

ENGLEWOOD BAPTIST



# Parent & Student Handbook

## 2023-2024

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### Student Creed

We are King's Academy scholars.  
We are God's image bearers.  
We commit to academic excellence.  
We exemplify high moral character.  
We diligently prepare for a future of service.  
We seek to realize our God-given purpose.

### School Mission

King's Academy engages each student in high-quality, Christ-centered learning experiences that will enable him or her to reach the fullest expression of his or her value in Christ spiritually, academically and socially.

### School Website

<https://kingsacademy.school/>



*Educating minds and hearts for Christ!*

# Our Purpose, Vision and Philosophy

## Purpose and Vision

Our **Core Purpose** is to prepare all students to thrive in their future.

**Our Vision:** Every child's heart captured, mind engaged, energy channeled, and hands equipped to know Christ and to serve Him as King.

## Educational Philosophy

The educational philosophy of King's Academy is guided by God's Holy Word and the principles set forth in *Effective Schools Research* conducted by Professor Ronald R. Edmonds and Dr. Larry Lezotte. *Effective Schools Research* recommends research-based school attributes that are associated with quantifiably improved student learning. There are seven correlates of effective schools: Safe & Orderly Climate, Climate of High Expectations, Instructional Leadership, Clear & Focused Mission, Opportunity to Teach & Student Time-on-Task, Frequent Monitoring of Student Progress and Home-School Relations.

In his book *What Works in Schools*, Robert J. Marzano translates these principles into the following three factors:

### School-Level Factors:

- A guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- A safe and orderly environment
- Collegiality and professionalism

### Teacher-Level Factors:

- Instructional strategies
- Classroom management
- Classroom curriculum design

### Student-Level Factors:

- Home environment
- Learned intelligence and background knowledge
- Student motivation

The school employs a continuous improvement model that focuses on principles and practices that are simple and supported by research. The school supports a researched based approach to education by including the following practices in its daily operation of the school:

**Strong Core Academics:** The school's curriculum provides the academic foundation necessary to succeed in an increasingly global and competitive society. The North Carolina Standard Course of Study is a viable curriculum that provides every content area a set of competencies for each grade and high school course. Its intent is to ensure rigorous student academic performance standards that are uniform across the state. It is based on a philosophy of teaching and learning that is consistent with current research, exemplary practices and national standards. At King's Academy, the majority of time is spent on mastering the core subjects of mathematics, reading, social studies and science. The school's priority is that all students be at or above grade level in reading and math, so they will be able to master other subjects.

**Instructional Day:** The school day is six hours long. Parents are expected to drop students off on time and are encouraged to schedule appointments outside school hours. Our goal is always to minimize interruptions to the instructional day.

**Structured Discipline:** Students are expected to follow a clearly defined and structured discipline program and all school rules. This program encourages personal responsibility and respect for others. Most importantly, students are expected to honor God through their words and actions.

**Safe and Orderly Environment:** Students need structure and familiarity as they continue to learn and develop, and school and classroom routines and procedures give students a predictable day. Harry Wong, author of *The First Days of School*, says, "The number one problem in the classroom is not discipline: it is the lack of procedures and routines." Wong further notes, "a rule is a DARE to be broken, whereas a procedure is not. A procedure is a DO, a step to be learned." King's Academy teachers and administration establish, teach, model and hold students to procedures to ensure a safe and orderly environment conducive to maximized teaching and learning.

## Our Core Values

At King's Academy, we feel strongly about our core values. They encompass our fundamental beliefs, dictate our behavior and form the foundation upon which we work.

### Academic Excellence

King's Academy seeks to prepare each student to excel academically through intentional, classically-informed learning environments.

### Imago Dei

Acknowledging that each person is created in the Image of God, King's Academy seeks to celebrate and cultivate the inherent worth and responsibility of citizenship and community in response to Christ as King.

### A Christian Worldview

King's Academy seeks to equip students to understand and interact with the world from a worldview that honors Christ throughout the educational experience.

### Diversity

Recognizing that every individual is created in the Imago Dei, King's Academy welcomes students from a diversity of racial, social, economic and faith backgrounds who desire to grow through learning experiences expressed from the Christian worldview.

### Biblical Instruction

King's Academy seeks to supplement the parent's role as primary faith trainers through biblically faithful and age-appropriate instruction in matters of faith.

### Doctrinal Integrity

King's Academy is a ministry of Englewood Baptist Church. Every faculty and staff member affirms the doctrinal statement of the church and all instruction is provided in a manner considerate of and consistent with that doctrinal statement.

### Social Reinforcement

Consistent with biblical teaching, King's Academy seeks to cultivate social graces such as kindness, integrity and community into every element of the learning experience.



## Academic Excellence: Curriculum

The school uses the North Carolina Standard Course of Study as its primary curriculum. It is a rigorous, challenging, viable and research-based curriculum designed to prepare students for high academic achievement in successive schooling years and environments. King's Academy is poised to equip every student with the knowledge and skills necessary to thrive in successive grades, post high-school experiences and, ultimately, life.

### English Language Arts

The King's Academy English Language Arts curriculum provides students with the knowledge, skills and strategies necessary for success in listening, reading, speaking, viewing and writing. Early reading instruction focuses on the building blocks of reading—phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

### Mathematics

The King's Academy Mathematics curriculum provides students with the foundational mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics. The curriculum emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving and using representations. Students learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.

### Science

Science instruction at King's Academy is guided by standards that encourage students to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

### Social Studies

The Social Studies curriculum requires students to demonstrate their understanding of the major themes, developments and turning points in our nation. The curriculum is strong in the study of National and World Geography. Students begin developing strong knowledge of economic principles to begin understanding the impact of economic forces internationally and personally. The curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and currently.

### Art

Art instruction is also guided by the North Carolina Standard Course of Study to allow students opportunity to explore different aspects of art while acquiring an understanding of the significant role art has played in the expression of ideas throughout history. Students engage in hands-on projects using multiple mediums.

## Christian and Character Education

King’s Academy uses two Lifeway tools - *Ages & Stages Levels of Biblical Learning Framework* and *Bible Skills, Drills & Thrills*. As children grow, their understanding of foundational truths grows with them. *Ages and Stages Levels of Biblical Learning* addresses 10 biblical concept areas—God, Jesus, Holy Spirit, Bible, Salvation, Creation, Church, People, Family, Community & World—that students can learn as they study God’s Word. All concepts are introduced in kindergarten and further developed at each subsequent grade level.

In addition to Christian concepts, King’s Academy students will be taught nine specific character education traits or virtues. Reports from schools that teach character indicate that the academic performance of students is higher, attendance is improved and there are fewer disciplinary issues.

MONTHLY VIRTUES				
<b>WISDOM</b> (September)	<b>RESPECT</b> (October)	<b>GRATITUDE</b> (November)	<b>SELF-CONTROL</b> (December)	<b>PERSEVERANCE</b> (January)
<b>COURAGE</b> (February)	<b>ENCOURAGEMENT</b> (March)	<b>COMPASSION</b> (April)	<b>INTEGRITY</b> (May)	

## Physical Education and Healthy Living

Physical Education is a sequence of developmental experiences in which students learn through movement. Students work on individual skill development and learn about teamwork along with the importance of cooperation, collaboration and sportsmanship. Additionally, students are provided opportunities to develop positive attitudes and real-world practices toward life-long physical activity and healthy living.

## Library and Educational Technology

While no library is currently on site, King’s Academy has partnered with Braswell Library and is visited by the Bookmobile. Additionally, teachers create and maintain print-rich classroom environments. Technology instruction equips students with digital literacy skills needed to be productive, safe and technologically savvy life-long learners. The progressive technology curriculum scaffolds student learning of technology beginning with foundational computer skills. Online safety, digital citizenship and cyberbullying awareness and prevention is taught annually in compliance with the Children’s Internet Protection Act.

## Spanish

Research tells us that young children are intrinsically better language learners - including learning a second language. Research further supports instruction of foreign languages at the elementary level because of the impact on literacy in English, the enhanced problem solving, increased attentional control and the ability to switch tasks. King’s Academy has designed a Foreign Language in the Elementary School (FLES) program that will address four standards:

1. Use the language to engage in interpersonal communication.
2. Understand words and concepts presented in the language.
3. Use the language to present information to an audience (speaking and writing).
4. Compare the students’ culture and the target culture.

## Academic Standards Information for Parents

Parents play an important role in their student's academic success. When parents are involved in their children's education, students have higher grades, test scores, graduation rates, attendance, and motivation. The North Carolina Department of Public Instruction (NCDPI) provides parent resources in order to educate, inform, and advocate for strengthening the role of parents, families, and communities in their students' education.

For information on each academic area, see: <https://www.dpi.nc.gov/students-families/parents-corner/academic-standards-info-parents>

## Academic Excellence: Achievement

### Student Grade Placement, Acceleration, Promotion or Retention

The Head of School is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On rare occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the Head of School, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the Head of School.

The Head of School shall consider the following, when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction and available programs
2. Attendance
3. Discipline
4. The physical, social and emotional readiness of the student for the curriculum of each grade
5. The recommendation of the student's parents and teachers
6. The applicable laws and school policies governing these decisions.

The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college and career plans.

### Early Admission to Kindergarten

The King's Academy Early Entry to Kindergarten Process is a process designed as an opportunity for students to begin their kindergarten studies when age/birthdate criteria are not met. The King's Academy process mimics in great part the process established by the NC General Assembly.

Students beginning kindergarten early are advanced academically while also demonstrating advanced characteristics socially, emotionally, and developmentally that would demonstrate readiness for the elementary classroom environment.

Students who are ready for kindergarten early are advanced in multiple areas when compared to same-age peers, or other four year olds of the same birth month. Advancement is necessary in multiple areas as kindergarten expectations are heavily based on academics and preparing our students for the future.

Many students can demonstrate academic ability based on exposure provided by the parents/guardians and day care settings; however, few children will demonstrate the aptitude or thinking ability needed to enter kindergarten early. When considering early entrance to kindergarten, parents/guardians must keep in mind it is a process designed to meet the academic and social needs of an advanced child, not a replacement for child care.

The 1997 General Assembly passed legislation (HB-1099) allowing a child who has reached his/her fourth birthday by April 16th to enter kindergarten if he or she demonstrate extraordinary level of academic ability and maturity and is presented to the principal or Head of School within the first thirty (30) calendar days of the school year.

Any parent interested in having their child considered for early admission to kindergarten should communicate with the Head of School no later than February 1st of the calendar year in which the child is requested to enroll. This permits the parents time to navigate the early admission process which includes assessment (at the parent's expense), submission of documentation and review by a committee.

**NOTE:** All testing should be administered after the April 16th that follows the child's fourth birthday. The parent should communicate with the Head of School prior to testing to receive full guidance, including a timeline.

