



The Frankfort Christian Academy

Parent Student Handbook

Updated July 2023

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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 parents to equip students with biblical truth to exemplify Christ through academics, relationships and service.

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 - Updated Fall 2020

Graduates of TFCA will experience and demonstrate the following standards:

EXPECTED STUDENT OUTCOMES

R - Relationships with Others

At TFCA, we value students developing relationships - a personal relationship with Jesus, relationships with their peers, teachers, parents and community members.

O - Opportunities for Collaboration

Students will work cooperatively and collaboratively with others in and out of the classroom.

Y- Yearning for Truth

Students will know, understand, and apply the truth in God's word in daily life and learn to defend their faith.

A - Attainment of Academic Excellence

TFCA students will demonstrate academic excellence in core subjects, fine arts, critical thinking, problem solving and communication by meeting or exceeding established exit criteria..

L - Legacy of Leadership

We seek to build a legacy of leaders who will not only impact TFCA but their family, church, community and world for God's kingdom.

S - Service to Others

TFCA Royals will serve God and our fellow man in the school, their neighborhoods, churches, and community.

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 creedal 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. 4:4

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.**
Posting to social media and engaging in derogatory communication with other parents, staff or students is counterproductive to the mission of TFCA. Resolving conflict and addressing concerns should follow the policy set forth by the Board of Directors and Administration.

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-12th. Students performing significantly below grade level may not be selected for admission to TFCA. 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.

Admissions Testing – MS/HS

Students will complete all admissions placement testing prior to receiving an invitation to a New Family Interview.

For students in MS/HS, students will be asked to complete a final for the math and English class they have recently completed. Students will also be asked to complete writing samples, curriculum based measures and demonstrate reading fluency/comprehension.

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.

This includes but is not limited to behavior and language utilized on social media sites.

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 August 1st - Pre-K 4 (must be fully potty trained)
5th birthday by August 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 – Tuition Discounts

TFCA provides the following discounts:

- Multi-student discounts – 1st child pays full tuition, 2nd enrolled child receives 15% off tuition, 3rd (and any additional) student receives 15% tuition (preschool students do not receive discount)
 - Families enrolled prior to 2022-23 may still qualify for 40% off 3rd student or more
- Ministry discount - In order to partner with our churches and ministers, The Frankfort Christian Academy provides a 25% discount off of tuition for individuals employed by a local church as a Senior Pastor, Associate Pastor, or Youth Pastor.
 - A letter of confirmation from the church board of elders, deacons, trustees, or equivalent will need to be submitted to receive the discount. Any request for deviation from this approved policy will be submitted to TFCA Board of Directors for review.

Article III – Tuition Assistance

The purpose of TFCA Tuition Assistance (TA) is to provide financial help with tuition to families having identified need and within or wishing to enter this school system. Any alteration of this policy affects full-paying and tuition assisted enrollment percentages for both current and future school years. Tuition Assistance helps to fill the gap between the actual cost of tuition and what a family can realistically pay and is based solely upon a demonstrated financial need; families will be expected to contribute to their child's educational expenses to the greatest extent they are able and sacrifices will be expected by the families.

It is the Policy of The Frankfort Christian Academy (TFCA) Board of Directors (BOARD) that:

1. Qualified applicants who desire an education at The Frankfort Christian Academy will not be turned away solely due to their inability to pay full tuition.
2. Solicitation for TA funds will be made annually through our Partners in Ministry program.
3. The Board will set the TA available funds for the next school year at the February Board meeting each year and said funds limit will not be exceeded without Board approval.
4. Investment and business losses will not be used to offset other forms of income in TA computations.
5. TA will be a tuition discount and funded, in part, by general tuition revenue when deemed appropriate by the Board.

6. An adjustment in tuition is not intended to support discretionary items such as a second home, investment portfolios, debt-free living, vacations, or large amounts of home equity. Having any of these situations does not preclude an adjustment but will be taken into consideration.
7. Determining the financial need of students of separated and divorced families is derived from the underlying principles on which TFCA bases tuition assistance for any student---parents have the responsibility for educational expenses. Therefore, the income, expenses, assets, and liabilities of the entire family are considered to determine what the family can contribute to the cost of education.
8. If the natural parents have remarried, TFCA will also consider the assets of the step-parents.
9. All income, including financial support from family members, business income, and income derived from farming, must be reported; failure to comply with this request may result in a denial of financial aid.
10. The term custodial parent refers to the parent with whom the students resides (or resided with most during the twelve (12) months prior to the date of the application). The other parent is referred to as the non-custodial parent even in cases where parents legally share joint custody. Under joint custody, both parents are liable for the full amount of tuition owed.
11. Families with household income above the amounts listed below, most likely will not qualify for Tuition Assistance:
 - \$35,000 for a family of 2
 - \$45,000 for a family of 3
 - \$55,000 for a family of 4
 - \$65,000 for a family of 5
 - \$75,000 for a family of 6
 - \$85,000 for a family of 7
 - \$95,000 for a family of 8
12. The school wishes to minimize any potential problems families may encounter as a result of these guidelines, so the Tuition Assistance Committee will welcome written information as part of the Tuition Assistance application process relevant to any special circumstances that might prevent compliance, such as: a. The location of the non-custodial parent is unknown. b. The non-custodial parent has no contact with the family in recent history. c. Situation that may warrant Tuition Assistance in spite of household income being in excess of the table above.
13. It is understood that all TFCA FT and TA Tuition Arrears are resolved by July 1 of each year or the families having tuition arrears may not re-enroll any children.
14. The TA Distribution Algorithm will ensure maximum stewardship of available funds for TA.
15. Class cap is determined by a separate Board Policy.
16. Qualified students must maintain a cumulative GPA of 2.0 or higher to continue eligibility for TFCA Tuition Assistance beginning with the 2009-2010 academic school year based on GPA standings as of the third quarter of the preceding academic school year.

ALGORITHM

1. Full Tuition (FT) students will have priority over Tuition Assisted (TA) Students for available seats; the percentage of approved Full-Pay (FP) enrollees for a class will not fall below 75% of the total approved enrollees in the class
 - a. It is understood that this FT percentage may be reduced when FT withdrawals occur after the start of school
 - b. When the FT percentage drops below 75%, no additional TA enrollees will be approved for the class
2. All tuition assistance will be allotted based on:
 - a. Demonstrated need
 - b. Availability of funds
 - c. Availability of seats in the target class(s) not to exceed each class' cap.
 - d. Date of application receipt in ascending chronological order.

3. When the maximum funds for Tuition Assistance in a given school year fall short of meeting the aggregate identified need, one or all of the following will occur:
 - a. Tuition Assistance funds will be augmented by TFCA from other financial resources to the degree available, OR
 - b. The number of available seats will be reduced
4. The minimum TA Tuition Cost will be 70% of TFCA's K-8 and/or 9-12 full tuition, depending on the grade the student(s) is (are) entering per TFCA Fiscal Year.
5. Application for TA will be annually for new and reenrolling applicants with applications taken by TFCA only between March 1 and April 15 of each year.
6. TA Applicants (Re-enrolling and New) will receive a letter explaining award timings and calculated TA enrollment costs by mail postmarked by June 15th of each academic school year.
7. Available seats for new TA students will be assessed during FT and TA enrollment periods with the number of available TA seats by class to be determined during the June Board Meeting each year and limited as stated herein.
8. Any applications received after the deadline will be reviewed by the Board on a case by case basis. The Board will strive to notify these TA Applicants of its decision within 45 days of receipt of the application.
9. In addition to the information on the application, TA Applicants will provide information in accordance and to comply with Exhibit A attached herein.

In addition to the information requested on the Tuition Assistance (TA) application, TA applicants shall comply with the indicated application procedures and provide the following additional information.

PROCEDURE

1. All TA applicants shall provide a letter to the Board that
 - a. Outlines their particular circumstances and reason for the request for Tuition Assistance;
 - b. Demonstrates their understanding of and desire for a Christian education; and
 - c. Identifies specific examples of financial sacrifices they have made or are prepared to make to enable their child to attend TFCA
2. The same person that completes the TA application shall also complete the Statement of Financial Commitment (SOFC).

ADDITIONAL INFORMATION TO ACCOMPANY APPLICATION

1. TA applicants shall provide financial statements for any owned business, whether in part or in whole, for the two most recent years.
2. TA applicants shall provide pay stubs from the three (3) most recent pay periods.
3. TA applicants will advise whether any step-parent of the student(s) will or will not be contributing toward tuition.
4. The school wishes to minimize any potential problems families may encounter as a result of these guidelines, so the Tuition Assistance Committee will welcome written information as part of the Tuition Assistance application process relevant to any special circumstances that might prevent compliance, such as:
 - a. The location of the non-custodial parent is unknown.
 - b. The non-custodial parent has had no contact with the family in recent history.
 - c. Situation that may warrant Tuition Assistance in spite of household income being in excess of the table in the Policy.

ADDITIONAL COMMUNICATION DURING SCHOOL YEAR

1. Should a TA family's financial situation change in any way, for better or for worse, it is imperative that the Finance Office be contacted immediately.
2. Prior to the start of each semester, TA parents must certify in writing that their financial status has not changed.

The Frankfort Christian Academy (TFCA) makes funds available for Tuition Assistance through both donations made to our Partners in Ministry program and general tuition. While the need for Tuition Assistance is noted and TFCA desires to help families that demonstrate a need, all families receiving Tuition Assistance will be required to serve volunteer hours in exchange for the award.

PROCEDURE

1. All TA recipients are required to complete 10 volunteer hours per school year.
 - a. Volunteer hours may be completed by serving a TFCA fundraiser (annual auction, Glo Run, etc.) or event (PTF Spring Carnival, etc.)
 - b. Volunteer hours may be completed by serving in a classroom and aiding a teacher (making copies, cleaning, etc.)
 - c. Volunteer hours may be completed by serving TFCA in other areas. Any area of service must have prior approval of Administration and/or Finance Manager for approval of volunteer requirement.
 - d. It is noted that volunteering to drive or chaperone a field trip or any other act in which the TA award recipient is acting in a parental capacity is expressly excluded from serving as volunteer hours.
2. All TA recipients must complete a volunteer log that records the volunteer hours completed.
 - a. The log will be sent to TA award recipients along with award notification letter in June, prior to the start of the school year.
 - b. Log must be completed with detailed volunteer service performed, amount of time volunteered, date of service, and a TFCA employee must sign off that the volunteer service was performed. Time must be logged in a minimum of 30 minute increments to be counted toward volunteer service.
 - c. Logs must be completed and submitted to Finance Manager by May 15th of the school year in which a TA award is received.
 - d. Prior to the start of the second semester, the Finance Manager will contact TA families to determine status of volunteer service that has been conducted to date.
3. TA recipients failing to meet the required volunteer service hours or failing to turn in a properly documented log form will not be eligible for tuition assistance in the following school year. To be considered for a future school year, volunteer service must be performed in advance.

Article IV - Withdrawals

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

A written request must be submitted to the Finance Office/Administration requesting a withdrawal of the student from TFCA.

A completed TFCA Withdrawal Notice (provided by the Finance Office) must be completed and submitted to the office (paper form or email will both suffice).

No cumulative records will be forwarded until the Withdrawal Notice has been completed, reviewed and approved by Administration and Finance Office. Additionally, all financial obligations must be fulfilled including, but not limited to: tuition, after school fees, lunch charges, library fines, applicable withdrawal penalty, field trip or class fees, etc.

