

Jubilee Christian Academy

a house where God lives and kids learn



Faculty and Staff Handbook

“Our mission is to prepare young people – intellectually, spiritually, and physically – to be successful leaders in both Christian and non-Christian environments. JCA inspires students to think critically, to work independently and in partnership with others, and to develop a global, Christ-centered perspective for their lives.”

Jubilee Christian Academy
Policy and Procedure Manual
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Revised 7-19-05

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Jubilee International Ministries
JUBILEE CHRISTIAN ACADEMY
“A House Where God Lives and Kids Learn”

POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: A-1
SUBJECT: Mission Statement Philosophy of Education Student Outcomes Statement of Faith Core Values Foundational Principles JCA History	NUMBER OF PAGES: 09
SPECIAL INSTRUCTIONS: Revised 07-02-07	REVIEW DATE: June 2008

I. The Mission of Jubilee Christian Academy is:

- A. To prepare young people intellectually, spiritually, and physically to be successful leaders in both Christian and non-Christian environments.
- B. To produce leaders equipped with the Word of God and the power of the Holy Spirit.
- C. To equip students to think critically, work independently and/or in partnership with others, and foster a global, Christ-centered perspective for their world.
- D. To glorify God by reaching the lost, healing the hurting, and training students to build a multicultural, multi-generational church.

II. Philosophy of Education

- A. Jubilee Christian Academy is firmly committed to fulfilling the mission of Jubilee International Ministries. The foundations of our mission and philosophy are fixed on the infallible and uncompromising Word of God, which is the final authority for all decisions. As we educate, we strive for excellence in the development of Christ-like student character and performance by molding hearts and minds according to the living Word of God.

- B. Jubilee Christian Academy is distinctly Christian in community, curriculum, character, and conviction. We reflect God's nature and further His kingdom by loving and serving students and families who possess a wide range of skills and abilities and are from diverse economic and cultural backgrounds.
- C. Jubilee Christian Academy functions in a Spirit-filled atmosphere with vibrant worship, operational prophetic gifts, passionate evangelism and a focused, active effort to heal personal, family and generational wounds and hurts.
- D. We believe, teach and practice the following core values:
 - 1. Discipleship to reproduce Christ-like character
 - 2. Godly relationships with authority, family, and peers
 - 3. Servant-based leadership
 - 4. A global vision that every nation should and will serve God
 - 5. Life-long love of learning

III. Expected Student Outcomes

- A. The goal of all instruction is to know and reveal God. All knowledge is given to know and understand the ways of God. Therefore, in the process of learning, students shall see God, love God, and understand that He is the source of all knowledge.
- B. Every student shall develop an intimate relationship with God which produces purity of heart, a clear conscience, and sincerity of faith. (1Tim 1:5)
- C. The imperishable, unchangeable, inerrant Word of God is foundational to all instruction and more than adequately equips each student in mind, soul and body to affect change in their lives, their families, and their world. Therefore, each student shall develop a deep knowledge and understanding of the Word of God.
- D. Education is not merely increasing knowledge and information. Education, or the educational process, is not an end in itself; it is a means to the end, which is an intimate relationship with God. The purpose of education is to cause the worship of He who is the Creator of all things. Therefore, all students will be passionate worshippers of God.
- E. Each student shall know that true identity, destiny and legacy are defined by a relationship with Christ. Therefore, each student will develop and

maintain a lifestyle that is both a continuous pursuit and a constant discovering of who and what Christ has called them to be.

- F. Each student shall be Christ-like in character, integrity, and attitude and shall display Christ-likeness as dedicated family members, productive citizens, and valuable leaders in their work, in their churches, and in their communities. They shall embrace and practice justice, mercy and peacemaking in their daily lives.
- G. Students shall be well-able to defend the Christian faith in thought, word, and deed.
- H. Students will develop, possess and nurture a God-given creativity that allows them to be culturally relevant and actively engaged in their world.
- I. No matter what path they ultimately choose – college or technical school, professional life or a trade or career – graduates will have a solid foundation upon which to build a life and ministry of service, full of the Spirit of God. They shall understand, value and engage in appropriate social and civic activities.
- J. Students will be living, breathing witnesses to the quality of Christian education and to the enduring value of living life as a committed Christian.
- K. Students shall be well prepared in all academic disciplines and skilled in reading, writing, speaking, listening, and critical thinking. They will also be proficient in mathematics and science and have an appreciation for the natural environment.
- L. Students will have a knowledge, understanding and respect of and for people, events, and movements in history and the cultures of other peoples and places. Each student should have a critical appreciation of the languages and cultures of other peoples, dispelling prejudice, promoting unity, encouraging hospitality, and promoting an open/honest exchange of ideas.
- M. Each student will develop an appreciation for literature and the arts and understand how they express and shape their beliefs and values.
- N. Students shall know how to utilize and steward resources (including technology), and find, analyze, and evaluate information. Each student shall become a life-long learner to develop and the skills to question, solve problems and make wise decisions.

- O. Students will understand that diligent study and hard work have dignity and are necessary for success.

IV. Statements of Faith

- A. The Holy Scriptures: We believe the Holy Scriptures of the Old and New Testaments to be the true, immutable, steadfast, authoritative, written Word of God; that they were written by men of old as they were moved upon and inspired by the Holy Spirit. These scriptures are inerrant, infallible and God-breathed, and therefore are the final authority for faith and life. [2 Timothy 3:16-17, 2 Peter 1:20-21]
- B. The Eternal Godhead: We believe there is one true and living God eternally existent in three persons in the Father, Son, and Holy Spirit; equal in every divine perfection, co-eternal in being, co-identical in nature, and possessing the same glorious attributes; all executing distinct but harmonious offices in the great work of redemption. [Deuteronomy 6:4, Matthew 28:19, 2 Corinthians 13:14, John 14:10 and 26]
- C. The Deity of Christ: We believe in the deity of the Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, in His personal future return to this earth in power and glory. [Isaiah 7:14 and 9:6, Luke 1:35, John 1:1-2, Acts 1:9-10, Ephesians 1:7, Philippians 2:5-8, Hebrews 9:24]
- D. The Personality of Satan: We believe that Satan is a literal being, the author of sin, and the ultimate cause of the Fall of Man; that he is the open and declared enemy of God and man; and, that he along with the angels from heaven that rebelled, shall be eternally punished in the Lake of Fire which was prepared for them. [Job 1:6-7, Isaiah 14:12-17, Matthew 4:2-11 and 25:41, Revelation 20:10]
- E. The Fall of Man: We believe man was created in the image of God, before Whom he walked in holiness and purity; then, by voluntary disobedience and transgression, he fell to the depths of sin and iniquity. As a consequence, all mankind became sinners sold unto Satan; sinners by choice not coercion, alienated from God, shaped in iniquity and utterly void by nature of the holiness required by the law of God, inclined to evil, guilty without excuse, earning the condemnation of a just and Holy God, and, of himself, utterly unable to remedy his lost condition. [Genesis 1:26-27, Romans 3:22-23 and 5:12 and 6:23, Ephesians 2:1-3 and 4:17-19]
- F. The Plan of Redemption: We believe Christ, perfect and just, died for the unjust; freely and by divine appointment of the Father, vicariously taking the sinner's place, bearing his sins, receiving his condemnation, dying his

death, fully paying his penalty, and signing with His life's blood the pardon of everyone that should believe upon Him; moreover, that our justification is made sure by his literal, physical resurrection from the dead. [Acts 2:18-36, Romans 3:24-25, Ephesians 1:7, 1 Peter 1:3-5 and 2:24]

- G. Salvation by Grace: We believe the salvation of sinners is wholly by grace through repentance of sin and faith in the precious blood of Jesus; that we have no righteousness or goodness of our own wherewith to seek divine favor, and must come, throwing ourselves upon the unfailing mercy of God, pleading the merits and righteousness of Christ the Savior as a free gift of His love. [John 1:12, Ephesians 1:7 and 2:8-10, 1 Peter 1:18-19]
- H. Sanctification by the Holy Spirit: We believe in the sanctifying power of the Holy Spirit, who convicts the world of sin, righteousness, and judgment; that, by His indwelling, the Christian is enabled to live a holy life; and that, He enters the life of a believer at the point of salvation to regenerate, renew, edify, exhort, and bring comfort to Him. [John 16:8-11, Romans 8:9, 2 Corinthians 3:6, Ephesians 1:13-14]
- I. The Baptism of the Holy Spirit: We believe that the Baptism of the Holy Spirit is the in-filling of the promised Comforter, poured out to endue the believer with power from on high and thus enabling him for these purposes: to glorify and exalt the Lord Jesus, to give inspired utterance in known and unknown languages, to access supernatural gifts, to foster a life of prayer and holiness, and to be equipped for practical, effective, soul-winning. We believe that we live presently in the dispensation of the Holy Spirit and, therefore, all believers who ask may receive His Baptism after the same manner recorded in the Word.
- J. Healing Power: We believe the redemptive work of Christ provides power for both spiritual and natural healing; that through the blood of the Lord Jesus, believers can obtain complete healing for their human body and mind as an answer to believing, faith-filled prayer.
- K. The Eternal State of Man: We believe in the bodily resurrection of both the saved and the lost, the one to everlasting life in the presence of the Lord and the other to everlasting damnation in an eternal hell. [Matthew 25:46, John 5:28-29 and 11:25-26, Revelation 20:5-13] We believe that the souls of the redeemed are, at death, absent from the body and present with the Lord, where in conscious bliss they await the first resurrection, when spirit, soul, and body will be reunited and glorified forever with the Lord. [Luke 23:43, 2 Corinthians 5:8, Philippians 1:23 and 3:21, 1 Thessalonians 4:16-17, Revelation 20:4-6]

