

FIRST
BAPTIST
CHRISTIAN
ACADEMY-- A Ministry of Troy First Baptist Church

Training Children God's Way
for
Tomorrow and Eternity



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Handbook

We are very proud of our school and happy to welcome you and your child as members of our school community. We are excited about the new school year and know that it will be a fantastic one!

Our main goal is to offer all students a Christ centered education in a safe, orderly, and positive school environment. In order to guarantee all students the same rights and responsibilities, we must have rules and regulations by which to live.

Included in this handbook is a copy of **FBCA's** philosophy, mission statement, and guiding principles that we hope will help you to better understand what we believe at First Baptist Christian Academy.

Please remember that learning is not automatic and will not happen by chance. It can best be accomplished through the cooperative effort and shared responsibility of the child, the home, and the school. Working together, we can make this a very successful year for the person we all care about the most—**YOUR CHILD!**

If you have any questions, please feel free to call:

Joe Cottrell, School Administrator, 636-528-5967 (FBCA Office); administrator@troyfirstfbca.com

**Train up a child in the way he should go:
and when he is old he will not depart from it.
Proverbs 22:6, KJV**

Non-Discrimination Disclaimer: First Baptist Christian Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate against any child on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, and other school-administered program. However, FBCA is not equipped to handle children who require special services and reserves the right to deny admission for any student for whom we do not believe we have the ability to provide an appropriate and adequate education.

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Our Foundational Principles

Our Mission Statement

The mission of First Baptist Christian Academy is to emphasize a Christ-centered philosophy of excellence in providing students both an academic and spiritual education. This academy exists to provide a learning experience aimed at developing the maximum spiritual, intellectual, social, physical and emotional potential of all students and empowering them to impact the world for the glory of God.

Our Philosophy of Christian Education

Functioning as an extension of the home, First Baptist Christian Academy supports parents who seek to obey the biblical instruction, which gives them ultimate responsibility for the education of their children (*Deuteronomy 6:6-8*). First Baptist Christian Academy promotes itself as a family ministry intent on meeting the educational needs of the student as well as assisting the parents in developing their child spiritually, intellectually, emotionally, physically, and socially.

At FBCA our mission is twofold. First, we want to assist parents in grounding their children in God's Word. We care about the spiritual fervor of our student body and seek to exalt Christ in every aspect of the educational process. It is the spiritual goal of the school, furthermore, that our students desire to conform to our Lord's image and purpose in their hearts to live for Him the rest of their lives.

Secondly, we want to give our children an excellent education. Our educational approach is fundamental and strong. We teach with a strong curriculum to provide our students a quality educational program. Our goal is that our students will be well trained academically and yielded to the Lordship of Christ so that they will be useful tools in His hand now and in the future.

These two primary goals, then, have a direct influence on the teachers and staff FBCA employs and on the curriculum selected for the classroom. Regarding our staff, we believe that whoever shapes a young person's mind cannot avoid being a role model in a total sense. One cannot teach from a neutral perspective or world view. Whatever teachers believe and stand for will show in their teaching and will influence their students. This is one reason why a Christian education from Christian teachers is so essential for our students. At FBCA we are convinced that the influence of teachers as Christian role models is essential in the educational experience of our children. All of our teachers profess to be born-again Christians and are equipped with personal and professional qualifications necessary for teaching excellence. FBCA teachers have a heart for the Christian school ministry and demonstrate genuine concern for the emotional and spiritual well-being of the children. With a love for the Lord and for children, the teachers at FBCA have a tremendous impact on not only the students' studies, but also on their attitudes toward all aspects of life.

Regarding curriculum, FBCA believes that the Christian approach to learning differs significantly from the secular viewpoint. First Baptist Christian Academy, therefore, offers a curriculum rooted in a God-centered view of life. This view holds that God's truth is the standard for all truth. The curriculum, taught by a Christian faculty, provides the student with academic instruction consistent with the Christ-centered teaching received at home and church. FBCA combines the traditional classroom teaching environment with a sound, Biblically based curriculum. Since we believe that God is the source of all wisdom and that He has revealed Himself specifically in the Bible, God's Word then is the basis of all our studies and should be correlated with all experiences that the child has under the program of the school. Thus, all student and teacher materials are examined by our faculty and approved by the school administration with the intent of providing a quality and comprehensive Christian education. Christian educational publishers are used as the primary resource for the school's curriculum. At this time, FBCA mainly uses the curriculum published by Bob Jones University Press.

Our School Vision and Expected Learning Outcomes

Graduates of First Baptist Christian Academy of Troy, Missouri will be able to demonstrate (or will have experienced) the following five criteria which comprises the **STARS** philosophy.

FBCA students are:

Seeking to know God (2 Peter 3:18)—Each student will be encouraged to know the one true God and to love Him with all one's heart, soul, and mind; to experience a personal relationship with Jesus Christ as Lord and Savior; and to live Spirit-led lives.

Training in godliness (1 Timothy 4:12)—Each student will have multiple opportunities to develop strong faith and godly character through the personal disciplines of prayer, Bible study, scripture memory, worship, character development, health and wellness, and personal obedience to God and to God's agents of authority (parents, teachers, church leaders, government).

Achieving academic excellence (2 Timothy 2:15):

Each student will acquire a basic core of knowledge in mathematics, communication arts, social sciences, natural sciences, computer-literacy skills, salvation and biblical theology, and fine arts foundational to academic success in high school and in being life-long learners.

Each student will be able to think, solve problems, communicate, plan, prioritize, and creatively express oneself.

Each student will participate in positive, challenging classrooms where educators utilize a wide variety of effective teaching and assessment methods.

Relating to others in love (John 13:34-35): The student will build skills in gaining a proper view of God, others, and self and in being peace makers knowing effective skills to resolve conflict.

Serving others as Christ served (Philippians 2:5-7): The student will have multiple opportunities to serve others in school, community, and mission endeavors with a wholehearted and sacrificial attitude and redemptive purpose.

Our Statement of Faith

WE BELIEVE:

A. The Scriptures

The Scriptures of the Old and New Testaments alone are the verbally inspired Word of God, inerrant in the original writings, infallible, and God-breathed. Thus, they are the final authoritative rule for all faith and life. (*Matthew 5:18; John 16:12-13; II Timothy 3:16-17; II Peter 1:20-21*)

B. The Godhead

There is but one God, who exists as Father, Son, and Holy Spirit, without division of essence, attributes, or perfections, yet distinct in person, office, and function; and who, as the Maker, Preserver, and Ruler of all things, created the universe in six historical days and continues to sustain it by His power. (*Deuteronomy 6:4; II Corinthians 13:14; Matthew 28:19*)

C. Jesus Christ

Jesus Christ, the second person of the Trinity, took upon Himself sinless human nature by the Virgin Birth in order that He might perfectly fulfill the law, suffer and die upon the cross, be buried and rise again on the third day, reveal God and redeem mankind. His death, burial, and resurrection were representative, vicarious, and substitutionary, and accomplished complete salvation. Now ascended, He is the exalted Head of the Church at the right hand of God where He ever lives to make intercession for the saints. He lives forever as perfect God and perfect man: *two distinct natures inseparably united in one person.* (*Luke 1:35; John 1:1-2, 14; Romans 3:24-25; 6:1-5; 8:31; Hebrews 9:24; I John 2:1-2*)

D. Holy Spirit

God, the Holy Spirit is the divine person who convicts the world of sin, righteousness and judgment; and regenerates, baptizes, seals, and indwells all believers unto the day of redemption. He is the author of spiritual gifts and fruits, and continually fills *those who yield to Him.* (*John 16:8-11; I Corinthians 12:12-14; Ephesians 1:13-14; 4:30; 5:18*)

E. Satan

Satan is a real spirit person who was originally created good yet became the author of sin and cause of the fall of man. He is the declared enemy of God, tempter and accuser of man, and shall be eternally punished in the Lake of Fire. (*Isaiah 14:12-17; Job 1:6-7; Matthew 4:2-11; 25:41; Revelation 20:10*)

F. The Fall

Man was originally created, not evolved, in the image and likeness of God having an immortal and immaterial soul. By acting on temptation of Satan, he transgressed the command of God and fell from his original state of innocence. Now all mankind is born totally depraved, that is spiritually dead, morally polluted, and physically mortal. (*Genesis 1:26-27; 3:16; Ephesians 2:1-3; 12; I Corinthians 15:53*)

G. Salvation

Salvation from sin and its consequences is offered to all mankind as the free gift of God's grace, purchased by the atoning death and physical resurrection of Christ, and is received by personal faith in Jesus Christ as Lord. The entire redeemed are kept by God's power and may rejoice in the assurance of salvation through the testimony of God's Word. (*Ephesians 2:8-10; John 6:37-40; 10:27-30; Romans 8:35-39; 1 Peter 1:5; Romans 8:14-16*)

H. The Church

The universal Church, over which the Lord Jesus is the Head, is a spiritual organism which began on the day of Pentecost and is composed of all born-again believers. The local church is governed by the plurality of elders and deacons, and recognizes the ordinances of Water Baptism and the Lord's Supper as means of public testimony. (*Ephesians 1:22-23; 1 Corinthians 12:12-14; 11:23-26; Acts 2:41-42; 14:27; 20:17, 28; 1 Timothy 3:1-13; Titus 1:5-11; Matthew 28:19-20*)

I. Last Things

The Blessed Hope of the Church is the personal, imminent return of the Lord Jesus Christ for His saints, with whom He shall establish His Millennial Kingdom. (*1 Thessalonians 4:13-18; Revelation 19:11-16; 20:1-6; 11-15; Matthew 25:46*)

J. Human Sexuality

We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe that any form of homosexuality, lesbianism, bisexuality, bestiality, incest, fornication, adultery, and pornography are sinful perversions of God's gift of sex. We believe that God disapproves of and forbids any attempt to alter one's gender by surgery or appearance. (*Gen. 2:24; Gen. 19:5, 13; Gen. 26:8-9; Lev. 18:1-30; Rom. 1:26-29; 1 Cor. 5:1; 6:9; 1 Thess. 4:1-8; Heb. 13:4*)

We believe that the only legitimate marriage is the joining of one man and one woman. (*Gen. 2:24; Rom. 7:2; 1 Cor. 7:10; Eph. 5:22-23*)

Our School Emblems

Our School Motto

Training Children God's Way for Tomorrow and Eternity was selected as the school motto for FBCA in the spring of 2005. The motto expresses the school's belief that our priority task is to prepare students, academically and spiritually, to fulfill God's purposes for life on this earth and to teach students God's plan of redemption so that they may have fellowship with Him throughout eternity.

Our School Verse

Proverbs 22:6 (KJV) was selected as the school verse.

Train up a child in the way he should go: and when he is old, he will not depart from it.

Our School Logo

Our school logo is "stars" based on Philippians 2:15 (NIV) / "so that you may become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe."

Our School Vision

STARS Vision

Seeking to Know God—2 Peter 3:18

- ...seeking to know the one true God
- ...seeking to know God's salvation through Jesus Christ
- ...seeking to live Spirit-led lives

Training in Godliness—1 Timothy 4:12

- ...training children in faith
- ...training children in character
- ...training children in ministry

Achieving Academic Excellence—2 Timothy 2:15

- ...achieving excellence in content
- ...achieving excellence in methodology
- ...achieving excellence in assessments

Relating to Others in Love—John 13:34-35

- ...relating to the school family in love
- ...relating to the church family in love
- ...relating to the community and world in love

Serving Others as Christ Served Us—Philippians 2:5-7

- ...serving wholeheartedly
- ...serving sacrificially
- ...serving with a redemptive purpose

Our STAR Commandments

Exodus 20:3-17

You shall have no other gods before Me.*As your first priority in life, be devoted to God in love and obedience.***You shall not make for yourself an idol.***No idols—nothing can substitute for God.***You shall not misuse the name of the Lord your God.** *God's name is reverent—do not swear or use it in a joking, teasing manner.***Remember the Sabbath day by keeping it holy.***We are to worship and rest on the Lord's day.***Honor your father and your mother***Give honor, respect, and obedience to those in authority.***You shall not murder.***Do not hate or strike out in anger in thought, word, or deed at someone else.***You shall not commit adultery.***We will be morally pure in our thoughts, words, and deeds.***You shall not steal.***Do not take what does not belong to you. Respect the property of others and take care of borrowed property. Use time wisely.***You shall not give false testimony.***Have a reputation for honesty and integrity. Do not lie, gossip, slander, or talk ill of others. Do your own school work.***You shall not covet.***Do not desire what belongs to another person.***Our STAR Commitments**

(References provided after each commitment)

I will encourage and edify others and live in peace with all.*Ephesians 4:29; Romans 12:17***I will be faithful to do my best in all things.***Matthew 25; 1 Corinthians 4:1-2; Colossians 3:23***I will obey authority with the right attitude, words, and deeds.***Hebrews 13:17; Ephesians 6:1***I will accept personal responsibility for myself.***1 Timothy 4:12, 1 Samuel 13 & 15***I will have a grateful and thankful heart.***Psalms 100; 1 Thessalonians 5:18***I will seek help when I am in need.***Psalms 105:4; Ecclesiastes 7:25***I can be trusted even when others are not looking.***Luke 19:11-27, Matthew 24:44***I will daily seek to be like Jesus.***Romans 12:1-2; Romans 8:29; 2 Corinthians 5:17***The Word of God will be my rulebook for living.***Psalms 119:11, 16, 105***I will do only those things that I know will honor the Lord Jesus Christ.***Colossians 3:17; John 5:23; Revelation 5:12*

Our School Organization

Our History

First Baptist Christian Academy of Troy, Missouri was begun by the members of Troy First Baptist Church in the fall of 2001. TFBC desired to partner with parents who wished to provide their children with an educational setting that was biblically based and Christ centered. The school began with three Kindergarten children in 2001 and continued to add grades each year. By 2010, FBCA grew to have 118 children with teachers for grades Kindergarten thru Eighth Grade. Average enrollment is generally between 100-120 students. Plans for adding a high school are in the “dream” stage or “long range planning” stage.

Our Relationship with Troy First Baptist Church

TFBC--As reflected in the history of our school, FBCA is a ministry of Troy First Baptist Church. The church motto is “Where Love Shines”. The church desires to serve Troy and the surrounding area by proclaiming the gospel of the Lord Jesus Christ (Matthew 28:19-20) and by equipping believers for God’s service (Ephesians 4:12-13). TFBC desires to “love” God and one another in such a way that others will know that the members of TFBC are authentic disciples of the Lord Jesus Christ (John 13:34-35). TFBC chooses to associate with the following entities:

Southern Baptist Convention--Since its organization in 1845 in Augusta, Georgia, the Southern Baptist Convention (SBC) has grown to over 16 million members who worship in more than 42,000 churches in the United States. Southern Baptists sponsor about 5,000 home missionaries serving the United States, Canada, Guam and the Caribbean, as well as sponsoring more than 5,000 foreign missionaries in 153 nations of the world. The term "Southern Baptist Convention" refers to both the denomination and its annual meeting. Working through 1,200 local associations and 41 state conventions and fellowships, Southern Baptists share a common bond of basic Biblical beliefs and a commitment to proclaim the Gospel of Jesus Christ to the entire world.

Missouri Baptist Convention--Missouri Baptists recognize eight regional areas in the state and work cooperatively with [63 Baptist associations](#). Each association represents a number of Baptist churches in a particular region. A Missouri Baptist church is a local body of baptized Christians who believe Jesus Christ is the eternal Son of God. Missouri Baptist churches are affiliated with the Missouri Baptist Convention. The MBC is affiliated with the national [Southern Baptist Convention](#) (SBC). By covenanting together in their faith, church members seek to extend the gospel message to the ends of the earth.

Twin Rivers Baptist Association—TFBC is a member of the Twin Rivers Baptist Association which is an association of local Southern Baptist Churches throughout the counties surrounding Troy, Missouri.