The withdrawal notice requires approval from the Administration and Finance Manager.

Withdrawal Penalty Determination (adopted November 2016):

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

Any enrolled TFCA student that requests withdrawal for the upcoming school year after May 15th through August 31st will incur a penalty equal to **\$1,000** plus the enrollment any applicable technology fee.

Any enrolled TFCA student that requests withdrawal from September 1st through December 31st of the school year will incur a penalty equal to **\$750** plus the enrollment fee, any applicable technology fee and pro-rated tuition charged up to withdrawal date.

Any enrolled TFCA student that requests withdrawal from January 1st through May 31st of the school year will incur a penalty equal to **\$500** plus the enrollment fee, any applicable technology fee and pro-rated tuition charged up to withdrawal date.

Excused reasons for withdrawal which would not assess penalty include:

- Job Loss/Involuntary Transfer greater than 30 miles from TFCA and within 3 months of withdrawal application
- Job Demotion which equals greater than 15% of gross family financial income and within 3 months of withdrawal application
- Death in the Immediate Family (student, sibling, parent/guardian of student)
- Debilitating illness (which results in job loss/reduction of income, or financial impact greater than 15% of gross family financial income)
- Expulsion
- Administrative withdrawal

If a family wishes to appeal a withdrawal penalty, they may request an appeal in writing, which the Administration will share with the Board of Directors for consideration.

PRE-KINDERGARTEN PROGRAM

Article I – Days and Hours

Half Day Pre-Kindergarten

7:30–11:00 Monday/Tuesday/Wednesday/Thursday

All Day Pre-Kindergarten (Partial Week)

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

All Day Pre-Kindergarten (Full Week)

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

Article II – Age and Number of Students

Early Education/TK/Kindergarten policy updated per law to include “for a student to enter kindergarten in the fall of 2017-18, they must be 5 by August 1, 2017 per statute KRS 158.031(6). It also allows for *early entrance* to Kindergarten if a student scores at or above 95% on the Brigance entrance test, 95% on an intelligence test (IQ) and has a birthday between August 2 and October 1 (the former cutoff date for Kindergarten).

- **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

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.

Article IV - Sick Policy

If a student has a temperature above 100, 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. The family needs to notify the teacher or preschool director so that precautions may be taken in the classroom.

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 in the classroom. All medication, prescription and over the counter, should be checked into the front office and locked in the medical cabinet. Medication will only be administered when a Medication Authorization Form has been filled out and authorized. Each dose will be documented each time/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 Christ-like behavior. Teachers will be the primary disciplinarian and will handle discipline in a Christ-like 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

All preschool and kindergarten students will participate in a developmental screening within 90 days from the beginning of school. These results will be utilized to determine kindergarten readiness and preparedness as well as learning goals and objectives.

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:

A. 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.

ALL students in grades preschool through 12th grade must have a bible class every year of enrollment at TFCA. This is considered a core subject for each grade level along with math, science, social studies, and language arts.

C. 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

Meet the Teacher nights will be held during the first few weeks of school for parents to meet and speak with their child's teacher at length about classroom expectations, policies, curriculum, progress monitoring and more.

Initial conferences are scheduled following the completion of 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 of midterm and at the end of the nine-weeks who 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 communication and grades will be checked weekly online.

In cases where a student is below the C minimum standard by mid-year, a conference may 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.

Students on academic probation will not be able to participate in extracurricular activities, though their coaches/leaders can choose for them to attend and not participate. Extracurricular activities are any school activities that take place outside of the school day such as sports, drama productions, and clubs. If a child is placed on Academic Probation, they remain on probation for the entirety of the next 9 weeks.

While on Academic Probation, a student may participate in practices but cannot play in any games, attend conferences, or participate in play productions. After the first week of probation, a student who no longer has an "I" or "F" will regain eligibility for the next week of activities. Grades will be checked each Thursday by a school administrator and parents/student and coach will be notified via email regarding academic probation and/or extracurricular eligibility each Friday.

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.

Primary Promotion Progress reports will be completed by primary teachers to assist in accumulating data for retention/promotion determination.

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 and Student Performance Data

A battery of national standardized achievement tests will be administered each school year. Students in second through tenth grade will complete the Iowa Assessments testing. Juniors and Seniors should take the ACT or SAT. All Juniors will take the ACT on campus as part of their district testing. Students enrolled in AP courses will prepare for any AP testing, typically scheduled for May.

The school will utilize annual standardized testing in addition to ongoing progress monitoring data to monitor various categories of student learning and performance. Data will be studied across grade levels, across individual classes, as well as monitoring individual progress of students in core academic subject areas. Teachers will be trained annually and utilize data to look for patterns in trends as they design curriculum and instruction. Student performance data will be analyzed to identify school wide trends, gaps in instruction and ongoing instruction and assessment of standards across content areas.

Parents and guardians will receive standardized testing data annually. Information will be offered annually regarding individual and school wide trends. Additionally, student progress data will be conveyed with report cards and at Parent Teacher Conferences. 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.

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.

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.

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 st grade – 10 minutes	7 th grade – 70 minutes
2 nd grade – 20 minutes	8 th grade – 80 minutes
3 rd grade – 30 minutes	9 th grade – 90 minutes
4 th grade – 40 minutes	10 th grade – 100 minutes
5 th grade – 50 minutes	11 th grade – 110 minutes
6 th grade – 60 minutes	12 th 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 (4-5th grades) will have more application and independence. 7-12th 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 according to the outline below:

1. Middle School/High School Courses

EACH nine weeks, students are allowed the following:

ONE late grade with no penalty

ONE late grade with 10% off the grade

Other late work may be turned in for feedback, but not for a grade. Assignment will be given a ZERO

Unexcused absences will result in ZEROES for work on that day(s)

2. Elementary Courses

Each nine weeks, students may have 2 assignments turned in late and still receive full credit

After two late assignments are accepted, no further late work will be graded for a grade, but will be graded for feedback and progress monitoring.

Unexcused absences will result in ZEROES for work on that day(s)

Individual teachers 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 1-12

100-90	A
89-80	B
79-70	C
69-60	D
59 & below	F

GRADING CODE FOR KINDERGARTEN

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.
- 6- Have testing/assessment data that supports the honors/AP placement based on various sources (spring testing, Lexia, Dreambox, easyCBM, etc.)

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 7th or 8th 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 9th 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.

AP/Dual Credit designation and exams

In order to earn the quality point for an AP class, an AP student must choose to either take the AP test OR enroll in the dual credit course (if it is offered) with CU.

Human Geography, Spanish, Computer Science and Computer Science Principles-- no dual credit available, AP test is required for transcript to annotate "AP" and receive quality point.

World, US, Euro History, Government-- student can choose to EITHER take the AP exam OR the dual credit course at their own expense. Likewise, they can choose to do BOTH.

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*, Human Geography*, 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

- A. **Dual credit** - Opportunities are available through various accredited colleges depending on the agreements in place for a given year. Students that wish to enroll in dual credit courses should meet with the school counselor to discuss course options, course pre-requisites, and mandatory paperwork.

Some potential classes that TFCA students may wish to enroll in for dual credit may include: Physics (PHY 151), Anatomy and Physiology (BIO 135), Introduction to Biology (BIO 101), Business Math (MAT 105), College Algebra (MAT 150), College Trigonometry (MAT 155), Statistics (STA 220), World Civilizations (HIS 101/HIS 102), History of the US through 1895 (HIS 108), Writing I (ENG 101), Writing II

(ENG 102), Introduction to Literature (ENG 161), Basic Public Speaking (COM 181), Introduction to Humanities (HUM 120), Introduction to Art (ART 100), Drawing I (Art 110), Introduction to Graphic Design (IMD 115), Introduction to Theatre (THA 101), Introduction to Business (BAS 160), Social Media Marketing (BAS 126), Digital Information and Communication (IMD 100), General Psychology (PSY 110), Introduction to Sociology (SOC 101), Principles of Marketing (MKT 282), ** Search other electives that may interest your student here [Class Search | BCTC \(kctcs.edu\)](#)

In order to pursue dual credit enrollment: schedule appointment with the school counselor

Please note that completing the dual credit paperwork does not guarantee enrollment in the course requested. Students taking courses on TFCA campus will be a priority. We will do our best to accommodate students dual credit requests and college schedules.

KHEAA provides a Dual Credit Scholarship (DCS) to students in 11th and 12th grade up to six college credits or two courses per year. For more information on this KHEAA administered program, please visit: https://www.kheaa.com/website/kheaa/dual_credit?main=1

More information about Dual Credit policies is available below in section XXIV.

- B. **Middle School Credit/HS Credits Earned During Middle School** - 8th 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.
- C. **Scheduling and Course Selection** - 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, and 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.
- D. **Homeschool Collaboration** - TFCA partners with homeschool families to enhance their curriculum. Students in middle and high school may take up to three courses and pay by the course for tuition. Four or more courses in MS/HS will constitute full-time enrollment and families will need to pay the full-time enrollment fee.
 - a. Students in high school must be enrolled in at least four courses (20 seat hours) to participate in KHSAA sports and be progressing toward graduation requirements to graduate with their class of record.
- E. **Online Coursework** - Per ACSI policy, no more than 10% of overall course offerings school-wide can be completed in online coursework.
 - a. Courses taken with a non-Christian school must have a plan and procedure in

- place to offer biblical instruction or collaboration/integration
- b. Courses offered with NorthStar Academy are considered accredited due to NorthStar’s ACSI alignment and do not require further biblical integration.
- c. All online courses must be pre-approved by administration and completed in designated time frame established to meet requirements.

Article XVI – High School Graduation Requirements (see updated chart effective for class of 2025)

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 (fulfilled with Art or Music course)
 College/Careers course
 Financial Literacy course (state law) may be embedded in another course
 Pass Citizenship test for United States with minimum of 60% (state law)

CURRENT GRADUATION REQUIREMENTS Class of 2022, 2023, 2024

7-8 credits possible/academic year

SUBJECT AREA	TFCA Standard Diploma (22 credits)	TFCA Pre-College Diploma (24 credits)	TFCA Honors Track Diploma (26 credits)
Bible	4 credits	4 credits	4 credits
English	4 credits	4 credits	4 credits
Mathematics	4 credits	4 credits	4 credits
Science	3 credits	3 credits	3 credits
Social Studies	3 credits	3 credits	3 credits
Health	½ credit (1 semester)		
Physical Education	½ credit (1 semester)		
Foreign Language	None	2+ credits	2+ credits
Fine Arts	1 credit (from approved list)		
Electives	None	None	2 credits
College & Career	1 credit		
Computer Literacy	1 credit		
Christian Service	25 hours of Christian Service each year		

GRADUATION REQUIREMENTS (Class of 2025 and beyond)

8 credits possible/academic year

SUBJECT AREA	TFCA Standard Diploma (24 credits)	TFCA Pre-College Diploma (28 credits, 3.0 GPA)	TFCA Honors Track Diploma (30 credits, 3.5 GPA)
Bible	4 credits	4 credits	4 credits
English	4 credits	4 credits	4 credits
Mathematics	4 credits	4 credits	4 credits
Science	3 credits	3 credits	3 credits
Social Studies	3 credits	3 credits	3 credits
Health	½ credit		
Physical Education	½ credit		
Foreign Language	None	2+ credits	3+ credits
Fine Arts Elective	1 credit (from approved list)		
Academic Elective	0 credits	2 credits (from approved list)	3 credits (from approved list)
Electives	2 credits	2 credits	2 credits
College & Career	1 credit		
Computer Literacy	1 credit		
Christian Service	25 hours of Christian Service each year		

Article XVII - Finals/Semester Exam schedules and policy (Adopted May 2021)

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:

Final exam weights:

6th-8th grades: final exam is 10% of final grade

9th-12th grades: final exam is 15% of final grade

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 2nd 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 2nd 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 –(Adopted– 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 4th 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.