- L. We believe that the souls of unbelievers remain, at death, in conscious punishment and torment until the second resurrection, when with soul and body reunited they shall appear at the Great White Throne Judgment, and shall be cast into the Lake of Fire, not to be annihilated, but to suffer everlasting conscious punishment and torment. [Matthew 25:41-46, Mark 9:43-48, Luke 16:19-26, 2 Thessalonians 1:7-9, Revelation 20:11-15]
- M. The Return of Christ: We believe in the personal and imminent return of Christ, our blessed hope; that He will descend from Heaven in clouds of glory with the voice of the Archangel and with the trump of God; and that at this time, which no man knows beforehand, the dead in Christ shall arise; then the redeemed which are alive and remain shall be caught up together with them in the clouds to forever be with the Lord. [Matthew 24:30-31, 1 Corinthians 15:23 and 51-53, 1 Thessalonians 4:13-18 and 5:1-11]
- N. The Local Church: We believe that the local church, which is the body and the espoused bride of Christ, is solely made up of born again persons; that its establishment and continuance is clearly taught and defined in the New Testament Scriptures. Local churches are designed by God to be autonomous and self-governing, built and structured with order and legislature, but free of any external authority or control. [Acts 13:1-4 and 15:19-31, Romans 16:1, 1 Corinthians 3:9, 2 Corinthians 11:2, Ephesians 1:22-2 and 5:25-27, Titus 1:5-11, 1 Peter 5:1-4]
- O. World Missions: We believe that God has given the church a Great Commission to proclaim the Gospel to all people so that every nation, tribe, ethnic group, and language group can have the opportunity to believe on the Lord Jesus Christ. As ambassadors of Christ, we must use any available means to carry the good news of salvation and the church to the world. [Matthew 28:19-20, Mark 16:15, Luke 24:46-48, John 20:21, Acts 1:8, 2 Corinthians 5:20]
- P. Civil Government: We believe that God has authored and ordained all authority existent in three basic institutions: 1) The Home, 2) The Church, and 3) The State. Every person is subject to all of these authorities, but all (including the authorities themselves) are answerable to God and ultimately governed by His Word. God has given each of these institutions specific Biblical responsibilities and balanced those responsibilities with the understanding that no institution has the right to infringe upon the other. The home, the church, and the state are equal and sovereign in their respective Biblically assigned spheres of responsibility under God. [Romans 13:1-7, Ephesians 5:22-24, Hebrews 13:17, 1 Peter 2:13-14]
- Q. Human Sexuality: We believe God has commanded that no individual should engage in intimate sexual activity outside of marriage between a

man and woman. We further believe that fornication, adultery, pornography, homosexual activity, lesbianism, bisexuality, bestiality, and incest are all sinful perversions of God's precious gift of sex, and that such practices directly sabotage the family, God's first institution for man. [Genesis 2:24 and 19:5, Leviticus 18:1-30, Romans 1:26-29, 1 Corinthians 5:1 and 6:9, Hebrews 13:4]

- R. Divorce and Remarriage: We believe that God hates divorce and intends marriage to last until one spouse is deceased. We hold that marriage is a covenant made before God and the breaking of that covenant is sin; and, that remarriage after divorce is regarded as adultery except for reasons of fornication, adultery, or sexual misconduct by one of the partners. (Malachi 2:14-17, Matthew 19:3-12, Romans 7:1-3, I Timothy 3:2, Titus 1:6)
- S. Abortion: We believe that human life begins at conception and that an unborn child is a living human being. Abortion constitutes the unjustified, unexcused, and unnatural disposal of human life and must be regarded as murder. We reject any teaching or counsel that sanctions abortions in the event of rape, incest, birth defects, gender selection, birth or population control, or mental instability of the mother. The advice of a medical doctor should be considered in the event that birth endangers a mother's life. [Job 3:16, Psalm 51:5 and 139:14-16, Isaiah 44:24 and 49:1-5, Jeremiah 1:5 and 20:15-18, Luke 1:44]
- T. Lawsuits Between Believers: We believe that Scripture prohibits Christians from bringing civil lawsuits against other Christians or against the church to resolve personal disputes. We believe the church possesses all the resources necessary to resolve personal disputes between its members. We do believe, however, that a Christian may seek compensation for injuries from another Christian's insurance company as long as the claim is pursued without malice or slander. [1 Corinthians 6:1-8, Ephesians 4:31-32]
- U. Giving: We believe that every Christian, as a steward of the portion of God's wealth entrusted to him, is obligated by Scripture to support his local church financially. We believe that God has established the tithe as a basis for giving, but that every Christian should also give other offerings sacrificially and cheerfully to the support of the church, the relief of those in need, and the spread of the gospel. We believe that a Christian relinquishes all rights to direct the use of the tithe or offering once the gift has been made. [Genesis 14:20, Proverbs 3:9-10, Malachi 3:8-12, Acts 4:34-37, I Corinthians 16:2, Galatians 6:6, Ephesians 4:28, I Timothy 5:17-18, I John 3:17]

- V. This Doctrinal Statement does not exhaust the extent of our faith. The Holy Bible itself is the sole and final source of all that we believe. We do believe, however, that the foregoing Statement of Faith accurately represents the teaching of the Bible, and therefore, is binding upon all members.

IV. Statement of Values

- A. We believe in and value Lordship [James 4:7].
- B. We believe that Jesus Christ is the head of the church [Ephesians 5:23] and that we live under His government and order.
- C. His Lordship governs all ordinances of the church, including water baptism, communion and marriage.
- D. We value Worship [Matthew 22:37-38] and believe that it is integral to fulfilling the Great Commandment.
- E. We believe that worship is the cornerstone of our relationship with God.
- F. We value Relationship [Matthew 22:39-40] and place great emphasis on the fellowship of believers.
- G. We believe that true fellowship comes with submission to one another. [1 Peter 5:5]
- H. We value Leadership [2 Corinthians 13:10] and believe those in leadership must be friends first, leaders second.
- I. Great followers become great leaders.
- J. Servanthood is the gateway to ministry [1 Corinthians 9:19].
- K. We value Discipleship [Matthew 16:24-25] and encourage our membership to become disciplined followers.
- L. We value Stewardship [Luke 12:42-44].
- M. We believe in establishing biblical patterns for giving and prosperity.
- N. We recognize that time is given to us by God to use effectively.
- O. We value Sonship [Ephesians 1:5] and believe that before being servants, we are first sons and daughters of our Father God.

P. We believe strongly in the value of inheritance.

V. **Five Foundational Principles of Jubilee Christian Academy**

- A. Scripture teaches that "...the fear of the Lord is the beginning wisdom..." and that Christians are to "...love the Lord with all their heart, soul, and mind." Accordingly, we believe in a Christian worldview approach to learning that integrates the truth of scripture with all subject matter. As a result, the primary reason for having a school is not reactionary, but rather, a calling of the Lord to implement an educational model that, in his time, will produce lives that honor Him in all they do.
- B. The field of education is a major battleground in the spiritual warfare that God tells Christians they will encounter. Believers need to be proactive in protecting their rights to educate their children from a Christ-Centered Perspective.
- C. It is not possible to teach any subject from a "spiritually neutral perspective." While not JCA's entire curriculum is written from Christian principles, JCA teaches all courses from a Christian world-view perspective.
- D. The God-ordained institution of the family is given the primary authority and responsibility for education.
- E. The God-ordained institution of the church is the pillar of truth and the proclaimer of God's grace. The church's role in education should support the family through instruction on how to train, teach, and nurture their children through the direction of the Holy Spirit.

VI. **History of Jubilee Christian Academy**

Since 1993, Jubilee Christian Academy has dedicated itself to providing quality Christian education to students of all nationalities and backgrounds in order to train them to be leaders in the community. Our programs are designed according to our mission and purpose, and are always compared to these in order to determine their potential, effectiveness, and eventual success.

Jubilee Christian Academy was founded in 1993 by Dr. Lindell Ballenger, founder and visionary of Jubilee International Ministries. Dr. Ballenger's vision for the Academy was to train up children academically and spiritually "in the way they should go" so that "when they are old, they will not depart from it." Dr. Ballenger's vision allowed JCA and its initial twelve faculty members to reach, teach and train 48 children throughout the Pensacola area in grades Pre-K - 8th in JCA's first year. (JCA is open to all students who are approved and meet enrollment requirements.) At its beginning, the school was housed within the

church building, which at that time was a converted warehouse located at 6264 North “W” Street.

Grades 9 through 12 were added in the second year of operation. The year after that, in the spring of 1995, the church and the school moved to its present location – 5910 North “W” Street. In 1996 our first class of seniors successfully completed their high school education at spring graduation ceremonies.

Growth has been a steady and constant process. In the 2003-2004 school year, 260 students walked our hallways. These students were loved, mentored, taught and trained by the Academy’s 30 full and part-time teachers. Also in the 2002-2003 school year, JCA was approved for and entered the accreditation process with the Association of Christian Schools International.

Jubilee International Ministries
JUBILEE CHRISTIAN ACADEMY
“A House Where God Lives and Kids Learn.”

POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: A-2
SUBJECT: Admission/Enrollment Minimum Age Immunizations Tuition Withdrawal/Dismissal from School	NUMBER OF PAGES: 5
SPECIAL INSTRUCTIONS: Revised 07-02-07	REVIEW DATE: January 2008

I. New Student Application Procedures.

- A. Pre-Interview Requirements. The following forms are to be completed prior to scheduling an interview.
1. Completed Application
 2. Pastoral Recommendation
 3. Authorization for Emergency Care
 4. Notice of Medication Protocol
 5. Authorization for Administration of Non-Medical Medications
 6. School Transcripts
 7. Standardized Test Scores
 8. Admissions Test
 9. \$25.00 Application Fee
- B. After the above materials are completed and submitted, an interview will be scheduled with the Head of School and/or Assistant Head of School.
- C. Parents/guardians will be notified in writing regarding JCA’s decision of preliminary acceptance or denial of the student. All students are admitted conditionally on a nine week trial period. If the child fails to make acceptable progress or does not adjust to the program of JCA, the parents will be expected to give additional help at home or the child may be asked to withdraw from JCA. The school reserves the right to place the child in the grade it deems necessary.
- D. Post-interview. The following forms are required for final acceptance of a student **prior to the student’s first day of school:**
1. Enrollment Contract
 2. FACTS Authorization

3. Parent Commitment Form
4. Off-campus Activity Consent Form
5. Copy of Social Security Card
6. Completed Physical Examination
7. Current Immunization Record and Requirements
8. Copy of Birth Certificate

II. Re-Enrollment for Subsequent School Years

- A. Re-enrollment each year is dependant upon approval of Head of School.
- B. An Enrollment Renewal Form is required.
- C. Re-enrollment registration fees are generally due by July 15th.

III. Minimum Age

- A. Children enrolling in Kindergarten (K5) must be five years old on or before September 30.
- B. Younger children may be enrolled in the K2, K3 or K4 programs. They must be two, three or four years old (respectively) on or before September 1st.

IV. Immunizations

- A. Florida state law requires that every child have a current immunization record on file in order to attend Jubilee Christian Academy.
- B. A record of the following information and immunizations must appear on HRS Form 680 – Part A. This includes:
 1. Child's name, date of birth and name of parent
 2. Dates of all doses of vaccine (including month/day/year)
 3. Expiration date
 4. Signature of physician, public health nurse, the physician's authorized designee, or the HRS county public health unit and the date the form was signed and issued.
- C. Requirements
 1. The requirement for a second dose of measles vaccine, preferably MMR, will be extended to children attending grades kindergarten through nine.
 2. The requirement for the hepatitis vaccine series will be extended to children attending grade kindergarten through first and seven through nine.
 3. The requirement for tetanus diphtheria, or Td, booster will be extended to children attending grades seven through nine.

IV. Tuition and Fees

- A. See the current Tuition and Fee Sheet for all student costs.
- B. Payment Methods – Late Payments

1. Parents and/or custodians are expected to complete a “Facts Automatic Tuition Payment Agreement” which allows for automatic withdrawal from a designated bank account for payment of tuition fees.
2. “Stop Payments” on tuition payments require a meeting with the JCA Administration prior to the stopped payment. Failure to meet with JCA Administration may result in suspension of the student until satisfactory arrangements are made.
3. Deviations to the payment schedule can only be authorized by the JCA Head of School or Assistant Head of School.
4. Parents/guardians desiring to pre-pay the semester in full will receive a 3% discount. Parents/guardians desiring to pre-pay the year in full will receive a 6% discount. Pre-payments are due by August 1st and February 1st.
5. Late payments and/or insufficient funds are subject to a \$25.00 penalty.

C. Scholarships

1. Parents of students with Children’s First Florida or John McKay scholarships are responsible for all expenses not covered by these scholarships.
2. Once Children’s First Florida or John McKay scholarship checks are received, parents are requested to immediately endorse those monies to the school.

D. Refunds

1. The Application and Registration Fees are non-refundable.
 2. Parents/guardians who provide prior written notification of student withdrawal are charged tuition fees through the end of the month of withdrawal.
 3. Failure to provide written notification prior to withdrawal will result in charges through the end of the month **plus one additional month** following the withdrawal.

V. Withdrawal/Dismissal from School

- A. In the event that it becomes necessary for a parent to withdraw a child from school, the parent is requested to contact the school office with written notification at least one week prior to withdrawal so that JCA can update records and close financial accounts.
- B. Students may be counseled to withdraw from school for unsatisfactory academic performance, a continued pattern of inappropriate behavior, or for excessive absences.

- C. An egregious violation of a major school rule could result in immediate dismissal from school. Students who are dismissed from school may not reapply for admission.
- D. Upon withdrawal or dismissal:
 - 1. JCA will, upon request, provide written notification of all outstanding balances.
 - 2. Outstanding balances are due within 10 days of the date of withdrawal/dismissal. Failure to pay within 10 days may result in the debt being turned over to a collection agency.

Attachments for Administrative Use Only:

- 1. Initial Letter of Notice of Outstanding Debt
- 2. Second and Subsequent Notice of Outstanding Debt

Jubilee International Ministries
JUBILEE CHRISTIAN ACADEMY
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POLICY AND PROCEDURE

EFFECTIVE DATE: October 15, 2004	NUMBER: A-3
SUBJECT: Equal Opportunity Employment, Harassment, Sexual Harassment, Employee-Student Harassment, Student-Student Harassment	NUMBER OF PAGES: 10 2 attachments
SPECIAL INSTRUCTIONS: Rev 07-02-07	REVIEW DATE: June 2008

I. Policy Statement

- A. It is the policy of this school to practice equal employment opportunity without regard to an individual’s race, color, national origin, sex, disability, or age in application of any policy, practice, rule, or regulation. Functioning as a nonprofit religious entity, we can and do discriminate on the basis of religion as permitted under federal Title VII of the Civil Rights Act of 1964.
- B. This school is committed to maintaining a work environment in which all individuals treat each other with dignity and respect, and that is free from all forms of intimidation, exploitation, and harassment, including sexual harassment.
- C. Any form of harassment between employees based upon any of the characteristics described above, including sexual harassment, is absolutely prohibited. Harassment between employees and students and between students themselves is also prohibited. Harassment policies are also included in the Parent-Student Handbook.
- D. This school is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including suspension, dismissal from school and/or termination from employment.
- E. To avoid complex and confusing differences and to aid in a better understanding, harassment procedures have been separated into two distinct categories: employment harassment procedures and sexual harassment procedures.

II. Definition: Employment Harassment

- A. "Harassment," including "sexual harassment," means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a nature that denigrates or shows hostility or aversion toward an individual because of his/her race, color, national origin, gender, disability, or age.
- B. The harassment is made by someone from or in the work setting, under any of the following conditions:
 - 1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment
 - 2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment decisions affecting the individual
 - 3. The conduct has the purpose or effect of unreasonably interfering with an individual's work performance, or otherwise adversely affects an individual's employment opportunities
 - 4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through this school

III. Examples of Employment Harassment

- A. Unwelcome conduct of this type can include a wide range of verbal, visual, or physical conduct of a sexual or otherwise harassing nature.
- B. Among the types of conduct that would violate this policy are the following:
 - 1. Unwanted sexual advances or propositions
 - 2. Offering employment benefits in exchange for sexual favors
 - 3. Making or threatening reprisals after a negative response to sexual advances
 - 4. Visual conduct such as leering, making sexual gestures, or other gestures that denigrate a person's race, color, national origin, gender, disability, or age
 - 5. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, gender, national origin, age, or disability and that is placed on walls, bulletin boards, or elsewhere on the school premises, or circulated in the workplace
 - 6. Epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, gender, national origin, age, or disability; graphic verbal commentaries about an individual's

- body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes, or invitation.
7. Physical conduct such as touching, assaulting, impeding, or blocking movements

IV. What to Do If You Experience or Observe Employment Harassment

- A. Employees who feel that they have been subjected to conduct of a harassing nature are encouraged to promptly report the matter to one of the school officials designated below.
- B. Employees who observe conduct of a harassing nature are also encouraged to report the matter to one of the school officials designated below. All complaints will be promptly investigated.

V. Where to Report Employment Harassment

- A. The following individuals are specifically authorized to receive complaints and to respond to questions regarding harassment:
 1. Head of School, 494-2477, ext 108
 2. Assistant Head of School, 494-2477, ext 122

VI. Confidentiality

- A. Every effort will be made to protect the privacy of the parties involved in any complaint.
- B. However, the school reserves the right to fully investigate every complaint and to notify a student's parent/guardian and appropriate government officials as the circumstances warrant.

VII. Protection Against Retaliation

- A. It is against the school's policy to discriminate or retaliate against any person who has filed a complaint concerning sexual harassment or has testified, assisted, or participated in any manner in any investigation proceeding or hearing concerning sexual harassment.