# Academic Excellence: Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

As a private school, King's Academy has no legal obligation to provide a free and appropriate public education (FAPE) to students with suspected or identified disabilities as defined under the tenets of the law known as the Individual with Disabilities Education Act (IDEA) and/or state special education rules and regulations. King's Academy will consider enrollment of students with disabilities on a case-by-case basis with the focus being whether the school can or cannot meet the needs (academic, behavioral, other) of the student.

## The Multi-Tiered Systems of Support

A multi-tiered system of support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. All students are part of an MTSS and receive Core (Tier I) instructional supports. Tier 1 supports are also known as universal supports. Some students struggle with academics. Others struggle with behavioral challenges. Still others struggle with both. is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS.

As part of an MTSS and upon review of progress monitoring data, problem-solving teams\* identify groups of students that need additional support(s) with grade level standards in reading, math, behavior, or social emotional learning. These supports are sometimes organized by tiers and are described as interventions.

*\*Problem-Solving Team: This term is an umbrella term often used to describe groups of individuals that meet to analyze data and determine solutions to problems. In an MTSS, there can be multiple problem-solving teams. Professional Learning Communities, Intervention Teams and Student Support Teams are all examples of teams that generally meet to discuss school-wide areas of concern related to the environment, instruction and curriculum for all students or groups of students.*

*Specialized teams, such as the IEP Team, are also problem-solving teams; however, its purpose is initiated for individual students who are suspected of a disability or who have already been identified with a disability and is coordinated according to the regulatory requirements of the IDEA. King's Academy has no IEP Team.*

### Procedures for Problem-Solving Teams

The problem-solving team should ask the following questions when analyzing progress monitoring data for individuals or groups of students:

- Has our problem-solving shifted from overall instruction, environment, and curriculum for groups of students to individual, student-centered concerns?
- Are there any individual students that are consistently not making progress with interventions?
- Are there any individual students that are unlikely to achieve grade level standards by the end of the school year?
- Does the data indicate that the consistent lack of progress with intervention may be caused by a disability?
- Does the individual student's progress in the general curriculum evidence characteristics typically associated with a disability?

Depending on the cumulative responses to these questions, the problem-solving team may have a basis of suspecting a disability and if a disability is suspected, the team will refer the student to the Head of School who will conference with parents/guardians and support a referral to the local public educational agency so that parents may exercise rights under IDEA and/or ADA.

*The implementation of interventions prior to a referral to the IEP Team is not required if a disability has been suspected by the parent or school staff or a parent or teacher has requested a formal evaluation in writing. However, interventions may need to be implemented concurrently with the formal evaluation timeline in order to provide the public school Multidisciplinary Team IEP Team a required component of a comprehensive evaluation at the time eligibility for special education and related services will be determined.*

### **Procedures for Communication with Parents**

Parents will be notified, in writing, that their student requires intervention beyond Core (Tier 1). A parent/guardian notification will be sent each time the intensity of intervention increases from core to supplemental and supplemental to intensive. A parent letter will also be sent each time the student successfully responds to intervention - intensive to supplemental and supplemental to core.

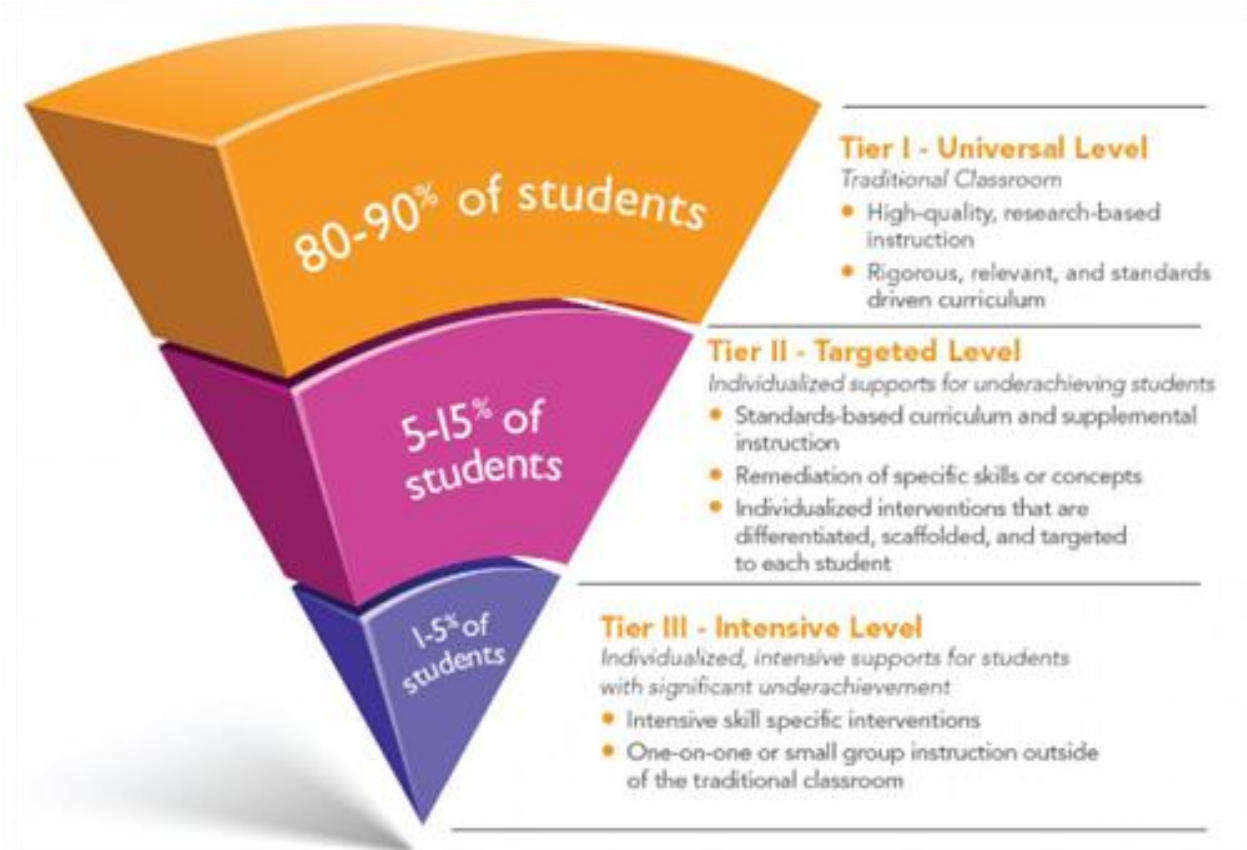
### **Child Find Responsibilities**

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and “advancing from grade to grade...” A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the local public school system and providing a written request for an evaluation under IDEA and/or Section 504.

While King's Academy administration will always communicate with parent/guardian first and, when appropriate, counsel the parent to refer the child to the local public educational agency, the school may exercise its rights and responsibility to make a referral in accordance with IDEA should the parent/guardian fail to take responsible and appropriate action.

### **The Individualized Education Program**

Should a student having an IEP be enrolled, the school will comply with the IEP to meet the student's needs. All required components of the IEP will be addressed including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc. King's Academy may elect not to enroll or to withdraw a student should the school determine that it cannot meet the expectations of the IEP and provide the student appropriate instruction.



A Multi-Tiered System of Support (MTSS) Model



## Parent Participation

Parents are important members of the school community and have the right to participate in meetings involving the evaluation, identification and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during any team meetings.

Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

See <https://www.dpi.nc.gov/parent-rights-handbook/download>

Parent involvement in a child's education is crucial. When parents are involved in their children's education, children are more likely to do better in school, be better behaved, have more positive attitudes toward school and be more successful in life now and later. Parents are, then, encouraged to be involved beyond conferences and times of concern. Parents can talk with the Head of School and/or teachers to understand ways, occasions and opportunities to be involved.

## Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (commonly referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact the Head of School who serves as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints.

Additionally, any individual who desires information related to the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) or the Individuals with Disabilities Education Act (IDEA) may contact the Head of School. King's Academy does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and requires an accommodation(s) in order to do so, they should contact the Head of School to request an accommodation. In addition, if a parent or guardian suspect that a child has a disability which may qualify him/her for support under Section 504, the parent/guardian should contact the Head of School to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

See <https://www.dpi.nc.gov/students-families/parents-corner/students-disabilities>

## Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations and consistent with state law. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide pro-active positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

# Student Responsibility: Homework

## Philosophy

The school staff believes that homework is an important component of the educational process as it allows students to be actively engaged in their own learning. Homework serves four purposes and should be planned by the teacher with at least one of the purposes in mind:

- **Practice** (e.g., after the teacher has directly taught a math concept in class, the homework is to complete several problems requiring use of the concept).
- **Preparation** (e.g., pre-reading or looking over a new unit of study in a text for the next class meeting).
- **Study** (e.g., reviewing content to prepare for a test).
- **Extend or elaborate** (e.g., completing a project or paper to expand or deepen learning and demonstrate understanding of key concepts or ability to apply key skills).

It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility.
- Students will develop independent study skills.
- Students will become organized.
- Students will learn to budget their time.
- Homework is intended to align with student proficiency goals.

## Guidelines

1. Parents and students should expect regular homework.
2. Assigned homework that requires completion is part of each student's evaluation.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of days homework is assigned may increase depending on the maturity and ability of the students.
5. Homework should always be age-appropriate in terms of "amount" and "assignment."

## Make-Up Work

Students have an obligation to complete assignments missed during illness, suspension or unexpected absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments.

In cases of prolonged absence due to illness, the student's teachers should be called, so necessary arrangements can be made to have assignments picked up.

## Student Responsibility: Technology Use and Internet Safety Practices and Procedures

Students are offered access to the Internet and the King's Academy computer network for creativity, communication, research and other tasks related to the academic program. All use of computers, furnished or created data, software, and other technology resources as granted by King's Academy are the property of the school and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the computer network and the school's technological resources.

The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

### General Rules

1. **Privacy:** The school reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received or stored using the school's network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any King's Academy technology or transmissions originating within or around school property.
2. **Bullying:** The school prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites and online personal polling Web sites, to support deliberate or repeated hostile behavior by an individual or group that is intended to defame, harm, threaten, intimidate or harass students, staff members or the school during or outside school hours and on or off school premises.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene and/or impolite materials or language is not permitted. Accidental access should be reported to the attending adult staff immediately. Intentional circumvention of web-filtering is prohibited.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with the Head of School's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected.
5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.

6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by King's Academy to ensure the safety and integrity of data, the school makes no warranties of any kind, either expressed or implied, for the service it provides. King's Academy will not be responsible for any damage to data or illegal access such as through hacking.
7. **Storage:** Users are to delete their files and materials they no longer need.
8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from a teacher or teacher assistant before printing documents.
9. **Technology Disruptions:** Users may not perform any activity designed to deny the availability of network or computer services. These activities are malicious and pose a cyber threat by denying or limiting services without authorization or permission.
10. **Hardware and Accessories:** Students must handle hardware and accessories (e.g. headsets) responsibly. Procedures are in place to monitor use and also misuse. Students will be assessed a replacement fee for items that are damaged intentionally or because of irresponsible behavior. Failure to pay the fee may result in inability to access/use technology, including accessories.

## Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. King's Academy integrates the use of these resources into student instruction. Student Internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. The school is not responsible for the accuracy or quality of information obtained through the Internet or the computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals and to limit student access to inappropriate content, there is always a risk of students accessing other materials. Every effort will be made for this to not occur. The school believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools that leverage the e-Rate program must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that are obscene and/or contain child pornography. Further, the school must control and monitor when computers with Internet access are used by minors, including eliminating technology practices that are harmful to minors (e.g. excessive screen time). Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors'

access to harmful materials.

While King's Academy does not leverage the e-Rate program, it makes reasonable and responsible effort to comply with CIPA by deploying a Web content filtering product which categorizes Internet sites and sends updates to on site IT personnel. A process is in place for changing the categorization of Web sites. The following categorizations are currently in place:

- Obscenity and Pornography Filtering: The website and content filter allows NHA to manage Internet access several URL categories pertinent to CIPA.
- Web Filtering: The website and content filter that is supported by the web content filtering product and can be updated based off need of the school.

## Student Responsibility: Search and Seizure Practices and Procedures

### Cubbies are School Property

All cubbies assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its cubbies. The Head of School or his/her designee shall have access to all cubbies and all content contained therein.

### Legitimate Use of School Cubbies

The school assigns cubbies to its students for their convenience and temporary use. Students are to use cubbies exclusively to store school-related materials and authorized personal items such as footwear, hats, grooming aids, lunches or outer garments. Students shall not use cubbies for any other purpose, unless specifically authorized by school policy, the Head of School, or his/her designee prior to students bringing the items to school. Students solely are responsible for the contents of their cubbies.

### Search of Cubby Contents

Searches of school cubbies and their contents deter violations of school rules and regulations, ensure proper maintenance of school property and provide greater safety and security for students and personnel. Accordingly, the Head of School or his/her designee, upon reasonable suspicion under the circumstances, may search cubbies and cubby contents (e.g. backpacks, pencil boxes, coat pockets) at any time, without notice and without parental or student consent.

The Head of School or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a cubby search. The Head of School or his/her designee shall supervise the search. In the course of a cubby search, the Head of School or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or in violation of school policies and rules.

### Seizure

When conducting cubby searches, the Head of School or his/her designee may seize any illegal or unauthorized items, items in violation of school policy and/or school rules or any other items reasonably determined by the Head of School or his/her designee to be a potential threat to the safety or security of others and report the finding of such items to law enforcement officials to the extent required by law. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons and stolen property. Any items seized by the Head of School or his/her designee shall be removed from the cubby and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the Head of School or his/her designee of items removed from the cubby.

### Search and Seizure of Electronic Devices

Cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices and any other electronic devices are not permitted on school grounds or at school-related events, unless approved by the Head of School. If approved, an electronic device shall not be used in a manner that disrupts the educational process or purpose, including but not limited to posing a threat to

academic integrity, violating confidentiality or privacy rights of another individual, or violating the Student Code of Conduct. If the Head of School or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to search for and confiscate and the electronic device. Devices may be confiscated if they prove disruptive to teaching and/or learning.

### **Search and Seizure of Person and/or Personal Property**

The school will conduct a search if the Head of School or his/her designee has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the Head of School or his/her designee will consider the age and sex of the student as well as the nature of the act of misconduct.

The search may include the student's person, backpack, purse, pockets, shoes and/or other personal property. A physical search of a student's person will only be conducted when there is a reasonable suspicion that the student has an illegal weapon, age-inappropriate item, drug and/or alcohol on his/her person. A physical search may only be conducted by a staff member of the same sex as the pupil. In the absence of a teacher of the same sex, a pastor of Englewood Baptist may search the student.

School personnel shall never conduct strip searches or body cavity searches of any pupils under any circumstances.

## Student Responsibility: Student Code of Conduct

King's Academy offers a quality education program. To maintain this purpose, students and teachers require a positive, safe and orderly school environment in which teaching and learning can occur without disruption.

Students who do not observe the rules of good conduct in the classroom, on the playground or in any areas of the school negatively impact the learning and jeopardize the safety of others and their own. Therefore, King's Academy acts proactively when enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others and being considerate of others' and the school's property.

### Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be disciplined under this Student Code of Conduct. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate police authority. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- at any time or place (including en route to or from school on a school vehicle or the vehicle of a school partner) when the student's behavior has a direct or immediate effect on maintaining order, safety, health and discipline

Acts of misconduct include, but are not limited to, the following:

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, peers or other students
- Use of profane and/or inappropriate language or gestures
- Disruption of school
- Bullying, harassment
- Cyber-bullying
- Criminal Sexual Conduct as defined by state law
- Improper dress in violation of the Dress Code
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Any public display of affection having sexual connotations



- Violations of rules or policies as set forth in the Parent and Student Handbook
- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Trespassing, loitering
- Suspended or expelled student on school property or attending school activities
- False alarms
- Possession of electronic device(s) defined by school policy
- Defacement/Damage of property or theft/possession of stolen property
- Coercion, extortion or blackmail
- Arson
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of look-a-like weapons
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Use and Internet Safety Practices and Procedures
- Persistent disobedience
- Verbal assault
- Malicious or willful types of behavior that endanger the safety of others
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Criminal acts other than as enumerated herein
- Excessive tardiness or absences as defined in the Attendance Policy

Parents or students who are unsure of what conduct is prohibited by each act should consult with the Head of School.

### **Bullying or Harassing Behavior**

The school prohibits any type of bullying or harassing behavior by students. Bullying or harassing behavior is defined as any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function on a school bus, or that causes a substantial disruption to school operations and/or interferes with the rights of other students and that:

- Places a student in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. "Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or

sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Procedures:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the Head of School. A student, volunteer or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior should, and are strongly encouraged to, report the incident to a teacher, other staff member or the Head of School.
2. A report of bullying or harassing behavior should be completed in written form, providing as much information as possible. The report may be submitted anonymously.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the Head of School who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
4. Within two (2) school days of receiving a report of a prohibited act of bullying, the Head of School or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the Head of School or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

## **Disciplinary Procedures**

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior is addressed directly with the student.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR INTERVENTION PLAN (BIP): When Level 2 and 3 behaviors become chronic or a student accumulates more than five (5) suspension days in a semester, the Head of School shall schedule a meeting with the parents in order to develop and implement a Behavior Intervention Plan or BIP. A BIP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BIP is an intervention tool and does not require parent consent to implement. A BIP may be developed in the absence of a parent (should the parent not be available to attend a development meeting). Copies will be made for the parent, and copies will be placed in the student's confidential file. Violation(s) of the BIP will result in disciplinary action and, possibly, a revised BIP. In the event of multiple (3-5) violations and revisions of the BIP, the Head of School or his/her designee has the discretion to impose additional disciplinary measures or recommend the student for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF TEN (10) SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other disciplinary interventions such as restitution, counseling and exclusion from school activities. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Parent refusal to sign the contract will result in automatic suspension for an additional five (5) days. Copies are made for the parent and copies will be placed in the student's confidential file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG TERM SUSPENSION OR EXPULSION: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules resulting in aggravating circumstances, or is so extreme that it threatens the safety of others, the student may serve a long term suspension or be expelled from the school. The student will be granted a right to a due process hearing. A 365-day suspension is a denial to a student of the right to attend school and to take part in any school function for a full 365 days. The parent or guardian may choose to withdraw the student and seek enrollment in another institution. The Head of School must suspend a student for 365 days for possession of a firearm or destructive device on school property or a school sponsored event. If a teacher is assaulted or injured by a student the student shall be immediately suspended for a minimum of ten (10) days during which time a review will occur by the Senior Pastor and Head of School to determine if the student will be expelled for 365 days or permanently denied admission to King' Academy. No student shall be long-term suspended or expelled from school solely for truancy or tardiness offenses. A student may, however, be retained at the current grade level because of truancy or tardiness.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

## **Due Process Procedures**

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

**A. Suspension of Ten (10) School Days or Less**

As a general rule, prior to any suspension of the student, the Head of School or his/her designee (in the event the Head of School is unavailable) shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the Head of School or his/her designee shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the Head of School or his/her designee may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the Head of School or his/her designee determines that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The Head of School or his/her designee, shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the suspension. The student shall be provided the right to take home textbooks, complete homework assignments and an opportunity to make-up exams. The decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

**B. Suspension for Eleven (11) or More School Days and Expulsion**

The Senior Pastor will, with a disciplinary committee of his choosing, hear all long-term suspensions and expulsions.

1. The Head of School may recommend to the Senior Pastor the long-term suspension of any student who willfully engages in conduct that violates a provision of the Student Code of Conduct that authorizes long-term suspension or expulsion.
2. The Senior Pastor shall provide the student an opportunity for a hearing before imposing a long-term suspension. If the student declines a hearing or if no hearing is timely requested, the Senior Pastor shall review the circumstances of the recommendation for long-term suspension or expulsion and may:
  - a. Impose and/or decline to impose the recommended suspension or expulsion; or
  - b. Modify and impose the recommended suspension or expulsion.
3. A parent shall be notified by the Head of School in writing (in English and in the parent's primary language when readily available) of the Head of

School's recommendation to suspend or expel. The written notice shall:

- a. State the nature of the violation with reference to the provision of the Code of Conduct the student is alleged to have violated and the proposed consequence.
- b. If a hearing is desired, the student or parent must notify the Head of School in writing within three (3) school days of receiving the notice. If a hearing is timely requested, it will be held and a decision issued before a long-term suspension is imposed. If the student or parent requests a postponement of the hearing or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing. If neither the student nor the parent appears for the hearing, the parent and student are deemed to have waived the right to a hearing and the Senior Pastor shall conduct the review set out in Section B2 above.

Should a hearing be timely requested, the hearing will be conducted by the Senior Pastor alone or with a disciplinary committee of his choosing. For the hearing, the student will be provided procedural due process pursuant to state law including, but not limited to, the following:

- a. The right to be represented at the hearing by counsel or, in the discretion of the Senior Pastor, a non-attorney advocate.
- b. The right to be present at the hearing, accompanied by his or her parents.
- c. The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges.
- d. The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.
- e. The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension.
- f. The right to have a written record made of the hearing.
- g. The right to make his or her own audio recording of the hearing.
- h. The right to a written decision, based on substantial evidence presented at the hearing, either upholding, modifying, or rejecting the Head of School's recommendation of suspension and containing at least the following information:
  - i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
  - ii. Notice of what information will be included in the student's official record.
  - iii. The student's right to appeal the decision and notice of the procedures for such appeal.
- c. Advise of the right to retain an attorney or an advocate of their choice and at their expense to represent the student in the hearing, right to review and obtain copies of the student's educational records prior to the hearing.