Article XXIX – Senior Leadership Project

All Seniors will complete a leadership project as part of their graduation requirements. They may work independently or with other student(s), but must be able to articulate their individual contribution to the project.

This project will be coordinated with the College and Career Prep class under the direction of the Guidance Counselor.

Article XX – Diploma Program offerings

There are three Diploma Program offerings at TFCA: Standard Diploma, Pre-College Curriculum and Honors Diploma. (see Appendix for details)

Article XXI – Field trips

In keeping with current field trip policy, but for clarification, it is the understanding that students will attend required field trips, assemblies, plays, programs, retreats, etc. sponsored by individual classes and/or grade levels. Field trips are to be directly tied to educational purposes. All field trips are considered part of instructional time and do count towards student attendance.

If a parent elects to not allow their student to attend a field trip, the child will be expected to report to school and complete an alternate educational opportunity created by the teacher to fulfill educational components tied to the field trip. If a child does not attend the field trip and does not report to school that day, it will be considered an unexcused absence and attendance policy guidelines will apply towards grades and absences. In the event of an excused absence, the student will be permitted to make up the alternative assignment and attendance policy guidelines will apply.

Teachers may select to assign a grade(s) for field trips for accountability purposes. Teachers should also have pre- and post-follow up classwork or assignments for students in relation to the field trip or event.

Article XXII – Transcripts, Recording and Failing Grades

If the final grade for a semester is failing, the student is encouraged to earn credit for that semester prior to the beginning of the next school year. Any semester failed must be repeated in order for the student to make satisfactory progress toward graduation.

A failed grade will be recorded on the transcript. Once a student retakes the appropriate semester of credit, the new grade will also be recorded. The failing grade will not be factored into the GPA, but will remain on the transcript.

A TFCA student will not be allowed to make up more than 1 ½ credit hours from failing classes. Only three semesters or 1 ½ credits may be made up from schools, including on-line courses, other than TFCA. Unless students have failed the class, they may not take a course from another institution if the same course is offered at TFCA.

If a student fails a Bible class for the semester, he/she must retake the course the next school year. If a senior fails Senior Bible, he/she must take a suitable independent study or course online. The course will be chosen by the teacher and the administration. Once this supplemental course is completed satisfactorily, the student will receive a passing grade.

To be promoted to the next grade, a student must earn:

- 6 credits to be a Sophomore;
- 12 credits to be a Junior;

·18 credits to be a Senior;

·22 credits to graduate (24 credits for Class of 2025 and beyond)

(This is for the MINIMUM high school diploma. For other diploma programs (Pre-College and Honors), higher credit requirements must be met.)

Transcript Recording – Transfer Students

Students who transfer from other accredited schools will have credits recorded on their transcript and designated as transferred from the specific institution. If they are earned at an accredited school, Honors courses and AP courses will be designated as such on TFCA transcript and appropriate weights applied.

If schools follow a grading scale different from TFCA, that will be denoted.

In order for a student coming from a non-accredited or homeschool background to transfer credits into TFCA towards graduation, a syllabus and/or placement test will be required before official awarding of credits may occur.

A transfer student must take at least 25% of high school credits towards graduation physically at TFCA in order to graduate with a diploma from TFCA.

TFCA reserves the right to not award a credit for any course not currently in line with TFCA curriculum or graduation credits.

TFCA may designate some transferred coursework as electives which may count towards overall required number of credits to graduate, but not take the place of required coursework at TFCA for core subjects.

Transcript Reporting – ALL Students

TFCA will provide an official transcript with a written request from a student or parent within 72 business hours.

Upon graduation, TFCA will provide a final official transcript to the school each graduate designates. Additionally, TFCA will provide official transcript copy to each graduate.

TFCA will not report CLASS RANK on transcripts.

SUMMER COURSES

All course work must be completed before school starts each fall and appropriate records given to the school official for recording on TFCA transcript and filed in the student's permanent file.

Article XXIII – Xtreme Week

Each year, MS/HS students participate in a week long course called Xtreme Week. Students select from a variety of courses in the fall and participate in the course in the spring.

Courses are outlined to meet standards and accomplish cross-content, interdisciplinary goals.

High school students earn a .25 elective credit and a grade for the course.
Middle school students earn a grade for the course.

Participation in Xtreme Week is required for all MS/HS students. Attendance is required just like any other day of classes. Students' grades will be impacted by participation, behavior and completed cumulative projects assigned by faculty.

Article XXIV – Dual Credit – Dual Enrollment Courses

Originally Adopted in March 2009; Additions in May 2012, September 2012 and October 2014 and July 2023

A student may take courses from a college or university for high school credit. A counselor must approve all courses in advance. All course work must be completed before school starts (if taken in summer) or during the specified term (during the school year).

When dual credit courses are taken for credit at TFCA in conjunction with a non-Christian college, students will receive biblical worldview integration with check-ins for courses coordinated by the Guidance Counselor.

- I. Definition:
 - A. **College** – for this policy, college is the institution that provides college credit that qualifies for **dual credit** which may be a college, university, or a technical school.
 - B. **Dual Credit off Campus** – is when a TFCA High School Student completes an authorized college course on the campus of the college for which the student receives both high school and college credits.
 - C. **Dual Credit on Campus** – is when a high school student is taught on the TFCA campus by a faculty member who is authorized to teach a course for which the student receives both high school and college credits.
 - D. **TFCA relationships with colleges** – Currently, TFCA has a relationship with BCTC, Western Kentucky University and Campbellsville University for students to obtain dual enrollment/dual credit.
- II. Directives:
 - A. The cost of **dual credit** taught off campus by a college faculty member shall be shared by the parent/guardian and The Frankfort Christian Academy.
 1. Only Juniors and Seniors will qualify for the dual credit program off campus. To qualify for financial support, Juniors must be recommended by the Counselor and Principal. Students must meet TFCA requirements for dual credit – GPA of 3.0 or better, be in good financial standing and have the recommendation of the Principal and/or Counselor.
 2. **Dual credit courses taught on campus may be open to 9th and 10th grade students with approval from the Counselor/Principal and adjunct professor/TFCA teacher. (updated September 2012)**

3. Any and all **dual credit** courses taught off campus shall receive prior approval by the Principal in order for cost to be shared and to insure credit will be received.
 4. The Frankfort Christian Academy shall provide up to \$300.00 (*updated in May 2012*) per student per course and each qualifying Senior may take up to two **dual credit** courses per semester. Juniors deemed eligible will be allowed to take one **dual credit** course per semester. **These courses are provided inclusive of the KHEAA Dual Credit Scholarship. Alongside the school counselor, students will be required to submit their appropriate DCS paperwork to cover course expenses each semester.**
 5. The financial support from the Frankfort Christian Academy shall include the cost of tuition and books, up to the \$300 allowed per course. To be reimbursed, a parent must submit proof of payment to the finance office.
 6. Students must submit a copy of their official grade from the college/university at the end of the term in order to receive credit on their transcript from TFCA. Students must receive a passing grade or parents/student will be responsible for all financial obligations for the course. If TFCA has already paid for the course, the parent/student will be required to reimburse TFCA for the course and the book.
 7. Students receiving TFCA discounted tuition and who qualify for **dual credit** will be limited to the financial support from TFCA at the same percentage as the tuition discount. **FOR CLARITY** – If a student receives a 25% discount on tuition he/she could qualify for up to 75% of the \$300.00 per course or \$225.00.
 8. Students who pay no tuition at TFCA will not be eligible for financial support **for dual credit costs.**
- B. The cost of **dual credit** obtained through a providing college and taught **at TFCA campus** shall be fully paid by the parent or guardian of the student taking the course if this is in addition to the required coursework for graduation.
 - C. TFCA disciplinary policy will apply while students are attending off campus classes.
 - D. Student/Parents are responsible for transportation to/from the college or university for on campus courses. If the student is driving him/herself to and/or from the college classes off campus and plans to carpool with other students, EACH student who rides/drives must complete a driver form and be approved before sharing rides.
 - E. Courses taken **MAY NOT** be in conflict with required courses for TFCA graduation requirements and must receive approval from Principal and/or Counselor before enrollment. (This includes, but is not limited to: 4 Bible courses, 4 English courses, 4 Math courses, 3 science courses, 3 history courses and PE/Health).
 - F. Courses taken as dual credit/dual enrollment may not automatically replace required courses for TFCA graduation. Course descriptions must be compared for content and fulfill required curriculum components to be used as a substitute course.
 - G. Courses may not be replicated and allotted multiple credit: For example a student that takes HS Biology may not also take a college level Biology course to fulfill a required science credit. The college biology will be awarded 1 dual credit as an additional science credit

or elective credit. The student would still be required to take Physical Science and Chemistry to graduate.

If a conflict arises with a required course for graduation, TFCA will attempt to provide a course. In the event that the required course is not offered, TFCA will work to provide an alternate option. Dual credit/dual enrollment may be used to fill this void.

Article XXV – Gatton/Craft Academy and Dual Enrollment with TFCA

For a student to remain dually enrolled with Gatton/Craft Academy and The Frankfort Christian Academy, the student will need to fulfill the following requirements:

- Enroll at TFCA for the Junior and/or Senior year, paying the applicable enrollment fee
- Pay pro-rated tuition in the amount required per course to cover Bible course for Junior and Senior year respectively. (tuition rate / # of courses x # of courses taken)
- Enroll in a TFCA approved Bible course online through the TFCA guidance office and complete course according to TFCA guidelines.
- Complete and Pass the online Bible course with a grade of C or better.
- Complete required 25 hours of Christian service annually. Utilize the form provided by the TFCA Bible instructor and turn in to the guidance office at the end of each semester.
- If possible, participate in XTREME Week course through TFCA and pay appropriate fees for that course.
- Submit grades from Gatton/Craft to TFCA for recording of dual enrollment courses each grading period.
- Maintain a GPA of 2.5 or higher with college institution.
- Remain in good standing academically as well as maintaining TFCA Code of Conduct/Discipline with Gatton/Craft and TFCA. Failure to do so may result in withdrawal from TFCA enrollment.
- Remain part of a Christian church and active in Christ-centered ministries/groups
- Speak to TFCA students about experiences at Gatton/Craft once annually. This will be coordinated with guidance office.

Additionally, some other policies would apply:

- The student at Gatton/Craft Academy would NOT be eligible to serve as the Valedictorian or Salutatorian of their graduating class.
- The student would participate in and receive awards/honors for Graduation as all other Seniors.
- The student would be eligible to wear a special stole from Gatton at TFCA graduation along with any other honor cords.
- The student would be eligible to remain a member of National Honor Society and National Beta Club with TFCA and attend any conventions, meetings, etc.
- The student would be eligible to attend TFCA Prom/Spring Formal, Winter Formal and other student activities, as they are available to attend.