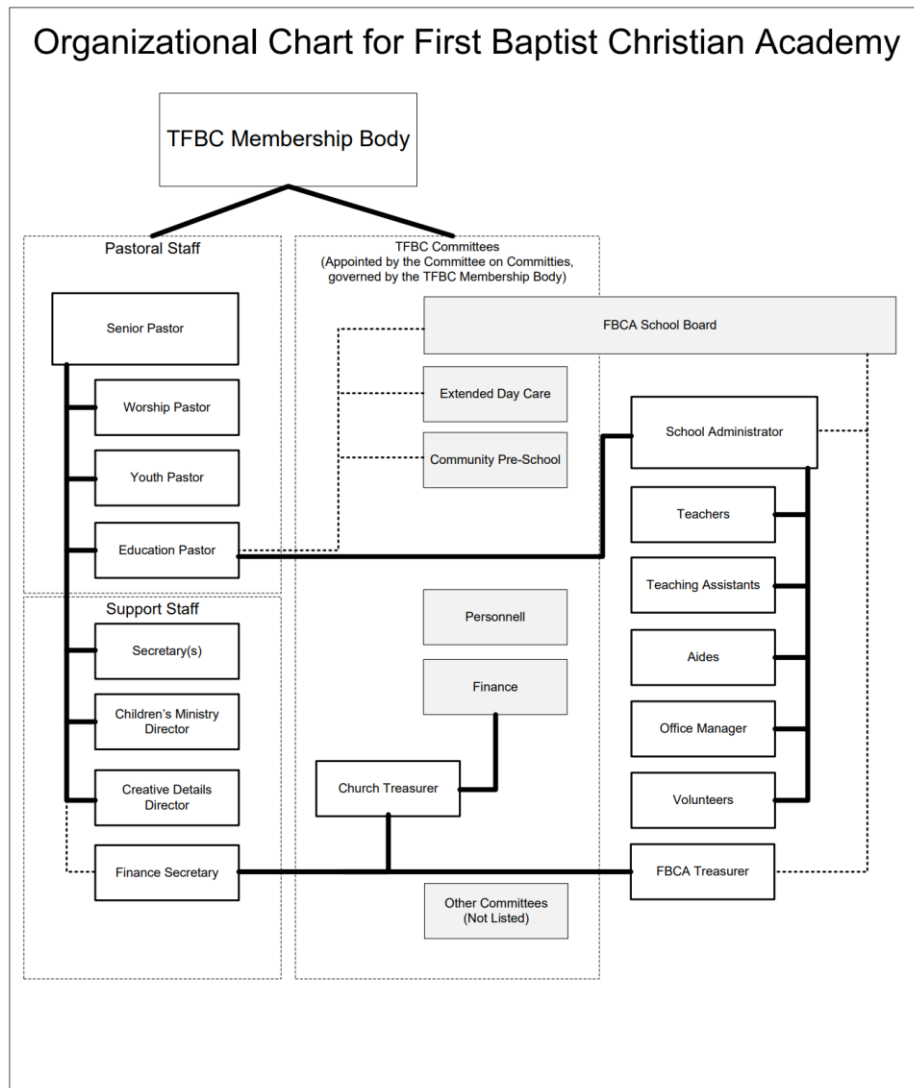
TFBC concurs with the [Baptist Faith and Message 2000](#) as a statement of faith.

TFBC will seek to minister to the families associated with FBCA in whatever ways are possible. Information about TFBC will be published in the monthly FBCA newsletter and in handouts about special events.

Our Relationship with Association of Christian Schools International (ACSI)

FBCA is a member of the Association of Christian Schools International. This membership provides teacher certification, liability and legal coverage, professional development opportunities, professional journals on current school practices, student activities, and general school support in a number of ways. Currently, FBCA is enrolled in the STAR program with ACSI (Steps Towards Achieving Recognition). STAR has five steps that prepares a school to apply for accreditation. In 2017-2018, FBCA plans to complete step 3.

Our Organizational Chart



Our School Board

The school is governed by an FBCA team of church members for TFBC. These members are nominated to serve three-year terms and are approved by the membership of TFBC. The Minister of Education for TFBC, the School Administrator, and the FBCA Treasurer also serve as ex-officio members of the FBCA committee, but they do not have voting rights. The FBCA committee meets monthly to discuss business related to the school.

Should a parent, staff member, or church member desire to address the FBCA school committee, please follow these steps:

1. If the reason to address the committee is the result of a conflict, follow the peace-making principles adopted by the school (see the handout at the end of this handbook). Talk with the offended party first. Seek help from the School Administrator. Then request a meeting with the TFBC Minister of Education. Last, an unresolved conflict may be presented to the school committee.
2. If the reason to address the committee is to share an idea or to give a personal commendation for the school or a staff member, contact the school administrator who will schedule you to speak at the next committee meeting.

Our Administration

The *Minister of Education* for TFBC is the church appointed supervisor for the FBCA leadership and faculty and meets with the FBCA committee on a regular basis. He provides spiritual leadership and encouragement to the faculty/staff; assists in leading chapel services for the students; coordinates the various school ministries sponsored by TFBC; provides wisdom and insight to the FBCA leadership; and represents the school to the church family and vice versa. He does a doctrinal interview with all candidates for employment and makes

recommendations concerning such candidates to the FBCA leadership.

The *School Administrator* is a full-time employee of FBCA who is responsible to carry out the policies and procedures outlined for the school, to lead the school in establishing and reaching her goals, and to oversee the day-to-day operations of the school. Some of the major duties for the School Administrator are: manage the school office; make recommendations for employment and supervise and evaluate faculty/staff; create the school budget and purchase curriculum, equipment, and supplies; communicate with parents, faculty/staff, and students; plan the school calendar; work to publicize the school in order to enroll and retain students; and ensure school discipline is consistently communicated and enforced.

Our Faculty and Staff

The *classroom teacher* is classified as professional staff and is responsible for an assigned group of students or a particular subject for one academic year.

The *teaching assistant* is a staff member employed to assist a classroom teacher in fulfilling his responsibilities to the students. The teaching assistant may be assigned a subject to be taught under the direct supervision of the classroom teacher. Teaching assistants will also be given teacher aide responsibilities throughout parts of the day. The teaching assistant is classified as non-professional staff.

The *teacher aide* is a staff member employed to help with tasks such as recess duty, lunch duty, office work, and general classroom assignments that do not involve instructional preparation or presentation. The teacher aide is classified as non-professional staff.

The *office manager* works directly with the School Administrator to manage the everyday details of FBCA school life. She oversees family finances (invoices, posting tuition/fee payments, etc.), the school calendar, office work, attendance, awards, field trips, facility requests, coordinating with TFBC, CPS, and EDC, medical issues, communication with families, and special events. She is an excellent contact person for most everyday questions and needs.

Teacher Qualifications

Teachers employed by First Baptist Christian Academy must possess a minimum of a Bachelor of Arts or a Bachelor of Science Degree from a recognized college or university. This degree should preferably be in education or in the subject area being taught by the teacher in the classroom. The FBCA governing committee may waive this requirement in the case of part-time teachers.

Teachers at First Baptist Christian Academy are to be born-again Christians and active in a church whose basic doctrine and practices are in agreement with the Doctrinal Statement of the School and of Troy First Baptist Church.

First Baptist Christian Academy does not require its teachers to be certified by the State of Missouri, but does seek teachers with teacher certification or the qualifications to be certified. A Criminal Records check is required to be obtained by all teachers/staff members at the time of their hiring. When issuing a call to any teaching candidate, FBCA closely looks at the three-fold criteria of (1) character, (2) calling, (3) credentials.

Staff Qualifications

Staff employed by First Baptist Christian Academy should at a minimum have a high school diploma and the skills needed for the job assigned.

Staff members at First Baptist Christian Academy are to be born-again Christians and active in a church whose basic doctrine and practices are in agreement with the Doctrinal Statement of the School and of Troy First Baptist Church.

Our Volunteers

For FBCA to be the best school possible, volunteers are an important part of our school. Volunteers assist the administration and the classroom teachers in providing a number of services or man power for special events that would not be possible otherwise. All volunteer work is coordinated through the school office. Because of the increased scrutiny by society of who has access to students, FBCA will be requiring volunteers that work with children during the school day to complete a Criminal Background Check. Any parent or grandparent that wishes to be on-campus during school hours or participate in school field trips as a volunteer, chaperone, or guest is asked to voluntarily complete a background check. Criminal Background Checks are held under lock and key, and FBCA administration may not release any information received as a result of a background check. Should the process reveal information that does not permit a volunteer to work with children, the School Administrator will contact the volunteer and inform him/her of such information.

Our Admissions Policy

Admissions Philosophy

FBCA is considered an evangelical Christian school; therefore, parents are not required to profess a personal relationship with the Lord Jesus Christ and are not required to be a member of any particular church. The Statement of Faith, the Christian Philosophy of Education, and the Student Handbook for FBCA, however, is clearly shared with all families seeking to apply to enroll children. Parents who choose FBCA as the school for their children need to understand the foundational principles of the school and be supportive of these principles. Because our school is a church school, TFBC will desire to share with non-Christian families the gospel message and will welcome opportunities to minister to FBCA families.

Non-Discrimination Disclaimer: First Baptist Christian Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate against any child on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, and other school-administered program. However, FBCA is not equipped to handle children who require special services and reserves the right to deny admission for any student for whom we do not believe we have the ability to provide an appropriate and adequate education.

FBCA, furthermore, clearly defines student discipline expectations through the Student Handbook and other publications, through parent meetings, and through classroom teachers. Students are expected to abide by these guidelines. Should a student fail to do so, FBCA reserves the right to dismiss this student from the school enrollment.

Enrollment Details

1. Applications for in-house enrollment will be accepted beginning March 13. In-house enrollment includes current FBCA families, TFBC church family, and Community Preschool families. On day 1 of in-house enrollment (between 7-9 AM), should more applications be received than class positions available, then applications will be accepted according to the order of ministries listed above—FBCA, TFBC, CPS). Open enrollment applications will be accepted beginning two days after in-house enrollment. Kindergarten students should be 5 years old by August 1. Exceptions are extremely rare and will only be considered based on testing, available positions, and board approval.
2. Complete and return the application to the school with the following:
 - a. Enrollment Fee of \$100.00 (non-refundable)
 - b. Copy of birth certificate (if a new student)
 - c. Copy of current immunization chart (if a new student) as required by the State of Missouri
 - d. Most recent report card (except kindergarten students)
 - e. Copies of any prior achievement tests and/or screening tests*
 - f. Release of Records form signed (Grades 1-8)
3. *A screening process for all Kindergarten will be required before admission can be finalized. The testing is provided free of charge through FBCA or the school district in which you live. For new students participating in Stanford 10 Testing as a form of screening, the cost is \$50. The school office can help parents make arrangements for this testing.
4. Upon reviewing the screening materials, an interview with the parents may be requested.
5. The FBCA Committee has the right to review applications. You will be notified of enrollment acceptance.
6. Upon Acceptance:
 - a. First month's tuition is due by August 1.

Tuition Policy

1. Tuition is based on a 10-month academic year beginning August 1 through May 1.
2. Tuition is due on the 1st day of each month (see tuition cost).
3. Payments received after the 5th of each month will be assessed a \$10.00 late fee per child.
4. A written reminder will be sent on the 5th of each month regarding the over-due charges. A response is to be made to the office immediately upon receiving the reminder to make payment arrangements.
5. On the 20th of each month, if arrangements have not been made to settle the account or the arrangements have not been followed through, the student may be dropped from the school.
6. If the student is dropped from enrollment, the following must be paid before re-enrollment:
 - a. Full payment of past due amount.
 - b. Following month's tuition.
 - c. \$100.00 re-enrollment fee.

Tuition Costs

1. Enrollment fee is \$100.00 (non-refundable)
2. Tuition is \$435/month for 10 months. First payment is due August 1.

Payment Options

Tuition and fees can be paid by one of the following means:

1. Checks can be written to FBCA-Troy.
2. Some families set up automatic bill pay through one's local bank.
3. For those who would like to have the option of paying with a credit card, follow this link:
<https://troyfirstfbca.plastiq.com> / The fee for using Plastiq is 2.5% for credit/1% for debit transactions.

Additional Child Discount

Parents who have more than one child enrolled at FBCA will be allowed to apply for an Additional Child Discount. FBCA will be giving up to \$500 scholarships (per additional child).

Guidelines for Determining Scholarship Amount

Adjusted Gross Income as reported when filing taxes is:

- Less than \$50,000 (\$500 discount given)
- Between \$51,000-\$60,000 (\$400 discount given)
- Between \$61,000-\$70,000 (\$300 discount given)
- Between \$71,000-\$80,000 (\$200 discount given)
- Between \$81,000-\$90,000 (\$100 discount given)
- Greater than \$90,000 (no discount given)

Parents who enroll more than one child are asked to examine their personal finances and seek God's leadership regarding financial need for an Additional Child Discount. Parents who need this discount are asked to fill out a request form when enrolling more than one child. See the school office for the form if not included in the enrollment packet. Scholarship money will be dispersed on a first come, first serve basis. Should God bless our school with enrollment that exceeds our minimum requirements, FBCA will be able to allocate additional funds to scholarships.

Class Size Limitations

FBCA desires to provide quality attention to her students throughout the school day; therefore, she is committed to keep class size as small as possible. Therefore, classes for grades K-8 should not exceed 20 students. Class size can also be limited by the amount of space available in the classroom.

An exception to the above rule must be board approved and parents informed. FBCA will then seek to provide a teaching assistant and/or aide to help the teacher.

Our General Procedures

School Schedule & Hours

We will generally follow the Lincoln County R-III, Troy Public Schools schedule. FBCA reserves the right to amend her schedule when it is in the best interest of the school. When the FBCA calendar differs from Troy R-III's schedule, FBCA will communicate such information to parents.

FBCA will begin school at 8:00 AM and end school at 3:00 PM. On early dismissal days, FBCA will dismiss at 12:00 noon. (Dismissal on the last day of school is at 11 AM.)

For your convenience, First Baptist Church of Troy does offer extended care. Please call 528-6804 for more information.

Drop-off and Pick-up

Students should arrive at school between 7:45 and 7:55 A.M. Children will be counted **tardy if not in the building** at 8:00 AM. Children should be picked up immediately after dismissal time (3:00 PM). We have sign-in/sign-out sheets for parents to sign after 8:00 AM and before 3:00 PM. Children should never be dropped off and allowed to enter the school unattended from 8 AM-3 PM. Parents need to walk students into the building and ensure that the child arrives at the designated classroom. At dismissal, students are not allowed to walk across the parking lot without adult supervision.

Attendance Policy

In the interest of quality, consistent, and timely education, it is imperative that children attend class on a regular basis. Much of education takes place in the classroom as instruction is given using a variety of teaching strategies, as students interact with the teacher and fellow classmates, and as teachers assess student progress through observation and a variety of other means. When a student is absent, much more is missed besides the simple completion of an assignment. It is imperative that parents realize that for every day of absence, 5-6 hours of home time will need to be provided to make up the work missed. FBCA students, therefore, are asked to make attendance a high priority.

FBCA also needs to make parents aware that school attendance is compulsory even for a private school according to Missouri State Law.

Compulsory Attendance

Statute 167.031, RSMO, states that any parent, guardian or other person having custody or control of a child between the ages of seven (7) and seventeen (17), must ensure that the child is enrolled in and regularly attends public, private, parochial, home school or a combination of schools for the full term of the school year.

Children between the ages of five (5) and seven (7) are not required to be enrolled in school. However, if they are enrolled in school their parent, guardian or custodian must ensure that they regularly attend.

Definitions:

Attendance—A student is considered to be in attendance if the student is physically present in a class or participating in a school-sponsored or school-approved activity.

Documentation for Excused Absence—Note or phone call from parents (containing dates, times, reasons for absences, parent's daytime phone number, and parent signature), medical note (containing the office phone number and the date and time of treatment), funeral service program, or court appearance verification, or high school visit verification (for 8th graders).

Excused Absent—student is allowed to make-up the work missed.

Unexcused Absent—teacher is not required to provide make-up work.

Late to School—A student is tardy if the student arrives after the expected time. (For FBCA, a student must be checked in at the front desk by 8 AM on a school day.)