- d. Include what information will be included in the student's official record and the procedure for expungement of this information.

Students who receive a long-term suspension will not be offered alternative education services during the long-term suspension period. The parent/guardian may seek alternative education during the suspension and may submit any work the student completes for review by the teacher and Head of School who will determine whether such work will or will not be accepted for credit. All discipline decisions made by the Senior Pastor are final.

## MISCELLANEOUS PROVISIONS

### A. Request for Readmission

All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school. Such request should be addressed to the Senior Pastor and Head of School.

### B. Voluntary Agreements

At any time, the Head of School or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the Head of School or his/her designee or the student or his/her parent(s).

### C. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of the Head of School shall be deemed to be trespassing. Local authorities will be contacted. Charges may be filed.

### D. Maintaining Class Progress

When practical in the judgment of the Head of School, a student may be permitted to maintain progress during the disciplinary period.

## Definition of Terms

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher or Head of School.

Attendance Corrective Action Plan (A-CAP) is a written document that identifies the causes for excessive tardies and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student, and staff member.

Behavior Intervention Plan (BIP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. It will be signed by school administration and offered to the student

and parent(s) for signature.

Behavior Contract is a written document that outlines specific behavior expectations, strategies for teaching the appropriate behavior(s), and disciplinary action for a student.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-School Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Long-Term Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity for a specified period of time, which exceeds ten (10) school days. Once a student accumulates more than five (5) school days of suspension in a semester, the next act of misconduct may result in a long-term suspension. If the act of misconduct leading to the long-term suspension occurs before the final quarter of the school year, the suspension shall be no longer than the remainder of the school year in which the offense was committed. If the act of misconduct leading to the long-term suspension occurs during the final quarter of the school year, the suspension may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year. A meeting with the parents is convened to discuss the incident that led to the suspension and to implement or modify a BIP for the future.

Expulsion is defined as a decision to remove a student from school whose continued presence in school constitutes a clear threat to the safety of self, other students or school staff.

## Parental Partnership: Communication

Effective communication between the school and home is vital to the successful academic, emotional, and social well-being of students. To keep parents informed of school events and student growth, the school communicates often with parents through newsletters, telephone calls, text messages, email and individual and group meetings.

### Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, our students' parents are surveyed once per year. Parents are expected to complete one survey for per household.

### Parent-Teacher Conferences

Parent-teacher Conferences are conducted face-to-face at minimum once each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. Continuous monitoring of students' progress supports parent-teacher conferences with very few, if any, surprises.

During each conference, teachers should review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. King's Academy aims to make parent-teacher conferences a positive experience for everyone involved.



## Parental Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning and afternoon.

### Arrival

Students should arrive at school between 7:50 AM and 8:00 AM. Students are tardy if they arrive after 8:00 AM. After exiting their vehicle, students should proceed directly into the building or wait at the designated location. They may not run, shout or otherwise act in a disorderly manner. Barring any restrictions (e.g. COVID protocols), parents may escort students to the door and, at times, to the classroom. Parents desiring to visit the classroom will sign-in and receive a visitor's pass (see the school secretary). All students wearing hats should remove them immediately upon entering the building. Prompt arrival is essential to the start of a good instructional day!

### Dismissal

King's Academy dismisses at 3:00 PM. In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:10 p.m. If a student has a different way home other than his or her "normal" mode of transportation, this documentation should be provided to the Head of School or his/her designee in written form by 10:00 AM the day of the request.

### Tardiness and Early Dismissal

Students are considered tardy if they arrive after 8:00 AM. Tardy will be indicated in the student's attendance record if he/she arrives after 8:09 AM. Parents must walk tardy students into the school office and sign them in on the sign-in sheet. Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their child early from school, for any reason, must sign the child out.

If a tardy is due to a doctor or dental appointment, a note from a physician may be requested. Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (approved by the Head of School)

King's Academy considers abuse of tardies and/or early dismissals as lost instructional time, which may be addressed by the Head of School and may result in student retention at the current grade level.

**NOTE:** When a student accumulates five (5) tardies and/or early dismissals, a parent meeting may be held and an Attendance Corrective Action Plan may be initiated.

### Absences

All absences are to be verified by communication from the parent to the school office. This communication should be documented for record-keeping purposes. Voicemail is available before and after school hours: (252) 937-9829 x227. Parents may email [debbie@englewoodbaptist.com](mailto:debbie@englewoodbaptist.com).

If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be excused if communication is provided by the parent within five days following the absence and meets the guidelines below for an excused absence. The communication should contain the following information:

- Student's name
- Teacher's name
- Date of absence
- Reason for absence
- Phone number
- Signature of parent

If an absence is due to illness and lasts five days or more, a note from a physician may be requested. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Authorized absence (approved by the Head of School)

Abuse of excused absences may be investigated by the Head of School and could result in a referral to the District Attorney, Director of Social Services, and/or the County Juvenile Court. Further, the child may be in jeopardy of retention at the current grade level.

**NOTE:** Any student who accumulates 10 consecutive school days of unexcused absences will be subject to potential withdrawal from the school.

## Truancy

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student is referred to the District Attorney, Director of Social Services, and/or the County Juvenile Court.

The Head of School may act as the school's attendance officer or delegate that duty. The school's attendance officer investigates possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

## Family Vacations

Parents planning to take their child on a trip must notify the Head of School in writing a minimum of two weeks before departure. The student's absence may be an excused absence if approved by the Head of School who may require an assignment related to the trip. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

## Family Death or Terminal Illness

If there is a death, terminal illness or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the Head of School should be notified.

### **Illness During the School Day**

If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Students with vomiting or fever must be symptom-free without fever-reducing medication for 24 hours before returning to school.

### **Voluntary Withdrawal**

To withdraw a student, a parent must complete a Student Withdrawal form available in the office.

## Parental Partnership: Dress Code

Research has shown that the benefits of a dress code, including student uniforms, far outweigh the cons or negatives. While there can be innumerable reasons for a dress code, King's Academy's dress code has been driven by the belief that adherence to a code will promote learning, safety, image and unity. It is, then, the expectation that students and staff will adhere to the codes set forth by the school's administration. Staff will be guided by the Englewood Baptist Church Lifestyle Agreement.

### Uniform Vendor Information

King's Academy has no preferred uniform vendor. Parents/Guardians may choose where they shop. Options include local stores and online stores, including Amazon.

### Uniform Requirements

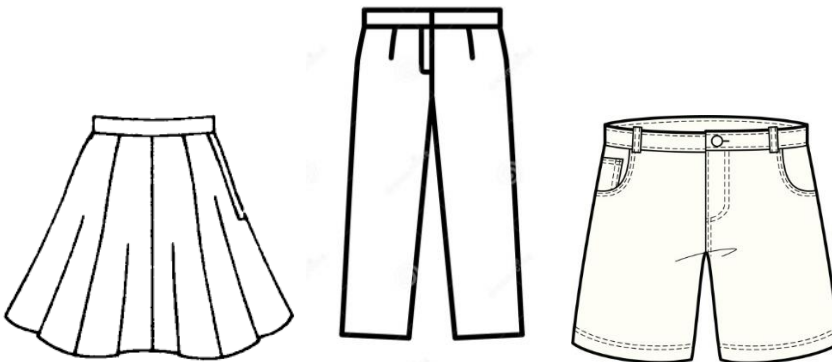
#### Tops



- Collar: pointed, round or Peter Pan
- Sleeves: long, short or three-quarter
- Placket: button
- Colors: white, teal, grey, navy

**NOTE:** Tops must be tucked into skirts, pants or shorts.

#### Bottoms



- Skirts (girls)
- Pants: long or short (boys or girls)
- Colors: navy, khaki, black

**NOTE:** Kindergarten boys may wear pull-on bottoms. First Grade boys should wear a belt.

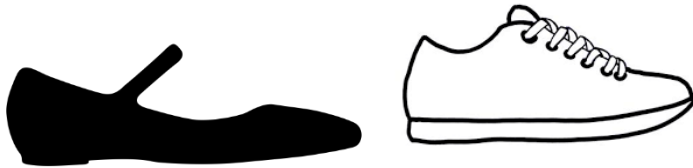
### Dresses/Jumpers (girls only)



- Jumpers and Dresses (girls)
- If sleeveless, should be worn with a collared and sleeved blouse or shirt
- Colors: navy, khaki

**NOTE:** Dresses and skirts should be of a modest length.

### Shoes/Socks, Tights and Leggings



- Preferably lace-up shoes so that we may partner with you in teaching the art of tying laces; girls may wear “Mary Jane-type”
- Shoe Colors: preferably white or black
- Socks, Tights and Leggings: white, navy, black – solid colors

**NOTE:** No high heels for girls.

### What Not to Wear \*

- Tops: Sleeveless, Collarless, Logos/Sayings, Hoodies, Tanks, Tubes, Spaghetti Straps
- Bottoms: Mini Shorts, Mini Dresses, Sweat Pants, Joggers, Jeans
- Shoes: Crocs, Flip Flops, Zorries
- Other: Character Wear (e.g. Spiderman, Batman, My Little Ponies), Sleepwear
- Make-Up
- Items that will distract or prove hazardous (may include some jewelry)
- Significantly oversized or undersized clothing
- Hats/Caps or Sunglasses when indoors

\*There may be “special” occasions when some of the above are permitted. The teacher will communicate dress exceptions to students and their parents. If special situations present that necessitate that a child wear something in violation of the code, the parent should speak with the Head of School BEFORE sending the child to school.

## Parental Partnership: Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

### General

1. Potential volunteers must complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians should communicate interest in volunteering to the Head of School. At minimum, a background check, Tuberculin Skin Test and Medical Examination will be required prior to volunteering.
2. All visitors and volunteers must be processed through the school office and must wear a form of identification provided by the school.
3. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
4. All visitors and volunteers must reinforce and demonstrate the school's Mission, Philosophy and Core Values.
5. The distribution of literature, without prior approval from the Head of School, is expressly prohibited.
6. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
7. Corporal punishment and harsh language, including tone and gestures, are prohibited.
8. Appropriate dress is required.
9. The use of any of the following is strictly prohibited: tobacco, marijuana, e-cigarettes/vaporizers and paraphernalia, and alcohol - within the facility or on the grounds/campus.

### Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher or Head of School or his/her designee. Volunteers do not discipline students.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the Head of School's permission.