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

Reference: K-12 Attendance Policy

Article I – School Attendance

Per KRS 159.030, which requires compulsory school attendance for children ages 6-16; KRS 158.080 which states the required length of a school term, this policy is for clarification for current Attendance policy reflected in the Parent/Student Handbook and other related documents.

The school is required to keep records of attendance, including tardies, partial attendance (check-in/check-out) of all students.

Per statute, the length of the school term is to be no shorter than 170 instructional days with records indicating a minimum of 1062 instructional hours completed. TFCA will keep a record of instructional hours completed each year and maintain at least the minimum required days and hours.

When it is necessary to cancel or delay school due to weather related issues (snow, ice, flood, tornado, etc.), the decision will be made by TFCA administration and communicated to parents, staff and students with as much advance notice as possible. Days will be made up if the school calendar/instructional hours would be less than the required 170 days/1062 hours per KRS 158.080
(adopted 2016)

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.
- A half-day absence shall be recorded for a pupil who is absent more than 115 minutes during the regularly scheduled school day.
- A tardy will be recorded for students who check in after 8:05 AM or check out before 3:05 PM during the school day.
- Students absences will be monitored for specific classes in MS/HS in addition to the absence for half-day vs. all day.

In the elementary grades:

- A full-day absence shall be recorded for a pupil who is absent for more than 230 minutes of the school day. A half-day absence shall be recorded for a pupil who is absent for more than 115 minutes of the school day.
- A tardy shall be recorded for a pupil who checks in after 8:05 AM during the regularly scheduled school day or checks out BEFORE 3:05 PM.

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.**

Additionally, if a student misses more than 15% of the school year (or 25 days total) after enrollment begins, (or for a specific course/class), excused or unexcused absences, with or without a doctor's note, they may not be allowed to promote to the next grade level or earn a satisfactorily passing grade in a given class. Extenuating circumstances may be approved by the administration.

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, Bible and/or the Arts.
- j. **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 the 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 8:05 AM during the regularly scheduled school day. It will also be recorded for a pupil who checks out before 3:05 PM.

(2). Excused School Tardy – A student checks into school late due to circumstances over which the parents/guardians and student have no control. A student checks out and back in due to an excused appointment or event.

(3). Unexcused School Tardy – A student checks into school late without a justifiable reason for being late from parents/guardians and/or students. A student checks out of school early without a justifiable reason.

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

c. Saturday or Before/After School Detention – When Saturday Detention

or before/after school 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 Administration 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 six (6) with each receiving a warning. This does NOT reset at the new semester or grading period.

g. Unexcused Tardy Limits - When a student's unexcused tardy record reaches six (6) 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 six (6) the administrators shall use the following penalties.

- Seven (7) tardies – one detention and \$25 fine
- Eight (8) tardies – two days of detention and \$50 fine
- Nine (9) tardies - one day of in school suspension
- Ten (10) tardies - Parent/guardian **required** to appear before the Board of Directors.
- Students in kindergarten through second grade will have a parent present for any detention served.

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 – Lunch/Royal Hour or before/after school detention with teacher.
- Five (5) tardies – before or after school detention and \$25 fee
- Six (6) tardies or more - conference with parent/student and detention/fine

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. They must have an excuse from a doctor/dentist/therapist turned in within 3 business/school days or the early dismissal will be marked as an unexcused tardy.**

No student will have permission to leave unless accompanied by his/her parent/guardian and unless he/she first notifies the appropriate office staff.

Please do not call the front office and ask our staff to have students walk out of the office. Please come in and sign out students. This is a safety and security issue.

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.

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 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, coaches, 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
- Lying or Deception
- Verbal altercation
- Inappropriate behavior
- Inappropriate language
- Misuse of technology
- Offense of school dress code
- Public display of affection
- Selling items 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
- Derogatory, profane, vulgar, inflammatory remarks or gestures towards a student or employee on or off campus at school functions
- Abuse of a teacher
- Activating a fire alarm
- Arson

- Bomb threat
- Bullying
- Failure to serve detention
- Failure to sign in or out of school
- Cheating/Plagiarism
- Fighting
- Forgery

Gambling
Preventing outside doors from locking
Repeated suspensions
Setting off fireworks/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 May Lead to Automatic Expulsion

Use or possession of controlled substances (drugs)
Sexual misconduct
Possession or drinking of alcoholic beverages.
Possession of dangerous objects or weapons
Pornography (possession or distribution)

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 office immediately. The teacher/staff member supervising will attend to all minor accidents and fill out an accident report form.

Article IX - Consequences 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 X - Communication 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 XI - 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 XII - 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 XIII - 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 XIV - 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 XV - Elementary and 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.

There is a separate matrix for elementary students from middle school and high school students. Elementary classes also have a positive discipline/behavior plan as well as weekly checklists and infraction communication sheets.

Article XVI – TFCA Bullying Prevention Policy

The Frankfort Christian Academy believes that all students and staff have a right to a respectful, safe and healthy school environment. TFCA has an obligation to promote mutual respect and acceptance for all students. TFCA believes that love and respect are foundations for our relationships with God and others. We believe Scripture is the standard regarding how we can accomplish kindness and respect toward all students. The following verses are examples of how students are to practice and live out treating others:

- *Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Philippians 2:3-4*
- *He answered, “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind,” and, “Love your neighbor as yourself.” Luke 10:27*
- *So in everything, do to others as you would have them do to you, for this sums up the Law and the Prophets. Matthew 7:12*
- *If it is possible, as far as it depends on you, live at peace with everyone. Romans 12:18*
- *My command is this: Love each other as I have loved you. John 15:12*
- *Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. Colossians 3:13*
- *Therefore encourage one another and build each other up, just as in fact you are doing. 1 Thessalonians 5:11*

The Frankfort Christian Academy will not tolerate behavior that infringes on the safety of any student or staff member. A student shall not intimidate or harass another student or staff member through words or actions. Staff members and parents shall not intimidate or harass other staff members or parents through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The Frankfort Christian Academy recognizes the threat posed by the use of technology as a means of bullying students or staff members. Cyberbullying occurs when technology such as computers or cell phones are used to systematically intimidate, frighten, exclude or hurt others. TFCA accepts that cyberbullying most often occurs outside of school hours and not on school equipment. When cyberbullying impacts upon relationships in the school setting, the school

will partner with parents to resolve issues created through cyberbullying. The school's position is that parents are responsible to ensure online and electronic communications at home are monitored and to deal with issues outside the school context where there is no impact in the school setting. If incidences of cyberbullying are brought to the attention of teachers, staff or administration, students will be investigated. Disciplinary charges may result at school and in some rare cases, criminally.

The Frankfort Christian Academy expects students and/or faculty and staff to immediately report incidents of bullying to the principal. The faculty and staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, in the after school program and during a school-sponsored activity.

To ensure bullying does not occur on our school campus, the TFCA administration will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

All TFCA students will be expected to follow the Student Code of Conduct while on school grounds, when traveling to and from school or a school-sponsored activity, during lunch period, in the After school program and during a school sponsored activity.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the Principal
- Students can rely on faculty and staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. TFCA prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying: as part of the student handbook, new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Faculty and staff are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Policy for Conflict Resolution between Students

The Frankfort Christian Academy believes that all students have a right to a safe, respectful and healthy school environment. Part of a healthy environment is the freedom and responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, TFCA will incorporate conflict resolution education and problem solving techniques into the campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

TFCA will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and resolve interpersonal and intergroup conflict. All TFCA students will be expected to follow the Student Code of Conduct while on school grounds, when traveling to and from school or a school-sponsored activity, during lunch period, in the After school program, and during a school sponsored activity.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators through the school counselor.
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order and discipline students.

Parents and students will also be asked to sign the “No Bullying Pledge” annually.

Article XVII – Grievance/Problem Solving/Conflict Resolution Policy

Problem Solving and Conflict Resolution The Matthew 18 Principle

“If your brother or sister sins go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that ‘every matter may be established by the testimony of two or three witnesses.’ If they still refuse to listen, tell it to the church; and if they refuse to listen even to the church, treat them as you would a pagan or a tax collector.”

A Christian school is made up of people – parents, administrators, teachers, and students. Like any other collection of earthly mortals, the people associated with a Christian school have the potential for misunderstanding, disagreement, and even wrongdoing. Nevertheless, it is God’s will that we live and work together in harmony. Jesus said, “A new commandment I give unto

you, that ye love one another; as I have loved you, that ye also love one another. By this shall all men know that ye are my disciples, if ye have love one to another” (John 13:34-35, KJV).

Due to our human nature, we may at times irritate others, resulting in misunderstandings or strong disagreements. In Matthew 18:15-17, KJV, Jesus gives His formula for solving person-to-person problems. There are several clear principles that Jesus taught:

One: Keep the matter confidential. The very pattern of sharing the problem only with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign others with their words. “A hypocrite with his mouth destroyeth his neighbor; but through knowledge shall the just be delivered” (Proverbs 11:9, KJV).

Two: Keep the circle small. “If thy brother shall trespass against thee, go and tell him his fault between thee and him alone...” The first step and most often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face-to-face dialogue. Most problems are solved at the two-people level.

Three: Be straightforward. “Tell him his fault.” Jesus tells us to be forthright and to love honestly. Sometimes it is difficult to be straightforward and tell someone the very heart of the matter. But restoration and improvement can only come when the issues are lovingly, yet clearly, presented. The Scripture says “Faithful are the wounds of a friend” (Proverbs 27:6, KJV).
The Frankfort Christian Academy

Four: Be forgiving. “If he shall hear thee, thou has gained thy brother.” This implies that once the matter is resolved, we should wholeheartedly forgive and restore the person whose fault has offended us. Galatians 6:1, KJV, reads “If a man be overtaken in a fault, ye who are spiritual restore such a one in the spirit of meekness, considering thyself, lest thou also be tempted.”

Most school problems are resolved at the two-people level. Forgiveness and restoration is the normal happy conclusion. But what is the Matthew 18 principle if the individual will not “hear” you, or openly disagrees with your version of the problem? Let’s say you are a parent of a student in a Christian school. You are unhappy with a teacher because you believe your child is being treated unfairly in the classroom. The two of you have met and talked together and you are not satisfied with the outcome of your discussion. What is the next step in the Mathew 18 principle?

Five: The parent and teacher should agree to share the matter with the school principal. At this stage the counsel of Jesus would be “Take with thee one or two more, that in the mouth of two or three witnesses every word may be established.” Both parent and teacher should rehearse their version of the issue or issues with the school’s administration. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord’s will in the matter and also willing to submit to reproof and correction if needed. Those of us who bear the name of Christ should joyfully conform to the will of Christ. An open and honest discussion among people who are sensitive to godly principles will most often reach an amiable solution.

Eighty percent of school problems are solved at that the two-people level. Another 18% of school problems are solved at the three-and-four people level which includes the school’s administration. This leaves 2% to be resolved at the level of the school board. The board represents the church or church community. Let’s say a problem now exists and is not solvable by the normal channels of communication and established school policy. What is the next step in the Matthew 18 principle?

Six: The school principal should explain the problem to the chairman of the board. The chairman will decide how the matter should be presented to the board. Depending

on the complexity of the problem, it may be appropriate for the board chairman to request that all persons involved be present at the school board meeting. The goal of such a high level meeting is 1)a clear understanding of the problem; 2)solving the problem; 3)reproof and correction if necessary; and 4)forgiveness and wholehearted restoration of those who have made amends.