VIII. Definition: Sexual Harassment

- A. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through this school

IX. Examples of Sexual Harassment

- A. Unwelcome sexual conduct of this type can include a wide range of verbal, visual, or physical conduct of a sexual nature. Among the types of conduct that would violate this policy are the following:
 1. Unwanted sexual advances or propositions
 2. Offering academic benefits in exchange for sexual favors
 3. Making or threatening reprisals after a negative response to sexual advances
 4. Visual conduct such as leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons, or posters
 5. Verbal conduct such as making or using derogatory comments, epithets, slurs, and jokes
 6. Verbal abuse of a sexual nature; graphic verbal commentaries about an individual's body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes, or invitations
 7. Physical conduct such as touching, assaulting, impeding, or blocking movements

X. What to Do If You Experience or Observe Sexual Harassment

- A. Students who feel that they have been subjected to conduct of a harassing nature are encouraged to promptly report the matter to one of the school officials designated below.
- B. Students who observe conduct of a sexually harassing nature are also encouraged to report the matter to one of the school officials designated below. All complaints will be promptly investigated.

XI. Where to Report Sexual Harassment

- A. The following individuals are specifically authorized to receive complaints and to respond to questions regarding sexual harassment:

1. Head of School, 494-2477, ext 108
2. Assistant Head of School, 494-2477, ext 122

XII. Confidentiality

- A. Every effort will be made to protect the privacy of the parties involved in any complaint.
- B. However, the school reserves the right to fully investigate every complaint and to notify a student's parent/guardian and appropriate government officials as the circumstances warrant.

XIII. Protection Against Retaliation

- A. It is against the school's policy to discriminate or retaliate against any person who has filed a complaint concerning sexual harassment or has testified, assisted, or participated in any manner in any investigation proceeding or hearing concerning sexual harassment.

XIV. Procedure for Investigation of the Complaint and for Taking Corrective Action

- A. When one of the school officials designated in this policy receives a complaint, he or she shall immediately inform the Head of School. The Head of School shall be responsible for directing the investigation of each complaint. Others may conduct the investigation under the direction of the Head of School. If the investigation confirms the allegations, prompt corrective actions shall be taken.
- B. The individual who suffered the harassing conduct shall be informed of the corrective action taken. In addition, any employee or student found to be responsible for sexual harassment in violation of this policy would be subject to appropriate disciplinary action, up to and including expulsion or termination. The severity of the disciplinary action will be based on the circumstances of the infraction.

XV. Responding to Harassment Complaints

- A. Investigation of the Complaint
 1. Every complaint of harassment shall be promptly investigated.
 2. Whenever possible, a person of the same gender as the complainant should participate in the investigation – in particular, in the interview with the complainant.

3. The nature and scope of the investigation will depend upon the seriousness of the allegations. Every investigation, however, should include at a minimum an interview with the complainant and an interview with the accused.
4. Additional interviews with other witnesses and other steps may also be required.
5. All interviews shall be conducted in confidence. All information gathered in the course of the investigation should remain confidential. Disclosure of information obtained through interviews and the investigation shall be on a need-to-know basis and shall only be disclosed as is necessary to facilitate the investigation and the resolution of the complaint.

B. Interviewing the Complainant

1. When interviewing the complainant, it is important to assure the complainant that the complainant will be taken seriously and investigated thoroughly.
2. Discuss with the complainant the confidential nature of the investigation.
3. The interview should be conducted in a manner designed to obtain as much objective information as possible. Encourage the complainant to give specific details of the incidents. Ask the complainant for dates and locations. Ask the complainant to identify any witnesses.
4. Determine if the incident was an isolated one or part of a series. If other incidents have occurred in the past, obtain information with regard to those incidents.
5. Ask the complainant if he or she has received any written materials from the accused. If so, obtain copies of them if they exist.
6. Ask the complainant if he or she has prepared any written materials, notes, diaries, or other writings that deal with the incidents. If so, ask for copies of them.
7. Determine if the complainant has discussed the incidents with anyone else. In describing the incident(s), ask the complainant to describe not only what occurred, but also how he or she responded.

C. Interviewing Other Witnesses

1. In most cases the complainant should be interviewed first. Depending upon the nature of the complaint, either the alleged harasser or additional witnesses should be interviewed next.
2. When interviewing witnesses, seek to obtain objective information whenever possible. Specifics with regard to observation, dates, times, places, etc., are most important. Witnesses' impressions are

also important. Things that a witness heard from someone else are helpful but of less value.

3. If the witness is aware of other witnesses, obtain those names as well.
4. In discussing the alleged harassment with witnesses, seek to determine whether similar incidents of harassment have involved other individuals.
5. Discuss with each witness the confidential nature of the investigation, and encourage the witness not to discuss the investigation with anyone else.

D. Interviewing the Alleged Harasser

1. The alleged harasser should be advised of the nature of the investigation and the fact that an allegation has been made against him or her. The alleged harasser should be assured that the purpose of the investigation is to objectively determine what happened. The confidential nature of the investigation should be discussed with the alleged harasser. The alleged harasser should be advised that the school will take appropriate action at the conclusion of the investigation based in its results.
2. Whenever possible, the interview with the alleged harasser should be conducted by two interviewers.
3. As with others who are interviewed in the investigation, every effort should be made to obtain objective data from the alleged harasser. Specifics with regard to dates, times and places, the names of witnesses, and specific observations are most important.
4. At the same point in the interview the alleged harasser should be advised of the nature of the allegations and be given an opportunity to respond directly to them.
5. The alleged harasser should be asked about any writings that may be relevant to the investigation. Copies should be obtained if they are available.
6. Finally, the alleged harasser should be advised that he or she may not retaliate against the complainant.

E. Additional Investigation

1. In some cases it may be necessary to review the personnel file or academic records of the accused. The purpose of the review will be primarily to determine whether the individual has been accused of similar conduct in the past.
2. In some cases, it may also be necessary to review the personnel files or the academic records of the complainant and other individuals who are in similar relationships to the accused. This type of review is particularly necessary in cases in which the

accused is a supervisor or teacher. The purpose of the review will be to determine whether the complainant has been treated differently from other individuals with similar job functions under the supervision or teaching of the accused. If there is a disparity in treatment, it may be evidence that the accused has based his or her employment or academic decisions on the complainant's response to the alleged harassing conduct.

F. Conclusion of the Investigation

1. At the conclusion of the investigation, those conducting the investigation should put the results of their investigation into a short memorandum outlining the results of the investigation and their conclusions.
2. Based on the conclusions of the investigators, if those conclusions determine that the accusation was valid or that other inappropriate conduct has occurred, appropriate action shall be taken by the [principal/administrator]. The purpose of the action was twofold:
 - a. First, appropriate action shall be taken to ensure that similar inappropriate conduct does not occur in the future.
 - b. Second, disciplinary action against those responsible for the inappropriate conduct may also be necessary.
3. Actions taken to prevent future harm may include the following:
 - a. Warnings to the person responsible for the harm
 - b. The termination of employment of the person responsible for the harm
 - c. The expulsion of a student responsible for the harm
 - d. Separating the victim from the person responsible for the harm (the person responsible for the harm should be moved, not the victim)
 - e. Other steps as may be necessary
4. Discipline may include the following:
 - a. A warning
 - b. A written warning
 - c. Placing the individual on probation
 - d. Termination of employment
 - e. Expulsion from the school

XVI. Maintaining a Written Record of the Complaint

- A. The school shall maintain a complete written record of the complaint, including the records of the investigation and the final report of the investigators.
- B. The record shall be maintained in a confidential file by the Head of School separate from the employee personnel files and student academic files.

XVII. Mandatory Reporting of Child Abuse, Abandonment or Neglect

- A. In some cases a complaint may also require a report under the mandatory reporting of child abuse, abandonment or neglect. Depending on the nature of the complaint, the law may require that a child abuse report be made before the school has the opportunity to conduct its investigation. In such event, the School shall fully comply with the state requirements.
- B. After the report is made, the school shall proceed with its investigation in accordance with this policy and procedure, being careful not to interfere with any investigation conducted by the governmental authorities. Depending on the nature and seriousness of the allegations, the Head of School should consult with the school's attorney before proceeding.

XVIII. Legal Advice

- A. A violation of the school's harassment policy may create the basis for a legal claim against both the accused and the school. Actions taken to discipline the accused may also give rise to a legal claim against the school.
- B. The investigation of the allegations and the actions taken by the school can be expected to be closely scrutinized in any legal proceeding. Therefore, the Head of School shall consult with the school's attorney before proceeding.

XIX. Employee Training

- A. All employees are to be made aware of this school's harassment and sexual harassment policies. Copies of the policies shall be distributed to all employees upon adoption by the school. The policies will also be printed in the Parent-Student Handbook.
- B. Each employee shall be given a copy of the Faculty and Staff Manual and the Parent-Student Handbook at the time of the commencement of employment.

- C. Periodically, but no less than once per year, all employees shall be given training on harassment and procedures for when harassment is experienced or observed.
- XX. Training Preschool, Kindergarten, and Lower-Grade Children Regarding the Student Sexual Harassment Policy**
- A. Because young children may not be capable of understanding the student sexual harassment policy, the school has developed a letter for young children to supplement the policy.
 - B. The letter is attached to this procedure. The letter should be distributed to parents of young children to be used by the parents to discuss the school's student sexual harassment policy with their children.

Attachments:

1. Form for Reports of Sexual Harassment and Harassment Because of Race, National Origin and Disability
2. Student Relations Letter to be Sent to Parents

Jubilee Christian Academy
Report of Sexual Harassment and Harassment Because of Race, National Origin
Disability and/or Age

Complainant

Home Address

Work Address

() _____
Home Phone

() _____
Work Phone

Date of alleged incident(s)

Did the incidents involve: (Check all that apply)

sexual harassment

harassment because of national origin

racial harassment

harassment because of disability or age

other

Name of person you believe harassed you or another person

Describe the incident as clearly as possible, including such things as what force, if any was used; any verbal statements (i.e. *threats, requests, demands*); what, if any, physical contact was involved. Attach additional pages as necessary.