### Field Trips

1. Anyone in attendance of a field trip *may* be required to submit to a criminal background check.
2. Volunteers must follow all instructions provided by the teacher or school.
3. Students may not be transported in personal vehicles without written prior approval from a child's parent/guardian AND the Head of School.
4. Smoking is prohibited in the presence of students. Volunteers should not smell of smoke, alcohol or controlled substances.
5. Volunteers must reinforce and demonstrate the school's Vision, Philosophy and Core Values during field trips.

6. Volunteers will pay their expenses for field trips. This may include the cost of tickets, admission fees, meals or other.
7. Volunteers should not give students money or ask students for money.

Field trips are a privilege, not a right, and participation is determined at the teachers' and administrators' discretion.

## General School Procedures

### Transportation

King's Academy does not provide transportation to/from school. School administration will, at times, share information that may assist parents with transportation (e.g. carpooling, private carriers and public transportation possibilities.)

### Drivers

Traffic congestion can occur on a daily basis during the arrival and dismissal process. Parents are asked to be patient and to plan for possible delays, particularly during inclement weather, on select days (e.g. first day of school) and at select times (e.g. 7:45 AM, 2:45 PM). Please contact the Head of School should you have questions about the arrival and dismissal process.

Parents/guardians should not be on their cell phones during the arrival/dismissal process. Also, parents should not text their children when they arrive.

### Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. If it is necessary for a student to ride a bicycle to school, he/she must park and secure the bicycle before school begins and leave it untouched until school is dismissed. The school does not assume responsibility for damage or theft of bicycles. The student should register his/her bike with the police department and must wear a bicycle helmet. King's Academy does not provide a bicycle rack.

### Walkers

Parents or guardians who wish their students to walk home from school must complete the Student Walk Home Release form. Students who walk to and from school should go directly home or to their other regular after-school care location following dismissal for their own safety and security. Failing to do so may cause undue worry for parents and staff members. King's Academy is not responsible for walkers once they exit the building.

### Lunch

For grades K-5, the school schedule allows for a 30-minute lunch period and a 30-minute outside recess period. A nutritious lunch, including milk, is offered by the school. There is no additional charge for lunch. Students may bring bagged lunches from home. There is no reduction in tuition or fees when lunches are brought from home. Students may bring a snack for their mid-morning break. Lunches and snacks from home will need to be nutritious (must be well-balanced). Students may not bring soda/soft drinks, candy or a volume of processed snacks (e.g. one small bag of SunChips versus a large bag of potato chips). Fast-Food may not be brought in from outside restaurants.



## Snacks

A snack period may be offered at the discretion of the teacher. Students must bring their own snacks from home as they are not provided by the school. Snacks should be nutritional (e.g., fruit, vegetables, cheese and crackers). Candy, pop/soda/soft drinks and sweets are not acceptable.

## Recess

As in the classroom, the supervising adult is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive, frightening or demeaning are not permitted. All students are to remain in the designated recess area.

## Holiday Celebrations

### Birthdays

Birthday celebrations tend to disrupt the normal progress of the day. We do not encourage birthday celebrations. Any approved celebrations need to be pre-scheduled and will only be allotted during the regularly scheduled recess, snack or lunch period. Discuss with the classroom teacher what may/may not be brought and when any items/foods are brought. Parents may eat lunch with their child on his/her birthday.

### Halloween and April Fool's Day

Halloween and April Fool's Day are not celebrated at the school. Consequently, costumes are not worn to school (except for approved events).

### Winter Break

Classes may have a small party at a time identified by the classroom teacher.

### St. Valentine's Day

Students in grades K-5 are encouraged to celebrate St. Valentine's Day by making homemade valentines for their classmates. A class list will be supplied by the teacher for parents' convenience. Students who bring valentines must give one to each of their classmates. Outside deliveries for students will not be accepted and/or delivered by the office staff during the instructional day. Classes may have a small party at a time identified by the classroom teacher.

## Field Trips

When students travel away from school, they are subject to the same rules, regulations and appropriate politeness observed at the school. As in the classroom, the teacher will judge behavior as acceptable or unacceptable. Misbehavior or disregard of school policies can result in denial of field trip privileges. Signed permission slips must be on file with the teacher for each student on each field trip. Any fees or expenses for field trips should be paid in accordance with the communication sent by the teacher or Head of School.

## Lost and Found

Lost and Found items will be stored in the Resource Room. Unclaimed items are donated to charity at the end of each quarter.

## Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not use cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, and electronic devices during the instructional day at school or school-related events. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Physical Education (PE) teachers, coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the Head of School's permission.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the Head of School. The Head of School's determination is final.

## Emergency School Procedures

In the event of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog, flooding, tornados), the Head of School will notify local radio and TV stations regarding the decision to close school or delay its opening. The classroom teacher will send a phone message and/or text to each family (parent or guardian of record). In the event of closure, teachers will provide learning opportunities through the use of digital tools or materials relevant to current learning targets to promote every day as a learning day. We ask parents to embrace and support this learning opportunity.

### Severe Thunderstorm Watch or Warning

If school is already in session when the watch or warning is issued, the school remains open. The staff takes safety precautions and communicates with parents as necessary and possible.

### Tornado Watch

If school is already in session when the watch or warning is issued, the school remains open. The staff takes safety precautions and communicates with parents as necessary and possible. Students are released to parents or other designated adults upon request.

### Tornado Warning

All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students may or may not be released to parents or other designated adults upon request. If students and staff must shelter in place, no staff will be available to answer the door, sign a student out, etc.

### Emergency Drills

Emergency drills are held throughout the year. In *some* instances, parents may be informed following a drill. Students and staff engage in fire, shelter-in-place/tornado and lockdown/intruder drills.

## **Tobacco Use and Non-Smoking Policy**

The school is a non-smoking and tobacco-free facility. The campus is a non-smoking and tobacco-free campus. Any form of smoking, including but not limited to e- cigarettes/vaporizers and paraphernalia, and tobacco use are prohibited anywhere on school property and in the presence of students, including during field trips.

## Payments Made to School

Checks written to the school that are returned for insufficient funds are processed through Smartcare. If a check is returned, Smartcare emails the parent/guardian (whomever is on the account). Smartcare will add a fee as will the bank. After two returned checks, all payments must be made in cash or with a credit card via the Smartcare APP. Should a credit card be denied by Smartcare, all payments must be made in cash. A receipt will be provided through Smartcare.

## Medical Information

### Health Screenings

Every child entering a North Carolina school for the first time is required to obtain a health assessment that includes a medical history and physical examination. The latter must include vision and hearing screening and, if appropriate, testing for anemia and tuberculosis. The Health Transmittal Form should be submitted at the time of enrollment. If it is not received within thirty (30) calendar days of the student's first date of attendance, the student is suspended until the document is received. After 15 days of suspension, the student will be withdrawn.

### Immunization Requirements

A certificate of immunization must be presented for each student on their first day of attendance showing evidence of age-appropriate vaccination in accordance with state law and regulation. If a certificate of immunization is not provided on the first day of attendance, it must be presented within thirty (30) calendar days. If a certificate of immunization is not received within thirty (30) calendar days, students will be suspended from school until the parent/caregiver provides documentation of requirements. Your healthcare provider and/or local health department are available to assist you in your child's vaccination requirements. After 15 days of suspension, the student will be withdrawn.

Medical exemptions can only be requested by a **physician licensed to practice medicine in North Carolina**. Parents may request in writing a religious exemption from immunization.

Please refer to the North Carolina Immunization Branch (NCIB) website (see link) for the most current information regarding minimum required immunizations and additional important details regarding the vaccines: <http://www.immunize.nc.gov/schools/schools.htm>

Garrett's Law (<https://immunization.dph.ncdhhs.gov/schools/resourcesforschools.htm>)

Garrett's law, enacted in 2004, mandates NC schools provide parents and guardians with information about meningococcal meningitis and influenza and the vaccines that protect against these diseases. The law was expanded in 2007 to mandate information also be provided about human papillomavirus (HPV) and the vaccines available to protect against HPV.

### Medication Administration

King's Academy does not administer medicine. Parents or guardians may visit the school to administer medication or may administer before or after school. Parents are asked to consider the effect of medications and be wise about sending a medicated child to school.

A physician's signature is required under the following conditions:

- Any possession or use of an inhaler or epinephrine injector.
- Any self-possession or self-administration of any medication.\*

\*Discuss with the Head of School BEFORE advising a child to self-medicate.

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must include the dosage and frequency of administration. Over-the-counter medication must be in the original package with the student's name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed. The individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.

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# Notifications

## Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school Head of School clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the Head of School, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
  1. School administrators, teachers, support staff, NHA personnel and other school officials which have a legitimate educational interest
  2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
  3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
  4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
  5. Appropriate parties in connection with financial aid to a student
  6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
  7. Accrediting organizations to carry out accrediting functions
  8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
  9. Appropriate parties in a health or safety emergency
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-5920

## Rights Under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas (“protected information survey”):
  1. Political affiliations or beliefs of the student or student’s parent
  2. Mental or psychological problems of the student or the student’s family
  3. Sexual behavior or attitudes
  4. Anti-social, demeaning, illegal, or self-incriminating behavior
  5. Critical appraisals of others with whom respondents have close familial relationships
  6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
  7. Religious affiliations, beliefs, or practices of the student or parent
  8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
  1. Any other protected information survey, regardless of funding
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
  3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others
- Inspect the following, upon request and before administration or use:
  1. Surveys created by a third party before their distribution by a school to its students
  2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
  3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-5920

## SCHOOL-PARENT COMPACT (Commitment to Excellence Contract)

This compact outlines how parents/guardians, school staff and students will share responsibility for student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve their personal best in all areas, academic and behavioral.

This school-parent compact is in effect during school year 2023-2024.

### **School Responsibilities: King’s Academy will:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to master academic achievement standards as follows: employing qualified teaching staff and providing intervention support to academically at-risk students at the school.
- Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child’s achievement. Adequate notice will be provided to parents of conference scheduling.
- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: the distribution of report cards on a regular basis along with updates given during parent teacher conferences and informal meetings between parents and teachers.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent teacher conferences, via regular email and telephone and also during more informal consultations on an as-needed and scheduled basis.
- Provide parents opportunities to volunteer and participate with their child’s class, and to observe classroom activities, as follows: notices regarding volunteer opportunities will be included in school newsletters.

### **Parent/Guardian Responsibilities: I/We, as parent(s), will support my/our child(ren)’s learning in the following ways:**

- I understand that my child is enrolled in this school, so he/she has opportunity to achieve.
- I realize that the academic and behavior expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I will monitor my child’s attendance and homework completion.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.
- I will stay informed about my child’s education and communicate with the school by promptly reading all notices from the school either sent home with my child, given directly to me, communicated via newsletters or mailed to my attention. I will be prompt, attentive and appropriate in my response.
- I understand that my child must behave respectfully and responsibly to protect the safety, interest and rights of others in the school. I will model appropriate behavior while in the school.

