



Frankfort Christian Academy
Student/Parent Manual

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1. School Overview

1.1 A Word From the Principal

Welcome to Frankfort Christian Academy! Our partnership with you begins here, but we certainly hope it will extend beyond the tedious necessity of policies and procedures and blossom into a warm and lasting friendship. You are here because of your interest in Christian education, an interest we share passionately with you. Some of you are completing many years of partnership with FCA, and we are truly grateful for the opportunity you've given us.

FCA is the result of a vision shared by several families in 1981. That vision was straightforward: to provide a K-12 Christian education for their children. Although the Academy has been in operation since then, it was only incorporated as an independent 501(c)(3) non-profit organization in 2019. Nonetheless, our mission remains the same. Our mission is to help parents equip their children in a Christian environment with the tools for life-long learning.

In this handbook you will find our mission and vision statements, our philosophy of education, our articles of faith, and our policies and procedures. It is important that students and parents become familiar with its contents. We review important points and changes at the beginning of each school year during our orientation days, but you should acquaint yourself with the contents prior to orientation.

We owe a great debt of appreciation to our founders, supporters, alumni, and present students and families. Thank you for being a part of the FCA family.

For the glory of God,

Dr. David Fry, Principal

Please visit frankfortchristianacademy.org for updated information through the year.

1.2 History of the School

FCA was founded as a ministry of the Frankfort Church of the Bible Covenant in 1981, under the name Frankfort Covenant Academy. FCA served the families of the church under the direction of the church board. The first Principal was Dr. Craig Dahler.

In 2019, FCA was incorporated as an independent 501(c)(3) organization and renamed Frankfort Christian Academy. It is now directed by a multi-denominational board of directors. Dr. David Fry is the current Principal. The school has also been located in a variety of facilities; currently, the school is located in the educational wing of Frankfort Bible Holiness Church. As of 2022, enrollment totaled at 40 students across K-12.

1.3 Mission and Values

Our mission is to support families by providing a Christian learning environment in which their children are equipped with the tools for life-long learning. We value:

- Nature, a general witness to the grandeur of God.
- The Bible, our primary source of the knowledge and wisdom of God.
- The Church, our community of faith and the guardian of the truth.
- Tradition, a guide for faith and practice.
- Family, the primary context for learning and maturing.
- Children, our heritage from the Lord.
- Community, the public context in which we live virtuously.

1.4 Vision

We envision an educational experience that...

1.4.1 Allows the parent, student, and teacher to assume their God-given role in the educational process.

Parent's Role To train their children in the nurture and admonition of the Lord (Dt. 6:4-9; Prov. 22:6; Eph. 6:4).

Student's Role To respect and receive the instruction of parents and elders (Eph. 6:1-3; Prov. 19:20)

Teacher's Role To foster moral and intellectual growth in their students (Col. 1:28, 3:16).

1.4.2 Affirms each student's unique God-given strengths and learning abilities (Rom. 12:6-8; 1 Peter 4:10).

1.4.3 Aligns with a classical Christian educational (CCE) philosophy.

CCE refers to the ancient pedagogy of Greek and Roman education practiced by Christians through the centuries and revived by Dorothy Sayers in her 1947 essay “The Lost Tools of Learning.” Our approach to CCE prioritizes the study of logic, language, literature, and life sciences with an understanding that our Creator is revealed internationally in nature, incarnationally in Jesus Christ, and inspirationally in the sixty-six books of divine revelation called the Holy Bible.

1.5 Statement of Faith

We affirm the Christian faith of the Bible and the expression of faith handed down by our Christian forebears in the Apostles’ and Nicene creeds. In addition, we believe:

1.5.1 Holy Scripture contains all things necessary to salvation, so that whatever is not read therein, or may be proved thereby, is not to be required of any person that it should be believed as an article of faith, or be thought requisite or necessary to salvation. We understand the 39 books of the Old Testament and the 27 books of the New Testament to be the authoritative and infallible Word of God.

1.5.2 The condition of humanity after the fall of Adam is such that we cannot turn and prepare ourselves by our own natural strength and works of faith, nor do we have the power to do good works acceptable to God, without the grace of God in Christ going before us, that we may have a good will. We are accounted righteous before God only by the merit of our Lord and Savior Jesus Christ, by faith, and not for our own works or deserving. We are justified by grace through faith alone. We believe good works are the fruit of faith.

1.5.3 The visible Church of Christ is a congregation of believers in Christ, in which the pure Word of God is preached and the sacraments are duly administered according to Christ’s ordinance.

1.6 Statement of Philosophy and Purpose

Christian education is training in what is right and good. A philosophy of Christian education, then, is an explanation of how one pursues what is right and good, that is, a virtuous life. Education at the Academy is rooted in the Word of God which is, as the Apostle Paul put it, “instruction in righteousness” (2 Tim. 3:17). This places Christian education squarely within the field of moral philosophy and ethics.

Richard Watson, a 19th-century educator and theologian, wrote concerning the moral aspect of education, “Education is the means by which our faculty of reason is made both the sooner and

the better to judge rightly between truth and error, good and evil.”¹ C. S. Lewis wrote, “The aim of education is to make the pupil like and dislike what he ought.”² John Wesley, the founder of Methodism, most adamantly stated, “If you lose one degree of inward or outward holiness, all the knowledge you gain will be no equivalent.”³ For this reason students should often recite Augustine’s prayer: “Help me to unlearn evil and to learn good.”⁴

We learn for the purpose of governing ourselves and other things well.⁵ This principle of human stewardship of the earth is rooted in the creation narrative (Genesis 1:26-28). Yet human nature has been corrupted by sin so that children need to be recalled to the hope of finding the truth.⁶

1.6.1 Sources of Knowing

1.6.1.1 Natural Revelation

God has revealed Himself generally through the light of nature. “The heavens declare the glory of God, and the firmament sheweth his handiwork” (Psalm 19:1). The Apostle Paul taught us that God’s general revelation is sufficient for understanding that the world has been intelligently created. We should, therefore, be thankful to our Creator (Rom. 1:19-21).

1.6.1.2 Divine Revelation

God has revealed Himself specially through the incarnate Word, Jesus Christ. Apart from God’s revelation in Christ we would not know the redemption of sin, nor could our minds be healed beyond their total corruption. Now, because of our redemption in Christ, though still imperfect, we are being transformed in heart and in mind. God’s Word is the primary source for instruction in righteousness and alone contains all things necessary to our salvation and our happiness of holy fellowship with God.⁷ Education without God leads only to loose ends.⁸

1.6.2 Ways of Knowing

God has made mankind so that we are able to gain knowledge in several ways. Following are the five ways of knowing.

1.6.2.1 Science

¹ Watson, *Sermons*, Vol. 1, “Religion a Part of Education,” 36.

² Lewis, *The Abolition of Man*, 29.

³ Wesley, Sermon LXXX, “Friendship with the World.”

⁴ *Confessions*, Book 3.

⁵ *SCG* I.1.

⁶ Augustine, *Letters*, WSA II.1, 15.

⁷ Cf. Article VI of the *39 Articles of Religion*.

⁸ Dorothy Sayers, *The Lost Tools of Learning*, 14.

Scientific knowledge is based on the common criteria of the scientific method. For a thing to be “known” scientifically, it must be observable, repeatable, and falsifiable.

1.6.2.2 Logic

Formal logic gives us deductive knowledge. Mathematics and deductive reasoning are examples of this sort of knowledge. If an argument is properly formed and the premises are true, the conclusions are also true.

1.6.2.3 History

The study of history gives us inductive knowledge. We study history as a record of human memory. This sort of knowledge deals in matters of probability because our memory is imperfect. Collective memory is called tradition and is an important part of historical knowledge. The common methods used to discern whether or not we are remembering rightly include source criticism, falsifiability, and coherence.

1.6.2.4 Sensation

We gain empirical knowledge from our sense of smell, taste, hearing, sight, and touch. This is often the first way we become acquainted with new information.

1.6.2.5 Intuition

Some truths are self-evident. We call these truths “justified beliefs,” or intuition. There are only a few things we know intuitively and without further evidence, namely, that we exist, and that we did not cause ourselves to exist. Therefore, there must be a divine Creator.