When and where did the incident occur?

List any witnesses who were present:

This complaint is based upon my honest belief that _____ has harassed me or another person. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge.

Complainant signature

Date

Recipient signature

Date

Letter to be Sent to Parents of Kindergarten through 4th Grade.

Dear Parent of JCA Student,

Too often we read or hear news media reports detailing incidents of harassment. It is particularly difficult when the harassment involves children. Here at JCA we want to make sure that all of our students, even our younger ones, are aware of harassment issues and know how to deal with harassment if and when it is observed. It would be greatly appreciated if you would take a few minutes with your child to discuss this topic, the harmful effects, and what your child should do if he/she is a victim of, or witnesses to, harassment. The rest of this letter is a discussion guide that you may find useful when talking to your child.

In our school everyone is to be treated with respect. Teachers are to respect children and children are to respect teachers. Children are also to respect each other.

God made each of us different. Some of us He made girls. Some of us He made boys. Some of us have blond hair and some of us have brown hair. Some of us have blue eyes, others green. Some of us have dark skin. Some of us have light skin. The things that make us different are very special gifts from God.

Sometimes people make fun of others who are different from them. For example, occasionally boys and girls make fun of the other because they look, act or talk differently.

When we make fun of people because they are different, we are not respecting them. This is called "being disrespectful."

When we are disrespectful to each other, we hurt each other's feelings. After a while, if we continue to be disrespectful to each other, our school becomes an unhappy place. The children whose feelings have been hurt do not do as well in school as other children and sometimes do not want to come to school any longer.

In our school we want to be sure that everyone who is part of our school is happy to be here and has a chance to do their very best here. So if someone, whether it is a teacher or another child, says something or does something that is mean or disrespectful to you just because you are different, we want you to tell an adult right away. The person you tell will find out what happened and try to make sure that it does not happen again.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: A-4
SUBJECT: Crisis Mgm't Response Team Teacher's Duties in Crisis	NUMBER OF PAGES: 05
SPECIAL INSTRUCTIONS: Rev 07-02-07	REVIEW DATE: June 2008

I. Team Responsibilities

A. The Jubilee Christian Academy Crisis Response Team(the Head of School, Assistant Head of School, Guidance Counselor, Registrar, Administrative Assistant.), under leadership of the Head of School, is responsible for the following:

1. Establishing a protocol for dealing with crises and critical incidents.
2. Establishing a systematic approach for identifying, referring, and intervening with students identified as at risk for suicide or other destructive behaviors.
3. Orienting staff to procedures and training to fulfill designated roles, including conducting drills.
4. Providing information to students, staff, and community on Crisis Management referral procedures.
5. Providing assistance during a crisis in accordance with designated roles; providing follow-up activities.
6. Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the building's Crisis Management Plan.
7. Conducting periodic reviews and updating of the Crisis Management Plan; conducting related updated staff training.

B. The Head of School is responsible for ensuring

1. Continuity of administration.
2. Development of a comprehensive school emergency management program.
3. Designation and training of a school Crisis Management Response Team.
4. Designation of an Emergency Operations Center or command post (may be changed by responsible county public safety officials.)

5. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
6. Keep faculty and staff and school personnel informed of developing situations and initiate emergency notifications and warnings.
7. Direct emergency operations until public safety officials arrive on scene. Serve as a liaison to public safety personnel once they arrive on the scene.
8. Implement evacuation procedures and measures to control access to affected area.
9. Authorize the release of information to the public.
10. Coordinate use of building as public shelter for major emergencies occurring in the county.
11. Provide damage assessment information to the Pastor and designated administration.
12. Coordinate disaster assistance and recovery.

C. Crisis Team Members General Responsibilities (The Crisis Team members include the Head of School, Assistant Head of School, Guidance Counselor, Registrar, Administrative Assistant)

1. Develop and implement procedures for prevention, intervention and postvention at all grade levels.
2. Establish a systematic approach to identifying, referring and assessing students at risk of suicide or other behavior that would endanger themselves or others.
3. Disseminate information to students, staff and community on referral procedures.
4. Provide training for teachers and staff. Conduct drills.
5. Assist the Head of School in managing emergency situations.

D. Crisis Team Specific Responsibilities

1. Guidance Counselor – Will release information to the parents and to the general public only through a designated spokesperson. Duties include:
 - a. Identify a potential “news center” site away from emergency operations where media representatives can receive briefings.
 - b. Prepare public information kit including identification, maps, supplies, signs, forms, sample news releases, battery-powered radio, school information, etc.
 - c. Collect, verify and disseminate information to the media.
 - d. Establish regular time schedule for news briefings and periodic updates.

- e. Serve as a public relations director for the school.
 - f. Determine skills of staff, school volunteers, and interested parents or neighbors.
 - g. Establish record keeping and inventory systems.
 - h. Distribute supplies.
 - i. Register and assign adult and student volunteers.
2. Administrative Assistant – The administrative secretarial staff has primary responsibility for emergency communications including exchange of information with school administration staff, community emergency responders (fire, police, EMS, emergency services coordinator) and internal communication within the school building. Primary responsibility for record keeping also lies with this position.
- a. Establish procedures for emergency communications with school administration staff.
 - b. Establish internal emergency communications including provisions for two-way communications with classrooms and with classes on the playground or other sites.
 - c. In an emergency, establish and maintain communications with school administration.
 - d. Establish and maintain communications with county emergency services coordinator, as needed in major emergencies.
 - e. Initiate and maintain incident log.
 - f. Receive and maintain student accounting forms. Take appropriate action to notify medical or search teams through 9-1-1.
 - g. Report status of school and students to school administration as specified.
3. Assistant Head of School – All tasks related to student accounting and student release.
- a. Establish procedures for assessing and reporting status of students in an emergency or any event that results in evacuation or relocation of students.
 - b. Provide instruction and practice to all teachers and staff in the student assessment and reporting process.
 - c. Place reporting forms and procedures in classroom “emergency kit.” Establish procedures for communicating with teachers.
 - d. In an emergency, receive reports from all teachers on the condition and location of every student.

- e. Assign persons to investigate reports of any students missing, injured or ill, or otherwise not in compliance with student accounting reports.
 - f. Implement student release procedures.
4. Facilities Manager – Facilities staff are familiar with the operations and infrastructure of the school building and are responsible for the stabilization of the building, controlling access, and securing the school facilities.
- a. Inventory all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
 - b. Establish procedures for isolating hazardous areas.
 - c. In an emergency, survey damage and structural stability of buildings and utilities and report to the principal.
 - d. Search the affected sections of the school for students or staff that may be confined or injured; however, do not put yourself or others at risk. This task may need to be accomplished by trained public safety professionals.
 - e. Implement building access control measures.
 - f. Secure student assembly areas.
 - g. Distribute supplies to student assembly areas.
 - h. Assist county officials in damage assessment.
 - i. Assist administrators in recovery procedures.

II. Teacher Responsibilities. Teachers are responsible for implementing appropriate procedures to protect students. These responsibilities include:

- A. Evacuation – Prepare classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
- B. Student assembly – Maintain order while in student assembly areas.
- C. Student accounting – Verify the location and status of every student. Report to the Head of School or designee on the condition of any student that needs additional assistance.
- D. Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
- E. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned or until every student has been released through the official “student release process.”

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 01, 2005	NUMBER: A-5
SUBJECT: JCA Graduation Requirements	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-02-07	REVIEW DATE: June 2008

I. Graduation Policy

- A. Students are required to have 26 credits to graduate from Jubilee Christian Academy.
- B. JCA Administration will review and certify credits prior to allowing the student to participate in graduation ceremonies.

II. Graduation Credit Requirements

- A. Bible Studies – 4 years.
- B. English – 4 years.
- C. Fine Arts – 2 years from music, drama, or art.
- D. Foreign Language – 2 years.
- E. Humanities – 3.5 years from US History, World History, American Government, Economics, and Geography.
- F. Mathematics – 3 years including Algebra I, Algebra II and Geometry.
- G. Physical Education – 1 year.
- H. Science – 3 years including one Biology and one Physical Science.
- I. Electives. 1 semester of Life Management is required; 6 semesters of other electives.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-1
SUBJECT: Accidents/Injuries At School	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-05-07	REVIEW DATE: June 2008

- I. For Accidents/Injuries At School:
- A. Minor accidents/injuries. For minor accidents and injuries have a responsible person take the student(s) to the school office for assistance.
 - B. Significant accidents/injuries. Do not move the injured. Send someone to summon aid. Provide first aid within training guidelines. Summon another to supervise uninjured students. Provide emotional comfort for the injured.
 - C. Office personnel will arrange for necessary care and for any necessary notification of parents. **Office personnel will also ensure that the Accident/Injury Report process is initiated.** A copy of the Accident Report form is attached.
 - D. All accidents (regardless of injury or not) and all injuries to any student, faculty, staff and/or visitor will be reported on a JCA Accident/Injury Report. The Accident/Injury Report must be completed prior to:
 - 1. the reporting teacher leaving campus for the day (preferable), or
 - 2. the beginning of the next school day.
- II. Related information
- A. Each classroom will be equipped with a:
 - 1. Basic Checklist – a quick referral list regarding certain types of incidents
 - 2. First Aid Quick Reference Guide
 - B. Emergency routes, exits and phone numbers are posted in each classroom.
 - C. Posted in the school office are the names of building staff that have completed CPR, First Aid and/or other appropriate emergency training.