Truancy—A student is truant if the student is absent from school without the knowledge and consent of the parents and the administration. A student is also considered truant if the student leaves school without the consent of the administration. Unverified absences will be considered truancy after three days.

Educational Neglect—Failure by the person responsible for the care, custody, and control of the child to provide an appropriate education and to promote school attendance as required for all children ages 7 through 17 years.
Excessive Absenteeism—The accumulation of 8 or more absences (approximately 20% of class days) in a quarter for one class will be considered excessive absenteeism at FBCA.

*ONLY EXCEPTION WILL BE ABSENCES VERIFIED WITH A DOCTOR'S NOTE. (For a student with a chronic illness, parents are asked to provide medical documentation so the administration can plan an individualized absence policy for the student.)

*FOR PURPOSES OF THIS POLICY, STUDENTS WHO HAVE BEEN PLACED ON OUT-OF-SCHOOL SUSPENSION WILL NOT HAVE THE DAYS THAT THEY ARE SUSPENDED COUNT TOWARDS EXCESSIVE ABSENTEEISM.

Absence Procedures

- Parents are responsible to contact the school office by 10 AM if a student will be absent. Failure to do so means that the day of absence will be counted as unexcused unless a doctor's note is provided upon the student's return to school.
- When a student misses two or more days in a row due to illness, the school requests a doctor's note; then, the missed days will count as only one absence towards the consequences for excessive absences.
- Illness, medical appointments, funerals, court appearances, high school visitation (8th grade only) are considered excused absences with proper documentation.
- Planned family trips or personal business will be considered excused if the school is notified in advance and if all required school work is completed and returned to the teacher by the assigned due date. If a teacher gives daily participation points towards the quarter grade earned, a student will forfeit these points when absent due to a family trip or personal business.
- When a student has an unexcused absence, the teacher is not required to provide the student time to make up the assignment(s) missed.

Consequences for excessive tardies and absences

- Every five tardies will count as one unexcused absence (exception—tardies that are due to medical appointments and doctor notes are provided; tardies as a result of traffic problems due to accidents or inclement weather).
- Within a quarter, if a student misses more than four days, then the school administrator will review records and contact parents and send a reminder about the policy for absences.
- If a student has more than four unexcused absences within one grading period (nine week quarter), then the student's teacher(s) will drop the student's grade(s) by one letter grade (10 percentage points).
- If a student has more than eight excused and/or unexcused absences within one grading period (nine week quarter), then the student's teacher(s) will drop the student's grade(s) by one letter grade (10 percentage points), and the school administrator is required to report to the school governing committee who will determine if there is cause to notify local authorities.
- The school administrator will schedule meetings with parents to discuss consequences to be implemented.
- Parents can request an administrative review to present extenuating circumstances to be considered.

Sickness

When a child is sick, the child should stay at home. Please do not send your child to school when:

- The child is running a fever or **has had** a fever within the last **24** hours.
- The child is throwing up or thinks he is going to throw up.
- The child has green nasal discharge or a productive cough.
- The child has an unexplained rash
- The child has red eyes which are oozing discharge.

Dispensing of Medication at School

School employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or

dietary supplements, with the following exceptions:

Authorized employees may administer:

Short Term (1-2 weeks)

Prescription or non-prescription medication provided by the parent, along with a written request (Appendix A, top half), in the original, properly labeled container (Medicine cannot be administered if expirations dates are not current).

Long Term (Extended period of time)

Prescription medication provided by the parent, along with a written request (Appendix A, bottom half), in the original, properly labeled container, and with written authorization from a physician (Medicine cannot be administered if expirations dates are not current).

Nonprescription Medication

Nonprescription medication provided by the school according to parental directives if proper forms (Appendix B) have been filed with the school and once the school has contacted the parent or guardian for verbal permission.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider the ability to use the prescribed medication including any device required to administer the medication. The student and parents should see the School Administrator or Office Manager if the student has been prescribed asthma or anaphylaxis medication for use during the school day.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. The student and parents should see the School Administrator or Office Manager if the student has been prescribed monitoring and treatment supplies and equipment to be used during the school day.

Snow Day/Snow Schedule

FBCA will list her school closings, early dismissals, and snow schedule days on KSDK (Channel 5 News or KSDK.com). **Parents are to look for First Baptist Christian Academy—Troy, MO.** In addition, FBCA will also use one or more of the following means to get news to parents: FaceBook, Remind, e-mail, and Calling Post.

In the event of an early dismissal due to bad weather, parents are asked to pick up children as soon as possible. Please have a plan in place for early dismissal. At least one faculty member will remain at the school until all children have been picked up; however, we do want to send all staff home as soon as possible so that they too can arrive home safely in the bad weather conditions.

Should parents see FBCA-Troy, MO listed as "Late Start" then school will begin at 10 AM in the morning and will dismiss at 3 PM. (When Troy RIII refers to "Roads of Concern", they are informing parents of bus route changes rather than time changes. When they are listed as "Delayed Start," they will have late starts according to their posted schedules.)

Parents, the ultimate decision about school attendance rests with you. We have families that come from a number of different areas of Lincoln, Warren, Pike, and St. Charles Counties. Road conditions can vary greatly. If you do not feel that conditions are safe for you to bring your child to school, then we respect that decision. All we ask is that you let the school office know your child will be absent.

On bad weather days, the School Administrator will decide whether to count attendance or tardiness towards monthly or yearly attendance awards.

For Parents with Students enrolled in Extended Day Care at TFBC (Suzy Moore, Director): If FBCA calls an early dismissal, EDC students will go with Mrs. Moore until parents arrive. If school is cancelled, then EDC is also not in session. If FBCA has a "late start", EDC will be available to parents with students enrolled until school begins at 10 AM and will also provide service in the afternoon after regular dismissal. Please contact Mrs. Moore if you need more information or details.

Calling Post

Special Note on Calling Post: The call will come from an out-of-state number. Several have reported caller id as stating the call is from Broken Arrow, Oklahoma. When you answer, wait for the message. Sometimes the message has a delayed start. If your phone takes messages, the Calling Post message should record to your phone if the call is not rejected.

Calling Post allows phone calls to be made to our staff and families in order to inform them of inclement weather affecting the school schedule or to share other important school news or reminders. FBCA will set up two calling lists. One will be used for evening or early morning calls. The other will be established for day-time calls. Parents will be asked to indicate which numbers should be used for each list. The numbers provided need to have a voice message option. Parents are asked to contact the school office if numbers need to be changed, added, or deleted. While every effort will be made to utilize the Calling Post, parents are also asked during inclement weather to stay tuned to other sources of information in order to know if school is cancelled or dismissed early.

Remind

Remind is a new way to get up-to-date messages via text or e-mail. Family members desiring to enroll can text **@585e3** to **81010**. You can opt-out of messages at any time by replying, 'unsubscribe @585e3'.

To receive messages via email, send an email to 585e3@mail.remind.com. To unsubscribe, reply with 'unsubscribe' in the subject line.

Safety Drills

Throughout the year there will be unannounced fire, tornado, earthquake, lock down, and intruder drills. When the alarms sound, all persons in the school building will move to the appropriate location in an orderly manner. Fire and tornado routes will be posted in each room.

Pictures

The school will provide opportunities for school pictures and class composites each year. Purchase of these pictures is optional. Cost varies depending on the package ordered.

Yearbook

Each year, parent volunteers work with a representative to compile a yearbook. Purchase of a yearbook is optional. Cost for a yearbook in color is approximately \$20-25.

Recess

Students in K-4 will have a 15 minute recess in the morning, following lunch, and in the afternoon. The afternoon recess is a reward if behavior has been good and if classwork is completed. Students in grades 6-8 will have a 15 minute break after lunch. For outdoor recess, students will have use of the STARS playground and the blacktop area on the playground side of the facility. For indoor recess, students will use the recreational side of The Family Center or play in classrooms.

Lunches

Students will have the option of purchasing a hot lunch or bringing a sack lunch and drink. Each lunch period is 25-30 minutes in length.

Menus for the Hot Lunch Program will be posted monthly. Families must pre-order lunches each month. A hot lunch tray costs \$3. If a student does not pre-order a meal, the cost of the lunch is \$4. Milk is served each day, but students can request water as a substitute for milk. Students who eat sack lunches may also order a milk card for **\$5** which is good for 10 servings at 50 cents each. Students are served a 6-8 oz glass of milk and are allowed a refill if desired.

If a student brings a sack lunch, please do not send food that needs to be micro-waved or refrigerated. Students will not have access to a microwave or refrigerator.

Lunchroom rules:

- Sit correctly in chair and eat over the table.
- Use proper table manners.
- Clean up lunch area (table, chair, and floor) before leaving.

Should a child forget his/her lunch, an attempt will be made to call the parent. If we are unable to contact the parent, then the student will be provided a hot lunch. A note will be sent to the parent to notify them of the hot lunch charges.

Dress Code Policy

Each year, all students **must** have:

- A navy FBCA t-shirt
- A gray FBCA t-shirt
- A navy dress polo FBCA shirt
- A pair of dress khaki pants with a belt (girls may substitute a docker style jumper/ skirt)
- A pair of dress shoes for special programs or special field trips

Students will also have the opportunity to purchase FBCA sweat pants which can be worn at school any day with an FBCA shirt.

Each August and throughout the year, FBCA will provide parents the opportunity to order FBCA clothing. As FBCA clothing becomes worn, faded, or stained, parents are asked to purchase new articles of clothing.

Boys may wear:

- Solid colored shorts or pants
 - Colors allowed: navy, black, brown, or khaki
 - Material should be a docker style cotton or dress knit (no blue jean, skinny jean, or athletic style materials)
 - Bottoms should fit properly on the natural waist line. Underclothes should not show.
- Solid colored shirts with no logos (no tank tops or sleeveless shirts)
- FBCA sweat pants with a solid colored shirt or FBCA shirt.
- Shoes and socks (no sandals, flip flops, heeilies, or open toed shoes)

Girls may wear:

- Solid colored dresses (any color)
- Solid colored shorts, skorts, skirts, pants, and capris
 - Colors allowed: navy, black, brown, or khaki
 - Material should be a docker style cotton or dress knit (no blue jean, skinny jean, or athletic style materials)
 - Shorts **must** be worn under skirts, dresses, and jumpers (exception: leggings are being worn)
 - Blouses must be worn under jumpers.
 - Shorts, skorts, skirts, jumpers, or dresses should not be shorter than 4 inches above the knee.
 - Leggings and tights may be worn under skirts, dresses, and jumpers.
 - Colors for leggings and tights may be in shades of black, blue, white, or brown.
- Solid colored shirts with no logos (no tank tops, sleeveless shirts, or shirts with low necklines)
- FBCA sweat pants with a solid colored shirt or FBCA shirt.
- Shoes and socks (no sandals, flip flops, heeilies, or open toed shoes)

FBCA shirts may be worn any day. Also, watch the school newsletter and class newsletters for special days when exceptions to the normal dress code are permitted.

Fridays are "school spirit days". Students and staff may wear jeans with FBCA shirts.

Guidelines for Both Girls and Boys:

All clothing needs to be clean, in good condition, and provide a neat appearance. The goal is for students to come to school prepared to do one's best demonstrated first by the student's attention to looking one's best.

All clothing should fit appropriately (neither too tight, too loose, nor too low).

Tennis shoes are to be worn for P.E. classes. Parents will be notified of the days children have P.E. Shoes—the best shoes for school are tennis shoes or well fitted, closed toe shoes.

Students are asked to have hairstyles that are neat, clean, and well groomed.

Unusual styles like Mohawks or “faux” hawks are not permissible.

Hair should not hang down over the eyebrows.

Hair should be one’s natural color. (Hair dyes and bleaching are not allowed.)

Boys should keep hair length above the shirt collar.

Hair should be well styled.

Jewelry and make-up should be very minimal and not distracting. A student wearing necklaces or bracelets cannot play on playground equipment as a safety precaution. The School Administrator reserves the right to request a student to avoid certain jewelry or make-up.

Fingernails should be clean and properly cut. Fingernail polish, if worn, should be a light, neutral color and well applied. If polish is chipped or faded, it should be removed before coming to school.

Due to allergies, students are encouraged to not wear perfume or cologne.

With cold winter weather, many questions have been asked concerning coats, hoodies, and sweaters. We ask that all students apply dress code standards to anything that they wear during the day in the classroom. Thus, a sweater or hoodie with a design can be worn during recess but not in the classroom. Over shirts (shirt over another shirt) will need to be solid with no designs or logos. Solid sweaters, jackets, over shirts, and hoodies will be allowed in the classroom. Remember, FBCA shirts, hoodies, sweatshirts, and jackets are allowed.

Fall and spring—for recess, children must have a jacket or sweater available. Teachers will let the children know if they do not need to wear them.

Winter—for recess, children must have a warm coat. In order for a hoodie to count as a coat, the hoodie must be extra thick and cannot be worn during class time. Children need to have hats and gloves. **[Kindergarten students are required to have coats, hats, and gloves to play outside.]**

If changes are made to the dress code, these changes will be communicated to parents via the FBCA newsletter.

Dress Code Violations

When a student is not dressed according to the dress code, we will send home a “Friendly Dress Code Reminder”. Parents, please help us enforce the school policies. By doing so, we teach and reinforce the biblical principle of obedience. A child who habitually violates the dress code may be subject to disciplinary actions.

Our School Discipline

Philosophy of Discipline

According to our philosophy of discipline, an orderly climate is essential for appropriate learning. Maintaining an orderly climate should be approached in a positive and preventative manner. To this end, behavior expectations should be simple and clear, as well as thoroughly communicated to students and consistently enforced. Students should be regularly praised, rewarded, and reinforced for carrying out rules and expectations.

When breaking of the rules calls for negative consequences, every effort will be made to ensure these consequences are logical and reasonable. The consequences should be administered fairly, consistently, objectively, and in a manner that does not deny dignity to the student.

Classroom discipline is the responsibility of the teacher. It is important that the teacher handle as many situations as possible. This demonstrates to the students that the teacher has charge of the class and can resolve problems. Unless a student has a list of discipline problems against him/her or is involved in a major act of misconduct, there are steps a teacher should take before sending a student to the office.

- (1) Call the parents and enlist their support.
- (2) Use different forms of classroom management that are appropriate such as assertive discipline, think sheets, time out seat, buddy room, loss of rewards, behavior contract, signals like hand clapping or flickering light switches, etc.
- (3) Request that the parents come to school for a conference.
- (4) Ask the parents to check with a health professional for a physical problem with the eyes or a possible partial loss of hearing, for a behavioral problem that can only be diagnosed by a healthcare professional, and/or an attention or hyperactivity disorder.
- (5) Discuss the problem with the School Administrator.
- (6) Finally, send the student to the School Administrator if all the above steps have failed without the necessary repentance of the student.

A student may be dismissed or expelled from school or asked not to return the following year if he/she is out of harmony with the Statement of Faith, the spirit or the policies of the school whether on or off property as determined in the sole discretion of the administration. Re-admission considerations following dismissal will be determined on a case-by-case basis.

Parental Support

The staff desires a harmonious relationship with parents. If parents have a question about a school policy or an event that involves their child, they are to notify their child's teacher. An effort will be made to resolve any differences and maintain excellent communication between parents and ministry staff.

Parental support is an essential part of the educational process. If, in the sole discretion of the administration, a parent has failed to support the Administrator or ministry staff or the standards articulated in the ministry's Statement of Faith, the administration reserves the right to deny the student continued enrollment in the school.

Specific Discipline Plan

In 2017-2018, FBCA adopted a specific discipline plan to be applied school wide with slight modifications for Primary Classrooms K-4, Middle School Classrooms 5-8, and Special Classrooms (art, physical education, music, technology, library). The specific details of these plans will be included as Appendices D-K, at the back of this handbook.

Records of behavior are documented with "think sheets or chill zones". A student with a behavior issue is to thoughtfully complete this form and to then conference with the teacher or a staff member before returning to normal classroom activities. "Think sheets and chill zone paperwork" is sent home for parents to review and to sign. Parents are required to sign the paperwork and return it to school the next day. When paperwork is not returned, students receive an additional consequence (like missing a recess). Should a parent have a

question or concern, then the parent is asked to call the teacher or the school office to request a meeting with the teacher issuing the discipline.

