruction greatly impacts the effectiveness of homework. Teachers will provide meaningful classroom instruction and check for understanding to insure students' ability to complete assignments independently. Teachers will assign quality homework tasks that are clearly related to classroom learning. To communicate purpose, teachers will indicate which of the 3 P's (Pre-learning, Practice, or Processing) each homework assignment falls under. Teachers

will provide feedback on homework assignments, because “when students receive no feedback on homework, it sends a message that homework is not important and not related to classroom learning,” (Vatterott, 2009). Teachers will consider the individual needs and learning style of each student and differentiate instruction accordingly in assigning homework. Teachers will communicate with students and parents to monitor frustration and length of homework assignments. Teachers will also participate in professional development to assist them in assigning effective homework and promote communication.

See Appendix C – Sample Statements of Purposes of Homework

### **Administrator Role in Homework:**

Administrators will provide professional development/support for teachers to enhance classroom instruction and homework efficacy. Administrators will monitor the implementation of homework policy and guidelines. They will monitor the overall impact of policy in regard to student achievement. “A principal’s ultimate obligation is to do what’s right by the children, to protect them from harmful mandates and practices that persist not because they’re valuable but merely because they’re traditional,” (Kohn, 2007). The administrators will be the accountability component to the policy and will seek continual feedback from families, teachers, and students regarding homework.

### **Student Role in Homework:**

Proverbs 4:7 – “The beginning of wisdom is this: Get wisdom. Though it cost all you have, get understanding.”

Psalm 111:10 – “The fear of the LORD is the beginning of wisdom; all who follow his precepts have good understanding. To him belongs eternal praise.”

Colossians 3:23 – “And whatever you do, do it heartily, as to the Lord and not to men.”

The student’s role is to work independently. They need to ask questions of teachers and be involved in the communication process. They need to plan ahead and use planners, syllabus or teacher provided website to avoid assignment procrastination and overload. Throughout middle school, emphasis will be placed on student’s assuming more responsibility for communicating with teachers regarding homework.

1 –Homework must fall into one of the three “Ps” and should not include “busywork” for example: word searches, coloring sheets, handwriting worksheets, etc.

2- Maximum time limit requirements for homework will be based on current research which states that students should not exceed 10 minutes of homework PER GRADE LEVEL:

1 <sup>st</sup> grade – 10 minutes	7 <sup>th</sup> grade – 70 minutes
2 <sup>nd</sup> grade –20 minutes	8 <sup>th</sup> grade – 80 minutes
3 <sup>rd</sup> grade –30 minutes	9 <sup>th</sup> grade – 90 minutes
4 <sup>th</sup> grade - 40 minutes	10 <sup>th</sup> grade – 100 minutes
5 <sup>th</sup> grade –50 minutes	11 <sup>th</sup> grade – 110 minutes
6 <sup>th</sup> grade –60 minutes	12 <sup>th</sup> grade – 120 minutes

\*\* Based on much input from students, teachers, parents, and research in this field, this is the MAXIMUM amount of homework students should be given. Homework that does not add to instruction or fulfill previous explanations of appropriate homework should not be assigned. **It is better to have a night off from homework than to assign “busy work”.**

Students can profit from EFFECTIVE and AGE-LEVEL APPROPRIATE homework. **Excessive amounts of homework can actually prove to be counter-productive.**

3- To place an emphasis on the importance of church involvement, students will not be assigned homework on Wednesday nights. **Tests that require students to study should not be given on Thursdays.** (Exception would be in elementary when they give math/phonics assessments that students take weekly that do not require studying at home.) Too many classes are assigning tests on Thursdays and giving notice on Mondays or Tuesdays. Students have homework on Tuesdays and put off (usually out of necessity) studying until Wednesday night.

4 – Recess is NOT to be taken to do homework or classwork unless prearranged with parent/administration. Recess is a time younger students need to get out energy, stimulate kinesthetic learners, and promote social skills.

5- Assignments will not be assigned over Fall, Thanksgiving, Christmas, Spring, and Summer breaks. Families want to spend time with their children without worrying about what is due the day they get back. Exception can be made for “summer reading assignments”. These summer assignments need to be approved through administration BEFORE communicating them to parents/students. Also, ample notice needs to be given for these assignments.

6- Projects that cannot be complete 90% or more independently by students should not be assigned OR should be completed at school during instructional time.

7- Emphasis in primary grades should be on reading skills and math fact mastery. Intermediate (4-5-6<sup>th</sup> grades) will have more application and independence. 7-12<sup>th</sup> grade should build on prior knowledge and emphasize even more what students are learning and applying.

8- Teaching critical thinking skills, problem solving skills, life application and higher level thinking skills (application, comprehension, understanding, etc.) is VITAL to developing students who can do more than simply memorize and spit out data.

9- It is better to spend more time on MASTERY of subject and specific topics than to rush to cram more information in to students’ brains.

10- Do NOT punish students for parents not signing something (especially in primary grades). Example – taking away recess because a parent doesn’t sign a planner.

11- If you are requiring “logs” in grade levels for a variety of subjects, have them all due on the same day and coordinate how these will be kept to help parents/students keep up with deadlines.

12- Communication between parents/students/teachers is KEY. It is **unacceptable** for some teachers to not update Renweb/website/email on a weekly basis.

13 – Total percentage for homework should not exceed 20% in ANY given subject.

14 – ADEQUATE time should be given for students to study for a test. If a course/teacher provides a “study guide”, it should be graded and returned to students at least a few days prior to the test or we are affirming the practice of procrastinating on study time.

15- AP classes and Honors classes, by design, require more studying and preparation. Students will be informed of specific assignments/ requirements and accept the additional workload when signing up for these classes.

## **H. Make-up Home Study**

Students who miss home study due to illness (excused absence) shall have at least one day for each day ill to submit completed home study.

It is the student's responsibility to see that home study assignments are handed in on the due date set by the teachers.

Students who fail to meet these requirements for make-up home study will receive no credit for the assigned home study.

### **I. Late Work or Missing Work Policy**

a. Late/missing work may be accepted with a penalty of 10% off per day.

b. Work more than 5 days past due may receive a maximum grade of 50%.

c. Individual teacher must convey their late work policy via a syllabus at the beginning of the school year.

## **J. Checking, Feedback, and Credit**

All home study shall be checked by a system selected or created by the teacher. The system shall be consistent with Home Study Policy statements and fair.

Teachers shall provide students feedback on daily home study assignments no later than the day following the assignment.

Teachers may assign grades for home study assignments not to exceed 20% of the nine-week grade.

Teachers may select or create a feedback system for multi-day assignments consistent with Home Study Policy statements and communicate the system to the students in writing.

## **Parents/Guardians**

Parents/guardians can provide a major support for home study by providing encouragement and a proper home study environment. Parents are encouraged to:

Eliminate distractions that interfere with home study efforts such as television.

Monitor home study activities providing guidance as needed.

Communicate high expectations for the completion of home study.