- D. As part of routine medical protocols established by JCA, each teacher is provided information about any student in his/her classroom having special medical or physical needs and the procedures that the teacher may follow in the event of a medical episode. These conditions might include allergies, fainting, seizures, diabetes, etc.

III. Review of Accident/Injury

- A. All reports of JCA accidents and/or injuries will be reviewed by JCA administration. This review should take place within 1 business days after submission of the report. Serious injuries should be brought to the attention of the Head of School or Assistant Head of School immediately.
- B. The report will be examined for such things as:
 - 1. completeness
 - 2. preventability
 - 3. unsafe conditions
 - 4. adherence to school policies
 - 5. appropriate supervision practices
- C. All Accident/Injury Reports will be kept on file for the current school year plus 6 months. The report shall also be entered into RenWeb within one business day.

Attachment: Accident Report Form

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-2
SUBJECT: Allergic Reaction	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-05-07	REVIEW DATE: June 2008

I. Possible Symptoms:

General feeling of impending doom or fright, weakness, sweating, sneezing, shortness of breath, nasal itching, hives, vomiting, cough, restlessness, shock, hoarseness, swollen tongue, severe localized swelling.

II. First Actions

- A. Assess situation, remain calm, make student/employee comfortable.
- B. Only move if leaving the person as is presents a safety risk.
- C. Send for a person trained in First Aid/CPR for immediate help and medication kit
(in cases of known allergies).
- D. Follow medical protocol for student, if on file.
- E. Observe for respiratory difficulty and, if needed:
 - 1. Call 911 for medical assistance.
 - 2. Notify parent or guardian.
 - 3. Administer medication, by order of a doctor, if appropriate.
 - 4. Apply ice pack, keep warm.
 - 5. Record on an attached label the time and site of insect sting and name of medicine, dosage and time, if appropriate.

III. Preventative/Supportive Actions

- A. Require parents and guardians to list health situations on emergency card for their child and to also notify the school of changes in a child's health.
- B. Encourage employees having health situations affecting them to alert the Head of School and work associates of any difficulties and possible remedial actions that would affect normal work functions.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-3
SUBJECT: Angry Parent	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 2008	REVIEW DATE: June 2008

- I. Faculty and/or staff members confronted by an angry parent should:
- A. Be courteous and confident
 - B. Remain calm
 - C. Avoid physical contact with the parent
 - D. Keep at a reasonable distance
 - E. Actively listen
 - F. Allow the parent an opportunity to vent frustrations or concerns
 - G. Meet in a neutral, protected location
 - H. Leave door open or have another staff member join you
 - I. Avoid blame — focus on what can be done
 - J. Ask:
 - 1. “How can I help you get the services you/your child needs?”
 - 2. “How can we work together?”
 - 3. “What kinds of support can we put in place to help your child succeed?”
 - K. Refer the parent to an administrator if the situation does not get resolved or if you come to a point where you no longer know how to handle the situation.
 - K. Document the event in writing & on RenWeb as soon as possible after the confrontation.
 - L. Notify the Head of School by emailing the incident report.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-4
SUBJECT: Bomb Threat	NUMBER OF PAGES: 03
SPECIAL INSTRUCTIONS: Rev 07-05-07	REVIEW DATE: June 2008

- I. Bomb Threat/Telephone Threats
 - A. The Head of School must evaluate the seriousness of bomb threats or other disruptive types of demonstrations using input from all sources; then, the Head of School acts in such a manner that reflects the best safety interests of those under her charge.
 - B. Bomb and other threats may be originated in writing, in person, over the telephone or related through a second source.

- II. Basic Documentation - The individual taking the call should:
 - A. Keep the caller on the line as long as possible.
 - B. Notify the Head of School.
 - C. Write down all the information obtained in the exact words. Use the record sheet immediately following these instruction pages.
 - D. Find out what time the bomb is due to go off.
 - E. Document in writing, as soon as possible, other types of threat contacts including:
 - 1. Specific time message is received.
 - 2. Date and day of week.
 - 3. Exact wording of message.
 - 4. Estimation of sex, age, cultural background of person making call.
 - 5. Make note of background noises, tone of voice.

- III. The Head of School shall:
 - A. Notify the authorities.
 - B. Consider the safety of students and staff as the prime factor. If advised, direct students and staff to safe areas of the campus. Nothing is to be touched or altered; do not open desks or lockers. Do not re-enter building until authorized.
 - C. Alert staff of situation and implement building search procedure (see below).

- D. School activities should be continued as normally as possible in designated safe areas.
 - E. The recommendation to close school will be made only after consultation with appropriate staff
 - F. Submit written reports as necessary.
- IV. Confidential building search procedures for use by staff only.
- A. The Head of School and/or Assistant Head of School will call the Sheriff's Department.
 - B. The Head of School and/or Assistant Head of School will notify school staff by pre-arranged signal.
 - 1. The Signal: *An announcement over the paging system of the following:*

ALL FACULTY AND STAFF: WHOEVER BORROWED THE
RED SCISSORS FROM THE SCHOOL OFFICE, PLEASE
RETURN THEM IMMEDIATELY. THANK YOU.
 - C. If evacuation of the building is deemed necessary, announce a fire drill and ask faculty to follow fire drill procedures.
 - D. Following the signal, the staff will conduct a thorough search of assigned areas as outlined below. If anything is found, it should not be touched in any way. Get an adult to "watch it," while you report it personally to the Head of School. Following the search, each staff member responsible for searching areas (all teachers and others) must send a note to the office reading, for example, "Room 213 Clear."
 - E. All search efforts should be conducted quietly and quickly without alarming or informing pupils. Each teacher will search his own area; Administrators shall search the rest of the building for suspicious items.
- V. Checklist
- A. Listen carefully to the caller to gain as much information as possible.
 - B. If the call appears to be a crank call, ask teachers to survey their instruction area and nearby restrooms. If the call could be real and the School Resource Officer is not in the building, call 911 immediately.
 - C. Evacuate the building. DO NOT USE PA SYSTEM OR TURN LIGHTS ON OR OFF.
 - D. Notify Head of School
 - E. Follow established Policy regarding return to the building.
 - F. If necessary, arrange for early dismissal.
 - G. Follow-up activities.

Bomb Threat Report Form

Make numerous copies and keep them at switchboard or main telephone for immediate use by operator/secretary.

Questions to Ask:
that apply)

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
Throat
5. What will cause it to explode?
Voice
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?
10. Exact wording of threat:

Caller's Voice: (Circle all

- | | |
|-----------|-----------|
| Calm | Nasal |
| Angry | Stutter |
| Excited | Lisp |
| Slow | Raspy |
| Rapid | Deep |
| Soft | Ragged |
| Loud | Clearing |
| Laughter | Deep |
| Breathing | |
| Crying | Cracking |
| Normal | Disguised |
| Distinct | Accent |
| Slurred | Familiar |
| Whispered | |

If voice is familiar,
who did it sound like?

Background Sounds

(Circle All That Apply)

- | | |
|-----------|--------|
| Street | Animal |
| Noises | |
| PA System | Static |
| Voices | Music |
| Motor | House |
| Noises | |
| Local | Office |
| Machinery | |
| Booth | Long |
| Distance | |

Threat Language (Circle All
That Apply)

- Well spoken (educated)
Foul

Time:
Sex of caller:
Irrational

Date:
Culture:

Age:
Incoherent

Length of call:

Taped

Message read by threat
maker:

Number at which call was received:
Remarks:

Your Name and Position: _____

Date: _____

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-5
SUBJECT: Chemical Spill	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-05-07	REVIEW DATE: November 2008

- I. Inside the Building
 - A. Evacuate the area immediately.
 - B. Check the Material Safety Data Sheet (MSDS)* to determine the urgency of the situation.
 - C. Notify the Head of School as soon as possible.
 - D. The Head of School will call the fire department if deemed necessary for consultation.
 - E. Notify the Facilities Director or designated church personnel

- II. Outside the Building
 - A. Insure that all students are in the building and that they remain there.
 - B. Shut off all outside air ventilators.
 - C. Keep telephone lines clear for emergency calls only.
 - D. Release students to parents or designee only.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-6
SUBJECT: Child Abuse Child Neglect Exploitation of Children Reporting Requirements	NUMBER OF PAGES: 09
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

I. Teachers Required to Report Abuse, Neglect or Exploitation

- A. Chapter 39 of the Florida Statutes mandates that any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child’s welfare shall report immediately such knowledge or suspicion to the central abuse hotline of the Department of Children and Families.
- B. School teachers, school officials, and school office personal are required by law to provide their name to the hotline staff. The name of the reporter shall be entered into the record of the report but shall be held confidential as provided in s. 39.202, F.S.
- C. The name of any person reporting child abuse, abandonment, or neglect may not be released to any person other than employees of the department responsible for child protective services, the central abuse hotline, law enforcement, or the appropriate state attorney, without the written consent of the person reporting. Does not prohibit the subpoenaing of a person reporting child abuse, abandonment, or neglect when deemed necessary by the court, state attorney, or the department, provided the fact that such person made the report is not disclosed.
- D. Be prepared to describe:
 - 1. Victim name, address or location, approximate age, race, and sex;
 - 2. Signs or indications of harm or injury, including a physical description if possible;
 - 3. Relationship of the alleged perpetrator to the victim, if possible. If the relationship is unknown, a report will still be taken if other reporting criteria are met.