The plan has been designed in levels of behavior with repetitive misbehavior or serious behavior resulting in an office referral and a conference with the School Administrator. Parents will also be contacted to discuss the situation with the administrator (in person or by phone). At this point, the FBCA Code of Conduct comes into play. The school administrator is required to consistently apply this code which determines the consequences to be applied. The Code of Conduct is also included as an appendix at the end of this handbook.

Each year prior to the start of the school year, FBCA staff will review the discipline plan to determine if any revisions are needed. Should the plan be revised, those revisions will be sent to all families and will be in effect for the school year.

Detention for Middle School:

Some students do not respond to the loss of recess or enrichment time. Beginning in the 2018-2019 school year, detention is being added to the list of consequences for accumulation of points and for student failure to complete assigned work. Detention will be supervised by a core homework teacher or the school administrator. The parent will be given the choice of two dates for the student's detention. The cost of detention is \$10 each session.

Every two weeks, students are expected to be caught up on all school work. If after being given a list of assignments and the due date, a student has not submitted required work at an acceptable level of performance, the student will be assigned detention the next week. The teacher will be available to assist the student during this time if such help is needed.

If parents are having a difficult time helping a student with homework, a parent can request detention time as a tutorial time to get help for the student. Cost would be \$10 an hour if only one student is present or \$5 an hour if other students are present. This time is voluntary and will not be recorded on a student's behavioral record.

General School Rules

Four guidelines should be implemented in all classrooms and should cover most situations:

- ❖ Follow directions the first time the directions are given.
- ❖ Listen and obey promptly with a good attitude
- ❖ Respect and honor teachers and fellow students.
- ❖ Do one's best in thought, in word, in attitude, and in action.

Some specific guidelines for student behavior are:

- ❖ Courteous speech and conduct is required.
- ❖ Respect for home, church, school, and nation is expected at all times.
- ❖ Quiet voices are the norm in classrooms and restrooms.
- ❖ Passage in the hallway is to be quiet, peaceful and orderly. Running in the hallways or on the stairways is not permitted.
- ❖ Prompt, cheerful obedience is expected.
- ❖ Students are not to have gum or candy at school.
- ❖ Students must have permission from the supervising teacher before leaving the classroom or playground.
- ❖ Personal items, such as radios, tape players, computer games, cameras, toys, cell phones, and so on, are not to be brought to school without the teacher's approval and must not be left at school at the close of the day.
 - a. Teachers will seldom request that such items be brought to school.
 - b. Should a student have an item listed above for use after school, this item must be left in the student's back pack and must not leave the back pack throughout the school day.
 - c. Cell phones and iPods must be off during the school day.
 - d. When this rule is disobeyed, the teacher will be send any confiscated items to the school office and a parent will have to come to the office to retrieve the item.
 - e. The school does not accept any responsibility for lost or stolen items.

Also, refer to the STARS Commandments and STARS Commitments (p. 8) for further statements concerning FBCA expectations concerning student values and character.

The specific school discipline plan is located in the student handbook, and each classroom teacher will have a written "Discipline Plan" that explains class rules and expectations, consequences, and rewards. That plan will be communicated with parents and will be posted in the classroom. Parents are responsible to review discipline plans and to sign a form stating that they have read and reviewed this information. These forms will be kept on file. Teachers are encouraged to have a way of communicating a student's behavior with parents on either a daily or weekly basis

Playground Rules

Ways we do want to play:

- We will remain in the assigned play area at all times.
- We will play within sight of a supervising teacher.
- We will play safely.
- We will respect and obey the duty teacher (or parent volunteer).
- We will speak kindly to one another.
- We will use "peace making" principles to resolve conflict.
- We will keep our hands and feet to ourselves. (No fighting, kicking, wrestling, "play" fighting, rough play, or horseplay is allowed.)
- We will include other students who wish to play with us.
- We will follow the rules of the game being played.
- We will return equipment to the correct place when recess is over.
- We will leave things alone that belong on the ground.
- We will walk to the playground at the start of recess and to our class lines at the end of recess.
- We will walk in quiet lines from our classrooms to the playground or from the playground to our classrooms.

Some Specific Rules to Define Playing Safely

Walking/Running

- We will walk on the stairs of the playground equipment or on the stairs going down to the lower level of the church building.
- We will not walk or run behind or close to the swings.
- We will be careful when running on the blacktop.
- We will not play games of tag/chase during recess.

Camel Back

- We will climb on the camel back, but we will NOT swing, slide, hang, or jump off of the camel back.

Swings

- We will swing facing the rest of the playground.
- If we are not swinging, we will stay about 10 feet away from the swings.
- We will not walk behind, between, or around the swings while in use.
- We will swing sitting correctly in the seat going forward and backwards.

Slides and Equipment

- We will slide down in a sitting position facing forward.
- We will not climb up and over the top of any equipment or sit on the top of the equipment.

Tetherball Rules

- We will play two at a time when playing tetherball.
- We will play according to the rules when playing tetherball.
- We will use our hands to hit the ball (We will not throw the ball, sit on the ball, or jerk on the rope).

Pavilion Rules

- When under the pavilion, we will sit at the tables to visit and talk (we will not climb on the tables or run around the tables).

Shed Rules

- We will go in the red shed only when given permission by an adult monitor.

Equipment which is Off Limits to Certain Age Groups**Kindergarten**

We will not play with the tetherball.

Kindergarten, 1st Grade, 2nd Grade

We will not play on the big wheel, the slider, the horseshoe monkey bars, the camel back, or the climbing wall.

After Hours Use of the Playground

- Children must be supervised when playing on the playground when school is not in session.
- Children are asked to abide by the same rules used during the school day.
- When another ministry of Troy First Baptist Church is using the playground, FBCA families should not be on the playground.

Lunchroom Rules

- ❖ Before eating lunch, students are to wash hands or use Germ-X.
- ❖ Sit correctly in chair and eat over the table.
- ❖ Use proper table manners.
- ❖ Eat the lunch brought or purchased. Do not share food.
- ❖ Stay in one's seat unless given permission to get up.
- ❖ Clean up lunch area (table, chair, and floor) before leaving.

Damage or Loss of School Property or Equipment

When equipment is routinely used, a certain amount of wear and tear is inevitable and is considered normal. Damage or loss of school property or equipment beyond the results of normal usage will result in parent notification and a financial charge. The responsible student, at the family's expense, must replace any textbooks or equipment that are lost or ruined before report cards are issued.

Administrative Discipline

When a student's behavior warrants a visit to the School Administrator's Office, the following actions and consequences can be administered.

- ❖ A discussion concerning proper behavior
- ❖ A reteaching of expectations and behavior
- ❖ A verbal warning
- ❖ Loss of recess time, enrichment, special activity privileges, class parties, or field trips
- ❖ A conference with parents
- ❖ After school detention
- ❖ In-school suspension
 - The student is placed in isolation with adult supervision and is required to do assigned classwork.
 - The student's family will be responsible to pay the fee for a supervisor (\$75 per day).

- ❖ Out-of-school suspension
 - The student is not allowed to attend school but is still required to do assigned class work. Credit will be reduced or denied.
 - Parents are asked to cooperate by denying student any special privileges, activities, or rewards.
- ❖ Discipline conference with Minister of Education or with the FBCA governing committee
- ❖ Dismissal
 - Student enrollment will be terminated.

The school administrator is responsible to use the Code of Conduct chart in determining consequences. Parents can access the Code of Conduct, Appendix K, pp. 50-58.

Bullying

Bullying is defined as intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and typically is repeated.

There is a difference between bullying and conflict. A conflict happens when two or more students have a disagreement. Conflicts are usually isolated events without a definite, repeating pattern or imbalance of power. Bullying involves an imbalance of power where a bully targets a student who has difficulty defending him or herself.

Forms of bullying:

Physical:	Any pattern of physical violence or intimidation or interference with another person's property
Verbal:	Any pattern of speaking to a person or about a person in an unkind or hurtful way
Emotional:	Any pattern of behaviors that upset, exclude, or embarrass a person
Sexual:	Any pattern of singling out a person because of gender and/or demonstrating unwarranted or unwelcome sexual behavior
Racial:	Any pattern of behavior that involves rejection or isolation of a person because of ethnicity

Cyberbullying is a form of indirect or social bullying that uses technological communications (text or images) to humiliate, harass, embarrass, tease, intimidate, threaten, or slander one or more students. FBCA students are responsible for any acts of bullying done on-line or with a cell phone or iPod during school hours or after school hours.

Bullying is unacceptable behavior at FBCA and will not be tolerated. When a student has demonstrated a pattern of behavior that can be defined as bullying in one of the above named forms, that student will immediately be referred to the School Administrator who will contact the parents and convene a meeting which will also include the student and the appropriate FBCA staff. A plan of action and/or discipline will be developed. Failure of the student to follow the action plan or failure of the parents to be supportive of the action plan will result in the student's dismissal from FBCA.

Physical Contact/Immorality

FBCA forbids demonstrations of romantic involvement between students on school property. Hand holding, embracing, or any other contact that would contribute to undue familiarity will not be tolerated. This type of behavior will result in disciplinary action up to and including suspension or expulsion. Boys and girls must maintain a six-inch distance at all times. Behavior should be above reproach.

In accordance with the ministry's statement of faith and in recognition of Biblical commands, no immoral conduct will be tolerated. The Bible strictly forbids such conduct, which includes immoral actions as well as advocating for sinful behavior. The following will not be tolerated in any form and will constitute grounds for expulsion: any actions or identifying statements concerning fornication, adultery, homosexuality, lesbianism, bisexuality, or pornography (Gen. 2:24; Gen. 19:5, 13; Gen. 26:8-9; Lev. 18:1-30; Rom. 1:26-29; 1 Cor. 5:1; 6:9; 1 Thess. 4:1-8; Heb. 13:4)

Definition of "immoral act"

Bodily contact, actively undertaken or passively permitted, between members of the opposite sex or members of the same sex for the purpose of satisfying sexual desires and any bodily contact that a reasonable person would understand to demonstrate a propensity or intent to engage in an immoral or homosexual act.

Definition of "identifying statement"

A statement that a student is a homosexual, bisexual, or otherwise immoral, or words to that effect or language or behavior that a reasonable person would believe is intended to convey the statement that a student engages in or has a propensity or intent to engage in immoral and/or homosexual acts.

Examples: "I am gay," "I am a homosexual," "I have a homosexual orientation."

Homosexual conduct, defined as acts or identifying statements, is incompatible with enrollment at this Christian school and is a basis for dismissal. All students must be treated with dignity and respect, free of threats or harassment.

Our Academic Policies

Curriculum

FBCA currently uses the Bob Jones University Press curriculum for all grade levels and subjects. This curriculum is academically challenging, biblically based, and well designed for the traditional classroom. Teachers have access to related resources that supplement the curriculum. Book fees cover the expenses for student texts, workbooks, supplemental supplies, testing fees, and other classroom resources.

Homework

FBCA recognizes the educational value and importance of homework for students. We believe that meaningful home study is a part of each pupil's educational program. Homework is a purposeful extension of the school day that provides the student with the additional opportunities for personal development and reinforcement of the school's instructional objectives. It is the responsibility of the student to complete assigned homework by the deadlines established by the teacher.

At the beginning of the school year, the classroom teacher should communicate with parents concerning specific details regarding homework policy and expectations. In general, parents should expect homework in the following areas:

- ❖ Routine assignments such as memorization of Bible verse(s), reading assignments, study of spelling words, and review of math facts.
- ❖ Studying for tests.
- ❖ Long-range assignments such as reports or projects.
- ❖ Unfinished daily work.

Students, who work slowly or who do not make good use of time given to do assignments, may bring home unfinished class work. Should unfinished work become routine and create an undue burden on home life, the teacher and the parents should work together to determine if the student should:

- ❖ Finish the work as homework.
- ❖ Turn in the work at the end of the day to be graded even if not completed.
- ❖ Use recess time or free time to complete unfinished work.

Homework Policy

From time to time, a child may be absent for sickness, a family trip, or for other reasons. Most of our classes have a fairly flexible policy for making up school work. The teachers are more than willing to work with parents. Here are suggested guidelines for parents and teachers:

When a child is sick, parents are asked to call the school office by 10:00 A.M. Leave a message on the answering machine if no one is available to take your call. Be sure to inform the school if you are planning to come by and pick up homework. Homework can always be picked up at 3:00 PM. If you desire to pick up the work earlier than 3:00 PM, please let the teacher know what time you are coming.

Planned absences must have classroom work completed by the designated due date in order for the absent to count as an excused absence. A planned class absence of longer than one week is highly discouraged.

If your child will be absent due to a family trip, parents need to give the school office at least a week's notice. The office will then alert the teacher(s). The teacher will try to have your child's assignments ready the day before the scheduled absence. While your child is absent, the teacher may collect additional work that was completed but that was not given to your child before the trip. Your child will receive that work upon return to school. Should a teacher not be able to gather your child's assignments for the planned absence, the teacher will have the work ready for your child when he/she returns to school. It is a teacher's choice whether to have the work ready before a trip or to have the work ready after a trip.

The rule of thumb concerning the amount of time allowed to make-up work from an absence is one day for each day absent. Teachers may extend this time if the parent makes the request; however, teachers are not required to give additional time.

Special Classes

Students in grades K-8 will participate in special classes such as physical education, music, art, library, and/or computers. Class schedules will be passed out at the beginning of the school year.

Report Cards

Report cards are issued quarterly. They require careful study and signature by parents and must be promptly returned to the school in the envelope provided. At the end of the year, parents will receive the original copy of the child’s report card, and a photocopy of the report card will be put in the child’s permanent file.

Mid-term Progress Reports

Interim progress reports are issued to all students in the middle of each grading period.

Progress Reporting

The following grading standard is used to evaluate student progress in the basic academic subjects of reading, spelling, language, math, Bible, social studies and science.

<u>Letter Grade</u>	<u>Percentage Range</u>	
A+	97-100	
A	94-96	
A-	90-93	
B+	87-89	
B	84-86	
B-	80-83	Kindergarten assesses Mastery at 80% or higher
C+	77-79	
C	74-76	For Kindergarten, 70-79 means “Needs Improvement”
C-	70-73	
BML=Below Mastery Level	69 and Below	

Subjects such as penmanship, music, band, art, gym, and computers are graded on a 1, 2, 3 system (1=exceptional work; 2=satisfactory work; and 3=improvement needed).

In addition, personal qualities of the student are also graded on a 1, 2, 3 system (1=exceptional; 2=satisfactory; and 3=improvement needed). These qualities include completion of assignments, wise use of time, development of self-concept, acceptance of criticism, respect for authority, Christ-honoring attitude and speech toward classmates, group participation, respect for rights of others, and respect for property.

Promotion and Retention of Students

Students shall advance or be promoted to the next grade level who successfully complete the approved educational program for Grades K-8. If a child has experienced difficulty at a particular grade level [student grades in a core subject(s) over two or more quarters is at Below Mastery Level], he/she might be retained in order to give the student the needed time to succeed at that specific grade level. These decisions will be made by the School Administrator on an individual basis in concert with the teacher and family. Students may also be required to receive outside tutoring in certain subjects prior to being promoted to the next grade level.

When potential retention becomes a concern, parents will be contacted early in the second semester, or before, so that a plan can be devised to monitor that student’s progress very closely for the remainder of the school year.

The First Baptist Christian Academy’s approach to the retention issue should reflect criteria that are broadly based. The factors below are presented as guidelines to use when considering a student for possible retention. However, these factors should be weighed on an individual basis with the goal being to promote learning by placing the student where he/she is best suited spiritually, academically, socially, emotionally, developmentally, and physically.

- | | |
|---|--|
| The student’s social maturity and adjustment. | Student transience/attendance. |
| The subject matter letter grade. | The student’s emotional/physiological needs. |
| The mental ability of the student. | Parent attitude. |
| The student’s achievement level. | Special learning problems. |
| Student attitude and motivation. | Sibling factors. |

Achievement Testing

At the end of each school year, FBCA will give a formal achievement test to all students. Currently, FBCA uses the Stanford 10 Test. Test results are posted in the student's permanent file and are given to the classroom teacher and to parents. Test results have no bearing on whether a student advances to the next grade. Test results are useful for teachers and the administration in evaluating the curriculum and teaching objectives.