Make sure adequate rest is obtained. A worthy goal is eight hours of sleep nightly.

Contact your child's teacher when there is any issue with home study activities, the system, or board policies governing home study.

### Home study/Assignments Pick Up Due to Student Illness

Student's assignments will be in the office between 3:00 and 5:00 p.m.

## **Article X- Plagiarism Statement**

Plagiarism is an important issue in school since students handle a tremendous amount of published works. Sometimes it is difficult for them to understand that plagiarizing is the same as stealing. As Christians we should respect the labor and effort of authors and not take credit for something we did not do. Furthermore, it is unlawful since the majority of published works (including the World Wide Web) are protected by copyrights.

The Frankfort Christian Academy Middle and High School teachers and administrators will punish students for plagiarism. Once a student is found guilty of having plagiarized on a paper or project, the penalty will be a zero on the assignment. Students will be given the opportunity to rewrite their paper or redo their project for 50% of the grade.

## **Article XI - Class Size**

The objective of The Frankfort Christian Academy is to maintain a low student to teacher

ratio; therefore, each Kindergarten class shall not exceed 15 students. Each class in grades 1 through 12 shall not exceed 20 students. Realizing that there can be situations that merit exceeding these class size limits, each increase must be approved by the Board of Directors.

## **Article XII- Honor Roll**

The Frankfort Christian Academy will publish the names of honor students each grading period.

The Honor Program is as follows:

### **PRINCIPAL'S COMMENDATION**

This award is given to students with all A's for the entire year

### **HIGH HONORS**

This award is given each 9 weeks to students with all A's and all A's and B's (those on the All A's or A/B Honor Roll)

## **Article XII—Grading Scale**

### **GRADING SCALE 2-12**

100-92	A
91-83	B
82-74	C
73-65	D
64 & below	F

### **GRADING CODE FOR KINDERGARTEN AND 1ST GRADE**

E - Excellent	G - Good
S - Satisfactory	N - Growth Needed
U-Unsatisfactory	

### **GRADING CODE FOR FOREIGN LANGUAGE (K-5), MUSIC, P.E., AND COMPUTER\***

- **These grades do not count towards honor roll in elementary grades.**

O - Outstanding
S - Satisfactory
U - Unsatisfactory

## **Article XIV – Advanced Placement, College Courses, and Honors Courses**

The Frankfort Christian Academy will strive to challenge its students to use their God-given talents to excel in academics. They will be given the opportunity to take Advanced Placement and college courses. Students who take these courses will receive an extra quality point on their GPA. Honors courses will also be offered in a variety of areas but students will not receive extra quality points for their GPA.

- a. Honors Criteria Policy for Middle and High School Courses (adopted Feb 2015)

To enroll in an AP/ Honors course at TFCA, a student must:

- 1- Hold a C average in a previous Honors course
- 2- Have at least an A or B average in non-Honors courses in that same subject area
- 3- Have a teacher recommendation in appropriate subject area
- 4- Fulfill any required pre-requisites for the course

- 5- Consider not placing students who transfer after beginning of the year in Honors without evaluation or until the teacher can certify their eligibility.

\*\*\*Students with 504 plans will not receive accommodations for Honors or AP courses beyond what is considered “Best Practices”\*\*\*\*

#### Pre-Requisites for Specific Courses

- 1- To take Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade, students must have taken Pre-Algebra and passed with a ‘C’ average or higher and have a teacher recommendation
- 2- To not “retake” Algebra I as a 9<sup>th</sup> grade student, students must have passed Algebra I with a 90% or better
- 3- Algebra I is a pre-requisite for Algebra II and Geometry
- 4- Algebra II and Geometry are pre-requisites for Pre-Calculus
- 5- Biology is a pre-requisite for Anatomy and Physiology. Chemistry is recommended.
- 6- ICP/Geometry are pre-requisites for Physics.

#### Article XV—High School Course offerings:

Bible: Bible I, II, III, IV

English: English I, II, III\*, IV\*

Math: Pre-Algebra, Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus

Science: Physical Science (ICP), Biology, Chemistry, Physics, Anatomy and Physiology

Social Studies: World Civilization\*, US History\*, Economics, Government\*, Ancient World

History, European History

Foreign Language: Spanish I, II, III, IV and V\* ASL Sign Language I and II

Electives: Choral/Music, Praise Band, Computer I & II, Art I and II, Cooking, PE, Health, Psychology, History through Film, Sociology, College and Career Planning, Creative Writing, Lego Robotics, World Missions, Public Speaking and dual credit college courses

\*AP course offerings

Most disciplines offer honors offerings

Some courses are offered on a rotational schedule

8<sup>th</sup> Grade students MAY RECEIVE high school credit for courses taken that are high school level. Currently, this includes Spanish I and Algebra I. This doesn’t take the place of required four math credits taken DURING high school or two foreign language classes taken DURING high school. It merely advances them ahead.

\*In order for students to receive a schedule for the following school year, they must have fully re-enrolled for the fall which includes required re-enrollment forms, a signed statement of financial commitment, be in good standing academically and financially. Parents/students will have input into middle school high school schedules by making requests for electives, honors/AP placement, etc. However, pre-requisites and certain established criteria for particular classes will also be honored. Parent requests for homerooms and classes are accepted, but not guaranteed.

#### Article XVI – High School Graduation Requirements

4 Bible\*, 4 English, 4 Math, 3 Social Studies, 3 Science, PE -1/2 credit, Health -1/2, 1 Computer, 4 Electives, Foreign Language 2 (for pre-college and Honors diploma programs), Art/Humanities (embedded)

#### Article XVII - Finals/Semester Exam schedules and policy (Adopted May 12, 2011)

Using research regarding the practices of respected Christian schools, the teachers developed a system for gradual percentage increases to final exams. The purpose is to prepare younger

students for taking exams but would also prepare the upper grades for college exams. Below are the values:

6<sup>th</sup> grade – 5% of overall grade

7<sup>th</sup> grade – 5%

8<sup>th</sup> grade – 10%

9<sup>th</sup> grade – 15%

10<sup>th</sup> grade -15%

11<sup>th</sup> grade – 20%

12<sup>th</sup> grade – 20%

Students will be required to take first and second semester exams in all courses. Juniors and Seniors may be exempt from one second semester final examination provided they meet the following criteria:

- The student's semester average in the chosen course is an "A"
- The student cannot have a semester grade of "D" or "F" in any other class
- The student cannot have missed any class more than 5 times during the 2<sup>nd</sup> semester (excluding excused student activities)
- The student cannot have been tardy (excused or unexcused) more than five times during the semester.
- The students cannot have any detentions, suspensions, or Saturday detentions during the 2<sup>nd</sup> semester, and no occurrences of cheating/plagiarism during the current school year.