1.6.3 Tools of Learning

The mission of the Academy states that our students should gain the tools of learning, classically known as the Trivium. The pedagogical end of education is to teach one how to learn for themselves, and whatever instruction fails to do this is an effort spent in vain.⁹ There are three methods that we especially value at the Academy. These methods coincide with the classical Trivium of grammar, dialectic, and rhetoric. The tools of learning make the approach to every new subject an open door.¹⁰

1.6.3.1 Curiosity (Studiositas)

“It is sufficiently clear that a free curiosity is more effective in learning than a discipline based on fear.” ~ Augustine, *Confessions*, Book 1

⁹ Sayers, *The Lost Tools of Learning*, 20.

¹⁰ Sayers, *The Lost Tools of Learning*, 19.

“One of the greatest problems of education remains that solutions are offered without the existence of a question.” ~ Henry Nouwen, *Reaching Out*, page 29.

“Never explain something to your kid if you can ask a question instead.” ~ Kara Powell, *Sticky Faith*, page 77.

A studious person listens, reads, and watches others in order to learn and understand. Christian educators have often drawn on Plato’s observation that “the power and capacity of learning exists in the soul already.”¹¹ The desire to know and learn is called curiosity. But curiosity is more than just a desire to know; it is a desire to know what is good. The good which all things desire can only be known by careful attention.¹² Christian tradition has distinguished the virtue of studiositas from the vice of mere curiositas. Studiositas is sustained curiosity while curiositas is a passing and shallow interest. God Himself, being the Object of our desire, must not be a passing interest. It is studious curiosity that leads to wisdom and understanding of God. A mind tempered by sustained attentiveness and disciplined investigation will reap the reward of a well-ordered understanding.¹³

1.6.3.2 Imitation (Imitatio)

“Those who take upon themselves responsibility for teaching and exhorting should not sit above and prescribe to others but should join them and walk along with them as companions.” ~ John Calvin, *Commentary*, Isaiah 2:3

“You must be what you are trying to teach.” ~ Philip Hallie, *Tales of Good and Evil, Help and Harm*, page 43.

Imitation is our natural tendency to repeat what we see and hear. A child learns to speak by imitating the sounds of their parents, and learners of all ages emulate those whom they are watching. There is a rich tradition of imitation of Christian history, beginning with Christ Himself calling us to

¹¹ Plato, *The Republic*, Book 2.

¹² Thomas Aquinas, *SCG I*, chapter 37.

¹³ Cf. <https://www.primematters.com/foundations/search-truth/studiositas-and-curiousitas> for a more detailed distinction between “studiousness” and “curiosity.”

follow Him as disciples (Luke 9:23). Teachers and older students at the Academy are expected to teach others by example. Repetition, memory, and experimentation are examples of how we imitate others.

1.6.3.3 Articulation (Articulatio)

Music, rhetoric, writing, and art in general are ways in which human beings are able to articulate knowledge. One does not know what one is unable to articulate. Articulation, of course, occurs in degrees.

1.6.4 The Purpose of Knowing

1.6.4.1 Understanding Physics

God has revealed many truths about himself and about us through nature. We see the beauty of God in nature as well as the effect of human sin on the world. We should gain an appreciation for who God is and how much we need his grace when we study the physical sciences. However, the physical world does not answer life's most important questions. An education that brackets out God and meta-physical study is insufficient and lacking in moral grounding. For this reason, students are expected to attend field trips as experiences through which to gain knowledge of God's work through nature.

1.6.4.2 Metaphysics

Metaphysical knowledge refers to those truths which cannot be proven scientifically and must be accepted by faith as the most reasonable explanation for life's most important questions. This includes questions like, where did the universe come from? is there a Creator? and what is the purpose of my life? Because God has revealed himself in Christ, we believe that the Bible answers the most important metaphysical questions. For this reason, FCA requires Scripture memorization and chooses curricula consistent with Christian faith.

1.6.4.3 Truth

Education is the pursuit of truth. The proper end of all truth is good.¹⁴ Truth is coherent and corresponds with God's design for the world. Augustine reminds us that nothing is to be feared except assent to something false.¹⁵ Truth embraced and believed leads to happiness and holiness.

1.6.4.4 Wisdom

¹⁴ Thomas Aquinas, *Summa Contra Gentiles* in *Renewing the Mind*, 49.

¹⁵ Augustine, *Letter*, 1.

“Many things there are to know which profits little or nothing to the soul.”¹⁶ Knowledge without wisdom makes us tend toward foolishness. Historian David Hackett Fischer described wisdom when he wrote, “Though logic can distinguish truth from error and truth from truism, it cannot distinguish a profound truth from a petty one.”¹⁷ Wisdom is understanding what truths always matter and matter eternally. This is why John Wesley said in a letter to his mother, “There are many truths not worthwhile to know.”¹⁸ A wise person will make their curriculum of study (*ordo studendi*) a reflection of what they love (*ordo amoris*).

1.6.4.5 Good Character

The error of the mid-nineteenth century “Christian nurture” movement was that it denied the necessity of Christ’s atonement for our sins. Education itself does not produce a good person. One must be born again, thus becoming a follower of Jesus Christ, in order to become a new creature (2 Corinthians 5:17). Yet our life of discipleship is a life of learning how to live in holy fellowship with our Creator and with one another. A person has a good character when they are living in a right relationship with others. This can only happen when Jesus Christ is our Lord and we are learning to be more like Jesus.

1.6.4.6 Classical Christian Education

CCE philosophy concentrates on “forging and learning to handle the tools of learning, using whatever subject [is] handy as a piece of material on which to doodle until the use of the tool [becomes] second nature.”¹⁹ The Trivium of grammar, dialectic, and rhetoric is intended to show a student how to use the tools of learning.²⁰

1.7 Educational Outcomes

1.7.1 Institutional Outcomes

1.7.1.1 To maintain a Christian environment for students to develop Christ-like character.

1.7.1.2 To work as a team of parents, teachers, and students to develop and implement a personalized educational experience.

1.7.1.3 To utilize Bible-based curricula and study every subject in light of divine revelation in Scripture and nature.

¹⁶ Thomas à Kempis, *The Imitation of Christ in Renewing the Mind*, 53.

¹⁷ David Hackett Fischer, *Historians’ Fallacies*, xx.

¹⁸ John Wesley, *Letter to His Mother*, January 1727.

¹⁹ Sayers, *The Lost Tools of Learning*, 8.

²⁰ Sayers, *The Lost Tools of Learning*, 7.

1.7.2 Knowledge Outcomes

1.7.2.1 To gain a personal understanding of what it means to be a Christian and what the first-order doctrines of the Christian faith are.

1.7.2.2 To memorize key Scripture passages that coincide with the basic message of the Bible and Christian character traits.

1.7.2.3 To identify personal gifts and strengths for use in the kingdom of God.

1.7.2.4 To gain the tools of learning through the study of logic, language, literature, and life sciences.

1.7.3 Value & Affective Outcomes

1.7.3.1 To appreciate a biblical foundation for education.

1.7.3.2 To realize the importance of Christian faith for learning.

1.7.3.3 To be motivated to Christian holiness, community, and witness.

1.7.3.4 To value one's own unique, God-given gifts of learning.

1.7.4 Skills Outcomes

1.7.4.1 To be capable of independent study that enables ongoing personal growth.

1.7.4.2 To articulate a clear and simple presentation of the Gospel.

1.7.4.3 To be a contributing member of the Church and society.

1.7.4.4 To be able to make disciples of Jesus Christ.

1.7.4.5 To demonstrate academic proficiency and readiness for a life of learning.

2. Admissions

2.1 Requirements

The school holds to a non-discrimination policy, which is as follows: Frankfort Christian Academy admits students of any ethnic origin on the basis of their birth sex with all the rights, privileges, programs, and activities generally made available to the students at the Academy.

With that in mind, FCA is a Christian school, and thus, there are three spiritual requirements for any student to be enrolled in FCA.

First, it is required that parents and students will attend a church regularly that affirms our articles of faith.

Second, it is expected that parents and guardians will reinforce the faith of the Academy and thereby avoid conflict and confusion in the development of the student's theological understanding.

Third, FCA does not enroll students who are involved in sexual activity including pre-marital sex, homosexual behavior, and all other sexual behavior forbidden by God's Word. FCA does not accept students who drink alcoholic beverages, use any form of tobacco products, or use any form of illegal narcotics. Any student taking part in immoral activities forbidden by God's Word, not limited to those described herein, may not be admitted or may be expelled.

2.2 Procedures

The admission process for your student is kept as simple as possible. Transfer students must also follow this process. There are only five steps:

1. Familiarize yourself with the Student/Parent Handbook.
2. Download, complete, and return the Enrollment Application from the school website.
3. Interview with the principal and the designated teacher.
4. Receive your letter of acceptance.
5. Complete all necessary forms for enrollment, including the Payment Agreement.