Parents in the Classroom

Parents are a vital link to the educational success of a child. During instructional time within the classroom, however, teachers and parents are asked to follow these guidelines:

1. Parents visiting in the classroom before school should exit the classroom by 8:00 AM. Parents are asked to not enter the classroom until after students are dismissed.
2. Parents who wish to visit in the classroom are asked to make plans ahead of time. These plans need to have the approval of the teacher and the School Administrator.
3. Parents who wish to eat lunch with a child are asked to notify the teacher; then, the parent should wait outside the lunchroom until the class goes to lunch. Once lunch and lunch recess are over, a parent is asked to exit the classroom unless prior approval has been received from the teacher and the School Administrator.
4. Parent Volunteers can be a vital part of the FBCA school program. Parents will be given a number of opportunities to volunteer. All volunteer assignments will be organized through the FBCA school office; therefore, parents may not volunteer within a classroom unless, the volunteer assignment has been approved by both the School Administrator and classroom teacher.
5. Teachers are asked to inform the School Administrator when a parent has been invited to visit the classroom for instructional purposes (i.e.--guest speaker, assist with a project).
6. Parents are asked to check-in at the school office when doing volunteer work.
7. Parents are always welcome, without prior approval, to be a part of any school activity that has extended an open invitation for parents to participate (i.e.—Class Parties, Easter Celebration).
8. FBCA appreciates the cooperation of all teachers and parents in assuring that instructional time within a classroom is made a top priority of the school day.

The Library

The classroom library is an integral part of First Baptist Christian Academy. The purpose of the library is as follows:

1. To support the school's Christian philosophy of honoring the Lord Jesus Christ.
2. To promote, supplement, and enhance the curricula of the school.
3. To promote enjoyment and a love for reading and learning.
4. To provide a well-rounded education with a wide range of materials available in many subject areas.

Classroom libraries include a variety of fiction books, non-fiction books, easy fiction, easy readers, biographies, reference books, professional books, periodicals, videos, and computer software.

Donations are accepted at FBCA for adding materials to the classroom libraries with the understanding that the teachers will select only those materials which are suitable for and needed in FBCA's library collection. The donated materials not selected for inclusion will be returned at the donor's request. Otherwise, FBCA will dispose of any books or materials that are not needed.

When an objection is received pertaining to any material found in a classroom library, the following steps will be taken to address these concerns:

1. The person with a concern should talk with the classroom teacher and/or the School Administrator.
 - a. Write down objections noting examples, chapters, and/or page numbers.
 - b. Bring the book to the teacher or School Administrator.
2. The teacher and/or School Administrator needs to read the book and evaluate it. After reading the book, the teacher and/or School Administrator needs to decide whether the concerns are valid.
 - a. If valid, the book needs to be removed from the school library shelf.
 - b. If the validity of the concerns is not verified, then the teacher and/or School Administrator needs to ask another staff member, pastoral leader, and/or Board Member to also evaluate the written materials.
 - c. Should two FBCA staff be unable to verify the concerns with the book, then the book may be returned to the library shelf.
 - i. A note should be sent to the person expressing the concern explaining the decision being made.

- ii. A label could be placed in the book noting the possible concern so other parents/teachers can decide if the book is appropriate for one's child or student.
3. Should neither the teacher and/or School Administrator have time to read the book, then the concerns expressed will be considered valid and the book will be removed from the library shelf.

FBCA appreciates the support of parents and students in keeping us informed of objectionable material. If the concern is reported and still not resolved, the final decision will ultimately rest with the FBCA governing committee.

Media Usage in the Classroom

Video or DVD programs may be watched at school for the following reasons:

1. To supplement the academic program
2. For indoor recess time
3. For classroom entertainment when reward time has been earned.

Teachers are to follow these guidelines when using video or DVD media:

1. The teacher needs to have previewed the material and be confident of the contents.
2. Presentations during academic time need to be related to the curriculum.
3. Presentations shown for a reward time need to be approved by the School Administrator.
4. When media is not rated or rated other than G, the teacher should follow these steps:
 - a. Go to <http://www.pluggedinonline.com/> (**Plugged In** by Focus on the Family)
 - b. Pull up a review of the video or DVD
 - c. Present this review to the School Administrator for permission to view.
5. If given administrative approval, then inform parents of the media to be viewed and secure their permission in writing.

FBCA teachers and staff are extremely careful to not use videos and DVD's as time fillers or as substitutes for not adequately preparing lessons to be taught.

USE OF INTERNET IN CLASSROOMS

In order for a student to be able to use the internet in the classroom, the student and parent must sign and return an Acceptable Use Policy Contract (included in enrollment packet/also see Appendix C, pp. 38-40). Internet usage will be supervised by the teacher.

FBCA will be utilizing SAFE EYES as a filtering/accountability program for all school computers. However, this filtering cannot be relied on to filter all content under all circumstances; this would be an impossible task. Our network also has some protection against virus contamination and outside hacking; however, any unethical use of the network by students within the district will be considered a serious breach of trust and will be subject to school discipline including possible suspension or expulsion.

ETHICAL USE POLICY: FBCA adheres to the ethical use of all technological tools, networks, and the Internet. Ethical use is defined as the utilization of resources, either hardware or software, in such a way as to maintain trustworthiness, respect, responsibility, fairness, caring, and citizenship -- the six pillars of ethical character. The application of which relies on each individual to: DO NO HARM, DO GOOD, PREVENT HARM, and UNDO HARM.

STUDENT SAFETY ISSUES: Maintaining student safety must be a priority for all. Safety issues involve the following: (PLEASE READ CAREFULLY!)

1. Students' last names, phone numbers, addresses, or other personal information will not be utilized over any network without express permission from the student and the parent. Please help all your students understand how important it is for them to remain anonymous over the Internet.

2. Students should not join any group of activities on the Internet that has not been recommended to them through a legitimate educational resource and approved by the classroom teacher.
3. Students need to be informed that networks run "log" programs. Administrators of networks can track anyone's activity on their network. Threats, such as to the President, can and will be tracked. Tracking of student and faculty activity is possible, if it becomes necessary. Please inform students that it is illegal to threaten, stalk, and send lewd content or abuse through e-mail.
4. Students should be encouraged to report any unethical behavior that they encounter while using any network, whether in e-mail or at any Internet site. The FBI is actively seeking to help schools by the arrest and prosecution of those who participate in illegal activity on the Internet.

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY GUIDELINES:

1. Students of FBCA will properly utilize technologies. Proper use includes real-world problem solving, independent and group productivity, research, design, and synthesis of ideas, and/or simulation exploration, experimentation, assessment and evaluation processes. All students will understand basic maintenance of machines and acceptable use policies. Students wishing to utilize the district network and Internet resources will be required to have a teacher sponsor their access and each student must sign and have their parent's sign the Acceptable Use Contract.
2. All students will be required to follow ethical use, and copyright laws. Infringement of these policies will result in restriction or limited use of technology. Public domain software may not be uploaded or downloaded by a student without written permission from the technology coordinator. The coordinator will assist the student in properly checking the software for viruses before it is utilized in the school. Technology tools are provided by the district to support appropriate educational objectives. Students utilizing technology for unauthorized purposes may be restricted from or lose privileges to school technologies.
3. Students will maintain equipment and report any equipment failure, damage or loss to their teacher. A student's failure to report important damage or loss may result in restricted use or loss of privileges to technologies. Since technology equipment is school property, student violation or abuse of this equipment will be subject to disciplinary action. Attempts at forgery of electronic mail, password accounts, and files are expressly prohibited.

Our School Communication

Parent/School Communication

Communication between the school and parents is vitally important. Every effort will be made to keep parents informed of what is happening in the classroom and at FBCA. Most news from FBCA will be delivered via email unless a parent contacts the school office and requests another form of news delivery. Parents can expect:

- A Weekly Newsletter from the Classroom
- A Biweekly or Weekly STARS News Brief and Monthly Calendar for FBCA
- Information via the school website: www.troyfirstfbca.com
- Other News Bulletins as Needed
- A Parent/Teacher Conference at the end of the 1st Quarter

Parents need to be faithful to watch for newsletters, to read them carefully, and to respond when needed. Teachers will explain classroom policies, and parents are asked to cooperate with requests for signatures on homework or behavior sheets.

Parent-Teacher Conferences

Parent-Teacher conferences are invaluable opportunities for parents to gain an understanding of all that is going on in the classroom with their child. Often times, these conferences will improve the teacher's ability to teach and minister to each child.

Conferences are normally scheduled after the first quarter of the school year. Special conferences between the teacher and the parents may also be scheduled by making arrangements in advance.

Conflict Resolution

Occasionally, misunderstandings or offenses can occur. Follow these steps to resolve such problems:

- 1) Gather facts. Get information from all point-of-views.
- 2) Contact the classroom teacher and ask for a conference time.
- 3) Meet with the teacher and discuss the problem seeking a godly resolution.
- 4) Honor God by dealing with the problem in a discreet, loving, and confidential manner.

Should a problem not be resolved after completing these steps, then, contact the School Administrator and request a School Administrator/Teacher/Parent meeting. If the conflict is with the School Administrator, then, the Minister of Education of TFBC will participate.

Conflict that is still not resolved can be referred to the Minister of Education for TFBC and/or the FBCA governing committee of Troy First Baptist Church.

Peace Making Principles

FBCA is committed to resolving conflict according to the Peacemaking Principles published by Peacemaker Ministries out of Billings, Montana. Staff has been trained in these principles, and these ideals are taught in chapel and in the classrooms at FBCA. Families that enroll with FBCA are asked to commit to these same principles in resolving conflict with staff, administration, other parents or students, and/or Troy First Baptist Church. Each family will receive a handout on Peacemaking Principles (Appendix A, pp. 33-34). Failure to follow these principles in resolving conflict can lead to a decision by the FBCA School Board to terminate a cooperative partnership between FBCA and a family that does not wish to resolve existing conflict using peacemaker principles.

Our School Events

Class Parties

FBCA will schedule three class parties throughout the year (Fall Harvest, Christmas Breakfast, Valentine's Day). Parents are invited to attend class parties and special events. Room Parents will plan and organize the parties. They will call on other parents to help with the parties.

Chapel

Chapel is held once a week. Church and school staff will conduct a lesson based on truths found in God's Word. Children are expected to display excellent and respectful behavior.

Pledges

The following pledges are used in chapel and in the classrooms.

PLEDGE TO THE AMERICAN FLAG

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands; one nation under God, indivisible, with liberty and justice for all.

PLEDGE TO THE CHRISTIAN FLAG

I pledge allegiance to the Christian flag and to the Savior for whose kingdom it stands; one Brotherhood, uniting all Christians in service and in love.

PLEDGE TO THE BIBLE

I pledge allegiance to the Bible, God's Holy Word. I will make it a lamp unto my feet and a light unto my path. I will hide its words in my heart that I might not sin against God.

ACSI Student Activities

FBCA teams up with ACSI to provide students opportunities to participate in student activities which recognize advance achievement. Currently, FBCA participates in the following activities: Spelling Bee, Art Festival, Speech Meet, and Science Fair. Throughout the year, parents and students will be provided information concerning the events and student selection. Participation in district events is voluntary. Those students participating will be asked to pay the registration fees. FBCA will provide transportation and supervision to district events. Parents are welcome to participate.

School Calendar

A school calendar will be made available each year. This calendar will be updated and revised throughout the year. Each month, a monthly calendar will be included in the newsletter. This calendar will be the most up-to-date schedule of events. Parents need to pay close attention to the monthly calendars.

Field Trips

Field trips occur throughout the school year and are considered to be extensions of classroom learning activities. Appropriate permissions slips must be completed and signed by the parent/guardian in order for a student to participate in a field trip. The cost of field trips will be paid for by the students and their families. Costs can include event fees, transportation, snacks, and meals. If a family cannot afford the field trip costs, please contact the school office. Attendance is recorded even on field trip days. Parents can expect to have between 3-4 field trip events planned each year. In addition to educational field trips, FBCA plans some special days each year such as a fall camp out for grades 3-8, a Walk for Missions, in-house field trips that are held on school premises, a field day and barbeque at the end-of-the-school year, and a 7th and 8th grade overnight field trip.

Policy Concerning Siblings on Field Trips

Throughout the year, we will plan a number of special events and field trips. For most of these events, we will seek parent volunteers to help us chaperone the children. For some events, we will not allow siblings to attend. For other events, we will allow siblings to join us. When a permission slip is sent out, the permission slip will let you know if siblings are allowed to attend. Our goal is to plan each event with the best interests of the students in mind. For some events, we need the parent volunteers to be able to focus all their attention on the school children. We need the school children to be able to focus their attention on the event. Siblings can be very distracting for the teachers, the chaperones, and the students. The younger the child, the more attention that child needs. That's the way God designed it.

We are asking, therefore, for the cooperation of parents in this area. Please remember, the goal is not to punish parents who have small children at home. We understand that childcare can not always be arranged which means a parent may not be able to volunteer. In a like manner, we understand that some parents work and are not able to be a part of a field trip or special event. We thank God for each parent that is able to volunteer, and we know that not all parents will be able to volunteer. Each faculty and staff member considers it a privilege to serve the families and the children within our school. Together, we work to provide each child the best education possible. Thank you for working with your teachers and the plans we make for the children.

Code of Conduct for Field Trips

We love having our parents, grandparents, and friends join us for our field trips. The students and teachers love the family spirit that accompanies us as we all participate together in special events. Therefore, we want to ask that the following code of conduct be followed for FBCA activities. Your cooperation will enable us to have a wonderful experience.

Remember our STARS vision and theme verse:

- Seeking to know God
- Training in godliness
- Achieving academic excellence
- Relating to others in love
- Serving others as Christ served

“Do everything without complaining or arguing, so that you may become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe” Philippians 2;14-15.

Basic Guidelines

Clothing: Students must wear clothing according to the guidelines given for the trip. Guests are also asked to dress modestly and in good taste. Please avoid inappropriate messages on clothing, clothing that is too short, too tight, or that does not cover appropriately (Ladies are asked to not wear spaghetti strap tops, halter tops, or midriff shirts).

Behavior: Students and guests are asked to abide by the FBCA procedures and rules as stated in the student handbook. In addition, guests are not allowed to use alcoholic beverages or tobacco products while chaperoning an FBCA event. We also ask that attitudes and words be positive and wholesome. Please look to the teacher and/or School Administrator as the leader(s) of the group and follow all directions and instructions.

Chaperones: You need to know which students have been assigned to your watch care, and you need to know the specific directions given by the teacher for the trip. Please pay close attention to time and to student behavior and safety at all times.

Transportation: Students are required to ride the FBCA bus or van on the way to the designated field trip. Occasionally, chaperones (adults only) are allowed to ride on the bus if seats are available. Parents need to drive if transporting siblings. Parents are allowed to sign out a student when the school vehicles are ready to return to FBCA. **(Grandparents are allowed to do so if written permission is provided by the parent prior to the field trip.)** The teacher must be aware when a student is leaving with a parent. Students are not allowed to travel home with any other party. They must ride the school vehicle back to FBCA and be dismissed according to standard arrangements.

Purchasing Items: When field trips have concession stands and souvenir shops available, we try to communicate our desires to the students and parents prior to the trip. If students have not been asked to bring spending money, the general rule is that parents should avoid publicly buying a child something when the other children do not have money to also make a purchase. For example: It is very hard for children to watch a fellow student enjoy a coke or an ice cream while they do not have such a treat. If a parent really wants to purchase

one's child a special treat, we ask that they do so for everyone in the group or wait until after signing out one's child from the group at the end of the main activities. Sometimes chaperoning parents will work together in order to purchase a treat for all students within the group. Be aware of allergies or special diets before buying food or drinks.

Safety: On every field trip, we want to prioritize safety. Chaperones need to keep a watchful eye at all times. If you are not sure about what is allowed or not allowed, please ask the teacher and/or School Administrator for clarification of expectations.