In conjunction with this graduated plan, teachers will evaluate the type of exams given at the end of each semester to ensure that the level and quality of the exams meet the high expectations of TFCA. This includes creating exams that go beyond the first level of knowledge (e.g. –rote memorization) and assess the students' ability to apply such knowledge at higher levels (e.g. –application and analysis). Teachers are also given the autonomy to select the type of semester exam given ranging from multiple choice to essays, research papers, and projects that can adequately assess the students' cumulative knowledge in any given course

Article XVIII – Valedictorian/Salutatorian Determination -Approved by the Board of Directors – April 18, 2016

### **Valedictorian Determination:**

The graduating Senior with the highest overall cumulative GPA and no major discipline infractions (suspensions, repeated violations) will be selected as the TFCA Valedictorian each spring semester. In order to serve as Valedictorian, the student will have to have been enrolled full-time at TFCA for a minimum of four semesters (by first semester of Junior year) and be earning a pre-college or Honors level diploma. The Valedictorian will represent the mission of TFCA and reflect Christ in his/her life as an example to others. Transfer credits will be calculated along with TFCA earned credits on the four-point grading scale. AP and dual-credit/dual enrollment courses will be weighted.

In the event that two or more students are tied for Valedictorian, the tie will be broken by using the following criteria:

1-Number of Honors College Preparatory and Advanced Placement classes taken in grades 9-12 and if a tie still exists;

2- Highest cumulative numerical average in Honors College Preparatory and Advanced Placement classes taken in grades 9-12.

3- Highest ACT/SAT score

In the event of a tie, the student(s) not determined to be the Valedictorian will automatically be selected as the Salutatorian.

Administration will determine the Valedictorian/Salutatorian by the 4<sup>th</sup> quarter of Spring semester and the student must remain in good standing until Graduation.

### **Salutatorian Determination:**

If there is only one Valedictorian, the student with the next highest cumulative GPA that meets Valedictorian status will be selected as the Salutatorian.



# K-12 ATTENDANCE POLICIES (adopted October 20, 2014)

## Reference: K-12 Attendance Policy

### Article I – School Attendance

There is a direct relationship between attendance and student achievement. Students who have good attendance generally achieve higher grades, enjoy school more and are much more successful after leaving high school.

#### A. Absences

##### 1. Definition of absence for middle school and high school students:

- A full-day absence shall be recorded for a pupil who is absent more than 230 minutes during the regularly scheduled school day.

##### In the elementary grades:

- A full-day absence shall be recorded for a pupil who is absent for more than 220 minutes of the school day.
- A tardy shall be recorded for a pupil who checks in after 7:45 AM during the regularly scheduled school day.

No more than **eight unexcused** absences per semester (the first two grading periods constitute the first semester and the last two grading periods constitute the second semester) will be allowed. A student missing more than **eight unexcused** days per semester **may jeopardize promotion to the next grade.**

- ##### 2. Excused Absences:
- Pupils may have five of the eight absences in a semester excused by parental note, phone call, or other parent contact. All absences confirmed with a doctor's note will be an excused absence.

Doctor's note must show office name, location, and phone number and must include:

- a. Date and time of appointment
- b. When student is able to return to school
- c. Physician's signature

In addition, an excused absence may include one or more of the following reasons:

- a. Death or severe illness in the student's immediate family.
- b. School activities with prior approval by the Principal.
- c. Students may miss 2 days per school year as Juniors or Seniors for college visits
- d. Other valid reasons for attendance as determined by the Principal.
- e. Documented military leave. Students may be excused for absences up to 10 days to visit a parent or legal guardian serving in the U.S. Military and stationed out of the country that is on leave.
- f. One (1) day prior to departure of parent/guardian called to active military duty.
- g. One (1) day upon the return of parent/guardian from active military duty.
- h. Students participating as part of a school-sponsored event that occurs on a regularly scheduled school day shall be counted and recorded as present at school on the date or dates of the event. Students shall be expected to complete any assignments missed on the date or dates of the event.
- i. Up to ten (10) school days to pursue an educational enhancement opportunity determined by the Principal to be of significant educational value. This opportunity may include but not be limited to participation in an educational foreign exchange program or an intensive instructional, experiential or performance program in one (1) of the core curriculum subjects of English, Science, Mathematics, Social Studies, Foreign Language, and/or the Arts. **A Student Absence Notification Form obtained from the school must be**

**completed and returned to the Principal at least ten (10) days prior to the absence. Students should request work PRIOR to being absent and it should be submitted upon returning to school (one day for each day absent). Any classwork missed and not done beforehand should be submitted within the week of student returning.**

■ **Make Up Missed Work**

Students with excused absences **are required to and will be** permitted to make up missed work. Students are allotted one school day per excused absence to complete and turn in missing work.

- 3. Unexcused Absences** – All absences **above five (5) absences** (parent excuse) in a school year will be unexcused unless verified by medical statement, doctor’s note, or court order or declared an emergency by school authorities.
- a. Students who have an unexcused absence **will not be permitted** to make up missed work, except for unit tests, final exams, major projects, and annual achievement tests.
  - b. Any absence due to school suspension shall be treated as an unexcused absence.
  - c. School absences due to family vacations or holiday travel will be considered an unexcused absence unless the absence qualifies as an enhanced educational opportunity.
  - d. Students in excess of 16 unexcused absences for the year may jeopardize future enrollment at TFCA. The school may also refer student to District Truancy Court.

**B. Tardiness**

It is important that students always be on time to school and class. By being prompt, the student is demonstrating self-discipline and responsibility. Self-discipline in this area is not only important for proper academic achievement, it is essential for the development of personal habits, which are characteristic of success and good citizenship in every walk of life.

Parents/guardians whose children are chronically tardy will be contacted by the Principal to resolve the problem. Each student is expected to be in the classroom when the period begins. All students must come to class fully prepared with the materials needed for class.

**1. School Tardiness**

**a. Definitions**

- (1). A tardy shall be recorded for a pupil who checks in after 7:45 AM during the regularly scheduled school day.
- (2). Excused School Tardy – A student checks into school late due to circumstances over which the parents/guardians and student have no control.
- (3). Unexcused School Tardy – A student checks into school late without a justifiable reason for being late from parents/guardians and/or student.

**b. Targeted Population** – Policy on school tardiness shall apply to all students grades K – 12 and their parents/guardians.

**c. Saturday Detention** – When Saturday Detention is used for elementary students as a means of deterring school tardiness at least one of the parents/guardians shall accompany their child to school and remain there throughout the detention period. Upper elementary, middle, and high school students shall work on home study, projects, etc.

**d. Tardy Procedures** – If the inside entrance to the school is closed, the student must check in at the office and be recorded tardy. The Principal shall provide an administrative procedure for checking in tardy students, determining excused or unexcused tardiness, and maintaining records of excused and unexcused tardiness.