Once these steps are completed, congratulations! Your student is now a part of Frankfort Christian Academy.

2.3 Re-Enrollment Procedures

A written intent to re-enroll is due by July 31st prior to the beginning of the school year. The Payment Agreement must be signed by the end of the Fall Parent Orientation night. All other paperwork may be completed during Parent Orientation night. Re-enrollment after an absence or gap year follows the same process as an initial application.

3. Finances

3.1 Tuition and Fees

Tuition is established on a 10-month schedule (August-May), but arrangements may be made for a 12-month schedule. Each year a Payment Agreement is completed prior to enrollment. The Board of Directors reviews the Tuition Schedule annually.

- Payment is due by the 10th of each month.
- A late fee is applied when a monthly payment is past due.
- The previous year's tuition must be paid in full prior to re-enrollment for a new school year.

Tuition

Kindergarten (Half Day)	\$2,200
Kindergarten (Full Day)	\$3,200
1st-12th Grade	\$3,800
<i>Senior with no classes @ FCA</i>	\$350
Administrative Fee	
Graduation-Only Fee	\$350
Late Payment	\$35

Enrollment Fees*

The enrollment fee is a deposit credited toward tuition.

Early Enrollment Fee (by May 26, 2023)	\$75/student (non-refundable)
Enrollment Fee (Due August 1, 2023)	\$100/student(non-refundable)
Late Enrollment Fee (after Aug 1, 2023)	\$135/student(non-refundable)

Discounts Available:

Multi-Student Discount	\$300/student
Christian Minister's Discount	\$200/student
Early Payment Discount	10/semester (August 10 & Jan 10)

Financial Aid

Church Match	Application required
VIP Credit	Application required

Financial Aid	Application required
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Other Fees

Athletics	\$150
Graduation (K, 8th Grade)	\$50
Senior Trip	TBD

3.2 Financial Policies**1. Refund Policy**

In the event of withdrawal from FCA the following refund policy shall apply:

Fees: Non-refundable

Tuition: Tuition may be refunded for months in which the student is not enrolled. Partial months are not refunded

Expulsion: In the event a student is expelled, FCA is not liable for any tuition refund.

4. Counseling and Guidance

4.1 Elementary and Middle Grades

Students in these grades are encouraged to go to their teacher for counseling and guidance. If the teacher is unable to help them, the subject will be discussed at the next faculty and staff meeting. If it is deemed necessary, a professional may be brought in depending on the severity of cases deemed outside of the capabilities of the faculty and staff. The school keeps resources and assessments to determine whether or not an issue requires outside intervention, and faculty and staff are required to review and study these tools at the beginning of each school year.

The teacher of each classroom is responsible for addressing disciplinary problems. If the issue is on-going, the school administration will request a parent-teacher meeting to address these issues. Detailed policies are located in the Student/Parent section of the administrative manual under the heading Disciplines and Incentives.

The teacher of each classroom is responsible for recognizing any academic problems among the students. Depending on the severity of the problem, the teacher may address the issue under their own discretion or present the subject at the next faculty and staff meeting. The faculty and administration will determine the individualized needs of each case and address the situation accordingly. Solutions may include, but are not limited to, change of study method, recommendation of tutoring (provided by the school), or extra homework.

4.2 Secondary Grades

Students in the secondary grades are encouraged to go to their teacher for counseling and guidance. If the teacher is unable to help them, the subject will be discussed at the next faculty and staff meeting. If it is deemed necessary, a professional may be brought in depending on the severity of cases deemed outside of the capabilities of the faculty and staff. The school keeps resources and assessments to determine whether or not an issue requires outside intervention.

The teacher of each classroom is responsible for addressing disciplinary problems. If the issue is on-going, the school administration will request a parent-teacher meeting to address these issues. Detailed policies are located under Discipline and Incentives.

The teacher of each classroom is responsible for recognizing any academic problems among the students. Depending on the severity of the problem, the teacher may address the issue under their own discretion or present the subject at the next faculty and staff meeting. The faculty and

administration will determine the individualized needs of each case and address the situation accordingly. Solutions may include, but are not limited to, change of study method, recommendation of tutoring (provided by the school), or extra homework.

Students in their junior or senior year of high school are strongly encouraged to set up individual consultations with any high school teacher or Principal. In these consultations, of which there may be several, the counseling staff member will walk the student through a selection of resources, the application process for FAFSA, and perform strength and interest inventories to determine a general career path for the student. The student can also request guidance in choosing and applying to colleges or universities if they so desire.

5. Behavior

5.1 Discipline and Incentives

The school reserves the right to implement the following disciplinary measures:

- To detain students for a violation of a school policy,
- To place students on probation,
- To suspend students, and
- To expel any student who is not in compliance with the handbook.

A teacher may have additional policies for their classroom.

10.1.1 Demerits

Positive incentive is always the preferred method for teaching moral behavior. However, there may be occasions when a school or classroom infraction may earn a demerit or a more severe measure of discipline. A demerit is a reminder and does not imply bad character. A student's demerit record begins anew each day.

10.1.2 Detention

A student who earns three or more demerits in a day will be given detention. A note will be sent to the student's parent or guardian. The note must be signed by the parent or guardian and returned the following day.

The chart below indicates the consequences of accumulated demerits in a single day:

3	demerits	=	1	Detention Period 20 minutes
4	demerits	=	1	Detention Period 30 minutes
5	demerits	=	1	Detention Period 45 minutes
6	demerits	=	1	Detention Period 60 minutes

A detention period will be served at the time designated by the teacher, usually after school hours the following school day. Three detentions in a single week or multiple detentions for the same offense may result in suspension.

10.1.3 Probation and Suspension

When a student has exhibited actions or attitudes which are not in accordance with Biblical principles or school policies, the administration may determine that probation or suspension is appropriate. Subsequently, either by phone or in a scheduled conference before or near the

beginning of the suspension, the administration will discuss with the parents the principles and policies which have been violated and the circumstances surrounding the violation.

10.1.3.1 Probation

A student may be placed on probation whether the violation took place at school or elsewhere. The length of the probation will be determined by the principal in consultation with the parents. During a student's probation, the student will attend school as scheduled but certain privileges will be revoked.

10.1.3.2 In-School Suspension

During in-school suspension the student will arrive at school, report immediately to the designated location of the suspension, and follow the disciplinary guidelines established.

10.1.3.3 Out-of-School Suspension

During out-of-school suspension the student will not be permitted on the school campus either before, during, or after school or at off-campus school activities. Students may be required to complete their regular amount of academic work elsewhere. School work will be completed by arrangement of the Teacher.

10.1.3.4 Withdrawal and Expulsion

The Principal may determine that withdrawal or expulsion is the appropriate action. The Principal will discuss with the parents the principles and policies which have been violated and the circumstances surrounding the offense. The student will no longer be enrolled at FCA and may not be re-enrolled until the following school year, and then only with unanimous approval of the Administration and staff.

10.1.4 Privileges and Incentives

10.1.4.1 Progress Chart

A Student Progress Chart (aka "star chart") is an 8 1/2" x 11" card with subjects listed. Throughout the academic year when a student successfully completes a test, a star or grade-related sticker is placed in the proper column representing the week the test was passed. As insignificant as a star or sticker may seem, it represents tangible achievement and reward when the student places it on the Progress Chart. A star is given for each test completed with a passing grade. Special stickers are issued for scores of 100% and for Weekly Scripture memory.

10.1.4.2 Honor Roll

The requirements for Honor Roll are as follows:

- Academic balance: a student is developing the tools of learning proportionally.
- A qualifying total test average:
 - A-Honor Roll: 90 percent or higher
 - B-Honor Roll: 80 - 89 percent
- Required Scripture passages memorized.
- Has not been placed on disciplinary probation.
- For High School, all required work for the designated period must be complete.

10.1.4.3 Weekly and Quarterly Awards

Each teacher is encouraged to offer regular awards for excellence in academic achievement or character. A teacher may award students with weekly and quarterly achievements. For example:

- Academic achievement awards
- Christian character awards
- Scripture Memory

10.1.4.4 Annual Awards

An annual Awards Ceremony is held at the end of each school year to recognize the accomplishments of the students. The following awards are examples of what has been rewarded in the past:

Academic Awards:

- Highest Test Grade Average
- Most Tests Completed
- Most 100s
- Scripture Memory
- Honor Roll
- Class awards (given by individual teachers)

Character Awards:

- Christian Service
- Missions Fund-Raising
- Sportsmanship
- Perfect Attendance
- No Detentions

- Christian Character

5.2 Dress Code

FCA prescribes a uniform for students. The uniform allows FCA to assure the neat, modest, and professional appearance of our students. Please remember that students grow during the year and may need new uniform clothing before the end of the school year.