In summary, the Matthew 18 principle requires that parents talk to teachers about student problems before they talk to administrators. If unresolved at the two-people level, the matter is prayerfully and in an orderly fashion moved upward in the school organizational structure. This is the Lord's way of solving people-to-people problems.

A Christian school is a ministry in Christ's name. Everything that is done in the context of the school must be done Christ's way. The world's methods for solving school problems are inappropriate. Satan would like to destroy the normal flow of harmony and good fellowship in Christian school education. That is not possible if all of us follow the Matthew 18 principle of solving school problems.

Communication Procedures for Issues with the body of The Frankfort Christian Academy

As a school, we urge parents, students and staff to follow "the Matthew 18 principle".

¹⁵ "Moreover if your brother sins against you, go and tell him his fault between you and him alone. If he hears you, you have gained your brother. ¹⁶ But if he will not hear, take with you one or two more, that 'by the mouth of two or three witnesses every word may be established.'^[b]

¹⁷ And if he refuses to hear them, tell *it* to the church. But if he refuses even to hear the church, let him be to you like a heathen and a tax collector. ¹⁸ "Assuredly, I say to you, whatever you bind on earth will be bound in heaven, and whatever you loose on earth will be loosed in heaven.

¹⁹ "Again I say^[c] to you that if two of you agree on earth concerning anything that they ask, it will be done for them by My Father in heaven. ²⁰ For where two or three are gathered together in My name, I am there in the midst of them."

Programming Recommendations/Issues – go to Education Committee

1. Parent/staff member may request to have an issue/idea placed on the monthly Education committee agenda by contacting administration
2. Parent/staff member may be granted an allotted amount of time to share their concern/idea with the Committee
3. The Committee will agree to listen and then consider the recommendation
4. Upon reviewing the recommendation, the Committee will determine if any further action is warranted.
5. Follow-up communication will be given by the Committee chair and/or administration to the person who shared the recommendation.

Personnel Issues – go to Personnel Committee

1. Parent/staff member should always attempt to speak directly with the applicable staff member first.
2. When the problem persists, the parent/staff member should seek mediation with the staff member, administration and themselves.
3. If the problem continues to persist or involves administration, the parent/staff member may request to present their concern to the Personnel Committee through the administration.

4. Parent/staff member may be granted an allotted amount of time to share their concern/idea with the Committee
5. The Committee will agree to listen and then consider the recommendation
6. Upon reviewing the recommendation, the Committee will determine if any further action is warranted.
7. Follow-up communication will be given by the Committee chair and/or administration to the person who shared the recommendation.

If a Board member is contacted by a parent/staff/student with a concern or recommendation, they should direct that person through one of these channels.

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 may 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 may 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 (athletics, fine arts, academic team, dance, etc.). 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.

i. 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 2 or more MAJOR discipline infractions or 10 or more minor 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.

- Students on Behavior Probation will have a behavior report run every Friday to determine eligibility for the following week.
- A student will remain on Behavior Probation until he/she has four consecutive weeks without a behavior infraction.
- Students who continue to accumulate excessive discipline infractions may be dismissed from the team.

F. 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.

G. School dances - TFCA students in grades 9-12 are permitted to attend school dances provided they are not suspended/expelled or barred due to disciplinary infraction. Students must be present at school the day of the dance (if on a Saturday, they have to be present for at least 1/2 day the day prior). Students are

permitted to bring a non-TFCA student as their date if they adhere to the following guidelines:

- Students are not permitted to bring same-gender guests.
- Students must fill out the form provided by the office to bring a guest and have it signed by all necessary parties (parents, students, administrator at guest student's school).
- The form must be completed and turned in by the deadline.
- Students must be responsible for their guest, arrive at the dance with their guest and leave with them.
- Maximum age for all guests is 19 years old unless otherwise approved by administration.
- No middle school students are allowed to attend.
- Any student or guest who leaves the facility will not be allowed readmittance.
- All guests are expected to follow all TFCA discipline policies, including the following:
 - No alcoholic beverages, tobacco products (including e-cigs), drugs, or weapons are permitted
 - Guest and student must dress appropriately according to TFCA's policy
 - Behavior and language must comply with TFCA's policies

H. Sexual Morality Policy

In accordance with scripture, The Frankfort Christian Academy adheres to the following standards of sexual conduct:

As followers of Jesus Christ our bodies are the dwelling place of the Holy Spirit and we are called to holiness through the power of the Holy Spirit (Ex. 19:5-6, Romans 12:1, I Cor.3:16-17, II Tim. 2:19,22, Philippians 4:8-9, I Peter 3:3-4, II Peter 1:5-7);

Sexuality and the gift of marriage relationship is designed by God and is defined as between one man and one woman (Gen. 1:27, Gen. 2:18, 23-24, Mark 10:8-9, I Cor. 7:2, Ephesians 5:21-33, Hebrews 13:4);

We are called to abstain from sexual relationships while outside of the marriage covenant (Gen.2:24, Mark 10:7-9, I Cor. 7:1,7-9, 27, Heb. 13:4);

We are called to refrain from immorality, i.e. adultery, homosexuality, lust, pornography, sharing of pornographic or sexually explicit material over electronic devices whether commercially or personally produced, including but not limited to websites, social media, and sexting or any other sexual behavior that dishonors God or discredits our Christian witness (Ex. 20:14, 17, Prov. 2: 16-20, Prov. 6:20-33, Matthew 5:27-28, Mark 7:20-23, John 8:12, Romans 1:24-27, Romans 6:12-14, Romans13:13-14, I Tim. 1:9-11, Philippians 2:15, I John 2:16).

These standards apply to board members, administrators, faculty, staff, coaches, directors, and students. These standards also apply to all teachers and coaches who receive a stipend who act as coaches or assistant coaches on athletic teams, and volunteers who act as leaders, sponsors, directors, or assistant directors with any

extracurricular organizations or in any other volunteer position. Failure to abide by these standards will result in disciplinary action up to and including termination of position for employees/volunteers and up to and including expulsion for students.

Consistent with biblical instruction on discipline the severity of the consequences will be based on the condition of the heart, remorsefulness, and true repentance. (Isa. 1:18-20, John 8:10-11).

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. This would apply to field trips as well.

Article V - Christian Service Requirements (Middle and High School Students Only) (Full Policy available on TFCA Website and provided to students by Bible teachers) updated July 2023

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.

Christian Service Requirements

It is the commitment of The Frankfort Christian Academy to provide opportunities for all students to experience the benefits and joy of service to others in the name of Jesus Christ. We want to help mold a heart of service unto the Lord. To that end, the Christian Service program is a component of the Bible curriculum.

A. Christian Service Required.

All high school students shall complete at least twenty-five (25) hours of service each school year. All middle school students shall complete at least twenty (20) hours of service each school year.

Bible teachers will be responsible for monitoring this service component. Teachers may ask students to turn in half or more of the hours at the end of the first semester and any remaining hours by the end of the second semester.

1. All service must be volunteer (non-paid) hours.
2. Up to three (3) hours of service may be earned each semester working for family members.
3. Students may earn Christian service hours by participating in organized mission work including domestic and/or international missions. Students may earn their hours of Christian service for a single mission trip if approved by the Bible teacher.
4. Students may earn service hours for work completed as part of school sponsored mission or service work.

B. Grade.

All authorized Christian service completed shall count toward the student’s semester grade for Bible instruction.

C. Supervision and Assistance.

All middle and high school students shall present to his/her Bible teacher a plan for performing Christian service and the Bible teacher is responsible for approving, monitoring, and validating that the Christian service was completed. Students will complete a form that requires the person who supervised their service to authorize that they completed it. Bible teachers will oversee this process and validate the service.

D. Types of Christian Service.

Middle and high school students may participate in Christian service such as:

1. Assisting an elderly or needy person with house or yard work.
2. Tutoring elementary students, serving in the before/after school care at TFCA, assisting a community ministry.
3. Childcare for a family in need.
4. Picking up refuse/trash on the grounds of TFCA or a local park.

5. Working in your church in nearly any capacity; assisting with the set-up/take down equipment, stage, working in the nursery or with children's ministry, etc.
6. Nearly any voluntary activity for TFCA that is done outside of normal school hours.
7. Serve as an office aide in the school office or as an aide for a teacher at TFCA.
8. Volunteer at local animal shelters, soup kitchens, packing meals with a ministry, visiting shut-ins, cleaning up at local parks, sending letters to elderly community members or service men/women
9. The Middle School and High School Student Government may also provide organized opportunities for Christian service.

These are examples from which students may choose. Other Christian service may qualify. All Christian service must be approved by the student's Bible teacher.

DRESS CODE (updated April 2023)

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. It is not intended to be an exhaustive listing of acceptable and unacceptable attire. Rather, the dress code is an outgrowth of our experience in maintaining an atmosphere consistent with the instructional goals of The Frankfort Christian Academy.

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. Repeated failure to comply with dress code standards constitutes rebellion and could result in disciplinary action.** Any clothing which is not deemed neat and/or modest will be prohibited.

As with everything, we need our parents to partner with us to help to maintain modest dress at school. In light of that partnership, please read and address these standards with your student. Students found in violation of the dress code will be asked to immediately rectify the situation. This may include going home to change, calling a parent to bring new clothes, or changing into something available to them in the swap shop.

Our desire is that the students would dress in such a way as to please the Lord. Our outward appearance is to be a constant reminder to those around us of our desire to honor God.

Standards for Preschool Dress Code

- Preschool students should wear neat, comfortable clothes and shoes that allow them to participate in all school activities.
- Dresses should be no shorter than three inches above the knee. Please wear shorts or leggings under dresses.
- All shirts should completely cover the stomach.
- Students should wear shoes with a back strap (no flip flops). Tennis shoes are preferred.
- No tank tops or sleeveless shirts without sweaters.
- Boys and girls should exemplify Christ in their clothing.

Standards for all TFCA Male and Female Students:

- Students should dress and groom themselves in a manner that is neat, modest, and respectful to themselves and the school. (1 Tim. 2:9)
- Students are expected to dress according to their birth-assigned gender. (Deut. 22:5)
 - Males are not permitted to wear make-up or nail polish.
- Students should NOT wear extreme hairstyles or facial hair.
 - Dyed hair should only be natural colors.
 - Hair should not hang in students' eyes.
 - Male's hair should not exceed the top of their shirt collar.
 - Facial hair should be trimmed and groomed.
 - Female's hair should not be shaved, except in extenuating circumstances.
- Students should not wear any clothing that displays messages inconsistent with the Christian lifestyle. All clothes must be free of questionable language and phrases, and include no derogatory statements about people groups.
- Garments that are tight fitting, clinging, semi-transparent or "see-through", are not permitted.