- e. **Communicating with Parents** – the Principal shall communicate to all parents/guardians that getting their children to school on time is their responsibility.
- f. **Limit of Unexcused Tardiness** – The limit of unexcused school tardies without penalty is set at four (4) per semester with the record of unexcused tardies purged at the beginning of each semester.
- g. **Unexcused Tardy Limits** - When a student’s unexcused tardy record reaches four (4) in one semester, the Principal or Assistant Principal shall contact the parent/guardian to emphasize the seriousness and to review the penalty section of this policy.
- h. **Penalties for Unexcused Tardies** – When the number of **unexcused** school tardies exceed four (4) the administrators shall use the following penalties.
  - Five (5) tardies – Saturday detention for two hours and a fee of \$25.00.
  - Six (6) tardies – Saturday detention for two hours and a \$30.00 fee.
  - Seven (7) tardies – Saturday detention for two hours and a \$50.00 fee.
  - Eight (8) tardies – Parent/guardian **required** to appear before the Board of Directors.

**2. Class Tardiness**

- a. **Definition** - A student is tardy to class when he/she reports to the class late.
- b. **Target Population** – Policy on class tardiness applies to students in grades 6 – 12.
- c. **Penalties for Unexcused Class Tardiness** – When students receive an unexcused class tardy, the following penalties will be applied.
  - Three (3) tardies – Lunch detention with teacher.
  - Four (4) tardies – Before or after school detention with teacher.
  - Five (5) tardies – Saturday detention from 7:45 AM – 9:45 AM at a fee of \$25.00.

**Article II. Truancy**

School Truancy is defined as an absence from class or school without the knowledge and consent of parents/guardians and/or school staff. This would include leaving school without permission before the end of the day or staying out of any scheduled class without permission. Such action will be treated as a major infraction.

**Article III. Early Dismissal**

Checking out of school early is strongly discouraged. Parents/guardians should try to schedule all medical appointments after school hours. If it is necessary for a child to be taken from school before dismissal, the **parents/guardian must check the student out of the office**. No student will have permission to leave unless accompanied by his/her parent/guardian and unless he/she first notifies the appropriate office staff.

**DISCIPLINE**

**Article I - Student Conduct and Discipline**

A lifestyle which reflects Christian principles is distinctive in today's world. The Frankfort Christian Academy has standards of conduct and dress that should be a part of the student's mode of living. Most of the standards are simply for the protection of the students and for orderly operation of the school.

**Article II - Chapel or Assemblies**

Chapel and assemblies will be an important part of the spiritual and educational program of the school. The following guidelines will be used:

Attendance is required of all students.  
Each student will demonstrate proper courtesy to the speaker or group leader.  
There will be no unnecessary talking, distracting of others, or disturbances.  
Students will not be allowed to study during the chapel or assembly period.

### **Article III - Code of Behavior**

To ensure spiritual and educational benefits for all students, each student will be required to conform to and obey all rules and regulations of the school. The primary objective will be to develop respect for authority and to develop self-discipline on the part of the student. All students are subject to the authority of **any** staff member at **any** time on the school grounds or during school functions. Students will be courteous and respectful to teachers, aides, secretaries and visitors at all times. Disrespect or disobedience to staff members will **not** be tolerated.

### **Article IV - Minor Infractions**

The following infractions constitute examples of unacceptable conduct. The teacher will document situations where there are persistent infractions and the parents/guardians and Administrator will receive a copy of the Discipline Notice.

- Cheating
- Classroom Disruption
- Defiance
- Disorderly Conduct
- Disregard of "Off Limits" areas
- Disruption of School
- Failure to follow directions
- Failure to return to class in timely manner
- Verbal altercation
- Food or drink outside of permitted area
- Inappropriate behavior
- Inappropriate language
- Misuse of technology
- Offense of school dress code
- Possession of technology without AUP
- Public display of affection
- Discipline code offense
- Selling without permission
- Unauthorized parking
- Unexcused tardies to class or homeroom

### **Article V - Major Infractions**

The following infractions constitute examples of unacceptable behavior and will be handled in a **firm** and **earnest** manner. The Administrator will document each major infraction and the parents/guardians and teacher will receive a copy of the Discipline Notice.

- Truancy from school or class
- Profanity, obscene or suggestive language or gesture towards a student or employee
- Abuse of a teacher
- Activating a fire alarm
- Arson
- Assault
- Bomb threat
- Bullying
- Failure to serve Saturday detention

Failure to sign in or out of school  
Cheating/Plagiarism  
Fighting  
Forgery  
Gambling  
Lying or Deception  
Preventing outside doors from locking  
Repeated suspensions  
Setting off firework/smoke bombs  
Skipping Class or School  
Theft  
Use or possession of weapon or dangerous instruments  
Use, possession, sale or distribution of alcohol or drugs  
Vandalism  
Violation of suspension conditions  
Repeated minor infractions  
Repeated unexcused absences from school - see Unexcused Absences policy in Section 11, Attendance

#### **Article VI - Tobacco Policy**

“Use of any tobacco product and/or devices such as electronic cigarettes, is prohibited twenty four hours per day, seven days per week, inside the school building, outside on school grounds, in vehicles on school sponsored activities and during school related trips. Violation of this policy shall result in disciplinary action up to and including termination or expulsion.” (Adopted April 27, 2015)

Use or possession of tobacco **in any form** will result in; **First Offense** - suspension for three days and **Second Offense** - Expulsion.

#### **Article VII - Infractions That Lead to Automatic Expulsion**

Use or possession of controlled substances (drugs)  
Sexual misconduct (ADD TO MATRIX)  
Possession or drinking of alcoholic beverages.  
Possession of dangerous objects or weapons

#### **Article VIII - Playground Rules**

No stone, dirt, sand, stick or mulch throwing is allowed  
No one is to play outside of the property boundaries. If the weather is too bad for outside play, students will be allowed to stay inside.  
Use playground equipment as it is intended to be used.  
Authorized equipment that is brought to school must be clearly marked with the student's name.  
The Frankfort Christian Academy will not be held responsible for any damage to a student's personal property.  
Play all playground games according to the instructor's directions. Do not change the rules.  
When a ball goes outside the property into the street, the student must notify a staff member.  
All accidents are to be reported to the playground supervisor and office immediately. The supervisor will attend to all minor accidents and fill out an accident report form.

#### **Article IX - Discipline**

Students and parents/guardians are asked to carefully consider these rules and regulations. Submission of an Application for Admission is an indication that both student and parents/guardians will comply with all the rules as stated.

## **Article X - Punishment for Offenses**

Teachers will generally be responsible for the conduct of students throughout the school day. All teachers will implement a classroom management system in their classroom. Students should expect to be corrected by a teacher or staff member whenever they are guilty of thoughtless acts not in the best interest of the student or school. Infractions of school rules will result in disciplinary actions. A student who continues to repeat offenses in any of these areas can expect punishment to become severe. An attitude of defiance and rebellion on a persistent basis will not be tolerated.

Breaking school rules can and will result in prompt and appropriate action. An attitude of continual disobedience of infractions will result in punishments normally reserved for major infractions, including removal from the school. A family's complete support and cooperation are **required**. Please keep in mind we are all working together in Christ to develop a lifestyle which will bring honor to the Lord Jesus.