There are three divisions of dress code that will be indicated for different occasions: Uniform wear, Active wear, and non-uniform wear. Uniform dress code, which includes gym uniform, is for standard school and gym days. Non-uniform wear may be specified for other activities like field trips, senior trips, fundraisers, etc. Activewear will be required for special activities that require extra care, which could include ziplining, sledding, rope courses, etc.

5.2.1 Uniform Dress Code

The FCA uniform consists of regular classroom attire and athletic attire.

5.2.1.1 Boys' Uniform

- Shirts: FCA prescribes a royal purple or black polo shirt which must be purchased through the Academy's supplier. Undershirts, if visible, must be white, black or gray and tucked in.
- Pants: FCA prescribes charcoal gray pants which must be purchased through the Academy's supplier.
- Socks: Socks must be worn.
- Shoes: Casual, dress, or athletic shoes must be worn. No sandals or crocs.
- Belt: A belt is required on pants with belt loops.
- Gym Uniform: The prescribed gym shirt or athletic jersey must be purchased from the Academy's supplier. Black or gray full-length gym warm-up or windbreaker pants must be worn. Sweatpants and joggers are not permitted.
- Hair: Boys are to have neat haircuts so that the hair is trimmed above the ears, off the collar, and above the eyebrows. Young adult boys must be clean shaven. Unnatural hair coloring is not permitted.

5.2.1.2 Girls' Uniform

- Shirt: FCA prescribes a royal purple or black polo shirt that must be purchased from the Academy's supplier. Undershirts, if visible, must be white, black, or gray, and must be tucked in.
- Skirt: FCA prescribes a charcoal gray skirt that must be purchased through the Academy's supplier. Skirts must be of sufficient length to maintain modesty. Skirts must fall below the knee while either sitting or standing.
- Socks: Socks are not required except with gym shoes.
- Shoes: Casual, dress, or athletic shoes may be worn. No crocs. Sandals are permissible but the heel must be secured. (see examples below)



- Leggings/Tights: Leggings/tights may be worn beneath the skirt. Leggings alone do not meet the biblical requirement for modesty (Exodus 28:42).
- Gym Uniform: Black gym culottes or skirt with leggings as prescribed.
- Hair: Girls should have long hair worn in a manner which would keep hair out of the face and eyes. Unnatural hair coloring is not permitted.
- Adornment: Ladies may not wear acrylic nails. Cosmetics should be modest and simple. For safety, no earrings are permitted.

5.2.1.3 Accessories

- Jewelry should pose no danger to a student. For safety and simplicity, rings and earrings are not permitted. Necklaces should be short (chokers are not permitted) or tucked in; it is recommended that necklaces be removed during athletic activity. Students may wear a single, simple bracelet.

5.2.1.4 Cosmetics

- Make-up should be simple and modest.

5.2.1.5 Outerwear

- Students are not to wear gloves, hats, caps, headgear, or sunglasses in the classroom or in chapel except for medical purposes. Students may wear prescribed,

school-branded outerwear, or outerwear that conforms to the principles of the school (i.e., symbols, branding, etc.).

5.2.2 Activewear Dress Code

5.2.1.1 Definition: Activewear refers to clothing appropriate for activities for which a student should take extra precaution to be modest. Activewear would be required for activities such as ziplining, sledding, specified field trips, etc.

5.2.1.2 Acceptable Activewear for Boys

- Shirt with sleeves of sufficient length and fit to conceal the torso, but not form-fitting.
- Long pants or shorts below the knee. Must not be form-fitting. Sweatpants are not permitted.

5.2.1.3 Acceptable Activewear for Girls

- Shirt with sleeves of sufficient length and fit to conceal the torso, but not form-fitting. Cap or flutter sleeves are not permitted.
- Long pants or shorts below the knee. Must not be form-fitting. Sweatpants are not permitted. If skirts are worn, shorts or leggings must be worn beneath the skirt.

5.2.3 Non-Uniform Dress Code

5.2.2.1 Definition: The non-uniform dress code refers to all occasions for which uniform or activewear is not required.

5.2.2.2 Acceptable Non-Uniform for Boys

- Shirt with sleeves of sufficient length and fit to conceal the torso, but not form-fitting.
- Long pants. Must not be form-fitting. Sweatpants are not permitted.

5.2.2.3 Acceptable Non-Uniform for Girls

- Shirt with sleeves of sufficient length and fit to conceal the torso, but not form-fitting. Cap or flutter sleeves are not permitted.
- Skirts to the knee. Must not be form-fitting.

5.2.4 Modesty

In all cases, students must dress modestly and always remain in compliance with the FCA dress policy while attending school activities. An article of clothing is too form-fitting if the cut and

material intentionally outline the buttocks or torso. An article of clothing is too revealing if the torso or thigh is uncovered.

If a student has been warned about immodesty or if repeated adjustments have been made to their uniform while at school, they may be required to change into clothing provided by the school, asked to go home, to change their clothing, and/or asked to no longer wear the article in question. A student may be detained until the matter can be resolved.

5.2.5 Cleanliness

Students are expected to be dressed in fresh and clean clothing. Students are expected to observe daily personal hygiene including bathing, using deodorant, and wearing clean, unwrinkled clothing.

5.3 Books and Equipment

All books and equipment are to be treated with decency and respect. Books or equipment that are broken or defaced by a student will be repaired or replaced at the student's expense.

5.4 Communication and Guests

Students are permitted to travel to and from school with personal electronics. However, no student should possess these devices in the classroom or during class hours without permission of the teacher. FCA is not responsible for the loss, theft, or damage to personal property.

If a student is found with an electronic device during school hours, the staff person is permitted to view or listen to the content in use. If the staff person suspects that the student is making illicit use of the device, the device will remain in possession of the school until a parent can retrieve it.

The school telephone is reserved for official school business and emergencies. Students desiring to place necessary calls must request permission to do so. Parents who need to contact their student during school hours for any purpose should call the main Academy phone number. Academy staff will assist parents in communicating with their students in appropriate situations. Parents should not consider their student's cell phone as a means of contacting their student for any reason during the school day. Students are not permitted to communicate to others through any electronic device during the school day.

Visitors must report to the office upon arrival and obtain permission before visiting any other area of the school. Visiting students must comply with the Handbook and Classroom policies and procedures.

Parents should check-in at the school office and must receive permission before entering a classroom. If a parent needs to speak with a student or staff person, they should do so outside the classroom. Please dress modestly and behave appropriately while visiting the school.

6. Academics

6.1 Faculty

Staff members are to be addressed by title (Dr., Pastor, Mr., Mrs., Miss) and name.

6.1.1 The Principal oversees the administrative affairs of the Academy and chairs meetings of the staff, board of directors, PTF, and community meetings.

6.1.2 The Principal oversees the daily operations of the Academy.

6.1.3 A Teacher oversees the daily operations of a classroom, provides instruction, communicates, and records academic progress for each student.

6.1.4 A Teaching Assistant supports a teacher in their classroom responsibilities.

6.1.5 The Administrative Assistant provides support to the Academy Administration.

6.2 Curriculum

6.2.1 FCA uses curriculum that are consistent with Christian faith and moral practices. Middle and High School students may occasionally encounter literature written from a non-Christian point of view. Such material is used for the purpose of preparing students to face the intellectual and moral challenges in the world with a Christian perspective.

6.2.2 Each Teacher chooses the curricula for use in their classroom. Examples of curricula used at FCA are A Beka, Apologia, Answers in Genesis, Accelerated Christian Education, Classical Academic Press, Memoria Press, Veritas Press, and various other publishers.

6.2.3 A syllabus is provided for any class that does not utilize a curriculum with published assignments and objectives.

6.2.4 Academy Juniors and Seniors are encouraged to participate in a Civics and U.S. History course that includes a trip to our nation's capital. This trip fosters good citizenship and encourages our students to engage in their civic privileges.

6.3 Accreditation

FCA is a member of the Indiana Association of Christian Schools. FCA is not accredited at this time, but is in the process of obtaining accreditation through the American Association of Christian Schools.