- Appropriate undergarments are required but should not be visible. This includes but is not limited to: underwear, bras, sports bras, compression shorts.
- Hats and hoods are not to be worn during school hours.
- Clothing that is “shredded” to look ripped or torn is not acceptable.
- Low necklines, enlarged armholes, bare shoulders/back/midribs, or crop tops that show bare midsection are not allowed. This includes when a student raises their hands above their head or bends over.
- No sleeveless shirts/tank top straps. No strapless, spaghetti strap, halter, skinny strap tops or dresses will be permitted.
- Shoes are to be worn at all times and should be properly tied or fastened.
- Pants are to be worn at the waist at all times, this means the belt line will be above the hip-bone. Sweat pants, jogging suits, athletic suits are acceptable as long as they meet dress code for individual piece.
- Shorts must be no shorter than 3 inches above the knee.
- No fleece pants, pajama pants, yoga pants, spandex, jeggings or leggings. Leggings may be worn under skirts and dresses as long as the skirt or dress is no shorter than 3 inches above the knee.
- No body piercings are permitted, except those in female students’ ears.
- Students with pre-existing tattoos should make a reasonable effort to cover tattoos during school hours and school-related functions. We respectfully ask that students refrain from getting new tattoos while enrolled at TFCA.

Specific questions concerning applications of the dress code should be addressed to the Administration.

Standard Uniform for Male and Female Students (K-8th):

- Uniform items that meet TFCA established guidelines, may be purchased from any store that carries a uniform vendor line.
- All uniform items must be of an appropriate size. Clothing items may not be overly loose/“baggy” or overly tight.
- No brand labels, logos, or ornamentations are permitted on the outside of any uniform item.
- Undergarments should be worn but not be visible at any time. This includes but is not limited to: underwear, bras, sports bras, compression shorts.

Pants and Shorts

- Navy blue or khaki are acceptable colors for pants and shorts (cargo style/flat front/pleated front style pants)
- Shorts must be no shorter than 3 inches above the knee.
- May not be colored jeans, knit, jeggings, or leggings.
- Uniform pants/shorts/skirts may not be colored jeans, knit, jeggings, or leggings.
- Female students may additionally choose to wear jumpers and skirts or skorts. The following criteria apply:

- o Must be no shorter than 3 inches above the knee
- o Jumpers should be worn with a polo or blouse under them
- o Polo collared dresses in solid colors no shorter than 3 inches above the knee
- o Must be blue, khaki, or approved plaid
- o Recommend wearing shorts or leggings under skirts/dresses for modesty

Shirts/Tops

- Polo Shirts— **any solid color**—long sleeve or short sleeve.
 - o Students may not layer polos or wear long sleeve shirts of any kind under a short-sleeved polo.
- Oxford Shirts—**light blue or white**— long sleeve or short sleeve.
- Undershirts— **white only**— short sleeves only.
 - o 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”.
- Cardigans or v-neck sweaters— **any solid color**— worn over a uniform shirt.
- Sweatshirts/Hoodies/Pullovers— **any solid color or any TFCA spirit wear**— worn over a uniform shirt.

Shoes

- All shoes are acceptable as long as they have a back strap that holds them securely on the student’s foot. (This means no flip flops/slides. Sandals/Crocs with strap are permitted)
- Tennis shoes **MUST** be worn on PE days for PE class.
- No helis/shoes with rollers on them.

Socks/Tights/Hose

- Socks—any **SOLID color**— all sock styles are permissible.
- Tights/Hose/Leggings— **white, navy blue, black, any natural tone**—only permitted when worn under dresses/jumpers/skirts that are mid-thigh length or longer

Dress Down Day Guidelines -

- High school students already do not wear a “uniform” so this applies to k-8th students on designated dress down days.
- Students in k-8th may wear jeans, athletic shorts/pants, non-TFCA shirts, sweatshirts, dresses, etc. that are not “uniform” on dress down days.

- Leggings may not be worn as pants, but may be worn under skirts/dresses of approved length.
- No sleeveless/tank top/spaghetti strap shirts may be worn.
- Please also see the standards above for all TFCA Male and Female students regarding grooming, dress and hygiene.
- All shoes are acceptable as long as they have a back strap that holds them securely on the student's foot. (This means no flip flops/slides. Sandals/Crocs with strap are permitted)
- Tennis shoes MUST be worn on PE days for PE class.
- No helis/shoes with rollers on them.

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 7:30 a.m. to 5:30 p.m. The school day begins with the 8:05 AM tardy bell and dismissal is 3:05-3:25. Students may be dropped off at 7:30 AM and be supervised in the homeroom classes.

After-school programs are available for all students k-12. These are from 3:30-5:30 pm.

Article II – Security

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

All school visitors report to the school office.

To check in and visit a specific area/class, visitors must present their driver's license, which will be scanned by the Raptor system. If approved for entry, they will be provided a visitor tag to wear while in the building. They will be escorted by their student or school personnel to the appropriate area of the building. Interrupting classes in session is not permitted.

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

In the event that law enforcement officers are called to TFCA for an investigation, parents will be notified as soon as possible of the event and result of investigation (as best as confidentiality allows).

Firearm, Weapons and Destructive Devices Policy

Carrying, using, or possessing any firearm or other deadly weapon, destructive device, or explosives on school grounds or in any school owned vehicle is strictly prohibited.

This policy applies to students, staff/faculty members, and visitors to TFCA campus. Except for authorized law enforcement officials, TFCA prohibits the carrying of concealed weapons on school property. In keeping with the Kentucky State Law, TFCA will post a notice stating:

UNLAWFUL POSSESSION OF A WEAPON ON SCHOOL PROPERTY IN KENTUCKY IS A FELONY PUNISHABLE BY A MAXIMUM OF FIVE (5) YEARS IN PRISON AND TEN THOUSAND DOLLAR (\$10,000) FINE.

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.) Additionally, they must be under the supervision of another staff member the entire time they are present in the building.

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 to observe instruction 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/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

7:30-8:05 a.m., lunch period, 3:10-5:30 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 3:30 p.m. as possible.

Article VI – Communication Between School and Families

TFCA will utilize a variety of forms of communication to keep families informed. These include, but are not limited to: emails, phone calls, One Call Now system, Facebook,

Twitter, Instagram, school website, Renweb. Newsletters will typically be sent out weekly by the administration.

All efforts will be made to return emails/phone calls from parents to staff within 48 business hours. Please note that our staff have families and outside obligations from school so answering emails and phone calls after hours and weekends is not required of them.

Article VII - 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 VIII - Fire Drills, Earthquake, Lockdown and Severe Weather Drills

Throughout the year, there will be announced and unannounced school safety drills. These include fire drills (once per month, twice in the first month of school), earthquake drills (once per quarter), severe storm drills (once per quarter), and lockdown drills (at least every other month). In the event that we would need to evacuate the building, we have an agreement/plan in place with Good Shepherd Church/School and Hearn Elementary to transport students and staff to their facility. Phone calls to parents would be made once all students are secured in their facility.

In the event that law enforcement officers are called to TFCA for an investigation, parents will be notified as soon as possible of the event and result of investigation (as best as confidentiality allows). Administration will contact parents via the one call system and keep people informed as possible in the midst of an emergency situation.

Staff and faculty are trained on the procedures for these drills annually and practice them for preparation in event they are needed.

Article VIX - 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 X - 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 above 99.9 or who has vomited within 24 hours may not attend school. Students SHOULD stay home until at least 24 hours symptom free, but preferably 48 hours.

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.

See COVID-19 protocols for specific information regarding procedures for dealing with COVID-19.

Article XI – 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.

Accident reports will be recorded in Renweb and shared with parents.

Staff are strategically placed throughout the building who have received CPR/First Aid training. AEDs are located outside the main office and in the gymnasium. In the event of emergency, 911 will be called along with parents and appropriate staff will triage the situation until paramedics arrive on the scene.

Article XII – Medications and Allergies

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 when warranted.

Any medication administered during the school day will be done through the school office. The dosage and type of medicine (even over the counter meds) will be recorded in the office. All medications will be in a locked cabinet. Record will also be made in Renweb and parents can see this.

When attending school related functions/trips outside of the school building, a designated staff member will be in charge of possession of any medications, including over the counter meds. Parents will fill out a card noting the medication, when it is to be administered, dosage and frequency required. At no time will medication be kept on a student outside of an emergency inhaler for serious asthmatics or an epi-pen. If kept on a student for emergency purposes, the designated staff member will be notified by the parent(s) and will speak with the student involved to go over expectations for keeping that on their person.

Student and staff allergies should be recorded by parent/staff member in the student information system. Food, drug and environmental allergies should be documented along with treatment recommendations for any exposure. Any staff member in charge of a student (teachers, office staff, etc.) should be made aware of any allergies and treatment needed. When necessary, parents should have medication and dosage instructions kept on site in a locked medical cabinet in the event an allergic reaction occurs. Parents will be notified immediately and any established protocols will be followed. (example: Benadryl for allergies, epi-pen, etc.)

Article XIII – 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 XIV - 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 XV - 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 XVI - Lockers (Middle school / High school) and Cubbies (elementary)

Students will be assigned a locker/cubby. 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.

Students are not allowed to write on the inside or outside of any locker.

Students may place signs up on lockers for school spirit or encouragement of peers with permission.

Search and Seizure

TFCA will maintain a climate that assures the safety and welfare of all students. Students have the right to be protected from unreasonable search and seizure by federal, state, or school officials.

School administrators have the responsibility to make a determination of the point at which the student's right to protection against unreasonable search and seizure is in conflict with the administrator's official duty to

maintain a safe and orderly school. Search and seizure by the principal or his/her designee may occur when suspicion exists. School authorities may make a personal search and seize any illegal contraband, dangerous weapons, or stolen property.

Article XVII - 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.

It is the understanding that students will attend required field trips, assemblies, plays, programs, retreats, etc. sponsored by individual classes and/or grade levels. Field trips are to be directly tied to educational purposes. All field trips are considered part of instructional time and do count towards student attendance.

If a parent elects to not allow their student to attend a field trip, the child will be expected to report to school and complete an alternate educational opportunity created by the teacher to fulfill educational components tied to the field trip. If a child does not attend the field trip and does not report to school that day, it will be considered an

unexcused absence and attendance policy guidelines will apply towards grades and absences. In the event of an excused absence, the student will be permitted to make up the alternative assignment and attendance policy guidelines will apply.

Teachers may select to assign a grade(s) for field trips for accountability purposes. Teachers should also have pre- and post-follow up classwork or assignments for students in relation to the field trip or event.

Chaperones/Parents driving on field trips should not text/talk while driving students on TFCA approved trips. They should make every effort to insure that any music or videos in their vehicle are approved and promote the mission of TFCA.

Article XVIII - 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

Appendix

Diploma Programs Available The Frankfort Christian Academy (Effective for Class of 2022-2024)

see chart in Graduation Requirements section for Class of 2025
and beyond

Standard Program – provides a basic, traditional education

General Requirements:

1. The student shall complete a minimum of 22 credits including one credit of Bible for each year of attendance at TFCA.
2. Twenty five hours of community/Christian service must be completed per year, 9-12. Half of the hours **may** be completed in a church setting, and half **must** be served in a community setting. Students are encouraged to complete 25 hours each year they are at TFCA rather than large projects that cover multiple years.
3. Per KRS statute, all graduates must pass the US Citizenship test with 60% or higher score to graduate.

Specific Requirements:

- Bible – 4 credits (or 1 per year at TFCA)
- English – 4 credits
- Science – 3 credits
- Math – 4 credits
- Social Studies – 3 credits
- Physical Education – 1/2 credit
- Health – 1/2 credit
- Computer – 1 credit
- Electives/Fine Arts – 2 credits
- College/Career course -1/2 credit (includes Personal Finance)

The Pre-College Program – more intense and includes course work required by major colleges and universities.