## **Article XI - Punishment for Major Offenses**

Administrators will be responsible for handling major offenses. Parents/guardians will be notified by mail, e-mail and/or telephone of the nature of the offense and also the disciplinary action taken.

## **Article XII - Disciplinary Action Alternatives**

Disciplinary alternatives can be, but are not limited to the following: parent conference, detention, work detail, non-participation in extracurricular activities, suspension, and expulsion. Corporal punishment shall not be used by any employee of The Frankfort Christian Academy for disciplining students with unacceptable behaviors.

## **Article XIII - Christian Lifestyle**

Since every student is a representative of The Frankfort Christian Academy, he/she is expected to be committed to a Christian lifestyle during and outside of school hours. Parents/guardians are required to support all staff disciplinary measures or children will be expelled. If parents/guardians desire a TFCA education for their child, a basic trust for disciplinary judgment must exist.

## **Article XIV - Damage to School Property**

It is expected that all damage (other than superficial), even if accidental, will be acknowledged by the person involved and a plan for reimbursement will be made by the family.

## **Article XV - Expulsion Policy**

The Principal must inform the Board President prior to the expulsion of a student from The Frankfort Christian Academy. The Board President shall appoint two Board members to meet with the Principal and other involved parties to make a recommendation to the Board for appropriate action to be taken.

## **Article XVI - Middle School / High School Discipline Matrix**

We use a discipline matrix to impose consequences for discipline infractions. Parents and students will receive a copy of this at the beginning of the school year.

# K-12 STUDENT ACTIVITIES

## Article I - Introduction

The Academy offers students the opportunity to participate in a large number of student activities. The Academy believes that participation is an effective tool in preparing young people for the future and fulfilling the Academy's mission.

Our student activities include the fine arts, athletics, and other extracurricular activities. Sports offerings at The Frankfort Christian Academy include archery, basketball, baseball, dance team, cheerleading, cross-country, golf, soccer, tennis, track, and volleyball. Academic clubs include Jr. Beta Club and academic teams. Other student groups and activities include band, chorus, school newspaper, praise band, drama, 4-H, Conservation Education, Chess Club, FCA, Pep Club and Spanish Club. There may be additions and deletions in student activities due to student interest and the availability of coaches/advisors.

## Article II - Policies

- A. Student activities are generally open to all students at some level provided they meet age and/or grade requirements.
- B. A student must be in school for at least a half (1/2) day to participate in a student activity. If the event is on a Saturday, the student had to be in school a half (1/2) day on the preceding school day. The only exception would be an appointment with a physician. The Principal may make exceptions on a case-by-case basis. When the student returns to school, the student must bring written validation from the physician regarding the appointment and have it signed by the Principal.

Athletes who miss school following injuries or illness classified as serious **MUST** secure written physician release to play/practice and parental excuses before participating in a practice or competition.

- C. Students placed on academic probation will initially be ineligible to participate in student activities. All grades for students on academic probation will be checked each Friday to determine eligibility for the following week. Any student who is ineligible for two consecutive or non-consecutive weeks during the course of an activity/sport season will not be allowed to return to the activity/sport until meeting with the principal, activity sponsor/coach, and/or athletic director. This meeting does not guarantee reinstatement to the activity/sport team.

Procedures of Accountability:

Administration or designated staff of each extracurricular activity will check each student's academic progress periodically to the end of their season.

Students who become ineligible for extracurricular activities may, at the discretion of the sponsor and principal, be required to fulfill additional requirements to remain in the organization on an ineligible basis. These requirements may include, but are not limited to, study hall outside normal school hours, assignment sheets, weekly progress reports, etc. These extra requirements are intended to provide additional academic supervision, accountability, and motivation for the student to eliminate poor academic performance and regain eligibility for extracurricular activities.

Students who have been declared ineligible at the end of the second semester may regain their eligibility for the first semester of the following year by meeting any and all requirements during the summer through accredited courses as approved by TFCA handbooks.

D. Positions of leadership such as student council, class officers, cheerleading and athletics warrant demonstrated responsibility and ability. Students may be declared ineligible to participate in student activities because of social behavior even though they are meeting academic requirements.

E. Students who have 10 or more discipline infractions will be placed on Behavior Probation. A student on Behavior Probation who receives two additional behavior infractions in a given week, will be ineligible for team participation the following week.

F. Students on Behavior Probation will have a behavior report run every Friday to determine eligibility for the following week.

G. Students who receive an In-School or Out of School Suspension will be suspended from games and practices while on school suspension. This will also result in a one(1) game suspension for each day served in In-School or Out of School suspension. The game suspension will be served at the next game/games following the infraction.

H. A student will remain on Behavior Probation until he/she has four consecutive weeks without a behavior infraction.

I. Students who continue to accumulate excessive discipline infractions may be dismissed from the team.

### **Article III - Coach and Advisor Guidelines**

The Frankfort Christian Academy believes that student participation in clubs, activities, and athletics is an effective tool in preparing young people for the future. Therefore, it is the school's desire to provide programs that promote growth physically, mentally, socially, emotionally, spiritually, and morally. This is in accordance with the mission of The Frankfort Christian Academy.

In order to accomplish this goal, coaches and activities advisors will adhere to the following guidelines:

- A. Coaches and advisors will remember their priorities are first to God. By this example, the students will be exhorted to model this same priority.
- B. Coaches and advisors should remember that they are teachers and that teaching is most effectively done in a positive manner.
- C. Coaches and advisors are the leaders of their team or group and are role models for the students. Their behavior during practice, competition or group meetings should reflect Christian values.
- D. Coaches should treat referees, officials, opposing coaches and players with respect.
- E. Coaches and advisors will communicate early and effectively with students and parents/guardians whenever behavioral/personal problems are identified.
- F. Coaches and advisors will have their teams play within the rules of the contest.
- G. Coaches and advisors will have a meeting with parents/guardians when the activity begins. They will express their expectations and plans for the activity.
- H. Coaches and advisors will strive for excellence with their students, teaching the importance of teamwork, school pride, sportsmanship, and Christ-like behavior.
- I. All coaches will submit to a background check and volunteer application per board policy
- J. Please refer to athletics handbook for further policy and information.

### **Article IV – Music Policy – Adopted October 22, 2013**

- A. During TFCA sponsored events, music played and/or performed must be consistent with the mission statement and Christian lifestyle required by the school. Music selections at TFCA sponsored events not from a Christian artist must be approved by Administration.



## **Article V - Christian Service Requirements (Middle and High School Students Only)**

Every Christian is

*“God’s workmanship, created in Christ Jesus unto good works, which God has before ordained that we should walk in them,” Ephesians 2:10.*

There will be opportunities for students, as groups and as individuals, to serve others both at home and away from school. Each student is also encouraged to be active in his home church and/or in a neighborhood ministry.