6.4 Grade Scale

Conforming to the NAEP (National Assessment of Educational Progress) Standard

Points Scored	GPA	Letter Grade
90 – 100.0	4.0	A
89	3.9	B+
88	3.8	B+
87	3.7	B+
86	3.6	B
85	3.5	B
84	3.4	B
83	3.3	B-
82	3.2	B-
81	3.1	B-
80	3.0	B-
79	2.9	C+
78	2.8	C+
77	2.7	C+
76	2.6	C
75	2.5	C
74	2.4	C
73	2.3	C-
72	2.2	C-
71	2.1	C-
70	2.0	C-
69	1.9	D+

68	1.8	D+
67	1.7	D+
66	1.6	D
65	1.5	D
64	1.4	D
63	1.3	D-
62	1.2	D-
61	1.1	D-
60	1.0	D-

6.5 Courses of Study

There are two courses of study for high school students: General designation and Honors. A prescribed course of study will be determined in cooperation with the student and parents prior to a student entering high school.

	General Diploma	Credits	Honors Diploma	Credits
ENGL	English Composition Advanced Composition Literature Advanced Literature Critical Thinking & Argument	2 2 2 2 2	English Composition Advanced Composition Literature Advanced Literature Critical Thinking and Argument	2 2 2 2 2
Math	Algebra I Geometry Algebra II	2 2 2	Algebra I Geometry Algebra II Higher Math Elective	2 2 2 2
Science	Biology Science Elective Chemistry	2 2 2	Biology Science Elective Chemistry	2 2 2
Social Studies	U.S. History World History Economics U.S. Government/Civics	2 2 1 1	U.S. History World History Economics U.S. Government/Civics	2 2 1 1
Health	Physical Education Health & Wellness	2 1	Physical Education Health & Wellness	2 1
Fine Arts	Latin Choir or Private Instrument Financial Management	2 2 1	Latin Choir or Private Instrument Financial Management	6 2 1
Christian Studies	Spiritual Formation New Testament Old Testament Philosophy and Apologetics	2 2 2 2	Spiritual Formation New Testament Old Testament Philosophy and Apologetics	2 2 2 2
Total:		44		50

*Bible classes are required for every semester a HS student is enrolled at FCA.

6.6 Credit

6.6.1 High School Credit

Under Indiana graduation requirements, a student must complete the Indiana Core40 credit requirements or the equivalent. Honors students have an increased load in math and languages, in addition to extracurricular pathway activities that demonstrate preparedness for graduation and post-secondary education. These include, but are not limited to, volunteer or employment hours, dual-enrollment or AP classes, etc. We are partnered with God's Bible School and College to offer Christ-centered college classes that will count as dual-enrollment credit, at a low cost.

6.6.2 Early High School Credit

8th graders, who have been deemed by their teachers as capable of completing high school level work at a reasonable level, and who display an appropriate level of maturity, may attend high school classes and earn high school credit prior during their 8th grade year.

6.7 Assessment Policies

6.7.1 Testing

All tests are proctored by a staff member. Students may not view the test prior to taking the test.

6.7.2 Goal Setting

Each student is required to set daily goals. These goals are reviewed by the Teacher and reflect the pace necessary for the students to achieve the desired course of study.

6.7.3 Homework

If daily goals are incomplete at the end of the school day, the student may be required at the discretion of the Teacher to complete the work at home. A homework notice indicating the lessons to be completed will be taken home. Parents should note that homework may be assigned as a supplement to the regular curriculum. Parents must sign the homework notice and the student must return it on the next day of school. In the event of an incomplete homework assignment, the student is to bring a note of explanation from the parent. This will enable the teacher to make a fair evaluation as to whether the incompleteness is excused or unexcused.

Students are expected to demonstrate self-motivation and self-discipline. A student may need additional support from parents, staff, or others.

6.7.4 Testing and Evaluation

Teachers are expected to assess a student's progress regularly.

Students who do not pass a test or evaluation may be charged a book or test replacement fee of \$6.

Each year students are required to complete a standardized test. FCA administers a test for grades 1-11. The purpose of this test is to assess each student relative to the national progress of their grade and age. The familiarity our students gain from annual standardized testing assists those who take the SAT or ACT tests for college entrance.

6.8 Attendance Policies

School attendance is required in the State of Indiana for all children ages 7 to 16.

Daily Class Schedule:

Monday – Friday 8:00am to 2:30pm

*Each classroom has a specific daily schedule.

The State of Indiana requires students to be in school for 180 days each year. Students enrolled at FCA are required to be in attendance every day in which class is in session unless other arrangements have been made in cooperation with the FCA staff. The student is also subject to attendance policies contained within each class syllabus. A student who is not present for $\frac{1}{2}$ of a school day is absent. $\frac{1}{2}$ day is counted as 3 $\frac{1}{2}$ hours.

6.8.1 Excused Absences

It should not be assumed that a student has a right to be absent for any reason. Excused absences are at the discretion of the Teacher and will generally be granted in the following conditions:

- A. The student is sick,
- B. A death has occurred in the family,
- C. Doctor's appointment,
- D. Inclement weather, or
- E. Prior arrangements have been made and approved by the administration.

In order for an absence to be excused, the student must:

- Provide a doctor's excuse or a written note from a parent (emails to the teacher are accepted, but not a text message), and
- Receive the approval of the student's teacher.

Please note that although an absence is excused, a student's grade may be affected per the guidelines provided in a class syllabus. It is the student's responsibility to communicate with the teacher regarding make-up work.

6.8.2 Unexcused Absences

Absences will not be excused when:

- A teacher has not received written communication from a parent (emails are accepted, but text messages are not accepted) or
- The teacher does not consider the absence excusable.

6.8.3 Excessive Absences

Excessive absences, excused or unexcused, will inhibit the student's progress and may result in grade reductions, delayed graduation, report to a truancy officer, or expulsion. **Please note** that the State of Indiana defines truancy as a student who is chronically absent by having ten or more unexcused absences from school.

6.8.4 Tardiness

A student who is not present at their assigned class and desk by 8:00 am is marked as absent. If a student arrives after 8:00 am they are counted as present but tardy if they present a tardy notice to their teacher.

Excessive tardiness may result in a reduction in grade or detention. A student who is tardy more than three times in a quarter without excuse is ineligible for the perfect attendance award. Tardiness may be excused at the teacher's discretion.

6.8.5 Early Dismissal

Students enrolled at FCA are required to attend each day of school for the prescribed hours. A student may be dismissed early if:

- The student is sick,
- A family emergency occurs, or
- The student is under disciplinary measures.

A student who leaves early without excuse will be counted absent or tardy.

6.8.6 Senior Exceptions

High school seniors must attend school from 8:00am to 2:30pm each school day unless one the following Pathway-fulfilling conditions are met:

- The senior volunteers for a minimum of 10 hours each week (must be documented)
- The senior works at a job or internship for a minimum of 10 hours each week (must be documented)
- The senior is enrolled in at least 1 college course each semester of their senior year

6.8.7 School Events

Certain days will be marked on the school calendar as required for students. These may include programs, special services, picnics, field trips, and graduations. Absence from a required event may result in a grade reduction, delay in graduation, a fine of \$50, or expulsion.

6.8.8 Cancellations and Delays

Cancellations and delays are determined by the Academy Principal. Notification of a cancelation, delay, or change in schedule will be made through the phone one-call system. Students traveling from outside the city limits are encouraged to use discretion and check road conditions before traveling in inclement weather.

6.9 Report Cards

Teachers will report on each student's academic progress once per semester. These report cards will include attendance and tardy records, their grades, and any notes a teacher may wish to include.

6.10 Graduation Requirements

6.10.1 Kindergarten Graduation

A student who has completed the kindergarten curriculum and passed a reading assessment is eligible for advancement to first grade.

6.10.2 8th Grade Graduation

A student who achieves a 5th grade reading level and has completed the curriculum assigned is eligible for advancement to High School.

6.10.3 High School Graduation

A student who has completed one of the three available courses of study, is in good standing, and has no outstanding debt to FCA is eligible to graduate with an FCA diploma. A student who completes the prescribed courses for an Honors Diploma with a minimum final grade of 80% may graduate upon completion regardless of age.

Students transferring to FCA for their senior year must complete at least four credits at FCA to receive an FCA diploma. Seniors who choose to homeschool will not be granted an FCA diploma.

6.11 Academic Honors

The following academic honors will be awarded when the respective criteria are met.

6.11.1 Valedictorian:

- A. A cumulative GPA of no less than 3.5.

- B. Completion of an Honors or Technical Honors course of study.
- C. An acceptable record of conduct.
- D. At least 50% of high school credits completed at FCA.