General Requirements:

1. The student shall attend eight semesters, grades 9-12.
2. The student shall complete a minimum of 24 credits including one credit of Bible for each year of attendance at TFCA.
3. The student shall achieve a minimum cumulative weighted grade point average of 3.0.
4. Twenty five hours of community/Christian service must be completed per year, 9-12. Half of the hours **may** be completed in a church setting, and half **must** be served in a community setting. Students are encouraged to complete 25 hours each year they are at TFCA rather than large projects that cover multiple years.

Specific Requirements:

- Bible – 4 credits (or 1 per year at TFCA)
- English – 4 credits
- Math – 3 credits: The sequence of courses is Algebra I, Geometry, Algebra II (may advance quicker or further than these)
- Science – 3 credits
- Social Studies – 3 credits: World Civilization, U.S. History, U.S. Government and Economics are required.
- Foreign Language- 2 credits: The student will complete 2 years in the same foreign language.
- Physical Education – 1/2 credit
- Health – 1/2 credit
- Computer – 1 credit
- Fine Arts/Electives – 3 credits
- College/Career credit -1/2 credit (includes Personal Finance)

Honors Program – provides a challenging course of study for top students and includes courses that offer the opportunity to earn college credit while at TFCA.

General Requirements:

1. The student shall complete a minimum of 26 credits including one credit of Bible for each year of attendance at TFCA.
2. The student shall achieve a minimum cumulative weighted grade point average of 3.5.
3. The student shall follow the specific honors track in two of the following subjects: English, Math, Science, Social Studies, same Foreign Language and must have gained three credits in each of the two subject areas chosen.
4. Twenty five hours of community/Christian service must be completed per year, 9-12. Half of the hours **may** be completed in a church setting, and half **must** be served in a community setting. Students are encouraged to complete 25 hours each year they are at TFCA rather than large projects that cover multiple years.

Specific Requirements:

- Bible – 4 credits
- English – 4 credits
- Math- 4 credits
- Science – 3 credits
- Social Studies – 3 credits: World Civilization, U.S. History, U.S. Government and Economics are required.
- Foreign Language – 2 credits. The student will complete two years of the same foreign language.
- Physical Education – 1/2 credit
- Health – 1/2 credit
- Computer – 1 credit
- Fine Arts/Electives – 3 or 4 credits
- College/Career course – 1/2 credit (includes Personal Finance)

Honors and AP Classes Offered: History, Math, English, Spanish, Computer, Science
These may be accomplished through college level courses in addition to AP.

The Frankfort Christian Academy Middle and High School Discipline Matrix

Infraction	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Teacher Managed Consequences/Interventions May Include:
Activating False Fire Alarm	OSS: 1-5 days	Initiate Expulsion				Confiscation of item
Airpod/Wireless headphone Possession or Use	Warning	Item taken for rest of block	Item taken for day, teacher keeps in desk or turns in to front office	Item taken for week and kept in school safe, student conference with parents and administration	Loss of item privilege at school- student must check cell phone in and out of front office at start and end of each day	In-class exclusion
Alcohol or drugs: possession or use on campus and/or school function	OSS: 1-5 days and/or Initiate Expulsion, Administration referral to necessary law enforcement					Temporary removal from campus
Alcohol or drugs: sale or distribution	OSS: 1-5 days and/or Initiate Expulsion, Administration referral to necessary law enforcement					Loss of privilege
Arson (Starting Fire)	OSS: 1-5 days and/or Initiate Expulsion, Administration referral to necessary law enforcement					Changing location/seating
Bomb Threat	OSS: 1-5 days and/or Initiate Expulsion, Administration referral to necessary law enforcement					Verbal warning
Bullying- Intimidation or Harrassment of Staff	OSS: 1-2 days	OSS: 1-5 days	Behavior contract, OSS 1-5 days	Initiate Expulsion		Written or verbal reflection
Bullying- Intimidation or Harrassment of Student	ISS: 1-2 days	OSS: 1-5 days	Behavior contract, OSS 1-5 days	Initiate Expulsion		Written warning to parents
Cell Phone Possession or Use	Warning	Cell phone taken for rest of block	Cell phone taken for day, teacher keeps in desk or turns in to front office	Cell phone taken for week and kept in school safe, student conference with parents and administration	Loss of cell phone privilege at school- student must check cell phone in and out of front office at start and end of each day	Student-Teacher Conference
Infraction	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Teacher Managed Consequences/Interventions May Include:
Cheating/Plagiarism	Grade= ZERO, Parent Conference, Detention with teacher 1-5 days	Grade= ZERO, Parent Conference, ISS 1-5 days	Grade= ZERO, Student Conference, OSS 1-5 days	Student Fails Course		Parent-Teacher Conference
Classroom Disruption	Teacher Managed	Teacher Managed	Refer to Administration, Detention	Refer to Administration, ISS 1 day		
Defiance	Student conference with Administration, Detention: 1-2 days	Parent conference with Administration, Detention: 1-2 days	OSS: 1-2 days	OSS: 1-2 days, Behavior plan implemented		
Derogatory, profane, vulgar, inflammatory remarks or gestures at school function	ISS: 1-2 days	OSS: 1-5 days	OSS: 1-5 days	Initiate Expulsion		
Derogatory, profane, vulgar, inflammatory remarks or gestures toward faculty/staff	OSS: 1-2 days	OSS: 1-5 days	OSS: 1-5 days	Initiate Expulsion		
Derogatory, profane, vulgar, inflammatory remarks or gestures toward student	ISS: 1-2 days	OSS: 1-5 days	OSS: 1-5 days	Initiate Expulsion		
Disrespect towards adult	Lunch/Royal Hour detention with teacher, student/teacher conference	Detention: 1-2 days, letter to adult acknowledging and apologizing for disrespect	ISS: 1-2 days, letter to adult acknowledging and apologizing for disrespect	OSS: 1-2 days, letter to adult acknowledging and apologizing for disrespect	OSS: 3 days, 5 page paper regarding Biblical respect of authority due at end of OSS	
Dress Code Violation	Warning, student sent to front office to change	Lunch/Royal Hour Detention with teacher, student sent to front office to change	Detention: 1-2 days, student sent to front office to change	ISS: 1-2 days, student sent to front office to change	OSS: 1-2 days	
Failure to serve assigned detention	Additional detention assigned and \$50 fine	OSS: 1 day	OSS: 2 days	OSS: 3 days	Initiate Expulsion	

Infraction	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Failure to sign in and out of school	Student conference with Administration	Detention: 1-2 days	ISS: 1 day	Loss of privilege to come and go from school without adult	
Fighting (Physical altercation)	ISS: 1-2 days	OSS: 1-2 days	Initiate Expulsion		
Forgery	Detention: 1-3 days	ISS: 1-2 days	OSS: 1-3 days	Initiate Expulsion	
Gambling	Detention: 1-3 days	ISS: 1-2 days	OSS: 1-3 days	Initiate Expulsion	
Inappropriate Behavior	Teacher Managed	Detention: 1 day, Student conference with Administration	ISS: 1-2 days	OSS: 1-2 days	OSS: 3 days
Inappropriate Language (non-cursing or profane)	Teacher Managed	Lunch/Royal Hour Detention with teacher	Student conference with Administration, Detention: 1 day	Student conference with Administration, Detention: 2 days	Student conference with administration and ISS: 1-2 days
Inappropriate Touch (Non-Sexual)	Teacher Managed	Lunch/Royal Hour Detention with teacher	Student conference with Administration, Detention: 1 day	Student conference with Administration, Detention: 2 days	Student conference with administration and ISS: 1-2 days
Leaving school building/campus without permission	Detention: 1-3 days	ISS: 1-2 days	OSS: 1-2 days	Initiate Expulsion	
Lying/Deception	Teacher Managed	Student conference with Administration, Detention 1-2 days	Student conference with Parents and Administration, Detention: 2 days	Student conference with Parents and Administration, ISS: 1-2 days	OSS: 1-2 days
Misuse of Technology	Teacher Managed	Loss of technology privilege for 1 school day	Loss of technology privilege for week, Detention: 1 day	Technology Use Contract, Parent conference, and Detention 1-2 days	ISS: 1-2 days
Out of designated area	Warning	Lunch/Royal Hour Detention with teacher	Detention: 1-2 days	ISS: 1-2 days	OSS: 1-2 days

Infraction	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Pornography or pornographic content: Use, possession, or distribution	OSS:1-5 days and/or Initiate Expulsion, Administration referral to necessary law enforcement				
Preventing exterior door from locking	Detention: 1-2 days	Detention: 2 days	ISS: 1 day	ISS: 2 days	OSS: 1-2 days
Public Display of Affection	Warning	Lunch/Royal Hour Detention with teacher	Detention: 1-2 days	ISS: 1-2 days	
Recording and/or distributing photo or video content without permission	Detention: 1 day	Detention: 2 days	ISS: 1 day, loss of cell phone privileges at school- must check in and out of front office	ISS: 2 days, loss of cell phone privileges at school- must check in and out of front office	OSS: 2 days, loss of cell phone privileges at school- must check in and out of front office
Selling Items without Permission	Student conference with Administration	Detention: 2 days	ISS: 1-2 days	OSS: 1-2 days	OSS: 3 days
Sexual Harassment or Misconduct or Touch	Minimum of OSS 1-5 days, Parent conference with Student and Administration, Administration referral to necessary law enforcement				
Skipping Class	Lunch/Royal Hour detention with teacher, zeros on all missed work	Detention: 1-2 days, zeros on all missed work	ISS: 1-2 days, zeros on all missed work	OSS: 1-2 days	OSS: 3 days
Skipping School	Detention: 1-2 days, zeros on all missed work	ISS: 1-2 days, zeros on all missed work	ISS: 1-2 days, zeros on all missed work	OSS: 1-2 days	
Tardies to Class, unexcused	1st and 2nd unexcused tardies are warnings	3rd unexcused tardy= Lunch/Royal Hour Detention with teacher (teacher must assign this detention for next consequence to be in effect)	4th unexcused tardy= Royal Hour Detention 3 days (teacher must assign this detention for next consequence to be in effect)	5th unexcused tardy= Detention: 1 day	6th or more unexcused tardies= Parent conference, Detention 2 days

Infraction	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Tardies to School/Homeroom, unexcused	1st through 6th unexcused tardies= warnings	7th unexcused tardy= Detention: 1 day	8th unexcused tardy= Detention: 2 days	9th unexcused tardy= ISS: 1 day	10th or more unexcused tardies= Parent must report to Board to discuss truancy
Theft	Minimum Detention 1-2 days and return or replacement of item, possible Administration referral to law enforcement				
Tobacco or vape products: possession or use on campus and/or school function	OSS: 3 days, Administration referral to necessary law enforcement	Initiate Expulsion, Administration referral to necessary law enforcement			
Tobacco or vape products: sale or distribution	OSS: 3 days, Administration referral to necessary law enforcement	Initiate Expulsion, Administration referral to necessary law enforcement			
Vandalism - major	Clean up vandalism and ISS: 1 day	Clean up vandalism and OSS: 1-2 days	Clean up vandalism and OSS: 3 days	Clean up vandalism and 5 hours service with parents around school	Initiate Expulsion
Vandalism - minor	Clean up vandalism and Lunch/Royal Hour Detention with teacher: 1-2 days	Clean up vandalism and Detention: 1-2 days	Clean up vandalism and ISS 1-2 days	Clean up vandalism, 3 hours service with parents around school	Clean up vandalism, OSS: 1-2 days
Violation of Code of Conduct (Off-Campus)	When Administration becomes aware of violation of student code of conduct on or off-campus, there will be a parent meeting with student and Administration and consequences may be applicable, in accordance with the student discipline matrix				
Violation of Suspension Conditions	Additional suspension days may be added, Parent meeting with Administration, additional loss of extracurricular/sports engagement				
Weapon or dangerous instrument Use	Minimum OSS 2-5 days, Possible Initiation of Expulsion, Administration referral to necessary law enforcement				
Weapon or dangerous instrument Possession	Minimum ISS 1-2 days, Administration referral to necessary law enforcement				
Write-up accumulation (MAJOR)	Two or more major infractions will result in Behavior Probation, Parent Conference with Administration, and/or Behavior Plan.				
Write-up accumulation (MINOR)	Ten or more minor infractions will result in Behavior Probation, Parent Conference with Administration, and/or Behavior Plan.				