Remember, we want to be STARS that shine in the universe bringing glory and honor to our God.



Training Children God's Way for Tomorrow and Eternity

FIRST BAPTIST CHRISTIAN ACADEMY

A Ministry of Troy FBC Phone: 636-528-5967
 1000 Elm Tree Road Fax: 636-528-8766
 Troy, MO 63379 Email: fbcaoffice@troyfirstfbca.com
 Web: www.troyfirstfbca.com

"Train up a child in the way he should go:
 and when he is old he will not depart from it"
 Proverbs 22:6, KJV.

Appendix A: Permission to Give Prescription Medicine at School

Student Name _____ Grade _____ Date _____

I give permission for FBCA to administer medication to my child for the following reasons:

Short Term (1-2 Weeks) Parent must submit a new form as needed throughout the year.

Prescription or non-prescription medication provided by the parent, along with this written request, and in the original, properly labeled container (prescription or medicine bottle cannot have expired dates):

I am sending medication for the following reason: _____

Directions for FBCA Staff: _____

Length of time to be administered:

Start Date _____ End Date _____

Parent Signature and Date

Long Term (Standing Order for the Year)

Prescription medication provided by the parent, along with this written request, in the original, properly labeled container, and written authorization from a physician (prescription or medicine bottle cannot have expired dates):

I am sending medication for the following reason: _____

Directions for FBCA Staff: _____

Length of time to be administered:

Start Date _____ End Date _____

Parent Signature and Date



Training Children God's Way for Tomorrow and Eternity

FIRST BAPTIST CHRISTIAN ACADEMY

A Ministry of Troy FBC Phone: 636-528-5967
 1000 Elm Tree Road Fax: 636-528-8766
 Troy, MO 63379 Email: fbcaoffice@troyfirstfbca.com
 Web: www.troyfirstfbca.com

"Train up a child in the way he should go:
 and when he is old he will not depart from it"
 Proverbs 22:6, KJV.

Appendix B: Permission to Give Non-prescription Medicine at School

Student Name _____ Grade _____

Date Paperwork is Filed with the School Office: _____

Child's Age _____ Child's Weight _____

Known Allergies: _____

From time to time, a student comes to the office with minor complaints. FBCA's policy is to first assess the child (inquire about symptoms, check for a fever) and if needed, the school will then contact the parent or guardian for directions or more information. If a parent wishes the school to administer non-prescription medication, then this form must be on file with a parent signature. Teachers cannot administer medicine from the classroom. All medicine must be administered from the School Office after parental contact. FBCA maintains a log book for record keeping purposes.

Special Note: FBCA will not administer non-prescription meds on a regular basis for a child without a doctor's order. If the school believes a child is requesting medicine repeatedly, then FBCA will ask parents to schedule a doctor's visit to check out the recurring problems.

Please check those medicines that your child would be permitted to take:

- | | |
|--|---|
| <input type="checkbox"/> Tylenol Junior Strength | <input type="checkbox"/> Tylenol Regular Strength |
| <input type="checkbox"/> Ibuprofen Junior Strength | <input type="checkbox"/> Ibuprofen Regular Strength |
| <input type="checkbox"/> Antacid (like Tums) | <input type="checkbox"/> Hydrocortisone Cream (anti-itch) |

I give permission for FBCA to administer one of the above medications to my child upon the school's personal contact with me:

Parent Signature and Date

Additional directions or comment for FBCA Staff: _____

8. Misuse of passwords/unauthorized access—sharing passwords, using other users' passwords without permission, and/or accessing other user's accounts;
9. Malicious use/vandalism—any malicious use, disruption or harm to the school unit's computers, networks, and internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and
10. Unauthorized access to chat rooms/news groups—accessing chat rooms or news groups without specific authorization from the supervising teacher.

D. No Expectation of Privacy

The school unit retains control, custody, and supervision of all computers, networks, and internet services owned or leased by the school unit. The school unit reserves the right to monitor all computer and internet activity by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files.

E. Compensation for Losses, Costs, and/or Damages

The Student and/or the Student's parent/guardian shall be responsible for compensating the school unit for any losses, costs, or damages incurred by the school unit related to the violations of this school policy regarding student use and internet use, including investigation of violations.

F. School Unit Assumes No Responsibility for Unauthorized Charges, Costs, or Illegal Use

The school unit assumes no responsibility for any unauthorized charges made by students including but not limited to credit card charges, long distance telephone charges, equipment and line cost, or for any illegal use of its computers such as copyright violations.

G. Student Security

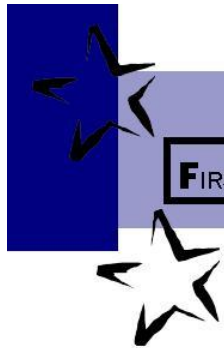
A student shall not reveal his/her full name, address, or telephone number on the internet without prior permission from a supervising teacher. Students should never meet people they contacted through the internet without parental permission. Students should inform their supervising teacher if they access information or messages are dangerous, inappropriate, or makes them uncomfortable in any way.

H. System Security

The security of the school unit's computers, networks, and internet services is a high priority. Any user who identifies a security problem must notify the system administrator or supervising teacher. The user shall not demonstrate the problem to others. Any user who attempts or causes a breach of system security shall have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

I. Parental Permission Required

Students and their parent/guardian are required to sign and return the Computer/Internet Access Acknowledgement Form before being allowed to use school computers.



Training Children God's Way for Tomorrow and Eternity

FIRST BAPTIST CHRISTIAN ACADEMY

A Ministry of Troy FBC Phone: 636-528-5967
 1000 Elm Tree Road Fax: 636-528-8766
 Troy, MO 63379 Email: fbcaoffice@troyfirstfbca.com
 Web: www.troyfirstfbca.com

"Train up a child in the way he should go:
 and when he is old he will not depart from it"
 Proverbs 22:6, KJV.

Student Computer/Internet Use Acknowledgement Contract

No student shall be allowed to use school computers or the internet until the student and parent/guardian have signed and returned this acknowledgement to the school.

Student:

I have read the student Computer/Internet Use Policy and Student Computer/Internet Use Rules and agree to comply with them. I further understand that violation of the policy and/or rules may result in the revocation of computer privileges and may also be subject to further disciplinary and/or legal action.

Signature of Student _____ Date _____

Legibly Printed Name of Student _____

Parent/Guardian (for K-8 students):

I have read the Student Computer/Internet Use Policy and Student Computer/Internet Use Rules. I understand that my son/daughter's use of school computers is subject to compliance with these rules. I further understand that violation of the policy and/or rules may result in the revocation of computer privileges and may also be subject to further disciplinary and/or legal action.


Signature of Parent/Guardian _____ Date: _____


Printed name of Parent/Guardian _____


Appendix D


Primary (K-4) Behavior Management Plan for First Baptist Christian Academy--Troy, MO
If using color system within classroom: Card at the Beginning of Color System

1. Tier One Disruptions: Student is not following classroom rule(s). Card move to 1st level of consequence chart.
 - a. The teacher will choose from interventions listed on the Hierarchy of Consequences/Interventions, Tier 1, Gentle Level, for disruptive behavior. Examples include:
 - i. The “Look” from the teacher
 - ii. Teacher stands close to student
 - iii. Teacher asks student a quick question (Are you okay?).
 - iv. Re-think (Orange Card Strategy)—happens at the student’s desk
 - v. Other interventions as determined by the teacher based on the intensity of the disruption

2. Tier Two Disruptions: Problem Behavior Continues **Card Color Changes One Level** 
 - a. The teacher will choose from interventions listed on the Hierarchy of Consequences/Interventions, Tier 2, Mild Level, for disruptive behavior. Examples include:
 - i. Safe Seat—student moves to this special area in the classroom
 1. Student must do a “Safe Seat Think Sheet”
 2. Student does assigned work, but cannot participate in discussions, games, group work, etc)
 - ii. Student could lose a privilege.

3. Tier Three Disruptions: Problem Behavior Continues **Card Color Changes to Next Level** 
 - a. The teacher will choose from interventions listed on the Hierarchy of Consequences/Interventions, Tier 3, Moderate Level, for disruptive behavior.
 - i. The student now moves to the Buddy Room. Parent contacted by note or call. Teacher may choose.
 - ii. Consequences and interventions used as needed by Buddy Room teacher.
 1. Student remains in Buddy Room until ready to return to regular classroom
 2. A “Buddy Room Think Sheet” is completed and a brief “Buddy Room” teacher conference takes place before student returns to classroom
 3. Student does assigned work, but cannot participate in discussions, games, group work, or student interactions within the Buddy Room.
 4. Upon returning to the classroom, the student quickly conferences with the homeroom teacher and gives her an apology and the completed “Think Sheet.”

5. Student is welcomed back to the classroom.
4. Tier Four Disruptions: Problem behavior escalates in the Buddy Room. **Card Changes to Next Color** 
- a. The teacher will choose from interventions listed on the Hierarchy of Consequences/Interventions, Tier 4, Serious Level, for disruptive behavior.
 - i. The student now needs to move from the Buddy Room to the office to be assigned to available personnel to work individually with the student in an assigned “Recovery Room.”
 - ii. Parents are called by the teacher.
 - iii. Interventions used as needed
 - iv. Consequences given from the Tier Four of Hierarchy Chart.
 - v. Student remains in assigned Recovery Room until ready to return to regular classroom
 1. A “Recovery Room Think Sheet” is completed and/or a “Behavior Action Plan” before student returns to classroom
 2. Upon returning to the classroom, the student quickly conferences with the homeroom teacher and gives an apology and the completed “Think Sheets” from the Buddy Room and Focus Room and/or behavior action plan.
 3. Student is welcomed back into the classroom.

5. Tier Five Disruptions: All efforts to curb disruptive behavior have not worked. 

Card Changes to Last Color

- a. The student now meets with the principal: Office Referral. The principal will choose from interventions listed on the Hierarchy of Consequences, Level 5, Severe, in accordance with the Student Code of Conduct.
- b. Parents are called and asked to come to the school for a conference.
- c. The student must accept responsibility for one’s actions and accept the consequences given for the behavior that is not acceptable in school.

Parents receive copies of “Think Sheets” along with teacher classroom behavior report. Think Sheets must be signed by the parent and returned to school to be filed in the student’s discipline records file.

Certain behaviors can cause a student to skip to Tier 4 or 5 consequences (examples: blatant disrespect for a teacher, physical aggression resulting in injury).

Appendix E

**Behavior Management Plan for First Baptist Christian Academy--Troy, MO
Middle School and Special Classes**

1. Tier One Disruptions: Student is not following classroom rule(s).
 - a. The teacher will choose from interventions listed on the Hierarchy of Consequences/Interventions, Tier 1, Gentle Level, for disruptive behavior. Examples include:
 - i. The “Look” from the teacher
 - ii. Teacher stands close to student
 - iii. Teacher asks student a quick question (Are you okay?).
 - iv. Other interventions as determined by the teacher based on the intensity of the disruption
 1. Re-think (Orange Card Strategy)—happens at the student’s desk
 2. Safe Seat or Chill Zone—student moves to this special area in the classroom
 - a. Student must do a “Safe Seat or Chill Zone Think Sheet”
 - b. Student does assigned work, but cannot participate in discussions, games, group work, etc)
2. Tier Two Disruptions: Problem Behavior Continues
 - a. The student now needs to move to the Buddy Room. Parent will be contacted by note or call. Teacher may choose. (For Special Classes such as art, physical education, music, technology, or band: the student returns to his/her homeroom as the Buddy Room. The student does not return to Special Class till the next week.)
 - b. Consequences and interventions used as needed by Buddy Room teacher from Tier 2, Mild Level.
 - c. Student remains in Buddy Room until ready to return to regular classroom
 - i. A “Buddy Room Think Sheet” is completed and a brief “Buddy Room” teacher conference takes place before student returns to classroom
 - ii. Student does assigned work, but cannot participate in discussions, games, group work, or student interactions within the Buddy Room.
 - iii. Upon returning to the classroom, the student quickly conferences with the homeroom teacher and gives her an apology and the completed “Think Sheet.”
 - iv. Student is welcomed back to the classroom.
3. Tier Three Disruptions: Problem behavior continues to escalate in the Buddy Room
 - a. The student now needs to move from the Buddy Room to the office to be assigned to available personnel to work individually with the student in an assigned “Recovery Room.”
 - b. Parents are called by the teacher.

- c. Interventions used as needed
 - d. Consequences given from the Tier Three of Hierarchy, Moderate Level
 - e. Student remains in assigned Recovery Room until ready to return to regular classroom
 - i. A “Recovery Room Think Sheet” is completed and/or a “Behavior Action Plan” before student returns to classroom
 - ii. Upon returning to the classroom, the student quickly conferences with the homeroom teacher and gives an apology and the completed “Think Sheets” from the Buddy Room and Focus Room and/or behavior action plan.
 - iii. Student is welcomed back into the classroom.
4. Tier Four Disruptions: All efforts to curb disruptive behavior have not worked.
- a. The student now meets with the principal.
 - b. Parents are called and asked to come to the school for a conference.
 - c. The principal follows the prescribed “Student Code of Conduct” in assigning consequences.
 - d. The student must accept responsibility for one’s actions and accept the consequences given for the behavior that is not acceptable in school.

Parents receive copies of “Think Sheets or Chill Zones” along with teacher classroom behavior report. Think Sheets must be signed by the parent and returned to school to be filed in the student’s discipline records file.

Certain behaviors can cause a student to skip to Tier 3 or 4 consequences (examples: blatant disrespect for a teacher, physical aggression resulting in injury).

Summary of Middle School Discipline Steps

1. Teacher Refocus:
 - a. Proximity
 - b. Eye contact
 - c. Verbal warning
2. Chill Zone:
 - a. Separated from class
 - b. Complete form
 - c. Accept responsibility for your actions
 - d. Possible parent contact
3. Buddy Room:
 - a. Removal to a different class
 - b. Complete form
 - c. Wait for the teacher to come to you
 - d. Accept responsibility for your actions
 - e. Parent contact
4. Resource Room:
 - a. Removal to office or counselor
 - b. Complete form
 - c. Wait for intervention
 - d. Accept responsibility for your actions
 - e. Parent Contact
5. Principal Referral
 - a. Removal to principal's office
 - b. Principal assigned discipline according to code of conduct



In Middle School, students move from class to class which means a student might have a behavior issue in each classroom. The following point system will be used at the Middle School level to track an accumulation of points and the resulting consequences.

Middle School students are not to accumulate more than 10 points in any one quarter of school. After 10 points in a quarter, the student will forfeit parties, special events, field trips, etc.

Disciplinary Action	Number of Points		Point Totals from Think Sheets	Expected Disciplinary Action
Chill Zone	1		3-5	Loss of recess(es)
Buddy Room	2		6-8	Loss of Enrichment time. Can also include loss of recess.
Recovery Room	3		9-10	Detention (Tues. or Thurs. after school, 3-4 PM) Cost=\$10 Can also include loss of recess and enrichment time.
Office Referral	4			

Remember, the focus of this discipline system is for the student to take personal responsibility for one's choices, to evaluate the effects of one's choices, and to accept the consequences for one's choices.

Detention for Middle School Students:

Some students do not respond to the loss of recess or enrichment time. Beginning in the 2018-2019 school year, detention is being added to the list of consequences for accumulation of points and for student failure to complete assigned work. Detention will be supervised by a core homework teacher or the school administrator. The parent will be given the choice of two dates for the student's detention. The cost of detention is \$10. Every two weeks, students are expected to be caught up on all school work. If after being given a list of assignments and the due date, a student who has not submitted required work at an acceptable level of performance, will be assigned detention the next week. The teacher will be available to assist the student during this time if such help is needed.

Sample of a Think Sheet or Chill Zone

Appendix G

Side One with Student's Behavior Report:

This is what I did: _____

This is why: _____

This is what I need to do next time: _____

Student Signature _____
 Teacher Signature _____
 Parent Signature _____

- _____ Safe Seat
- _____ Buddy Room
- _____ Recovery Room
- _____ Principal Referral

Side Two with Life Goals and the Five A's

Think Sheet Name _____ Date _____ Time _____

On which LIFE Goal do you need help?