6.11.2 Salutatorian:

- A. A cumulative GPA of no less than 3.2.
- B. Completion of an Honors or Technical Honors course of study.
- C. An acceptable record of conduct.
- D. At least 50% of high school credits completed at FCA.

6.12 Graduation Fees

6.12.1 FCA Student: Fees are included in tuition

- Student receives full FCA diploma and full FCA transcript
- Student followed all attendance requirements set forth by the Student Parent Manual
- Student completes all tests at school
- We will order all graduation materials: cap, gown, and diploma cover
- Student is required to attend graduation practice
- Only enrolled students will receive an FCA diploma

6.12.2 Homeschooling Senior: \$350

- Seniors who previously attended FCA and choose to homeschool their senior year will be provided with all records and transcripts
- Seniors are welcome to participate in our athletic program (additional fee)
- Seniors may march in the FCA Commencement, but will not receive an FCA diploma. They will receive a homeschool diploma, provided by their family

6.12.3 Outside Student: \$350

- Students who have never attended FCA but wish to participate in the Commencement and celebratory activities may march with our students
- They will not receive an FCA diploma; they will receive a diploma provided by their family

7. Transportation

Students should not be in or on vehicles during the school day.

Only licensed drivers are permitted to drive automobiles to the school and a copy of the driver's license should be submitted to the office.

Students who drive may only transport members of their own immediate family unless written permission is submitted by parents of both the driver and the students being transported.

Parents should submit a written list of those authorized to pick up their student. Students will not be allowed to ride with anyone else unless authorization has been given.

During morning drop-off and afternoon pick-up, please pull into the designated pathway to unload and load your vehicle. If you wish to come inside, please park in the designated parking. It is important that your student be picked up within 20 minutes of dismissal. If you are unable to be here on schedule, please call the office to make arrangements for pick-up.

Students may not leave the designated Academy campus during school hours without permission (see early dismissal policy).

There are no school-initiated carpooling programs.

7.1 Arrival and Departure

A student with a valid driver's license may drive their vehicle to school. Vehicles should be parked in the area designated for parking. A student may not return to their car during the school day without obtaining permission from their teacher. A student who drives their vehicle recklessly may lose the privilege of driving to school.

All students, parents, and visitors are expected to enter the school through the doors adjacent to the school office. Those who are dropping off students for school must either park or pull in on the east side of the building, dropping off near the doors, and driving one-way around the back of the building to exit on the west side of the building.

Those who are picking up students from school are expected to drive around the building and wait in a single-file line on the west side of the building near the doors. Students will be dismissed one-by-one to each vehicle by a teacher, and cars may leave safely once they have picked up their student(s).

If a parent is picking up a student before the end of the school day, you should park in the east parking lot and check-in at the office.

8. Student Organizations

There are three student activities/organizations currently available for student participation: choir, athletics, and the annual ACE Convention. All three opportunities are voluntary, but require a participation fee. Once enrolled, students are expected to follow the rules and guidelines that pertain to each program. There will be a director, not a staff or faculty member, for each program who is responsible for all activities, rules, regulations, and practices for the program.

Further information, enrollment, and related fees are available at the school office.

9. Emergencies

9.1 School Dismissals

- School Dismissal is at 2:30 each day. Parents are expected to pick up their children by 2:40.
- School may be dismissed or canceled due to inclement weather at the school's discretion. In this event, the school will make a school-wide announcement as soon as the decision is made.
- In the event of a natural disaster or school emergency, students will follow the School Emergency Plan and be kept safe until such time that they can be dismissed.
- Parents will be notified of school closing via a phone tree call. Communication may also be posted on Facebook, but that is not the official means of communication.

9.2 Student Illness or Accident

- In the event of communicable illness, the student will be kept by the office staff apart from the other students. Parents will be contacted and are expected to pick up their child as soon as possible.
- In the event of injury or accident, first aid will be administered, if necessary, by the school staff. Parents will be contacted immediately. The school will contact emergency medical assistance if necessary.

10. General Policies

10.1 Conduct

Students are expected to exert a positive attitude toward others, themselves, and the school. Habitual negativity is disrespectful and interferes with the educational experience of others. Students are expected to refrain from engaging in cheating, swearing, smoking, vaping, gambling, unwholesome music, sensual dancing, drinking alcoholic beverages, using narcotics, immoral behavior or any other practice deemed questionable by the Administration, whether the student is on or off school property and whether the student is participating in a school-supervised activity or otherwise. Students who participate in such activities may be suspended or expelled. Students are expected to act in an orderly respectful manner, maintaining Christian standards of courtesy, kindness, language, morality, and honesty.

10.1.1 Language

Students should speak only words which glorify God and edify others. The use of profanity or substitute swear words is forbidden. The use of vulgar or suggestive words, sexual innuendos, and derogatory comments is not allowed. Negativity, griping, bragging, and putting down of others will be addressed appropriately by the teacher.

10.1.2 Social Relationships

It is normal and natural for young people to develop friendships, therefore, it is the desire of FCA to hold to and promote Biblical philosophies and principles of dating and courting. The focus at FCA is on personal Christian growth and academics; therefore, dating and courting are not intentionally promoted in the Academy or at Academy functions. A proper relationship is required at all times. As a matter of courtesy, respect, and moral purity, each student is to observe a “hands-off” policy, i.e., keep their hands and feet to themselves regardless of their sex.

10.2 Media and Internet Use

10.2.1 Social Media

Parents are encouraged to monitor and be involved in their student’s usage of the internet and social media. Because of the uncensored and illicit material easily available on the web, no student will be allowed access to unmonitored internet.

Any student who operates a personal website or participates in social media must notify the school staff. Any student acting inappropriately and contrary to the purpose and mission of FCA may be expelled.

10.2.1 Music and Electronic Devices

Only music in which the rhythm, lyrics, performer, and performance coordinate for the glory of God is permitted at FCA. Student-owned devices are not to be brought to the Academy unless specific permission is given.

10.2.3 Books and Literature

Only reading material which fosters moral understanding and purity is permitted at FCA. All outside reading materials must be submitted to the teacher for approval upon the student's arrival at school. Teachers may assign readings that are not written from a Christian perspective. These readings are carefully chosen to increase the student's critical thinking skills. A parental guide or note may be provided by the teacher in this case.

10.3 Medical Guidelines

No staff member will be permitted to administer any medications (prescription or over-the-counter drugs) to any student for headaches, fever, or any other reason without parental authorization in writing. All medicines must be kept and supervised by the school staff. A one-time letter of authorization from the parent may authorize medications used on a regular basis.

Prescription drugs may be left in the care of the office staff to be dispensed by the student's teacher in the event that such an arrangement is necessary.

For safety, in the case of dispensing non-prescription drugs to students in the kindergarten, elementary and middle grades, office staff will verbally confirm with a parent beforehand on a case-by-case basis.

10.4 Recess

Each classroom will have its own schedule for recess and lunch. Recess will be monitored by the teacher or an approved monitor. Because other classrooms are in session during recess, loud talking in the building is forbidden and may result in detention. Recess ends at the teacher's designated time or notification. There is to be no loitering in the restrooms.

Meals and snacks must be eaten in the designated areas. Food should not be taken beyond these areas without permission.

Wastebaskets and recycling cans are distributed throughout the Academy property. Students are expected to throw trash away even if it does not belong to them. Should a spill occur, the student should make a reasonable attempt to clean up and should also notify the teacher or monitor who will inspect the area.

With the goal of teaching students the value of a servant's heart and service, students are assigned simple and age-appropriate cleaning duties around the classroom and lunchroom. These duties will be supervised by a teacher or office staff.

10.5 Property and Classrooms

10.5.1 Academy Property

The Academy property includes all buildings, grounds, and vehicles used for Academy purposes. Office copiers and printers are off-limits except at teacher's explicit instruction.

The following areas are off limits to students:

- Other student desks;
- Teacher's desk and files;
- Classroom when a staff member is not present;
- All areas beyond the obvious visible boundaries of the campus;
- The administrative offices of FCA.
- Other designated spaces.
- Students are not permitted on neighboring properties.

Marked on, defaced, or broken property due to misconduct or misuse is to be replaced or repaired at the student's expense.