E. Teachers who suspect that a student has been, is, or will be abused, neglected or exploited will report the abuse, neglect or exploitation to the JCA Head of School or Assistant Head of School. A combined review will then take place to ensure that JCA complies with Florida statutes.

II. When Florida Abuse Hotline Will Accept Report

- A. When there is reasonable cause to suspect that a child (an unmarried person under the age of 18 who has not been emancipated by order of the court,
- B. Who can be located in Florida, or is temporarily out of the state but expected to return,
- C. Has been harmed or is believed to be threatened with harm,
- D. By a parent, legal custodian, caregiver, or other person responsible for the child's welfare.

III. Three Ways to Report

- A. Telephone: 1-800-9-ABUSE (1-800-962-2873)
- B. TDD (Telephone Device for the Deaf): 1-800-453-5145
- C. Fax (a written report): 1-800-914-0004

IV. Definitions

- A. "Abandoned" means a situation in which the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the caregiver responsible for the child's welfare, while being able, makes no provision for the child's support and makes no effort to communicate with the child, which situation is sufficient to evince a willful rejection of parental obligations. If the efforts of such parent or legal custodian, or caregiver primarily responsible for the child's welfare, to support and communicate with the child are, in the opinion of the court, only marginal efforts that do not evince a settled purpose to assume all parental duties, the court may declare the child to be abandoned. The term "abandoned" does not include an abandoned newborn infant as described in s. [383.50](#), a "child in need of services" as defined in chapter 984, or a "family in need of services" as defined in chapter 984. The incarceration of a parent, legal custodian, or caregiver responsible for a child's welfare may support a finding of abandonment.

- B. "Abuse" means any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child.
- C. "Alleged juvenile sexual offender" means:
1. A child 12 years of age or younger who is alleged to have committed a violation of chapter 794, chapter 796, chapter 800, s. [827.071](#), or s. [847.0133](#); or
 2. A child who is alleged to have committed any violation of law or delinquent act involving juvenile sexual abuse. "Juvenile sexual abuse" means any sexual behavior which occurs without consent, without equality, or as a result of coercion. For purposes of this paragraph, the following definitions apply:
 - a. "Coercion" means the exploitation of authority or the use of bribes, threats of force, or intimidation to gain cooperation or compliance.
 - b. "Equality" means two participants operating with the same level of power in a relationship, neither being controlled nor coerced by the other.
 - c. "Consent" means an agreement, including all of the following:
 1. Understanding what is proposed based on age, maturity, developmental level, functioning, and experience.
 2. Knowledge of societal standards for what is being proposed.
 3. Awareness of potential consequences and alternatives.
 4. Assumption that agreement or disagreement will be accepted equally.
 5. Voluntary decision.
 6. Mental competence.

Juvenile sexual offender behavior ranges from noncontact sexual behavior such as making obscene phone calls, exhibitionism, voyeurism, and the showing or taking of lewd photographs to varying degrees of direct sexual contact, such as frottage, fondling, digital penetration, rape, fellatio, sodomy, and various other sexually aggressive acts.

- D. "Caregiver" means the parent, legal custodian, adult household member, or other person responsible for a child's welfare as defined in subsection (47).
- E. "Child" or "youth" means any unmarried person under the age of 18 years who has not been emancipated by order of the court.
- F. "Harm" to a child's health or welfare can occur when any person:
 - 1. Inflicts or allows to be inflicted upon the child physical, mental, or emotional injury. In determining whether harm has occurred, the following factors must be considered in evaluating any physical, mental, or emotional injury to a child: the age of the child; any prior history of injuries to the child; the location of the injury on the body of the child; the multiplicity of the injury; and the type of trauma inflicted. Such injury includes, but is not limited to:
 - a. Willful acts that produce the following specific injuries:
 - a. Sprains, dislocations, or cartilage damage.
 - b. Bone or skull fractures.
 - c. Brain or spinal cord damage.
 - d. Intracranial hemorrhage or injury to other internal organs.
 - e. Asphyxiation, suffocation, or drowning.
 - f. Injury resulting from the use of a deadly weapon.
 - g. Burns or scalding.
 - h. Cuts, lacerations, punctures, or bites.
 - i. Permanent or temporary disfigurement.
 - j. Permanent/temporary loss/impairment of body part or function.

As used in this subparagraph, the term "willful" refers to the intent to perform an action, not to the intent to achieve a result or to cause an injury.

2. Purposely giving a child poison, alcohol, drugs, or other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury. For the purposes of this subparagraph, the term "drugs" means prescription drugs not prescribed for the child or not administered as prescribed, and controlled substances as outlined in Schedule I or Schedule II of s. [893.03](#).
3. Leaving a child without adult supervision or arrangement appropriate for the child's age or mental or physical condition, so that the child is unable to care for the child's own needs or another's basic needs or is unable to exercise good judgment in responding to any kind of physical or emotional crisis.
4. Inappropriate or excessively harsh disciplinary action that is likely to result in physical injury, mental injury as defined in this section, or emotional injury. The significance of any injury must be evaluated in light of the following factors: the age of the child; any prior history of injuries to the child; the location of the injury on the body of the child; the multiplicity of the injury; and the type of trauma inflicted. Corporal discipline may be considered excessive or abusive when it results in any of the following or other similar injuries:
 - a. Sprains, dislocations, or cartilage damage.
 - b. Bone or skull fractures.
 - c. Brain or spinal cord damage.
 - d. Intracranial hemorrhage or injury to other internal organs.
 - e. Asphyxiation, suffocation, or drowning.
 - f. Injury resulting from the use of a deadly weapon.
 - g. Burns or scalding.
 - h. Cuts, lacerations, punctures, or bites.
 - i. Permanent or temporary disfigurement.

- j. Permanent/temporary loss/impairment of body part/function.
 - k. Significant bruises or welts.
5. Commits, or allows to be committed, sexual battery, as defined in chapter 794, or lewd or lascivious acts, as defined in chapter 800, against the child.
 6. Allows, encourages, or forces the sexual exploitation of a child, which includes allowing, encouraging, or forcing a child to:
 - a. Solicit for or engage in prostitution; or
 - b. Engage in a sexual performance, as defined by chapter 827.
 7. Exploits a child, or allows a child to be exploited, as provided in s. [450.151](#).
 8. Abandons the child. Within the context of the definition of "harm," the term "abandons the child" means that the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the person responsible for the child's welfare, while being able, makes no provision for the child's support and makes no effort to communicate with the child, which situation is sufficient to evince a willful rejection of parental obligation. If the efforts of such a parent or legal custodian or person primarily responsible for the child's welfare to support and communicate with the child are only marginal efforts that do not evince a settled purpose to assume all parental duties, the child may be determined to have been abandoned. The term "abandoned" does not include an abandoned newborn infant as described in s. [383.50](#).
 9. Neglects the child. Within the context of the definition of "harm," the term "neglects the child" means that the parent or other person responsible for the child's welfare fails to supply the child with adequate food, clothing, shelter, or health care, although financially able to do so or although offered financial or other means to do so. However, a parent or legal custodian who, by reason of the legitimate practice of religious beliefs, does not provide specified medical treatment for a child may not be considered abusive or neglectful for that reason alone, but such an exception does not:
 - a. Eliminate the requirement that such a case be reported to the department;

- b. Prevent the department from investigating such a case; or
 - c. Preclude a court from ordering, when the health of the child requires it, the provision of medical services by a physician, as defined in this section, or treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.
10. Exposes a child to a controlled substance or alcohol. Exposure to a controlled substance or alcohol is established by:
- a. Use by the mother of a controlled substance or alcohol during pregnancy when the child, at birth, is demonstrably adversely affected by such usage; or
 - b. Continued chronic and severe use of a controlled substance or alcohol by a parent when the child is demonstrably adversely affected by such usage.

As used in this paragraph, the term "controlled substance" means prescription drugs not prescribed for the parent or not administered as prescribed and controlled substances as outlined in Schedule I or Schedule II of s. [893.03](#).

- 11. Uses mechanical devices, unreasonable restraints, or extended periods of isolation to control a child.
 - 12. Engages in violent behavior that demonstrates a wanton disregard for the presence of a child and could reasonably result in serious injury to the child.
 - 13. Negligently fails to protect a child in his or her care from inflicted physical, mental, or sexual injury caused by the acts of another.
 - 14. Has allowed a child's sibling to die as a result of abuse, abandonment, or neglect.
 - 15. Makes the child unavailable for the purpose of impeding or avoiding a protective investigation unless the court determines that the parent, legal custodian, or caregiver was fleeing from a situation involving domestic violence.
- G. "Institutional child abuse or neglect" means situations of known or suspected child abuse or neglect in which the person allegedly perpetrating the child abuse or neglect is an employee of a private school, public or

private day care center, residential home, institution, facility, or agency or any other person at such institution responsible for the child's care.