*Please add any other commitment statements you would like to note:*

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\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

### **Student’s Commitment: I fully commit to this school in the following ways:**

- I am enrolling in this school because I want to achieve. I will put forth my best effort every single day.
- I agree with my school’s expectations, standards and requirements because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I will be present at school all day, every day, unless I have an excused absence and will give my teachers my full attention.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of myself and others in the school. I will accept responsibility for my actions, including consequences for any misbehavior.



\_\_\_\_\_  
Student Signature                      Student Printed Name                      Grade                      Date

\_\_\_\_\_  
Student Signature                      Student Printed Name                      Grade                      Date

\_\_\_\_\_  
Student Signature                      Student Printed Name                      Grade                      Date

\_\_\_\_\_  
Student Signature                      Student Printed Name                      Grade                      Date

**Teacher's Commitment: *I fully commit to this school in the following ways:***

- I will provide each student appropriate and, when possible, personalized opportunities to achieve.
- I will remain an active and engaged learner so that I can be effective in teaching and disciplining students and in managing my classroom. I will welcome professional learning and seek my own growth experiences.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters and/or progress reports and will make myself available to students and parents to discuss any concerns they may have.
- I will display integrity and respect to students, parents and staff members through my words and actions.
- I will work cooperatively and collaboratively with school administration, church leadership and other staff to maximize teaching and learning for all students.
- I will protect the safety, interests and rights of all individuals in the classroom.
- I will walk before my students and parents as an example of Christ.

\_\_\_\_\_  
Teacher Signature                      Teacher Printed Name                      Date

**Leadership's Commitment: *I fully commit to this school in the following ways:***

- I will support the hiring of qualified personnel, knowledgeable of content and best instructional practice.
- I will remain an active and engaged learner so that I can be effective in leading King's Academy, in supporting teacher growth and development and in interacting with diverse populations of staff, students and parents.
- I will communicate with parents, staff and, when appropriate, students in ways and words that are clear, meaningful and supportive of our mission, vision and core principles.
- I will display integrity and respect to students, parents and staff members through my words and actions.
- I will work cooperatively and collaboratively with all to maximize teaching and learning and to ensure that King's Academy is a school of excellence.
- I will protect the safety, interests and rights of all individuals at King's Academy.
- I will walk before my students, parents and staff as an example of Christ.

\_\_\_\_\_  
Head of School Signature                      Head of School Printed Name                      Date

\_\_\_\_\_  
Senior Pastor Signature                      Senior Pastor Printed Name                      Date

## Preschool Specific Information



Beginning August 2023, “Weekday Preschool” becomes a part of King’s Academy. The two, preschool and elementary, will not operate separately. However, the North Carolina Childcare Rules will continue not only to apply but to guide all decisions, policies, procedures and protocols for services rendered to and staff employed to serve children ages six months to four years of age.

The NC Childcare Rules may be viewed in entirety at

[https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/C/Chapter\\_9\\_Child\\_Care\\_Rules\\_April\\_1\\_2022.pdf?ver=ZZ\\_Ggs8MYUW03ndXtmkHRw%3d%3d](https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/C/Chapter_9_Child_Care_Rules_April_1_2022.pdf?ver=ZZ_Ggs8MYUW03ndXtmkHRw%3d%3d).

**NOTE** that the rules are periodically updated. New rules and laws may be viewed at <https://ncchildcare.ncdhhs.gov/Services/Child-Care-Rules-Law-and-Public-Information>.

**Mission Statement**

The mission of Weekday Preschool is to assist and support parents in establishing the foundation for each child's spiritual and educational development in a safe, nurturing, Christ-centered environment.

**Purpose Statement**

Weekday Preschool exists to minister spiritually and academically to every child and every family through the love of Christ, a Bible-based curriculum, a staff of devoted Christ followers, and strong academic expectations.

**PRESCHOOL versus DAYCARE**

How does Englewood Weekday Preschool compare to basic childcare/daycare?

- We are licensed by and operate under the rules and regulations of the NC Department of Child Development.
- We have a highly dedicated, experienced staff, who are well-trained in all aspects of child development, child instruction, childcare and child safety.
- We separate children into age-based classrooms to provide better care, more appropriate learning activities, and safer play areas.
- We set staff-to-student ratios well below NC recommended ratios. Most classes are limited to 10-14 students with one teacher and at least one teacher assistant.
- We use age-appropriate teaching schedules and Bible-based instructional materials and activities that align with either the Creative Curriculum or the ABeka curriculum, with focus on the spiritual, academic, emotional, physical and social development of each child.
- We are committed to doing all we can to help each child reach their maximum God-given potential.
- We strive for excellence in all we do.

## OUR STATEMENT OF FAITH

### WHAT WE BELIEVE

In essential beliefs, we have unity. “. . . there is one Body and one Spirit . . . there is one Lord, one faith, one baptism, and one God and Father of us all. . .” Ephesians 4:4-6

In non-essential beliefs, we have liberty. “Accept him whose faith is weak, without passing judgment on disputable matters . . . Who are you to judge someone else’s servant? To his own master he stands or falls . . . So then each of us will give an account of himself to God . . . So, whatever you believe about these things keep between yourself and God.” Romans 14:1,4,12,22

In all our beliefs, we show charity “. . . If I hold in my mind not only all human knowledge but also the very secrets of God, and if I have the faith that can move mountains—but have no love, I amount to nothing at all.” 1 Corinthians 13:2 (Phillips Translation)

### WHAT WE BELIEVE ABOUT GOD

God is the Creator and Ruler of the universe. He has eternally existed in three personalities: the Father, the Son, and the Holy Spirit. These three are co-equal and are one God.  
Genesis 1:1,26,27; 3:22; Psalm 90:2; Matthew 28:19; 1 Peter 1:2; 2 Corinthians 13:14

### WHAT WE BELIEVE ABOUT JESUS CHRIST

Jesus Christ is the Son of God. He is co-equal with the Father. Jesus lived a sinless human life and offered Himself as the perfect sacrifice for the sins of all people by dying on a cross. He arose from the dead after three days to demonstrate His power over sin and Death. He ascended to Heaven’s glory and will return again to earth someday to reign as Kings of Kings and Lord of Lords.  
Matthew 1:22,23; Isaiah 9:6; John 1:1-5, 14:10-30; Hebrews 4:14,15; 1 Corinthians 15:3,4;  
Romans 1:3,4; Acts 1:9-11; 1 Timothy 6:14,15; Titus 2:13

### WHAT WE BELIEVE ABOUT THE HOLY SPIRIT

The Holy Spirit is co-equal with the Father and the Son of God. He is present in the world to make men aware of their need for Jesus Christ. He also lives in every Christian from the moment of salvation. He provides the Christian with power for living, understanding of spiritual truth, and guidance in doing what is right. He gives every believer a spiritual gift when they are saved. As Christians, we seek to live under His control daily.

2 Corinthians 3:17; John 16:7-13. 14:16-17; Acts 1:8; 1 Corinthians 2:12, 3:16;  
Ephesians 1:13; Galatians 5:25; Ephesians 5:18

### WHAT WE BELIEVE ABOUT THE BIBLE

The Bible is God's Word to us. It was written by human authors, under the supernatural guidance of the Holy Spirit. It is the supreme source of truth for Christian beliefs and living. Because it is inspired by God, it is the truth without any mixture of error.

2 Timothy 3:16; 2 Peter 1:20,21; 2 Timothy 1:13; Psalm 119:105, 160, 12:6; Proverbs 30:5

### WHAT WE BELIEVE ABOUT HUMAN BEINGS

People are made in the spiritual image of God, to be like Him in character. People are the supreme object of God's creation. Although every person has tremendous potential for good, all of us are marred by an attitude of disobedience toward God called "sin". This attitude separates people from God and causes many problems in life.

Genesis 1:27; Psalm 8:3-6; Isaiah 53:6a; Romans 3:23; Isaiah 59:1,2

### WHAT WE BELIEVE ABOUT SALVATION

Salvation is God's free gift to us, but we must accept it. We can never make up for our sin by self-improvement or good works. Only by trusting in Jesus Christ as God's offer of forgiveness can anyone be saved from sin's penalty. When we turn from our self-ruled life and turn to Jesus in faith we are saved. Eternal life begins the moment one receives Jesus Christ into his life by faith.

Romans 6:23; Ephesians 2:8,9; John 14:6, 1:12; Titus 3:5; Galatians 3:26; Romans 5:1

### WHAT WE BELIEVE ABOUT ETERNAL SECURITY

Because God gives us eternal life through Jesus Christ, the true believer is secure in that salvation for eternity. If you have been genuinely saved, you cannot "lose" it. Salvation is maintained by the grace and power of God, not by the self-effort of the Christian. It is the grace and keeping power of God that gives us this security.

John 10:29; 2 Timothy 1:12; Hebrews 7:25; 10:10,14; 1 Peter 1:3-5

### WHAT WE BELIEVE ABOUT ETERNITY

People were created to exist forever. We will either exist eternally separated from God by sin, or eternally with God through forgiveness and salvation. To be eternally separated from God is Hell. To be eternally in union with Him is eternal life and Heaven. Heaven and Hell are real places of eternal existence.

John 3:16; John 2:25; John 5:11-13; Romans 6:23; Revelation 20:15;  
Matthew 1:8; Matthew 2:44,46

**HOURS OF OPERATION\*\***

- ◆ 8:00 AM - 12:15 PM Half-day students
- ◆ 8:00 AM - 5:15 PM All-day students

**OFFICE HOURS**

- The preschool office opens at 8:00 AM and closes at 5:30 PM.

**STUDENT ARRIVAL TIME AND ARRIVAL PROCEDURES**

- 7:45AM - 8:00AM Arrival time for all-day preschoolers
- 8:00AM - 8:10 AM Arrival time for half-day preschoolers
- 7:00AM - 7:45AM *Early drop off for pre-approved all-day students*
- All students will be dropped off at the designated entrance.
- Preschool staff will check temperatures and escort children from the car to the classroom.
- All-day students must **preregister with the Director for the early drop-off option.**

**All students are expected to be in the classrooms by 8:15.** Students who arrive after 8:15, for any reason other than a doctor's appointment, miss prime instructional time and cause disruptions to classroom routine(s), instruction, food services and general scheduling.

**PICK-UP TIMES AND PICK UP PROCEDURES**

- 5:00 PM - 5:15 PM\* All-day students
- 12:00 PM - 12:15 PM Half-day students

*\*Parents may pick up any time during the afternoon as needed. We ask parents to not pick-up during nap time. Chat with the Director or Assistant Director to choose the best time for early pick-up.*

- Parents may pick up from the classroom: (Staff will escort students at other times.)
  - 2:30PM - 3:45 PM All-day students
  - 11:30AM - 11:45 AM Half-day students
- Each student must be signed out at the classroom by an adult listed on the child's enrollment form.
- Any changes authorizing additional persons to drop off or pick up a child must be added to the application form in writing and in person by a parent or guardian.
- **Changes in pick-up persons cannot be made in response to written note, text, email or phone call to the office or the staff. Such changes can only be accepted in person and must be made by the parent or guardian who enrolled/registered the child.**

## CLASSROOM PLACEMENT

Classroom placement is based on the child's birthday as of August 31<sup>st</sup> (in alignment with the policies and procedures of the local school systems).