10.5.2 Personal Property

- All or the personal belongings of a student are considered personal and are not to be shared with other students without permission from the student and teacher. The Academy is not responsible for lost, stolen, or damaged items brought to school by a student.
- Personal property should be of a positive nature. The purpose of FCA is the building of Christian character. Because movie- or sports-related characters may oppose Christian values, we request that families use discretion concerning what is presented on school items (lunch boxes, casual attire, office decorations, gym bags, etc.). Toys and play items, etc., brought to school should also adhere to this standard. Toy weapons, matches, lighters, knives, and fireworks are prohibited. Any item in question will be subject to the teacher's discretion. Students and parents are expected to respect the decision of the teacher.

- No student is permitted to have a weapon or firearm on campus or at school events. Parents and visitors must receive permission prior to carrying a weapon or firearm on the school campus.
- Lockers may be provided for the safety of personal property. Students must provide their own locking device and must submit a means of access to the Academy staff.
- All money, writing utensils, math instruments, calculators, etc. are the student's personal responsibility. Borrowing from other students is discouraged.
- FCA staff may search the following student items when they are on school property: Desks, backpacks, gym bags, purses, lunch containers, pockets, or any other receptacle or storage container, regardless of owner.
- Personal searches, should they become necessary, will be conducted by an FCA staff member of the same sex as the student being searched and will also be witnessed by a staff member of the same sex.

10.5.3 Classrooms

Each classroom is designed to cultivate an atmosphere of concentration and learning. The learning philosophy of FCA requires the classroom to be orderly and quiet. A student is not permitted to communicate freely with other students or be out of their seat without permission. Each teacher will implement a structured system of control in order to maintain a positive learning environment.

10.5.3 Student Study Space

The teacher will assign each student a study space. Students are responsible to care for and maintain their study space. Seating assignments are made and changed only by the teacher. Only positive, approved items as defined by Philippians 4:8, may be displayed in a student's study space:

“Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.” Philippians 4:8

If an item proves to be overly distracting to any student, the teacher may remove the item.

In the event that a student damages, breaks, or defaces school property, there are set fees that will be charged at the student's expense.

- Students are not to sit or write on their desk. A \$70 fee will be charged for a broken or defaced desk or table.
- Students should not lean back or misuse their chair. Students may not mark on their chair. A \$30 fee will be charged for a broken or defaced chair.
- Some students may be assigned flags for use in their study space. The flags must be cared for. A fee of \$5 will be charged for a broken or defaced flag.
- The daily goal chart should be visible, kept neatly, and up to date. A blue or black pen should be used to set goals.
- Student progress charts (aka “star” charts) should be visible. No marks should be made on it. A \$2.00 fee will be charged if a replacement is necessary.

11. Parent-School Communication

11.1 Parent-Teacher Conferences

Parent/Teacher Conferences occur semesterly during the second and third quarters of the school year. Academic progress reports, attendance, and general observations are discussed.

11.2 Parent Organization

The members of the parents' organization, PTF (Parent-Teacher Fellowship), are selected by the PTF president from parental volunteers during Parent Orientation night at the beginning of the school year. The president of the PTF is elected by the school board.

The PTF is responsible for conducting a select number of fundraisers throughout the school year, and may also be asked to participate in the logistical work of some school activities.

11.3 Problems/Complaints

In the event that a parent or student has conflict, complaints, or problems with the school, there is a process to be followed.

- A parent may bring their issue to the principal, preferably through email.
- In the event that the issue is between a parent and the principal, the parent may bring their issue to the secretary of the school board, who will present the issue to the school board.
- A student may bring their issue to their teacher, the principal, or the office staff. The issue will be handled seriously and appropriately. In the event that a student wishes to disclose their complaint anonymously, a sealed envelope with the words "Student Complaint" may be left in the school mailbox. Any complaint submitted in this manner will be properly addressed by school staff.

12. Sexual Misconduct Policy

In accordance with our Christian faith and the laws of the state of Indiana and of the United States, the following is the FCA policy and procedure on sexual misconduct and harassment. Sexual harassment is a sin according to Christian faith (Eph. 5:3-5).

FCA has a zero-tolerance policy regarding sexual harassment, assault, battery, or abuse. No volunteer, employee, contractor, client or other person associated with the organization may sexually harass, assault, batter, or abuse any other individual associated with the organization.

- Sexual harassment is defined as any unwelcome or unwanted conduct based on sex. It can include unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.
- Sexual assault is defined as any threat or physical act that creates a reasonable apprehension of imminent harmful or offensive sexual contact.
- Battery is defined as any act that results in harmful or offensive contact.
- Abuse is defined as the use of force, threats, intimidation, coercion, or undue influence regarding contact or communication of a sexual nature.

Examples of sexual harassment according to *Title IX* are:

- Making sexual propositions or pressuring students for sexual favors;
- Touching of a sexual nature;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or dirty jokes;
- Spreading sexual rumors or rating other students as to sexual activity or performance;
- Circulating or showing emails, texts, or Web sites of a sexual nature.

Sexual harassment includes conduct that is criminal in nature such as rape, sexual assault, dating violence, and sexually motivated stalking.

Policy

Frankfort Christian Academy strictly forbids any form or occasion of sexual misconduct and harassment as defined and explained in *Title IX*. This policy applies to staff and student conduct on

and off campus, during and after school hours. The Academy recognizes the following levels of sexual harassment:

Level 1—Displaying material, telling jokes, writing graffiti, making gestures, spreading rumors, or circulating information of a sexual nature.

Level 2—Touching or proposing touch of a sexual nature without physical stimulation.

Level 3—Proposing physical stimulation.

Level 4—Performing sexual intercourse or any act including physical stimulation.

Level 5—Criminal acts of a sexual nature.

Procedure

Anybody who observes or has good reason to believe that sexual harassment has occurred should report it to a responsible employee of the Academy such as a teacher, Vice Principal, or Principal. Any individual who believes he or she has been sexually harassed, assaulted, battered, or abused by another person over whom the organization exercises influence or control shall inform that person that any sexual advances, communication, touching, or other sexual conduct is unwanted and unwelcome, but only if it is safe to do so. No individual shall suffer any adverse action as a result of doing so, and any employee who is requested to cease conduct deemed sexually harassing, assaulting, battering, or abusing that retaliates in any way will be subject to discipline, up to but not limited to termination of employment.

Any individual who believes he or she has been sexually harassed, assaulted, battered, or abused by another person over whom the organization exercises influence or control may report said unwanted sexual advances, communication, touching, or other sexual conduct to the Principal. No individual shall suffer any adverse action as a result of doing so.

If sexual harassment is observed or reported, the administration should appoint an investigative team of three persons (hereafter “school”) including the Principal and the Vice Principal or their appointees to conduct a prompt, impartial, discreet, and reasonable investigation. The investigative team shall also serve as a jury. Interviews should be conducted with at least two adult persons present.

The investigation should consider:

1. Legal Counsel

- The Principal shall immediately request legal counsel for the organization to conduct an investigation into the claims presented by the reporting person.

- Legal counsel shall conduct an investigation into the claims presented by the reporting person and any related matters.
- Upon completion of the investigation, legal counsel shall make recommendations to the Principal regarding the disposition of the case.
- Legal counsel shall keep all records of the investigation subject to attorney-client privilege and confidentiality, and attorney-work product to the greatest extent allowed by law.
- The Principal shall take such steps as are necessary to carry out the recommendations of legal counsel.

2. Parental Involvement

The school should discern the appropriate manner, time and place to inform the parent/guardian of the alleged victim and alleged harasser of the complaint. They should be informed of the facts of the complaint, their right to confidentiality insofar as it does not harm other students, the school's responsibility, and any interim measures pending the outcome of the investigation.

3. Confidentiality

The school should take all reasonable steps to investigate and respond to the complaint in a manner consistent with a request for confidentiality. If a witness or alleged victim insists that his or her name not be disclosed to the harasser, the school's ability to respond may be limited. If an alleged victim expresses a desire that the complaint not be pursued, the school should seek to preserve the safety of the environment. The school should seek to keep information gained from the harasser confidential insofar as it is reasonably believed not to have a harmful effect on others.

The Principal, accuser, accused, and legal counsel shall keep all communication, evidence, and information about and regarding the investigation confidential except as is necessary with accountants, attorneys, counselors, physicians, and any other professional who is bound to confidentiality by virtue of their profession and is necessary to facilitate the financial, legal, mental, and physical health of any party involved.

4. Interim Measures

It may be necessary for the school to take interim measures during the investigation of a complaint. This may include removal or limitation of privileges, separation of persons, or excused absence. A student who is considered an immediate threat should be relocated.

Responsive measures should be designed to minimize the burden on the victim as much as possible.