1. High school students are required to perform 25 hours of community service per year (12.5 hours per semester) that will be tracked through the students’ Bible class.
2. High school students will be offered service opportunities in the school office, the after school program, chapel programs, and the library. They are also encouraged to involve themselves in service opportunities in their home church.
3. Middle school students will be required to perform 20 hours of community service per year (10 per semester)

## **DRESS CODE (reapproved 4-18-16)**

### **Article I - Dress Code**

A student's appearance should reflect the belief that formal learning is important enough to call for precision and neatness in dress. Style of clothing must indicate a serious academic purpose on the part of the student. The standards for dress and grooming are in keeping with the high Christian ideals, which we seek to establish in those who attend the school. The goal and purpose of the uniform and dress code guidelines are to promote modesty, preparedness for future jobs and schooling, level socio-economic gaps for families and encourage respect for guidelines and authority.

**Colossians 3:16-17 "Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom, and as you sing psalms, hymns, and spiritual songs with gratitude in your hearts to God. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him."**

The dress guidelines do not attempt to embrace every conceivable situation in the realm of dress. Direct any questions about the intent or provisions of the dress code to the appropriate administrator. **The school administration will have the final word on all matters concerning the dress code.** Any clothing which is not deemed neat and/or modest will be prohibited.

### **Preschool Dress Code**

Preschool students should wear neat, comfortable clothes and shoes that allow them to enter into all school activities. Dresses should be no shorter than two inches above the knee. Please wear shorts or leggings under dresses. . All shirts should completely cover stomachs. Students should not wear flip flops. Tennis shoes are preferred. No tank tops or sleeveless shirts without sweaters. Boys and girls should exemplify Christ in their clothing.

### **Kindergarten—8th Grade**

Uniform items may be purchased from any store that carries a uniform vendor line.  
All uniform items must be of an appropriate size.

**\*\* No brand labels, logos, or ornamentations are permitted on the outside of any uniform item.\*\***

### **Shirts**

- Polo Shirts— **any solid color**—long sleeve or short sleeve. Polo shirts must not have any logos of any kind. The layering of polo shirts is not allowed. Long sleeve shirts may not be worn under short sleeve shirts (polo, turtleneck, or undershirts).
- Blouses—girls may wear a white blouse with rounded collar and button front.
- Oxford—button down collar shirt in light blue or white. The shirt may be long sleeve or short sleeve.
- Undershirts—Boys and girls may wear solid white, short sleeve. The sleeves of the undershirts may not extend beyond the shirtsleeve. The undershirt must be tucked in at all times.
- TFCA shirts – All school approved logo apparel may be worn on school days as part of the “uniform”.

### **Pants/Shorts/Skirts/Jumpers/Polo Dresses**

#### Boys

- Navy blue or khaki pants/shorts
- Straight leg or cargo style
- No logos of any kind
- Shorts must be no shorter than 2 inches above the knee

#### Girls

- Navy blue or khaki, approved plaid (Shaheen’s or Land’s end)
- No logos of any kind
- Pants/shorts in either straight leg, flare, cargo or capri style
- Low-ride pants are not allowed
- Shorts/skorts/skirts/jumpers/dresses must be no shorter than 2 inches above the knee
- No colored jeans or leggings may be substituted as “uniform pants”

### **Sweaters**

- Any solid color cardigan, v-neck sweater or sweater vest may be worn over a polo shirt/ uniform t-shirt.

### **Sweatshirts**

- Any TFCA approved logo sweatshirt/hoodie may be worn over uniform shirts
- Any SOLID color sweatshirt, hoodie or fleece pullover may be worn over uniform shirts.
- NO LOGOS allowed on sweatshirts except TFCA.

### **Shoes**

- Tennis Shoes, sandals, dress, boots
- Flip flops are not allowed
- Tennis shoes MUST be worn on PE days for PE class.

### **Socks**

- Regular, knee, ankle, or “footie” style- SOLID color
- Must be worn (except with sandals)

### **Tights/Hose**

- White, navy blue, natural tone
- Solid color leggings **will not** be allowed unless worn under a skirt/dress of appropriate length that is no more than 2” above the knee.

### **Middle School Chapel Dress**

- All TK-8<sup>th</sup> grade students will wear regular uniforms on Chapel Day unless otherwise designated as a special dress up day (Grandparent’s Day, Veterans’ Day, etc.)

**If students do not meet this dress code policy, parents/guardians will be called to bring the student acceptable clothes or appropriate attire will be secured from the Swap shop.**

## **High School**

**Shirts** Shirts (polo with buttons and collar, dress shirts, t-shirts, etc.) must exhibit modesty and respect. Sweatshirts/hoodies may be worn with a shirt underneath. Any message on a shirt, sweatshirt, or hoodie must be of a Christian theme in line with TFCA’s mission, and include Church shirts, youth group shirts, and TFCA sponsored shirts.

No sleeveless, tank tops or spaghetti strap shirts should be worn.

**Skirts/Dresses** Skirts/Dresses must be modest in front, back, top, and bottom and must be buttoned appropriately. All dresses/skirts must be no shorter than 2 inches above the knee. No cleavage, mid-section or undergarment may show at any time. No strapless, sleeveless or tank style shirts/dresses should be worn. No sheer, clingy or tight fitting garments should be worn.

**Pants/Shorts** Pants or shorts may be plain jeans, dress pants, or khakis. They may be regular, cropped or capri style. Carpenter or cargo pants are acceptable. Frayed hems, holes, uneven dyes, and bleached areas will not be allowed. Shorts should not be shorter than 2” above the knee.

No sweat pants, athletic pants or athletic shorts are permissible EXCEPT on dress down days.

**Shoes** Shoes must be clean, neat, and in good condition.

### **CHAPEL DAY DRESS –**

**High school students will NOT be required to dress up for chapel day. If they choose to dress up, dress code rules still apply.**

Physical Education classes for 8<sup>th</sup>-12<sup>th</sup> grade students will require a gray t-shirt and navy/black athletic shorts. Shorts must be at least 2 inches above the knee or longer and not compression pants or other tight-fitting pants. Shirts must cover the midriff and bottom. Tennis shoes and socks must also be worn. Students will change into this uniform for PE and back into regular attire at the end of class.

### **General Guidelines**

Girls' dresses and tops must cover the shoulders and back, and possess a modest neckline. Girls may wear any modest, attractive dresses or dressy tops that reflect propriety and spiritual maturity. Girls who cannot handle such responsibility will be restricted to polo shirts and uniform pants.

No dress down passes may be used on Chapel Day.

No sheer, clingy or tight fitting garments should be worn.

Students with attire considered immodest or inappropriate will be sent to administration for appropriate action.

## **“Dress Down Day” Guidelines**

The following dress code policy should be followed in the event of an authorized “dress-down day.” Please read this carefully. You and your child will be responsible for following these guidelines.