Except for infants and younger toddlers, children advance to the next classroom at the beginning of each new school year in August. The Director may deny advancement to the next classroom and will discuss such decisions with the parent.

## ENROLLMENT PROCESS

Enrollment begins with a scheduled visit to the preschool office to complete the initial application form and pay the nonrefundable \$100 registration fee.

A face-to-face interview may be required with parent(s) and child in attendance.

Enrollment is completed when all required enrollment packet forms are returned to the preschool on the child's first day of attendance.

## MAXIMUM CLASS SIZE AND STUDENT-TO-STAFF RATIOS

Ages	Number of Students	Number of Staff
Infants	10	2
Young Toddlers (12-18mos)	10	2
Older Toddlers (18-24+mos)	10	2
Twos	12	2
Threes	12-13	2
Fours	12-14	2

## CLASSROOM INSTRUCTION AND CURRICULUM

A combination of curricula guides the instructional planning for preschool classrooms. These include ABeka, the Creative Curriculum and teacher-created curriculum. Christian materials (ABeka) have been selected and approved for their proven educational and foundational values in leading little ones to Christ and training them in the Bible, Christian character, language and traditional academic subject matter.

The *North Carolina Foundations for Early Learning and Development* guides teacher planning. Foundations, a guide for teaching-not a curriculum or checklist that is used to assess children's development and learning, is a resource to define the skills and abilities we want to support in the learning experiences we provide for children.

In addition to the ABeka curriculum and *Foundations*, Bible stories and memory verses are taught in the classrooms each week. During the week students (older toddlers-fours) engage with our pastors or other church leaders in chapel, Braswell Memorial Library personnel and other itinerant educational providers.

**TUITION POLICY**

Weekday Preschool is a non-profit ministry of Englewood Baptist Church subsidized solely by tuition income, which covers all staff salaries and consumable supplies. See the fee schedule at <https://kingsacademy.school/admissions/>.

**ALL-DAY PROGRAM -**

- ◆ **Payment is due before 5:00 PM the Friday BEFORE care is rendered.**  
*EXAMPLE: Payment is due by August 18<sup>th</sup> for care beginning the week of August 21<sup>st</sup>.*

**Late payments:**

- Non-payment for the week adds a \$30 late fee to the balance each week.
- Non-payment for a period of 2 weeks cancels your child's attendance until the balance, including late fee(s) is paid in full.
- Failure to bring your account balance to \$0 for 3 weeks forfeits your child's slot. It may be offered to another child/family. This policy will be strictly enforced.

**HALF-DAY PROGRAM -**

- ◆ **Tuition is posted about the 23<sup>rd</sup> of each month and is due before the 1<sup>st</sup> day of the month in which care is needed.**  
*EXAMPLE: Tuition posts about September 23<sup>rd</sup> for October and is due before October 1<sup>st</sup>.*

**Late payments:**

- Non-payment by the end of the month's first week adds a \$30 late fee.
- Non-payment for 2 weeks adds another \$30 late fee and your child's may not return until the balance, including late fee(s), is paid in full. This policy is strictly enforced.
- Non-payment for a period of 3 weeks forfeits your child's slot. It may be offered to another child/family. This policy will be strictly enforced.

**Payment Options:**

- (1) Check or cash in a completed payment envelope and given to preschool Director or Assistant Director. (**DO NOT** simply place in your child's bags, pockets, etc.)
- (2) Online using the Smartcare APP. (See the Director or Assistant Director for information.)

**NOTE:** Tuition payments are due whether the child attends or not or if the facility is closed for inclement weather. Full tuition is also due if children are quarantined because of COVID-19.

**NOTE:** A late fee posts whenever the account balance is not brought to \$0 (zero).



**WEATHER RELATED CLOSINGS and DELAYS**

Weekday Preschool closings and delays will be determined by the Englewood Baptist Executive Pastor and the Weekday Preschool Director. Multiple data sources, including alerts from the Nash County Emergency Services will guide decisions. King's Academy determines closures and may operate differently from local public or other private schools.

The director and/or assistant director will notify Weekday Preschool staff.

Teachers will text or telephone parents with pertinent information.

**NOTE:** Tuition is due during weather-related closings.

**SECURITY**

All exterior doors on the entire campus remain locked. All persons, including children, parents, and visitors, must enter and exit through the designated doors.

Persons requesting entrance to the building must ring the doorbell to the right of the main preschool doors. Entrance is granted only after visual recognition by approved personnel. Without exception, entrance will not be granted to unknown or unauthorized persons.

**Note:** COVID-19 or other health or safety restrictions may impact admission to the facility.

**EMERGENCIES**

The preschool staff is highly trained in emergency preparedness. The preschool conducts regularly scheduled fire drills, tornado drills and shelter-in-place drills.

In the event of an actual emergency, parents will be contacted by call, text or email to notify them regarding the situation in general and their child specifically.

**SMOKE/TOBACCO FREE FACILITY**

Smoking is prohibited in and around all buildings and grounds owned and operated by Englewood Baptist Church. No Smoking notices are posted on every entrance door. No tobacco is permitted.

**PARKING**

Parent parking is the area just beyond the preschool carport. Vehicles should be turned off and locked. Parents should keep their child(ren) under close and constant supervision.

The parking lot at the top of the steps is for staff only. Parents should not park in that area, use that area as a "bypass," or park parallel to the island opposite the preschool doors. All traffic moves in one direction; follow the signs. NEVER pass another vehicle in the drop-off/pick-up lane.

**CHILD ILLNESS**

As required by state and local regulations, to protect other children and the staff from the spread of illness within the classroom and/or preschool, **no infant or child may attend with any of the following symptoms:**

- Fever in the previous 24 hours
- Runny nose that is green or yellow in color that is not being treated by antibiotics
- Questionable rash
- Diarrhea and/or vomiting within the previous 24 hours
- Congested and/or croupy cough
- Pink eye or any other contagious eye infection
- Undiagnosed or contagious rash or skin irritation
- Any symptoms of contagious diseases

**Children brought to school with any of these symptoms will be sent home immediately.**

**CHILD ILLNESS - STAFF RESPONSE**

When a child runs a temperature of 101 or higher while in attendance, or exhibits any of the symptoms listed above, the following steps will be taken:

- (1) A parent/guardian will be contacted. If the parent cannot be reached, a person from the emergency list will be contacted. It is imperative that parents arrange for a sick child to be picked up within one hour or less after receiving notification.
- (2) The child will be removed from the classroom and supervised in the office.
- (3) Return to preschool will not be allowed until the symptoms have disappeared for a full 24 hours as mentioned above and/or after taking antibiotics for 24 hours. The child must be able to participate fully in all activities before returning.
- (4) Children must be without fever and fever-reducing medicines (Tylenol, Ibuprofen) for 24 hours before returning.
- (5) When a highly communicable disease is contracted by a child in the preschool, the office or classroom teacher will warn parents of a possible contagion, if deemed necessary.

**Head Lice:** Preschool attendance is prohibited for all students or staff members exhibiting symptoms of head lice. Proper treatment of head and home is crucial to prevent repeat infestations. Individuals may return to preschool only after they have received proper treatment and are found free of live lice by a staff member. Please contact your child's doctor or pharmacist for questions relating to diagnosis or treatment of head lice.

**MEDICATIONS**

Ours is a no-medication facility. No medicines will be administered to any student at any time by any staff member for any reason. Parents will need to come to the preschool to administer medication(s) to their child.

Children with diagnosed conditions that require emergency on-site medications (inhalers, EPI pens, Benadryl, etc.) will need additional state forms completed by their physician. Any such on-site medications must be current, remain in the original prescription packaging that includes the expiration date, and be labeled clearly with the child's name. Medications will be kept in the classroom in a secure location.

Children diagnosed with asthma will need additional state forms completed by their physician. Any on-site inhaler or nebulizer must be current, remain in the original prescription packaging that includes the expiration date, and be labeled clearly with the child's name. Medications will be kept in the classroom in a secure location.

Parents may give permission for teachers to administer topical treatments such as diaper creams, teething pain relief (Orajel, etc.), and sunscreen by completing the necessary permission form. This form is kept on file in the office and in the child's classroom. It is valid for one year.

**ALLERGIES**

Parents must provide specific, diagnosed allergy information and required treatment. If the appropriate allergy emergency treatment requires an EPI pen, parents are responsible for providing an up-to-date EPI pen, in the original prescription packaging, and labeled with the child's name. The EPI pen will be kept in the classroom in a secure location.

**Nut Allergies:** This preschool strives to be a nut-free facility. We do not serve foods that would endanger a child with a nut allergy, including peanut butter. Some children are so highly allergic that just the smell of peanut butter can trigger a serious allergic reaction. We ask, then, that parents not send snacks or lunches containing nut butters.

**NOTE:** If your child has a nut allergy, it must be documented by a physician on state-approved forms. If required, additional safety measures will be added on a classroom-by-classroom basis.

**POTTY TRAINING**

The staff works closely with parents through this process, keenly aware that each child progresses at his/her own pace. All children entering a 3- or 4-year-old classroom should be completely potty-trained, unless there are documented medical circumstances. Each situation will be considered by the Director who *may not* approve enrollment in a 3- or 4-year-old classroom for a child that is not completely potty-trained (able to articulate need to potty, able to request assistance, not wearing diapers or pull-ups).

**CLOTHING - Daily Dress Code**

Children should be dressed appropriate to the season and appropriate for sitting on the floor and playing outside. The children have outside play every day, weather permitting. Tennis shoes are strongly recommended; loose sandals, flip-flops and Crocs can be tripping hazards. Parents may be requested to not style children's hair with beads if the beads cannot be secured. Loose beads present a choking hazard.

**CLOTHING - Extra items**

State regulations require that a seasonally appropriate full change of clothes, including socks and underwear, be placed in a large zip-loc type bag labeled with the child's name. This change of clothes will stay in the child's classroom to be used as needed. Soiled clothing will be sent home in a plastic bag and a new set of clothing should be brought in the next day.

**TOYS**

Children may not bring toys to school unless it is a Show and Tell item or the teacher has given permission. No child should bring characters that depict violent behavior. Children should not bring weapons (even facsimiles), money, marbles, candy, gum or any valuable items. The teacher will hold any inappropriate items and return them to the parent at pick up.