There are other acts of misbehavior, violation or school regulation, or violation of criminal law that are not included in this list. In such instance, disciplinary action will be at the discretion of the Administration (Principal or Asst. Principal).

All infractions are to be recorded by teachers and/or administrators in RenWeb and sent to parents and Administrators. This is for tracking purposes in order to effectively use the progressive discipline matrix.

All infractions are set for the duration of the year. There are no items that "reset" or start fresh at the new semester.

The Frankfort Christian Academy Elementary Discipline Matrix

Infraction	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Teacher Managed Consequences/Interventions May Include:	Definitions
Bullying- Intimidation or Harassment of Staff	ISS: 1-2 days	OSS: 1-2 days	OSS: 1-5 days	Behavior contract, OSS 1-5 days	Initiate Expulsion	Confiscation of item	OSS: Out of School Suspension, students are not allowed at school or school events, zeros are awarded for all missed work
Bullying- Intimidation or Harassment of Student	ISS: 1-2 days	ISS: 1-2 days	OSS: 1-5 days	Behavior contract, OSS 1-5 days	Initiate Expulsion	In-class exclusion from activity	ISS: In School Suspension, students are assigned to front office and will complete school work
Cell Phone/Personal Device Possession or Use	Warning	Cell phone taken for rest of block/class	Cell phone taken for day, teacher keeps in desk or turns in to front office	Cell phone taken for week and kept in school safe, student conference with parents and administration	Loss of cell phone privilege at school- student must check cell phone in and out of front office at start and end of each day	Temporary removal from class	Detention: 1 hour long period before or after school, charge of \$25 is added to FACTS
Cheating/Plagiarism	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					Loss of privilege	GOLD highlighted infractions are ADMINISTRATION managed
Classroom disruption	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					Changing location/seat assignment	PURPLE highlighted infractions are TEACHER managed.
Defiance	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					Verbal warning	MAJOR infractions are noted in BOLD
Disrespect towards adult	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					Written or verbal reflection of action	
Dress Code Violation	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, student call home for change of clothes					Written warning to parent/guardian	
Failure to serve assigned detention	Additional detention assigned and \$50 fine	OSS: 1 day	OSS: 2 days	OSS: 3 days	Initiate Expulsion	Student-Teacher Conference	

Infraction	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Teacher Managed Consequences/Interventions May Include:
Fighting (Physical altercation) without Intent to Harm	Parent contact, teacher managed consequences	Parent contact, teacher managed consequences, admin conf.	ISS: 1-2 days	ISS: 1-2 days	OSS: 1-2 days	
Inappropriate Behavior	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					Lunch detention
Inappropriate Language (non-cursing or profane)	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					Recess consequence
Inappropriate Touch (Non-Sexual)	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					
Lying/Deception	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					
Misuse of Technology	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					
Preventing exterior door from locking	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					
Tardies to Class, unexcused	Teacher Managed behavior using Incident Reports/Note Home to Parent/Classroom Consequence; Repetitive behavior - Parent/Teacher/Admin conference, detention, ISS					
Tardies to School/Homeroom, unexcused	1st through 6th unexcused tardies= warnings	7th unexcused tardy= Lunch Detention: 1 day	8th unexcused tardy= Detention: 1 day before/after school (parent must attend with k-1-2)	9th unexcused tardy= 2 days before/after school (parent must attend with k-1-2)	10th or more unexcused tardies= Parent must report to Board to discuss truancy	
Theft	Parent contact, teacher managed consequences	Parent contact, teacher managed consequences	Admin conf. with parent/student, minimum - replacement of item, possible other disciplinary consequences	ISS: 1-2 days	OSS: 1-2 days	

Infraction	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Vandalism - major	Clean up vandalism and ISS: 1 day; may have cost imposed for damages	Clean up vandalism and OSS: 1-2 days	Clean up vandalism and OSS: 3 days	Clean up vandalism and 5 hours service with parents around school	Initiate Expulsion
Vandalism - minor	Clean up vandalism and Lunch Detention with teacher: 1-2 days	Clean up vandalism and Detention: 1-2 days	Clean up vandalism and ISS 1-2 days	Clean up vandalism, 3 hours service with parents around school	Clean up vandalism, OSS: 1-2 days
Violation of Code of Conduct (Off-Campus)	When Administration becomes aware of violation of student code of conduct on or off-campus, there will be a parent meeting with student and Administration and consequences may be applicable, in accordance with the student discipline matrix				
Violation of Suspension Conditions	Additional suspension days may be added, Parent meeting with Administration, additional loss of extracurricular/sports engagement				
Weapon or dangerous instrument Use	Minimum OSS 2-5 days, Possible Initiation of Expulsion, Administration referral to necessary law enforcement				
Weapon or dangerous instrument Possession	Minimum ISS 1-2 days, Administration referral to necessary law enforcement				
Write-up accumulation (MAJOR)	Two or more major infractions will result in Behavior Probation, Parent Conference with Administration, and/or Behavior Plan.				
Write-up accumulation (MINOR)	Ten or more minor infractions will result in Behavior Probation, Parent Conference with Administration, and/or Behavior Plan.				

There are other acts of misbehavior, violation or school regulation, or violation of criminal law that are not included in this list. In such instance, disciplinary action will be at the discretion of the Administration (Principal or Asst. Principal. If elementary students commit acts not noted on here, admin will refer to MS/HS disciplinary matrix for issues (alcohol, tobacco, etc.).

All infractions are to be recorded by teachers and/or administrators on the elementary disciplinary incident report and sent to parents and Administrators. If an elementary student has a MAJOR offense or repeated MINOR offense then it should be entered into RENWEB. This is for tracking purposes in order to effectively use the progressive discipline matrix.

All infractions are set for the duration of the year. There are no items that "reset" or start fresh at the new semester.

TFCA Goals for Elementary

Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—His good, pleasing and perfect will. Romans 12:2 (NIV)

As a devoted ♥ DISCIPLE ♥ <i>I'll follow Jesus and build positive relationships with others.</i>		As a distinguished ★ Scholar ★ <i>I'll do my best to learn well.</i>		As a good ✓ Citizen ✓ <i>I'll obey with a humble heart.</i>	
Follow Jesus	Build Relationships	Learn Well	Humbly Obey		
○ Show Kindness	○ Respect Adults	○ Control Talking	○ Obey Classroom Rules		
○ Have a Positive Attitude	○ Cooperate with Classmates	○ Listen Attentively	○ Obey Lunchroom & Recess Rules		
○ Give My Best Effort	○ Control Hands & Feet	○ Have Supplies & Materials Ready	○ Obey Technology Rules		
○ Use Appropriate Words	○ Do not Disturb Others or Create Havoc	○ Follow Directions	○ Follow Dress Code Rules		
○ Steward Materials, Resources, & Facilities	○ Put Others First	○ Complete & Return Homework & Signed Papers on time	○ Avoid Intentional Disobedience		
<i>Spiritual</i>		<i>Social/Emotional</i>		<i>Academic</i>	
				<i>Physical</i>	

¹ The Frankfort Christian Academy

The Frankfort Christian Academy Incident Report



"Do not conform to the pattern of this world, but be transformed by the renewing of your mind..." Romans 12:2

Student Name: _____

Date: _____ Time: _____

Issuing Teacher: _____

Place of Incident: _____

Description of Incident:

Parent/Guardian Signature: _____

Please return to the classroom teacher next school day.

(Classroom Teacher: Please return to issuing teacher)

Check what expectations were NOT met:

▼ Follow Jesus as a Disciple	
<input type="checkbox"/>	Show Kindness
<input type="checkbox"/>	Have a Positive Attitude
<input type="checkbox"/>	Give Excellent Effort
<input type="checkbox"/>	Use Appropriate Words
<input type="checkbox"/>	Steward Resources
▼ Build Relationships as a Disciple	
<input type="checkbox"/>	Respect Adults
<input type="checkbox"/>	Cooperate with Classmates
<input type="checkbox"/>	Control Hands & Feet
<input type="checkbox"/>	Do not Disturb Others
<input type="checkbox"/>	Put Others First
★ Learn Well as a Scholar	
<input type="checkbox"/>	Control Talking
<input type="checkbox"/>	Listen Attentively
<input type="checkbox"/>	Have Supplies & Materials Ready
<input type="checkbox"/>	Follow Directions
<input type="checkbox"/>	Return Signed Papers/Folders
✓ Humbly Obey as a Citizen	
<input type="checkbox"/>	Obey Classroom Rules
<input type="checkbox"/>	Obey Lunchroom/Recess Rules
<input type="checkbox"/>	Obey Technology Rules
<input type="checkbox"/>	Follow Dress Code
<input type="checkbox"/>	Avoid Intentional Disobedience

The Frankfort Christian Academy

Student Name: _____ Week of: _____

"Do not conform to the pattern of this world, but be transformed by the renewing of your mind..." Romans 12:2

	Monday	Tuesday	Wednesday	Thursday	Friday
	Need Reminded?	Need Reminded?	Need Reminded?	Need Reminded?	Need Reminded?
Follow Jesus as a Disciple					
Show Kindness					
Have a Positive Attitude					
Give Excellent Effort					
Use Appropriate Words					
Steward Resources					
Build Relationships as a Disciple					
Respect Adults					
Cooperate with Classmates					
Control Hands & Feet					
Do not Disturb Others					
Put Others First					
Learn Well as a Scholar					
Control Talking					
Listen Attentively					
Have Supplies & Materials Ready					
Follow Directions					
Return Homework/Signed Papers					
Humbly Obey as a Citizen					
Obey Classroom Rules					
Obey Lunchroom/Recess Rules					
Obey Technology Rules					
Follow Dress Code					
Avoid Intentional Disobedience					
Teacher Comments:					
PARENT SIGNATURE:					

The Frankfort Christian Academy

Partners with parents to equip students with biblical truth to exemplify Christ through academics, relationships and service

"I pray this: that your love will keep on growing in knowledge and discernment so that you can approve the things that are superior and can be pure and blameless in the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ to the glory and praise of God" Philippians 1:9-11

LOVE

Have relationships with Christ, students, teachers, families and community

LEARN

Strive for academic excellence and knowing God's word

Serve in our school, church, home and community

LEAD

VISION STATEMENT

Our vision is to prepare future generations of Christian leaders to impact their world for Christ.

(Matthew 28:19-20)



PURPOSE STATEMENT

Our purpose is to educate and equip students to discover and develop to their full potential in Christ.

(Psalm 139:1-4)