### **Young Men**

#### **A. Pants**

- a. Slacks or jeans must be properly fitting and in good repair (no rips, holes in the knees, frayed pant legs).
- b. Attractive sweat pants, jogging suits, and athletic suits are acceptable as long as they meet the requirements for the individual pieces.
- c. Shorts should be no shorter than two (2) inches above the knee.
- d. No “grunge” style clothing is allowed. Pants must be pulled up to a reasonable height.

#### **B. Shirts**

- a. Casual dress shirts, tastefully decorated sweatshirts, tee shirts (no worldly messages) or neat sweaters may be worn.

#### **C. Shoes**

- a. Must be worn at all times
- b. Tennis shoes in good repair are acceptable.
- c. It is required that socks be worn at all times, with any shoes, except sandals.
- d. Sandals may be worn with or without socks.
- e. No flip flops or beach sandals (except HS)

#### **D. Jewelry and Hats**

- a. Jewelry that reflects feminine appearance must not be worn by boys. No body piercing or earrings are allowed.
- b. No baseball or other hats may be worn in the building.

### **Young Women**

#### **A. Dresses/skirts/skorts**

- a. No sundresses, halters, spaghetti-strings, or sleeveless garments unless with a blouse or sweater
- b. Dresses must have a modest neckline. (not below underarm level).
- c. All dresses, skirts, and skorts must be no shorter than two (2) inches above the knee.

- d. If a dress or skirt has a slit in it, the slit must be no higher than two (2) inches above the knee.
- e. No sheer, clingy, or tight fitting garments are allowed.

**B. Blouses/Shirts**

- a. No halters, midriffs, or tube-tops are allowed. Attractive and tastefully decorated sweatshirts and tee shirts are acceptable.
- b. All blouses and shirts must be neatly worn.
- c. No sheer, clingy or tight fitting garments
- d. All blouses and shirts must have a modest neckline.

**C. Pants**

- a. No **overly tight** fitting jeans or pants of any kind are allowed.
- b. Pants or jeans must be properly fitting and in good repair (no rips, holes in the knees, frayed pant legs.)
- c. Attractive sweat pants, jogging suits or athletic suits are acceptable as long as they meet the requirements for the individual pieces.
- d. Shorts must be no shorter than two (2) inches above the knee.
- e. No “grunge” style clothing is allowed. Pants must be pulled up to a reasonable height.

**If students do not meet this dress code policy, parents/guardians will be called to bring the student acceptable clothes or appropriate attire will be secured from the Swap shop.**

## **Other Aspects of Personal Grooming**

**Boys**

- Hair must be clean and neatly combed
- Extreme hairstyles should be avoided, i.e. shaved sides or unnatural color
- Hair length is to be moderate, not covering eyes or earlobes, not laying on collar
- No facial hair is permitted; No facial makeup for boys
- Jewelry that reflects a feminine appearance should not be worn
- No earrings or body piercings are permitted
- No hats or head coverings are permitted in the building
- No visible tattoos

**Girls**

- Hair must be clean and neatly combed
- Extreme hairstyles should be avoided, i.e. shaved sides or unnatural color
- Makeup must be minimal and in keeping with the testimony of a Christian woman
- Jewelry should be modest and feminine in appearance
- No body piercings (except earrings) are permitted
- No visible tattoos
- Appropriate undergarments must be worn at all times, i.e. bras, panties, slip, etc.

**SWAP SHOP**

The TFCA Swap Shop is offered to parents/guardians as an alternative to purchasing brand new clothing and is operated on a self-serve basis. Parents/guardians may bring in clean clothing items, sort them according to type (shorts, skirt, etc.) . Parents/guardians may take whatever is needed. It is not necessary to exchange one piece of clothing for another.

# SCHOOL ROUTINE

## Article I - Office Hours and School Day

The school office hours are 7:15 a.m. to 5:30 p.m. The school day begins with the 7:45 tardy bell and dismissal is 3:05-3:25. Students may be dropped off at 7:15 and be supervised in the multi-purpose room (elementary) and library (MS/HS). After school programs are available for all students k-12. These are from 3:30-5:30.

## Article II – Security

**The following is a list of The Frankfort Christian Academy general security procedures.**

All school visitors report to the school office.

Parents/guardians who are picking up students during the school day are required to go to the office to check out students.

In the dismissal car line, students must have a note from a parent/guardian allowing them to ride with another driver that is not their parent. Teachers may ask to see identification for someone they do not know or recognize that attempts to pick up a student.

Each family will be issued a number and color for the car line to help identify them.

Exterior doors will remain locked during the school day. Those entering the front doors must be buzzed into the school building.

**Security cameras are placed strategically around the interior and exterior of the building for monitoring.**

## Article III - Closed Campus

TFCA follows a closed campus policy. Students must stay on the school grounds from the arrival time until dismissal unless on a school sponsored trip. Students must bring a written parental request to the office or receive permission from the office to leave the campus for any reason. Visitors from other schools or from outside The Frankfort Christian Academy may not enter the campus without permission from the Principal (including lunch time.) Students may not leave premises for lunch or ride with other students except for college classes with approved and appropriate documentation.

## Article IV - Parent Visitation

Parents are welcome to visit the school. All parents/guardians and visitors must come to the business office, sign in, and receive either a visitor's or volunteer's badge prior to going into the classroom area/s. The school makes every effort to limit disruptions to classroom learning as much as possible. The office staff may be able to alleviate a problem, answer a question, or remedy a situation without disturbing the student or the teacher. The Administrator or teachers must authorize all school-aged visitors prior to the day they plan to visit. Parents/guardians who plan to visit a classroom should inform the teacher of their intentions by a note or telephone call. During finals and testing week, no visitors may disrupt classrooms.

All parents/grandparents/guardians who wish to volunteer at TFCA in any way, even simply driving on field trips, MUST fill out a background check through the Finance/HR office every two years and fill out a volunteer application (available online or in paper format)

## Article V - Telephone Calls and Messages

All telephone calls and messages to students or teachers must be directed to the school office.

Messages to students in K-5 will be directed to the teacher's voice mail. Messages to middle and high school students will be given to students at the next class change, unless it is an emergency. These telephone rules are mandatory unless the office staff gives special permission.

No student will have or use a cell phone or pager during school except in accordance with our BYOD policy

Students will only be allowed to use the phone in the front office on the following occasions:

Sickness or a medical emergency

7:15-7:45 a.m., lunch period, 3:10-5:00 p.m.

NOTE: The telephone is for short, emergency calls, not for lengthy conversations.

An e-mail message may be sent to a teacher if the message does not require an immediate response.

Teachers may not always be able to return phone calls during the school day. Calls will be returned as promptly after 3:00 p.m. as possible.

#### **Article VI - Change of Postal Address, E-mail Address, or Phone Numbers**

If the parents/guardians have a change of postal address, e-mail address, home phone number, work phone number, cell phone number, or work location, the school office should be notified. It is important that emergency telephone numbers be current.

#### **Article VII - Fire Drills, Earthquake, Lockdown and Severe Weather Drills**

Throughout the year, there will be announced and unannounced school safety drills. In the event that we would need to evacuate the building, we have an agreement/plan in place with Good Shepherd Church/School to transport students and staff to their facility. Phone calls to parents would be made once all students are secured in their facility.