The Principal shall immediately limit contact between the reporting person and the alleged offender. This may include placing the alleged offender on paid administrative leave pending the outcome of an investigation.

5. The Quality of Information

An investigation should consider the source and nature of information, the seriousness of the alleged incident, the specificity of the information, the objectivity and credibility of the source that made the report, and the ability to identify and verify information.

6. External Assistance

If there is good reason to believe that a criminal act may have occurred, the Principal or a responsible representative of the school should immediately report the alleged criminal activity to the local civil authorities. School staff will cooperate with an external investigation.

Once an investigation is complete and if the alleged harasser is found guilty, the school shall implement disciplinary measures. The goal of disciplinary measures shall be the redemption and safety of the offender and victim(s). The following guidelines should be used in determining the course of disciplinary action:

1. The Seriousness of the Offense.

A student who commits a Level 5 offense will be immediately expelled and may not return to the Academy as a student. Other levels of offense may include:

- loss or limitation of privileges;
- separation of persons such as relocating a student to another classroom, isolating a student under the special care of a staff member, removing a student from school sponsored transportation and/or events, or removal of a student from the school campus for the remainder of the school day (IC 20-33-8-25).
- excused absence, not to exceed five school days;
- suspension (unexcused absence) not to exceed ten days unless the student is reasonably believed to be a substantial risk to students or staff (IC 20-33-8-18 and 23);
- alternative educational program;

- expulsion for the remainder of the year if the misconduct took place in the first semester, expulsion for the remainder of the year, summer sessions, and first semester of the following year if the offense occurred in the second semester (IC 20-33-8-19 and 20).
(a) and/or mandatory counseling (Psalm 119:9).

2. The Age of the Offender

Disciplinary measures must consider laws respecting the age of the offender and the victim. The Academy considers it atypical for children under the age of 8 to be well-acquainted with human sexuality or children under the age of 12 to have been exposed to sexually-graphic images or language. Therefore, especially in cases involving young children, the psychological and spiritual effect will be considered greater, and, consequently, the repulsiveness of sexual harassment.

3. The History of the Offender

Repeated offenses call for greater disciplinary measures even if the level of offense has not escalated. Furthermore, the school should consider acts of “grooming” which may not count as sexual harassment under *Title IX*.

4. The Cooperation of the Offender

Honesty and sincerity of remorse should be considered but may not lessen the disciplinary measures. An appropriate apology may suffice for a minor offense.

5. Cooperation of the Parent/Guardian

Disciplinary measures taken by the parent should be considered by the school.

Following the investigation, the offender and his or her parents should be promptly informed by the school of the disciplinary measures that will be taken. The facts of the investigation and the disciplinary measures should be documented and filed. The statute of limitations, excluding Level 5 offenses, is the number of years equal to the level of infraction. The victim and his or her parents should also be informed of the findings and actions taken. The school should take actions to protect the privacy and integrity of persons involved in the investigation including the offender and his or her family. The spreading of sexual rumors following the investigation is a violation of the school policy on sexual harassment.

13. Bullying Policy

In accordance with Christian faith and the laws of the state of Indiana and of the United States, the following is the FCA policy and procedure on bullying. Bullying is a violation of the Christian command to love our neighbor as ourselves (Lev. 19:18; Mat. 7:12).

In Indiana Code 20-33-8-0.2, “bullying” is defined as: “overt, unwanted, repeated acts or gestures, including verbal or written communications, images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

- places the targeted student in reasonable fear of harm to the targeted student’s person or property;
- has a substantially detrimental effect on the targeted student’s physical or mental health;
- has the effect of substantially interfering with the targeted student’s academic performance;
- or
- has the effect of substantially interfering with the targeted student’s ability to participate in or benefit from the services, activities, and privileges provided by the school”

According to this code, bullying is an act that:

- is an **intentional** effort to cause harm to another person;
- is **unwelcome** to the targeted person; and
- is **repeated** behavior.

Examples of bullying include acts with the intent to tease, exclude, discriminate, embarrass, demean, dehumanize, intimidate, stalk, steal, harass, destroy property, spread hurtful rumors, or retaliate.

According to Indiana Code 20-33-8-13.5, the school is required to adopt a policy and a procedure for addressing incidents of bullying.

Policy

Frankfort Christian Academy strictly forbids any form or occasion of bullying as defined in Indiana Code 20-33-8-0.2. Bullying will be considered according to the following levels and examples of bullying:

Level 1—Physical, mental or social nuisance without intent of violence.

Level 2—Threats of violence, harm, exclusion or embarrassment.

Level 3—Use of coercive force, physical or otherwise, to cause personal harm.

Level 4—A criminal act such as physical violence involving a weapon.

Procedure

Anybody who observes or has good reason to believe that bullying has occurred should report it to a responsible employee of the Academy such as a teacher, Vice Principal, or Principal. If bullying is observed or reported, the administration should appoint an investigative team of three persons (hereafter “school”) including the Vice Principal and Principal or their appointees to conduct a prompt, impartial, discreet, and reasonable investigation. The investigative team shall also serve as a jury. Interviews during the investigation should be conducted with at least two adult persons present.

The investigation should consider:

1. Parental Involvement

The school should discern the appropriate manner, time and place to inform the parent/guardian of the targeted student and alleged bully of the complaint. They should be informed of the facts of the complaint, their right to confidentiality insofar as it does not harm other students, the school’s responsibility, and any interim measures pending the outcome of the investigation.

2. Confidentiality

The school should take all reasonable steps to investigate and respond to the complaint in a manner consistent with a request for confidentiality. If a witness or alleged victim insists that his or her name not be disclosed to the perpetrator, the school’s ability to respond may be limited. If a targeted student expresses a desire that the complaint not be pursued, the school should seek to preserve the safety of the environment. The school should seek to keep information gained from the perpetrator confidential insofar as it is reasonably believed not to have a harmful effect on others.

3. Interim Measures

It may be necessary for the school to take interim measures pending the outcome of the investigation. This may include removal or limitation of privileges, separation of persons, or excused absence not exceeding five days. A student who is considered an immediate threat should be relocated. Responsive measures should be designed to minimize the burden on the victim as much as possible.

4. The Quality of Information

An investigation should consider the source and nature of information, the seriousness of the alleged incident, the specificity of the information, the objectivity and credibility of the source that made the report, and the ability to identify and verify information.

5. External Assistance

If there is good reason to believe that a criminal act has occurred, the school Principal or a responsible representative of the school should immediately report the alleged criminal activity to the local civil authorities. School staff shall cooperate with an external investigation.

Once an investigation is complete and if the alleged bully is found guilty, the school shall implement disciplinary measures. The goal of disciplinary measures shall be the redemption and safety of the offender and victim(s). The following guidelines should be used in determining the course of disciplinary action:

1. The Seriousness of the Offense.

A student who commits a Level 4 offense will be immediately expelled and may not be permitted to return to the Academy as a student. Other levels of offense may include:

- loss or limitation of privileges;
- separation of persons such as relocating a student to another classroom, isolating a student under the special care of a staff member, removing a student from school sponsored transportation and/or events, or removal of a student from the school campus for the remainder of the school day (IC 20-33-8-25).
- excused absence, not to exceed five school days;
- suspension (unexcused absence) not to exceed ten days unless the student is reasonably believed to be a substantial risk to students or staff (IC 20-33-8-18 and 23);
- alternative educational program;

- expulsion for the remainder of the year if the misconduct took place in the first semester, expulsion for the remainder of the year, summer sessions, and first semester of the following year if the offense occurred in the second semester (IC 20-33-8-19 and 20).
- and/or mandatory counseling (Psalm 119:9).

2. The Age of the Offender

Disciplinary measures must consider laws respecting the age of the offender and the victim.

3. The History of the Offender

By definition, bullying entails repeated behavior. The length of time in which the bullying has taken place will be considered even if the level of offense has not escalated.

4. The Cooperation of the Offender

Honesty and sincerity of remorse should be considered but may not lessen the disciplinary measures. An appropriate apology may suffice for a minor offense.

5. Cooperation of the Parent/Guardian

Disciplinary measures taken by the parent should be considered by the school.

Following the investigation, the offender and his or her parents should be promptly informed by the school of the disciplinary measures that will be taken. The facts of the investigation and the disciplinary measures should be documented and filed. The statute of limitations is the number of years equal to the level of infraction. The victim and his or her parents should also be informed of the findings and actions taken. The school should take actions to protect the privacy and integrity of persons involved in the investigation including the offender and his or her family. Retaliation by or on part of the bully is a serious offense and a violation of this policy.