**NUTRITION**

**All-day students** receive a morning snack, a hot lunch, and an afternoon snack each day. All meals and snacks are prepared in our licensed café or kitchen and meet all state-mandated nutritional guidelines. Each week the menu is sent home and posted on the hall bulletin board.

Parents of all-day children are asked not to send food items without prior approval from the Director or Assistant Director. If a meal is brought from home, it must meet the same state nutritional guidelines: a meat or protein source, vegetable, fruit, whole grain and bread.

**Parents of infants** will be required to provide formula, milk, cereal and baby food needed for each day. All bottles must be prepared, closed with lids, and labeled with the child's name and date. The bottles will be refrigerated upon arrival and warmed before feeding. Breast milk may be brought frozen. Parents must provide bottles. The breast milk will be thawed, placed in the bottle and warmed before feeding. All infant food that is sent from home must be unopened, labeled with the child's name and date. Any leftovers will be sent home at the end of the day.

If your child has nutritional needs that are outside of these guidelines, please speak with the Director or Assistant Director.

**Half-day students** opt out of the nutrition program by signing the required "opt out" form in compliance with state mandates. Parents should send a daily morning snack with their child.

**NOTE:** Peanut butter is not allowed as a snack due to potential allergies in other students.

**PARENT VISITS**

Parents/guardians are welcome to visit the preschool at any time, but all visitors must be listed on the student's approved list. There are no exceptions to this rule. All visitors are required to sign-in and sign-out on the visitors' log in the office.

**NOTE:** *\*\*COVID-19 or other health or safety restrictions may impact parent/guardian visitation. Please contact the Director to discuss options for meeting with the teacher or other staff face-to-face.*

**PARTIES AND PARTY FOODS**

Parents may bring party treats for birthdays or other special occasions. However, because of known and/or potential food allergies, all foods brought into the preschool must be **commercially prepared** as they provide a complete list of ingredients. Candies and other smaller items must be commercially prepared and individually wrapped.

Parents should contact the teacher in advance to schedule the best time of day for a party.

**Homemade food items cannot and will not be accepted.  
Balloons, gifts, excessive decorations and/or costumes are not allowed.**

**FIELD TRIPS**

According to state regulations, preschool children may not leave the facility for off-campus events, such as field trips. When possible and appropriate, monthly programs of special interest come to the preschool. Examples include fire safety programs, dental hygiene presentations and Braswell Memorial Library.

**HOLIDAY POLICIES**

**Christmas:** The emphasis is the birth of Christ and the events surrounding His birth. Other non-religious holiday traditions, including Santa Claus, are neither taught nor supported.

**Halloween:** In compliance with Biblical mandates, no aspect of Halloween is taught, celebrated, or encouraged. Children should not dress in or bring costumes, including masks.

**Easter:** The emphasis is the death and resurrection of Jesus Christ. While eggs may be used as resurrection visuals, no other secular traditions, including the Easter Bunny, are taught, celebrated or encouraged.

**NOTE:** Weekday Preschool schedule does not follow Nash County Schools holidays and holiday breaks. See the King's Academy calendar at <https://kingsacademy.school/wp-content/uploads/2022/10/Kings-Academy-2022-2023-Calendar.pdf>

**Preschool Specific**

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Following is a summary of Weekday Preschool Discipline/Behavior Management Policy. Parents receive a full printed copy of the policy prior to the child's first day of attendance as part of the pre-enrollment Parent Packet.

**DISCIPLINE/BEHAVIOR MANAGEMENT POLICY - summary**

The *importance* of a discipline/behavior management policy is to provide information on appropriate methods of behavior management to support children's social and emotional health.

The *goal* of a discipline/behavior management policy is to implement behavior management Strategies and practices to support children as they regulate their emotions and behavior.

Behavior management strategies are implemented to enhance children's social success in groups and prevent and address challenging behaviors. Effective strategies include careful planning, providing children with meaningful learning opportunities, and the use of guidance procedure such as redirection and planned ignoring to support children as they navigate the development of social relationships with peers and teachers.

**In compliance with NC statues and recommendations:**

- No form of corporal punishment is allowed at any time.
- Corporal punishment, as defined in the NC Child Care Center Handbook, is "the use of physical discipline on the body of a child."
- "No corporal punishment at any time" includes spanking, shaking, pushing, pinching, pulling, slapping, biting or any other form of physical punishment.
- Parents who choose to use spank at home may not bring a paddle or other discipline tool to the preschool for use during preschool hours.
- The staff will not make fun of, yell at, threaten, make sarcastic remarks about, use profanity or any other form of verbal abuse of the children.
- The staff will not criticize, make fun of, or belittle children's parents, families, or ethnic Groups.
- The staff will not shame or punish children when bathroom accidents occur.
- The staff will not deny food or rest as punishment.
- The staff will not relate discipline to eating, resting or sleeping.
- The staff will not place children in locked rooms, closet or boxes as punishment.
- The staff will not allow children to discipline other children.
- The staff will not discipline children by assigning chores that require use with or of Hazardous materials, such as cleaning bathrooms or floors or emptying diaper pails.
- The staff will not leave children alone, unattended, or without supervision for any reason.
- The staff will not discipline for minor misbehavior; preschoolers will be preschoolers!

**Preschool Specific**

pg M

**To promote appropriate behaviors and social interactions:**

- Praise, reward and encourage the children.
- Set reasonable age-appropriate behavior limits.
- Reason with the children, and listen with care, compassion and understanding.
- Model appropriate behavior for the children.
- Modify the environment to attempt to prevent problems before they occur.
- Redirect to provide alternatives for inappropriate behavior.
- Provide the children with natural and logical consequences of their behaviors.
- Treat the children with respect for their individual needs, desires and feelings.
- Explain things to children on an age-appropriate level.
- Use short supervised periods of time-out sparingly.
- Use developmentally appropriate guidance and behavior management techniques.
- Stay consistent in implementing the behavior management program.

All children will be encouraged to follow established behavior limits while at preschool. These limits include, but are not limited to:

- For their own safety, children must always walk, rather than run, inside the building, unless engaged in games or music requiring other more active movements.
- Children should use quiet voices while inside. Loud voices are for outside.
- Children should speak kindly and respectfully to other students and adults.
- Children should always keep their hands and feet to themselves unless specifically instructed by their teacher to do otherwise, such as holding hands in line.
- Children should not hit, slap, bite, pinch or push other children or adults.
- Children should not use foul, disrespectful, or offensive language, or use offensive gestures.
- For the safety of others, children should not throw any item of any size or kind inside or outside, unless permitted during games or organized activities.

Each child will be guided to make right choices using a gentle voice and redirection strategies. Consequences for inappropriate behavior will never be related to food, rest or toileting.

Methods of addressing misbehavior will include:

- Staff will redirect from the inappropriate behavior or activity to a more constructive one.
- The child will be directed to “time out” in a designated chair in the classroom to remove the child from the activity until he/she can conform to the acceptable behavior.
- If repeated “time out” in the classroom is not effective for a specific behavior, the child may be brought to the director’s office for additional discussion, additional time out and/or parent contact as the situation and behavior warrant.

**NOTE:** Only the Director or Assistant Director can “send a child home.”

**Preschool Specific**

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**DISCIPLINE/BEHAVIOR MANAGEMENT POLICY - summary (continued)**

- If a child's behavior becomes so disruptive as to jeopardize the welfare of the group, or if a child within the group has been injured by the misbehaving child, the parents will be contacted immediately. Such behavior may include profanity, communicating threats, extreme or repeated disrespect or defiance, self-injurious behavior or intent to hurt others. This list is not all inclusive. Such events could bring the child's continued attendance into question. Any decisions will be made by the Director and/or Head of School.

**Definition of Time Out:** "Time out" is the removal of a child for a short period of time (2-5 minutes) from a situation in which the child is misbehaving and has not responded to other discipline techniques. Time out may be referred to by other expressions (e.g. Think Time, Quiet Time, Time Away). The "time out" space, usually a chair, is located away from classroom activity but always within the teacher's sight and hearing. During "time out," the child has a chance to think about the misbehavior which led to his/her removal from the group.

After time out, the teacher discusses the incident, inappropriate behavior and consequences with the child, thus helping the child develop responsibility for making the right choice regarding behavior. When the child returns to the group, the incident is over, and the child is treated with the same affection and respect shown the other children.

Any time out should be in accordance with the offense and the child's age (e.g. a three-year-old would not have time out exceeding three minutes, a four-year-old would not have time out exceeding four minutes).

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**ADDITIONAL POLICIES: Prevention of Shaken Baby Syndrome and Abusive Head Trauma**

Parents receive a full printed copy of the policy prior to the child's first day of attendance as part of the pre-enrollment Parent Packet.



**Preschool Specific**

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**TERMINATION OF CARE**

It is a difficult and heartbreaking decision to remove a child from this preschool program. Such a decision is never made lightly or easily. If such a situation arises for reasons other than non-payment of tuition or failure to provide state required documents (e.g. immunization records), the preschool Director and/or Head of School will decide termination of care only after input from the appropriate preschool staff and, possibly, pastoral staff of Englewood Baptist Church. The Director or Head of School will communicate with parents/guardians.

Should the situation warrant, this preschool reserves the right to remove a child from the program, always taking into full consideration the best interest of the child, as well as the other children in the classroom.

Removal from the program may become necessary if any of the following occur:

- Determination by the preschool that it cannot meet the needs of the child.
- Determination by the preschool that it is not in the best interest of the child and/or the program to continue.
- Failure of a parent to return state-required forms, particularly medical and immunization records. Cancellation of enrollment is a state-mandated consequence.
- Failure to keep immunizations current; removal is a state-mandated consequence.
- Failure of a parent to pay tuition, resulting in serious overdue status.
- Failure of a child to adjust to the program after a reasonable amount of time.
- Persistent biting, persistent overly aggressive behavior, or other discipline and behavioral problems including but not limited to those mentioned on Page N of this document.

No monies will be refunded for lost tuition should a child be terminated for any of the above reason.

## Sources

This document is based on research of the policies, practices, rules and procedures of select North Carolina Christian, Private and Charter schools including and the North Carolina Department of Public Instruction:

Faith Christian Academy

<https://www.fcspatriots.com/>

Greenville Christian Academy

[https://www.greenvillechristian.com/ps-parent-info-packet/?gclid=EAlaIqobChMlqO\\_f3cSWgAMVRenICh1v4Q9ZEAAYAiAAEgKmXvD\\_BwE](https://www.greenvillechristian.com/ps-parent-info-packet/?gclid=EAlaIqobChMlqO_f3cSWgAMVRenICh1v4Q9ZEAAYAiAAEgKmXvD_BwE)

North Carolina Department of Public Instruction

<https://www.dpi.nc.gov/students-families>

Winterville Charter Academy

<https://www.nhaschools.com/schools/winterville-charter-academy/en>