#### **Article VIII - Emergency School Closing**

Occasionally, emergency conditions make it necessary to close school. In most cases, this will be due to heavy snowfall or ice which makes the roads impassable or unsafe. In case of emergency closing, the school's One Call Now system, along with email, television and social media postings will be used to notify parents. The decision to close school will rest with the administration. Students whose parents/guardians decide not to send them when the school is operational may receive unexcused absences.

#### **Article IX - Sick Policy**

Any student with a temperature above 99.9 is considered sick and may not attend school. A student who has had a temperature or who has vomited within 24 hours may not attend school. Any antibiotics prescribed must be given for 24 hours before attending school. The school should be contacted immediately if the student is diagnosed as having a contagious disease. The Frankfort Christian Academy reserves the right to ask parents/guardians of students with contagious illnesses to keep the student at home until the disease is no longer contagious.

#### **Article X – Student Injury**

The staff of The Frankfort Christian Academy will attempt to exercise reasonable judgment for the care of students in the case of major illness or injury. In most cases where an injury or illness appears to be serious, the school retains the right to seek professional help, including ambulance, physician, and emergency room services. Parents/guardians will be responsible for payment of the services obtained on behalf of the student.

## **Article XI – Medications**

Parents/guardians are asked to consider the potential danger of having students bring medication to school. The school recognizes that medications are justified in chronic health conditions and short-term acute health conditions, but **NO MEDICATION** will be administered without the written authorization or verbal consent of parent/guardian and directive of a physician. All medications will be kept in the school office with the exception of Epipens which will be kept in the teacher's possession.

## **Article XII – Lice Policy**

If a student is found to have lice after coming to school, the parents/guardians will be called to pick the student up. Any student who has had lice and/or nits must provide a physician or health department statement indicating the student is lice-free before returning to school.

## **Article XIII - Lunch Program**

**A variety of catered lunches are available if lunch is not brought from home.** No student will be permitted to leave the school for lunch unless accompanied by an authorized person.

## **Article XIV - Lost and Found**

Please label all clothing, lunch boxes, supplies, games, or other personal items. This expedites the search for the rightful owner. All items found should be turned into the office. Lost items, which are not claimed by the end of two weeks, may be discarded. Notices will be posted in the newsletter from time to time regarding articles turned in to the Lost and Found.

## **Article XV - Lockers (middle school / high school)**

Students will be assigned a locker. These lockers are for convenience, but are school property. The administration reserves the right to inspect the contents of a locker. Locker checks may be made during the course of the school year to ensure cleanliness. Although the Principal will investigate any reports of stolen property, the school cannot be held responsible for items lost or taken from lockers. Students will be held financially responsible for damage caused to lockers, including the permanent jamming of locks.

## **Article XVI - Field Trips**

Field trips are planned for their educational value. Notes giving details of the trip will be sent home with a permission slip. It is essential that parents/guardians sign this permission slip and return it to the school. No student will be permitted to go on a trip without a permission slip being on file. Parents/guardians will normally be invited to participate in field trips, but it should be understood that the supervision of the students is the responsibility of the teacher and he/she will retain full right to exercise authority in the administration of supervisory and disciplinary measures during the field trip.

Parent/chaperones for trips must assume care/supervision for students while in their care for transport and/or participation in the trip.

### Drivers for Field Trips and Insurance Coverage

The school often needs help transporting students on field trips or for sports events. Parents/guardians and grandparents have been generous in their assistance. Parents/guardians who wish to provide transportation for school field trips must have completed and signed a Field Trip Volunteer Driver Application Form and provide copies of their driver's license and current vehicle insurance card to the school. The purpose of this form is to reduce the liability of the



school and volunteer drivers by being proactive in the selection of drivers. A new Field Trip Volunteer Driver Application Form must be filled out each school year. By signing this form, parents/guardians are acknowledging that their car insurance limits are at least \$50,000 bodily insurance liability for each accident, \$100,000 bodily insurance liability for each accident, and \$50,000 property liability. In compliance with ACSI's accreditation standards, all volunteers and adult field trip participants must also pass a background check before they may volunteer or participate. Background check forms are available in the Front Office and parents are encouraged to have this completed at the beginning of the school year. Background checks must be completed every two years.

### **Article XVII - Music, Books, and Videos**

Music, books, and videos are powerful tools for learning and will be utilized at The Frankfort Christian Academy. All materials used in the classroom will be reviewed carefully by the teacher for educational appropriateness in teaching materials. The guide to the inclusion of music, books, and videos is scripture. Two examples that will light our path are given below:

*I will give heed to the blameless way.  
When wilt Thou come to me?  
I will walk within my house in the integrity of my heart.  
I will set no worthless thing before me eye;  
I hate the work of those who fall away;  
It shall not fasten its grip on me. Psalm 101:2-3*

*But examine everything carefully; hold fast to that which is good;  
abstain from every appearance of evil. I Thessalonians 5:21-22*

If the teacher is uncertain as to the appropriateness of music, books, or videos then the Media Education Committee will review the particular item and make a decision.

## **PARENT INVOLVEMENT**

Parents/guardians are encouraged to visit the school on a regular basis. The Frankfort Christian Academy is delighted that you have entrusted the formal education of your son or daughter to our school. We consider ourselves a partner with you in the educational process.

We also appreciate having parents/guardians work in the classrooms during scheduled times. We do ask that all parents/guardians make prior arrangements with the teacher.

The Frankfort Christian Academy has an active Parent-Teacher Fellowship (PTF.) The times and dates of PTF meetings are announced throughout the year. The PTF officers and committee persons have enthusiastically undertaken and organized various fund-raising efforts. Future plans include more social activities and targeted fund raising. Please contact the school office if you would like to be involved. PTF sponsors the annual school carnival and monthly teacher appreciation luncheons.

Officers are elected annually. The PTF has its own Constitution and Bylaws. Each homeroom has a classroom parent representative.

## ENDING REMARKS

Many institutions believe the school's responsibility to the students does not go beyond academic work or "school hours." We, at The Frankfort Christian Academy, do not take such a position. We believe that it is our responsibility to set Biblical standards for our students and we will make every effort to do so. The call of Jesus to a Christian lifestyle is a 24-hour-a-day call.

Each of the students and parents/guardians has made a conscious decision to attend The Frankfort Christian Academy. It is our position that those who make that decision thereby agree to accept the standards and principles of the school and the scripture. For us to pursue any other course would be to abandon the responsibility of a Christian School. We appreciate the confidence shown by you in placing your student under our authority to guide and teach them socially, academically, and spiritually. We will, by God's grace, fulfill that trust with diligence and excellence.

### **The Education of Youth Determines the Future**

**"We know that as we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but as we work with men and imbue them with principles, we engrave on those tablets something that will brighten lives for all eternity." Daniel Webster**