- I can take good care of myself, even if I am mad.
- I can be productive and follow directions even if I don't want to.
- I can be okay when others are not okay.

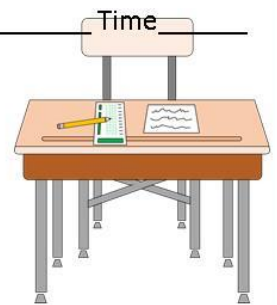
REMEMBER . . . It is never okay...



- to be disruptive!
- to be hurtful!
- to refuse to follow directions or complete work!

Are you ready to:

- Accept responsibility for your actions. "I did it."
- Apologize and seek forgiveness. "I'm sorry . . ."
- Admit. "It is part of a problem in my life."
- Accept Consequences: "I will follow the consequences that result from my actions."
- Accept Help. "I will listen to, and try my best to follow the advice that I am given."



Tiered Consequences: Choices for Primary Classrooms



The teacher will use professional judgement to determine when a student moves from tier to tier.

<ol style="list-style-type: none"> 1. Principal Referral—consequences given according to ‘Student Code of Conduct’ 2. Color change on behavior chart. 3. Parent Conference with principal 4. Meet with Counselor and/or Minister of Education 	<p style="text-align: right;">Tier 5: Severe</p> <ol style="list-style-type: none"> 5. Behavior Contract or Plan 6. Loss of field trip, special event, 7. In School Suspension 8. Out of School Suspension
<ol style="list-style-type: none"> 1. Move to Recovery Room (student goes to the office to be assigned to available staff to assist student). Student completes another think sheet and behavior color is changed. 2. Miss all recess, Friday enrichment, or class privileges 3. Isolation from class for some classes 	<p style="text-align: right;">Tier 4: Serious</p> <ol style="list-style-type: none"> 4. Parent Contact (by phone or meeting) 5. Counselor Referral 6. Intervention with Minister of Education
<ol style="list-style-type: none"> 1. Move to ‘Buddy Room’ with work to do. Student completes a second ‘Think Sheet’. Change color on behavior chart. 2. A ‘Heads Up’ note, email, text, or phone call to parents 3. Permanent seat change is an option 	<p style="text-align: right;">Tier 3: Moderate</p> <ol style="list-style-type: none"> 4. Writing assignment (i.e.—scripture, behavior goals, apology) 5. Loss of privilege (i.e.—All or part of recess time, rewards)
<ol style="list-style-type: none"> 1. Move student to ‘Safe Seat’ and complete a ‘Think Sheet’. 2. Change color on behavior chart 3. Private talk with teacher about the behavior 4. Loss of a privilege (i.e.—part of recess, a reward) 5. Journal Assignment: Student writes in journal about the problem. 	<p style="text-align: right;">Tier 2: Mild</p>
<ol style="list-style-type: none"> 1. Teacher ‘LOOK’. 2. Go stand ‘NEXT’ to the student-continue teaching. 3. “Is there a problem?” —Ask question to student. 4. Give the ‘orange’ card or warning object. 5. Use a positive comment for “all” to counter the negative behavior of the one. 6. Ask a ‘content’ question to redirect. 7. Reteach appropriate behavior. 	<p style="text-align: right;">Tier 1: Gentle</p> <ol style="list-style-type: none"> 8. Teacher points to rule chart. 9. Teacher gives point or sticker to endorse good practice. 10. Teacher gives ‘the’ student a visual signal/que. 11. Temporary seat change. 12. Verbal warning—clearly stating inappropriate behavior

Tiered Consequences: Choices for Middle School



The teacher will use professional judgement to determine when a student moves from tier to tier.

<ol style="list-style-type: none"> 1. Counselor Referral 2. Principal Referral—consequences given according to ‘Student Code of Conduct’ 3. Parent Conference 4. Behavior Contract or Plan 5. Missed field trips, special events, or privileges 6. Isolation from class for some classes 7. Counselor Referral 	<p style="text-align: right;">Tier 4: Severe</p> <ol style="list-style-type: none"> 8. School community service 9. Essay on appropriate behavior 10. Saturday detention 11. In School Suspension 12. Out of School Suspension 13. Expulsion
<ol style="list-style-type: none"> 1. Permanent seat change 2. Referral placed on desk 3. Detention after school 4. Parent conference with teacher 5. Loss of Friday enrichment or another privilege like recess after lunch 6. Rehearsal of expectation/procedure 7. Call parents to notify 	<p style="text-align: right;">Tier 3: Moderate</p> <ol style="list-style-type: none"> 8. Send to Recovery Room (go to Office to be assigned to available staff to work with the student); Level 3 Think Sheet (getting serious)
<ol style="list-style-type: none"> 1. Verbal warning—clearly stating inappropriate behavior 2. Temporary seat change 3. Private talk with teacher about the behavior 4. Brief time out 5. Loss of a privilege (i.e.—part of recess, a reward) 6. Causes and Cures behavioral goals/contract 	<p style="text-align: right;">Tier 2: Mild</p> <ol style="list-style-type: none"> 7. Move to ‘Buddy Room’ with work to do. Student completes a second ‘Think Sheet’. 8. A ‘Heads Up’ note or phone call to parents
<ol style="list-style-type: none"> 1. Teacher ‘LOOK’. 2. Teacher gets ‘QUIET’. 3. Go stand ‘NEXT’ to the student-continue teaching. 4. “Is there a problem?” —Ask question to student. 5. Use a positive comment for “all” to counter the negative behavior of the one. 6. Verbal re-direct 7. Reteach appropriate behavior. 	<p style="text-align: right;">Tier 1: Gentle</p> <ol style="list-style-type: none"> 8. Ask student a question about assignment 9. Move to Chill Zone with Think Sheet 10. Speak Life writing assignment

Tiered Consequences: Special Classes



The teacher will use professional judgement to determine when a student moves from tier to tier.

Tier 4: Severe

1. Principal Referral—consequences given according to ‘Student Code of Conduct’
2. Parent Conference
3. Behavior Contract or Plan
4. Missed field trips, special events, or privileges
5. Isolation from class for some classes
6. Counselor Referral
7. Intervention with Minister of Education
8. In School Suspension
9. Out of School Suspension
10. Expulsion

Tier 3: Moderate

1. Multiple incidences requiring return to homeroom, the student will be denied participation in special class.

In most situations, once a student has returned to the homeroom from a special class assignment, then the homeroom teacher will take over discipline. Choices for Tier 3 and 4 are for students who repeatedly get returned to the homeroom teacher.

Tier 2: Mild

1. Verbal warning—clearly stating inappropriate behavior
2. Private talk with teacher about the behavior
3. Move seat temporarily— ‘Safe Seat’ with a brief first ‘Think Sheet’. What life skill am I needing to work on today?
4. Student goes to ‘Buddy Room’ which is the student’s homeroom. Student completes a ‘Think Sheet’.

Tier 1: Gentle

1. Teacher ‘LOOK’.
2. Teacher gets ‘QUIET’.
3. Go stand ‘NEXT’ to the student-continue teaching.
4. “Is there a problem?” —Ask question to student.
5. Use a positive comment or praise for ‘kids’ following the directions
6. Ask a ‘content’ question to redirect.
7. Reteach appropriate behavior.
8. Teacher points to rule chart.
9. Teacher gives point or sticker to endorse good practice.
10. Teacher gives ‘the’ student a visual signal/ que.
11. Give the ‘orange’ card.

Appendix K**First Baptist Christian Academy—Troy, MO
Code of Conduct**

This discipline code is meant to be a representative, but not an exclusive listing of acts of misconduct and the consequences for each. Any misconduct, which not specifically listed in this discipline code, may warrant consequences up to and including expulsion.

Classroom Discipline Guidelines

Teachers have the authority to impose logical interventions and/or consequences in the classroom that may range from a verbal warning up to a referral to the principal. First Baptist Christian Academy has developed a Hierarchy of Consequence Choices for Primary, Middle School, and Special Class Teachers. Think sheets have been developed for each age level and include school wide life skills and expectations. Based on our BIST expectations, teachers will have completed the following steps if possible prior to referring the student to the office for a fourth minor offense:

1. Re-teach the expectations
2. Use safe seats, buddy room assignments, and recovery room steps with completion of think sheets.
3. Parental contact
4. Referral to the school counselor

(Major discipline referrals will be referred directly to the principal without the previous intervention steps.)

No Code of Conduct can be expected to cover all infractions that impede or distract from the educational process. It will be the responsibility of the School Administrator to assign consequences for any type of inappropriate behavior not specifically covered in this Code of Conduct. It should also be understood that based on the circumstances about an offense, a student's disciplinary record, educational concerns, medical facts and other information that may only be known to the School Administrator, teachers, etc., the School Administrator has the authority to modify the discipline administered to a student as required.

Level I: Code of Conduct

Level I offenses are contained on the following chart. A major office referral should occur after a minimum of a fourth minor offense or previous major office referral.

Infraction/Description		First Referral	Repeated Referral
Academic Dishonesty- Includes cheating, forgery and plagiarism	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege and work to be finished with the teacher.	**Can be any of these consequences depending on the situation at hand. *** Conference with principal/loss of credit for assignment /loss of privileges/after school detention/Saturday School/ISS
	MAX	short-term suspension	long-term suspension
Class/School Disruption- Student engages in inappropriate disruption	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with principal/loss of privilege/after school detention/Saturday School/ ISS
	MAX	short-term suspension	long-term suspension
Defiance/Insubordination— Refusal to follow schoolwide expectations, staff directives or requests, or voicing of disrespect to those in authority in a verbal or non-verbal manner	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/loss of privilege/ after school detention/Saturday School/ ISS/ short-term suspension
	MAX	long-term suspension	long-term suspension
Disrespect to Staff or Students-Includes, but not limited to, words, tone of voice, facial expressions, written expression, or gestures. (May be considered a Level II or III violation if deemed serious enough by building administrator	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/written apology/loss of privilege/ after school detention/Saturday School/ ISS/ Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)
	MAX	short-term suspension	long-term suspension
Dress Code Violation (See Dress Code Policy)	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Have parents bring up proper attire.	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/corrective action/sent home/ after school detention/Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)
	MAX	short-term suspension	long-term suspension
Profanity/Obscenities/ Obscene Gestures—Student engages in instances of inappropriate language or gestures.	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/verbal apology/written apology/loss of privilege/ after school detention/Saturday School/ ISS /short-term suspension/ Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)
	MAX	long-term suspension	long-term suspension

	Infraction/Description	First Referral	Repeated Referral
Physical Aggression- Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, spitting, etc.)	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege and counseling on bullying	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/verbal apology/written apology/loss of privilege/ after school detention/Saturday School/ ISS /short-term suspension / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)
	MAX	short-term suspension	long-term suspension
Gambling-For the purpose of obtaining money or something of value	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege and counseling on bullying	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/verbal apology/written apology/loss of privilege/ after school detention/Saturday School/ ISS /short-term suspension / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)
	MAX	long-term suspension	long-term suspension
Technology Violation— Student engages in inappropriate use of electronic devices including, but not limited to: cell phones, mp3 players, laser pointers, personal gaming systems, etc. Or student violates school’s internet and/or computer usage policy.	MIN	Step 1: Re-teaching of the Expectation and Confiscation of technological device Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/ after school detention/Saturday School/ ISS /short-term suspension /voiding all uses of technology
	MAX	short-term suspension	long-term suspension
Lying—Intentionally providing false or inaccurate information	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/verbal apology/written apology/loss of privilege/ after school detention/Saturday School/ ISS /short-term suspension/ Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)
	MAX	long-term suspension	long-term suspension
Inappropriate Location/Out of Bounds Area—Student is not present in required location or in an area that is outside of school boundaries.	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal / after school detention/Saturday School/ ISS /short-term suspension short-term suspension/ Juvenile referral/Boundaries monitored at school
	MAX	long-term suspension	long-term suspension
Excessive Tardy—Student arrives at class after the bell and/or arrives at class unprepared (See absence/tardy policy).	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/ Conference with principal/Juvenile referral/ Parent Attendance Meeting/ Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)
	MAX	Detention	Short-term suspension

Level II: Code of Conduct

Most Level II infractions would be considered a major office referral.

Infraction/Description		First Referral	Repeated Referral
Possession or Use of Tobacco or Tobacco Related Products—includes tobacco product, matches, lighters, papers, etc.	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, after school detention/Saturday School/ conference with the principal	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ Conference with the Resource Officer
	MAX	short-term suspension	long-term suspension
Possession or Use of “Over the Counter” substances—including, but not limited to, non-prescription drugs	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, after school detention/Saturday School/ conference with the principal	**Can be any of these consequences depending on the situation at hand. ***Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.) conference with law enforcement officer
	MAX	short-term suspension	long-term suspension
Forgery/Theft- Student is in possession of, having passed on, or being responsible for removing someone else’s property or has signed a person’s name without that person’s permission.	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, after school detention/Saturday School/ conference with the principal	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting/Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/conference with law enforcement officer
	MAX	expulsion/arrest	expulsion/arrest
Gang-related behavior— Student uses gesture, dress, and/or speech to display affiliation with a gang.	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, after school detention/Saturday School/ conference with the principal	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting /Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/ conference with law enforcement officer
	MAX	Expulsion	Expulsion
Destruction of Property/Vandalism-Willful damage or the attempt to cause damage to property belonging to the school, staff, or students	MIN	Step 1: Re-teaching of the Expectation and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, after school detention/Saturday School/ conference with the principal/conference with law enforcement officer/parent contact Step 4: Fixing or Paying for the property to be fixed.	MIN **Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting /Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension
	MAX	expulsion/arrest	expulsion/arrest

	Infraction/Description	First Referral	Repeated Referral
Failure to comply with In-School Suspension (ISS) guidelines	MIN	Step 1: Re-teaching of the Expectation and parent meeting. Step 2: Conference with student and parent contact. Step 3: Short Term Suspension	**Can be any of these consequences depending on the situation at hand. ***Short-term suspension
	MAX	long-term suspension	long-term suspension
Bullying/Cyberbullying-is the intentional action by an individual or group of individuals to inflict physical, emotional, or mental suffering on another individual or group of individuals. May be considered a Level III violation if deemed serious enough by building administrator.	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent meeting. Step 3: Loss of Privilege Step 4: Counseling Small Group	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ Restitution/ short-term suspension
	MAX	Expulsion	Expulsion
Threat—An expression of intention to inflict evil, injury, or damage	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent contact. Step 4: Parent Safety Meeting Step 5: Counseling Small Group Step 6: Loss of Privilege or ISS/OSS depending on severity.	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	Expulsion	Expulsion
Trespassing—Unauthorized presence on school grounds outside of school hours and/or without proper supervision	MIN	Step 1: Re-teaching of the Expectation and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege Step 4: Counseling Small Group	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting/ Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	long-term suspension	long-term suspension
Negligence—Careless behavior that potentially results in harm to oneself or others	MIN	Step 1: Re-teaching of the Expectation and parent meeting. Step 2: Conference with student and parent contact. Step 4: Parent Safety Meeting Step 5: Counseling Small Group	MIN **Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	long-term suspension	long-term suspension

Level III: Code of Conduct

Level II infractions would be considered a major office referral.

Infraction/Description		First Referral	Repeated Referral
Fighting/Attending Fights—physically striking another in a mutual contact as differentiated from an assault	MIN	Step 1: Loss of Privilege and parent contact/ after school detention/Saturday School/ Step 2: short-term suspension (ISS or OSS*Depending on Severity)	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	expulsion/arrest	expulsion/arrest
Extortion-Includes, but not limited to, threatening or intimidating any person for the purpose of, or with the intent to, obtain money or something of value from that person	MIN	short-term suspension	short-term suspension
	MAX	long-term suspension	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement/ expulsion
Any form of harassment—on the basis of race, color, sex, national origin, ethnicity, disability, religion, sexual orientation, or perceived sexual orientation, or any other characteristic protected by federal law MIN	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent meeting. Step 3: Loss of Privilege, after school detention, Saturday School Step 4: Counseling Small Group Step 5: Law Enforcement Involvement	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement/expulsion
	MAX	Expulsion	Expulsion
Use/Possession of Combustibles- student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.)	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, after school detention, Saturday School, conference with the principal Step 4: Parent Safety meeting	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	Expulsion	Expulsion
False alarms—setting off false alarms, making false reports (example: dialing 911), tampering with emergency equipment, bomb threats	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, after school detention, Saturday School, conference with the principal Step 4: Parent Safety meeting	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	Expulsion/notification of law enforcement officials	Expulsion/notification of law enforcement officials

Infraction/Description		First Referral	Repeated Referral
Sexual Misconduct— Possessing or transferring pornographic or sexually explicit materials; actual or simulated conduct for the purpose of sexual stimulation, including but not limited to indecent exposure, physical touching or the engagement in any sexual act on school property, during school functions, or at school sponsored activities is prohibited.	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, after school detention, Saturday School, conference with the principal Step 4: Counseling Small Group Step 5: Parent Safety meeting Step 6: ISS	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	Expulsion	Expulsion
Assault- use of physical force with the intent to do bodily harm	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent meeting. Step 3: Loss of Privilege, after school detention, Saturday School, Step 4: Counseling Small Group Step 5: Resource Officer Involvement Step 6: OSS	**Can be any of these consequences depending on the situation at hand. *** Short-term suspension, Parent Attendance Meeting / Suggestion to access an outside agency (such as Christian Counselor, Lincoln County Resource Board, etc.)/ restitution/ short-term suspension/parent involvement /notification of law enforcement/expulsion
	MAX	long-term suspension/notification of law enforcement	expulsion/notification of law enforcement

*All infractions start over at the quarter and/or at semester.

Level IV: Code of Conduct

LEVEL IV OFFENSES - continual acts of Non-conformity, Weapons, Student Groups and Arson

1. Continual Acts of Non-conformity - Any student that receives five or more discipline referrals in a school year that results in Saturday Detention, ISS or OSS shall be considered a chronic violator. As a result, violations would automatically get a stronger penalty up to and including suspension.

2. Weapons - Possession of any item that can be used to cause distinct harm to people such as pistols, rifles, shotguns, bows, crossbows, spring loaded knives, knives and other harmful items as defined in Chapter 571, Section 571.010 of the Missouri Revised Statutes and as determined by the School Administrator are illegal to have on/in school grounds/facilities. These items will be confiscated and turned over to law enforcement officials

a. 1st Offense – minimum 10 days OSS, Arrest, recommended expulsion

3. Arson—Any student who intentionally sets a fire, attempts to set a fire, or participates in activities that result in a fire or explosion on school property, buses, or at a school sponsored activity.

a. 1st offense—minimum 10 days OSS, arrest, recommended expulsion

Level V: Code of Conduct

LEVEL V OFFENSES - Drugs and Alcohol

1. Possession or Under the Influence of a Controlled Substance -Students are prohibited from being in possession of, or under the influence of controlled substances, chemicals/substances not intended for internal use, prescription medicine issued to another person, other substances that are represented to be illegal drugs, or alcoholic beverages while on school grounds or at any activity where students are representing FBCA
 - a. 1st Offense –Conference with counselor, conference with principal, parent conferences, loss of privileges, up to 10 day suspension
 - b. 2nd Offense- Conference with counselor, conference with principal, parent conference, conference law enforcement officer, referral to Crider Center Counselor, juvenile referral, expulsion.
2. Possession of Drug Paraphernalia - Items made or purchased for use with illegal drugs are not permitted on campus
 - a. 1st Offense –Conference with counselor, conference with principal, parent conferences, loss of privileges, up to 10 days suspension
 - b. 2nd Offense- Conference with counselor, conference with principal, parent conference, conference law enforcement officer, referral to Counselor, juvenile referral, arrest, expulsion.
3. Distributing, Selling, Attempting to Sell or Distribute Controlled Substances - Attempting to or providing alcoholic beverages, illegal drugs, other persons prescription medicine, or drug paraphernalia, etc., to any person on school grounds or at any activity where students are representing WPS is prohibited.
 - a. 1st Offense - Arrest, expulsion.

Note: Students and parents should become very familiar with the guidelines of the district medication policy before carrying medications onto campus or busses.

Long Term Suspension and Expulsion of Students

A student may receive long term suspension or be expelled from school by the FBCA School Committee (appointed by Troy First Baptist Church) for consistently or egregiously refusing to conform to school policies, rules and/or regulations. When such action is recommended by the School Administrator, the FBCA Committee will review such recommendations and decide whether to proceed with an expulsion hearing.

Duration of Suspension or Expulsion; Notice of Hearing; Reports of Hearing

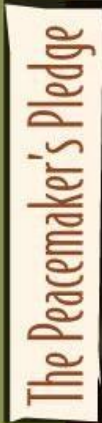
1. A suspension may be for a short term not exceeding ten (10) school days, or for an extended term exceeding ten (10) school days.
2. No suspension for a short term shall be imposed upon a student without giving the student notice of the charges and affording the student a hearing thereon. The notice may be oral or written and the hearing may be held immediately thereafter between the student and the School Administrator. The hearing may be conducted informally but shall include the following procedural due process requirements:
 - A. The right of the student to be present at the hearing
 - B. The right of the student to be informed of the charges
 - C. The right of the student to be informed of the basis for the accusations
 - D. The right of the student to make statements in defense or mitigation of the charges or accusations
3. A short-term suspension may be imposed upon a student forthwith, and without affording the student or the parents/guardians thereof a hearing for acts that endanger other persons or property, or substantially disrupts, impedes or interferes with the operation of the school. When this occurs, a written notice of any short-term suspension and reason therefore shall be given to the student involved and/or to the

parents or guardians thereof within 24 hours after the suspension has been imposed. In the event the student has not been afforded a hearing prior to any short-term suspension, being imposed, an informal hearing shall be provided as soon thereafter as practicable.

4. No suspension for an extended term and no expulsion shall be imposed upon a student until an opportunity for a formal hearing on the suspension or expulsion shall be afforded to the student. A written notice of any proposal to suspend for an extended term or to expel and the charges upon which the same is based shall be given to the student and it shall state the time, date, and place that the student will be afforded an opportunity for a formal hearing.

***The Code of Conduct for First Baptist Christian Academy is a working document that may be updated and / or changed at any time throughout a school year pending board approval.**

Appendix L:
Peacemaking
Brochure



The Peacemaker's Pledge

As people reconciled to God by the death and resurrection of Jesus Christ, we believe that we are called to respond to conflict in a way that is remarkably different from the way the world deals with conflict (Matt. 5:9; Luke 6:27-36; Gal. 5:19-26). We also believe that conflict provides opportunities to glorify God, serve other people, and grow to be like Christ (Rom. 8:28-29; 1 Cor. 10:31-11; James 1:2-4). Therefore, in response to God's love and in reliance on His grace, we commit ourselves to responding to conflict according to the following principles:

By God's grace, we will apply these principles as a matter of stewardship, realizing that conflict is an opportunity, not an accident. We will remember that success in God's eyes is not a matter of specific results, but of faithful, dependent obedience. And we will pray that our service as peacemakers will bring praise to our Lord and lead others to know His infinite love. (Matt. 25:14-23; John 13:34-35; Rom. 12:18; 1 Peter 2:19; 4:19).

The 4 Gs of Peacemaking

Glorify God

Instead of focusing on our own desires or dwelling on what others may do, we will rejoice in the Lord and bring Him praise by depending on His forgiveness, wisdom, power, and love, as we seek to faithfully obey His commands and maintain a loving, merciful, and forgiving attitude (Ps. 37:1-6; Mark 11:25; John 14:15; Rom. 12:17-21; 1 Cor. 10:31; Phil. 4:2-9; Col. 3:1-4; James 3:17-18; 4:1-3; 1 Peter 2:12).

Get the Log Out of Your Eye

Instead of blaming others for a conflict or resisting correction, we will trust in God's mercy and take responsibility for our own contribution to conflicts—confessing our sins to those we have wronged, asking God to help us change any attitudes and habits that lead to conflict, and seeking to repair any harm we have caused (Prov. 28:13; Matt. 7:3-5; Luke 19:8; Col. 3:5-14; 1 John 1:8-9).

Gently Restore

Instead of pretending that conflict doesn't exist or talking about others behind their backs, we will overlook minor offenses or we will talk personally and graciously with those whose offenses seem too serious to overlook, seeking to restore them rather than condemn them. When a conflict with a Christian brother or sister cannot be resolved in private, we will ask others in the body of Christ to help us settle the matter in a biblical manner (Prov. 19:11; Matt. 18:15-20; 1 Cor. 6:1-8; Gal. 6:1-2; Eph. 4:29; 2 Tim. 2:24-26; James 5:9).

Go and Be Reconciled

Instead of accepting premature compromise or allowing relationships to wither, we will actively pursue genuine peace and reconciliation—forgiving others as God, for Christ's sake, has forgiven us, and seeking just and mutually beneficial solutions to our differences (Matt. 5:23-24; 6:12; 7:12; Eph. 4:1-3; 32; Phil. 2:3-4).

The Seven As of Confession

Matt. 7:3-5; 1 John 1:8-9; Prov. 28:13

- ADDRESS everyone involved.
- AVOID it, but, and maybe.
- ADMIT specifically.
- ACKNOWLEDGE the hurt.
- ACCEPT the consequences.
- ALTER your behavior.
- ASK for forgiveness.

The Four Promises of Forgiveness

Matt. 6:12; 1 Cor. 13:3; Eph. 4:32

- I will not dwell on this incident.
- I will not bring this incident up and use it against you.
- I will not talk to others about this incident.
- I will not allow this incident to stand between us or hinder our personal relationship.

The PAUSE Principle of Negotiating

Phil. 2:3-4; Matt. 7:12

- Prepare
- Affirm relationships
- Understand interests
- Search for creative solutions
- Evaluate options objectively and reasonably

Building a Culture of Peace in Your Church


Acts 2:42-47; Phil. 1:27; 1 Pet. 5:2-3; Deut. 1:9-18

- Passion for the gospel.
- Pastoral leadership
- Peacemaking theology
- Practical assistance

Responding to Conflict Biblically

Our mission is to equip and assist churches and their churches to respond to conflict biblically. We provide world-wide possible educational resources, seminars, and training to help churches, pastors, and church members to respond to conflict biblically. We also train and certify consultants to provide conflict coaching, mediation, and arbitration services to help resolve divisions and lawsuits in a way that restores relationships and brings glory to God.

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1 ESPIRES AND THE SLIPPERY SLOPE OF Conflict
 Harmful conflict is usually triggered by unmet desires. *What causes fights and quarrels among you? Don't they come from your desires that battle within you? You want something but don't get it!* (James 4:1-2). Even good desires can evolve into controlling demands or idols that lead us to judge others and then avoid or punish them until we get what we want (see Luke 10:38-42). This progression often starts with minor differences, but before we know it we're sliding down a slippery slope of conflict that can drop off in two directions.

2 ESCAPE RESPONSES
 People tend to use escape responses when they are more interested in avoiding unpleasant people or situations than in resolving differences.
DENIAL—One way to escape from a conflict is to pretend that a problem does not exist. Another way is to refuse to do what should be done to resolve a conflict properly. These responses bring only temporary relief and usually make matters worse (see 1 Sam. 2:22-25).
FLIGHT—Another way to escape from a conflict is to run away. This may take the form of pulling away from a relationship, quitting a job, filing for divorce, or changing churches. Flight may be legitimate in extreme circumstances (see 1 Sam. 19:9-10), but in most cases it only postpones a proper solution to a problem.
SUICIDE—When people lose all hope of resolving a conflict, they may seek to escape from the situation (or make a desperate cry for help) by attempting to take their own lives (see 1 Sam. 31:4). Suicide is never a right way to deal with conflict.

3 ATTACK RESPONSES
 People tend to use attack responses when they are more interested in controlling others and getting their way than in preserving a relationship.
ASSAULT—Some people try to overcome an opponent by using various forms of force or intimidation, such as verbal attacks (including gossip and slander), physical violence, or efforts to damage a person financially or professionally (see Acts 6:8-15). Such conduct always makes conflict worse.
LITIGATION—Although some conflicts may legitimately be taken before a civil judge (see Acts 24:1-26:32; Rom. 13:1-5), lawsuits usually damage relationships, diminish our Christian witness, and often fail to achieve complete justice. This is why Christians are commanded to make every effort to settle their differences within the church rather than in the civil courts (see 1 Cor. 6:1-8; Matt. 5:25-26).
MURDER—In extreme cases, people may be so desperate to win a dispute that they will try to kill those who oppose them (see Acts 7:54-58). While most people would not actually kill someone, we still stand guilty of murder in God's eyes when we harbor anger or contempt in our hearts toward others (see 1 John 3:15; Matt. 5:21-22).

4 THE Gospel—THE KEY TO PEACE
 The key to changing the way we deal with conflict is the gospel, the good news that God made peace with us and between us by sending his Son to die for our sins and give us new life through his resurrection (Col. 1:19-20; Eph. 2:14-16). When we believe in Jesus, we receive forgiveness and are united with Christ and one another (Acts 10:43; Phil. 2:1-2). God then begins to transform us into the likeness of his Son, enabling us to break free from sinful escaping and attacking habits and mature into peacemakers who reflect the glory of God's reconciling love in the midst of conflict (2 Cor. 3:17-18; Col. 3:12-15).

5 ASSISTED PEACEMAKING
 When a dispute cannot be resolved personally, God calls us to seek assistance from other believers.
MEDIATION—If two people cannot reach an agreement in private, they should ask one or more objective outside people to meet with them to help them communicate more effectively and explore possible solutions. *If he will not listen [to you], take one or two others along* (Matt. 18:16). The mediators may ask questions and give advice, but the parties retain the responsibility of making the final decision on how to resolve their differences.
ARBITRATION—When you and an opponent cannot come to a voluntary agreement on a material issue, you may appoint one or more arbitrators to listen to your arguments and render a binding decision to settle the issue. *If you have disputes about such matters, appoint as judges even men of little account in the church* (1 Cor. 6:4).
ACCOUNTABILITY—If a person who professes to be a Christian wanders from the Lord by refusing to be reconciled and do what is right, Jesus commands church leaders to lovingly intervene to hold him or her accountable to Scripture and to promote repentance, justice, and forgiveness. *If a man owns a hundred sheep, and one of them wanders away, will he not... go to look for the one that wandered off...? If he refuses to listen... talk it to the church!* (Matt. 18:12,17).

PERSONAL PEACEMAKING
 There are three biblical ways to resolve conflicts personally and privately, just between you and the other party.
OVERLOOK AN OFFENSE—Many disputes are so insignificant that they should be resolved by quietly overlooking an offense. *A man's wisdom gives him patience; it is to his glory to overlook an offense* (Prov. 19:11).
 Overlooking an offense is a form of forgiveness, and involves a deliberate decision not to talk about it, dwell on it, or let it grow into pent-up bitterness or anger.
RECONCILIATION—If an offense is too serious to overlook or has damaged our relationship, we need to resolve personal or relational issues through confession, loving correction, and forgiveness. *If your brother has something against you... go and be reconciled* (Matt. 5:23-24). *Brothers, if someone is caught in a sin, you who are spiritual should restore him gently* (Gal. 6:1; see Matt. 18:15). *Forgive as the Lord forgave you* (Col. 3:13).
NEGOTIATION—Even if we successfully resolve relational issues, we may still need to work through material issues related to money, property, or other rights. This should be done through a cooperative bargaining process in which you and the other person seek to reach a settlement that satisfies the legitimate needs of each side. *Each of you should look not only to your own interests, but also to the interests of others* (Phil. 2:4).

Peacemaking Responses
 OVERLOOK RECONCILIATION NEGOTIATION MEDIATION ARBITRATION ACCOUNTABILITY

Attack Responses
 ASSAULT LITIGATION MURDER

Escape Responses
 DENIAL FLIGHT SUICIDE

THE SLIPPERY SLOPE

Adapted from *The Peacemaker: A Biblical Guide to Resolving Personal Conflict* by Ken Sande.