- H. "Mental injury" means an injury to the intellectual or psychological capacity of a child as evidenced by a discernible and substantial impairment in the ability to function within the normal range of performance and behavior.
- I. "Neglect" occurs when a child is deprived of, or is allowed to be deprived of, necessary food, clothing, shelter, or medical treatment or a child is permitted to live in an environment when such deprivation or environment causes the child's physical, mental, or emotional health to be significantly impaired or to be in danger of being significantly impaired. The foregoing circumstances shall not be considered neglect if caused primarily by financial inability unless actual services for relief have been offered to and rejected by such person. A parent or legal custodian legitimately practicing religious beliefs in accordance with a recognized church or religious organization who thereby does not provide specific medical treatment for a child shall not, for that reason alone, be considered a negligent parent or legal custodian; however, such an exception does not preclude a court from ordering the following services to be provided, when the health of the child so requires:
1. Medical services from a licensed physician, dentist, optometrist, podiatric physician, or other qualified health care provider; or
 2. Treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

Neglect of a child includes acts or omissions.

- J. "Other person responsible for a child's welfare" includes the child's legal guardian, legal custodian, or foster parent; an employee of a private school, public or private child day care center, residential home, institution, facility, or agency; or any other person legally responsible for the child's welfare in a residential setting; and also includes an adult sitter or relative entrusted with a child's care. For the purpose of departmental investigative jurisdiction, this definition does not include law enforcement officers, or employees of municipal or county detention facilities or the Department of Corrections, while acting in an official capacity.
- K. "Parent" means a woman who gives birth to a child and a man whose consent to the adoption of the child would be required under s. [63.062](#)(1). If a child has been legally adopted, the term "parent" means the adoptive mother or father of the child. The term does not include an individual

whose parental relationship to the child has been legally terminated, or an alleged or prospective parent, unless the parental status falls within the terms of s. [39.503](#)(1) or s. [63.062](#)(1). For purposes of this chapter only, when the phrase "parent or legal custodian" is used, it refers to rights or responsibilities of the parent and, only if there is no living parent with intact parental rights, to the rights or responsibilities of the legal custodian who has assumed the role of the parent.

- L. "Physical injury" means death, permanent or temporary disfigurement, or impairment of any bodily part.
- M. "Sexual abuse of a child" means one or more of the following acts:
 - 1. Any penetration, however slight, of the vagina or anal opening of one person by the penis of another person, whether or not there is the emission of semen.
 - 2. Any sexual contact between the genitals or anal opening of one person and the mouth or tongue of another person.
 - 3. Any intrusion by one person into the genitals or anal opening of another person, including the use of any object for this purpose, except that this does not include any act intended for a valid medical purpose.
 - 4. The intentional touching of the genitals or intimate parts, including the breasts, genital area, groin, inner thighs, and buttocks, or the clothing covering them, of either the child or the perpetrator, except that this does not include:
 - a. Any act which may reasonably be construed to be a normal caregiver responsibility, any interaction with, or affection for a child; or
 - b. Any act intended for a valid medical purpose.
 - 5. The intentional masturbation of the perpetrator's genitals in the presence of a child.
 - 6. The intentional exposure of the perpetrator's genitals in the presence of a child, or any other sexual act intentionally perpetrated in the presence of a child, if such exposure or sexual act is for the purpose of sexual arousal or gratification, aggression, degradation, or other similar purpose.

7. The sexual exploitation of a child, which includes allowing, encouraging, or forcing a child to:
 - a. Solicit for or engage in prostitution; or
 - b. Engage in a sexual performance, as defined by chapter 827.

N. "Substance abuse" means using, without medical reason, any psychoactive or mood-altering drug, including alcohol, in such a manner as to induce impairment resulting in dysfunctional social behavior.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-6
SUBJECT: Kidnapping/Lost Child	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-05-07	REVIEW DATE: June 2008

I Procedures

- A. After it has been determined that a child has been lost/taken, immediately contact the Police.
- B. Call the Head of School to report the incident.
- C. Contact the parents of the child involved. Establish a communication plan with them, if necessary.
- D. Identify a team to work on the crisis. Designate personnel to deal with phone communications, etc., and other administrative staff to assist as appropriate. If the incident occurs during the school day, classroom routine should be maintained.
- E. Pull the school picture of the child and obtain a full physical description of the child (including clothing) to assist the police.
- F. Conduct immediate search of school building and grounds.
- G. In cases of kidnapping, obtain from witnesses a description of the suspect.
- H. When a child is found, contact the Head of School, notify teacher and fill out the Crisis Team Report.
- I. Prepare a memo to staff outlining the situation. Give factual information, when appropriate, to allow them to respond to student questions knowledgeably. Prepare an appropriate memo to parents.
- J. If appropriate, arrange for counseling assistance for students and staff.
- K. Call emergency staff meeting.

II. Preventative Activities

- A. School office staff should have at their desk a list of students who are not to be released to anyone except a particular parent or guardian.
- B. Emergency cards of such students should be tagged.
- C. Before releasing a child to anyone except a parent or guardian on the list, the school office staff should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
- D. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a

return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency information card.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-8
SUBJECT: Fights, Fighting	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-05-07	REVIEW DATE: June 2008

I. Goals

- A. Safety of participants and bystanders
- B. Effective communication
- C. Quick action
- D. Containment of the situation
- E. Assessment and follow-up

II. Prevention

- A. Be alert to patterns of stress and agitation in students.
- B. Be familiar with information provided regarding managing a potentially dangerous person.
- C. Diffuse the fight through verbal commands. Intervene physically only when verbal commands are ineffective.
- D. Call for help in managing the incident.
- E. Attend to medical needs.
- F. Disperse the crowd.
- G. Escort discipline issues to School Admin.
- H. Document the event on a referral form.

III. Intervention

- A. Intervening and managing physical altercations and/or fights require making a judgment call. There may be several goals at one time and individual circumstances will determine the priorities of your interventions.
- B. Interventions may include:
 - 1. Disperse the crowd and ensure the safety of the students.
 - 2. Call for help and assistance in managing the incident.
 - 3. Focus on diffusing the fight.
 - 4. Attend to medical needs.

5. Be knowledgeable about intervening with individuals who are dangerous.

IV. Postvention

- A. Assess the adequacy of the response to the situation.
- B. Provide appropriate follow-up (counseling, notification of parents, etc.) of situation.
- C. Take appropriate disciplinary action.
- D. Never use class time to allow negative class-wide discussion against a particular student, group of students or staff member. Negative comment and arguments shall be directed to school administration.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-9
SUBJECT: Fire/Arson/Explosion Building Evacuation	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

- I. Procedures
 - A. Sound fire alarm.
 - B. Evacuate Building if serious threat of danger.
 1. Primary and Secondary evacuation routes are posted in each classroom; teachers should follow the posted routes when evacuating.
 2. Teachers should close their doors as they evacuate.
 3. Prior arrangements should be made for assisting in the evacuation of any students or staff members requiring care.
 - a. The School Registrar is to assist in the K-2 evacuation.
 - b. The School Admin Assistant is to assist the K-3 evacuation.
 - c. The Guidance Counselor will assist the K-4 evacuation.
 4. Teachers are to take their attendance records with them and take attendance after reaching the selected staging area.
 5. Missing students will be reported immediately to the Head of School or the Assistant Head of School.
 6. Administrators will perform a final building check. A designated administrator will obtain a student count from every teacher.
 7. No faculty, staff or student is allowed to re-enter the building until the all-clear is given by the Head of School or the Assistant Head of School.
 - C. Call 911 and ask for required emergency services.
 - D. If there are injuries, notify necessary rescue personnel. Provide first aid through school personnel, such as school nurse, nurse's aide, and athletic trainer.
 - E. Call Head of School and notify of incident and actions taken.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-10
SUBJECT: Gas Leak	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

I. General Information

- A. Natural gas leaks, with odor in the building, may occur and bring danger of explosion. Natural gas rises and will often be outside because most gas lines are outside the building.
- B. Natural gas is mixed with Mercaptan to give it odor. The gas goes up and the odor goes down.

II. If a leak is in or near the building:

- A. Evacuate the building immediately, following the local building evacuation plan.
- B. Get students a safe distance from the building.
- C. Turn off the main gas valve.
- D. Phone the Fire Department at 911 if an emergency. The non-emergency fire department number is 494-7275.
- E. Phone the Gas Company at their Customer Service Number of 476-0480. For gas repairs, call 435-1800.
- F. Notify the Head of School or administrative personnel in the office of the current situation.
- G. Keep students at a safe distance until the problem has been corrected.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-11
SUBJECT: Hostage Situations	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

- I. Procedures
- A. Contact the Police. Hostage-taking or endangering the safety of others are criminal offenses.
 - B. Secure All Classrooms (Lockdown). The more closely contained the intruder can be kept, the less the danger there is to others and the easier it is for the police to apprehend the individual. Rooms should remain locked at all times.
 - C. Staff to Keep Students in Present Areas. Students should not be released for any reason until told to do so by the police.
 - D. No Personnel Circulating. All staff should be protected from involvement in the crisis where possible.
 - E. Telephone Answerer: Prepare a statement to be read by the individuals who answer the telephones. Instruct them that any further inquiries should be made to the Head of School or Pastor.
 - F. Keep Phone Lines Open. The police and other public safety personnel will need access to the phones with highest priority.
 - G. Provide Police with Maps of Buildings and Grounds. Involve those with greatest knowledge of the facilities. Also provide any anecdotal information about reasons for the hostage-taking, precipitating events, etc.
 - H. I. D. Persons Familiar with the Facility. Persons familiar with the entire building should be available to discuss the interior room arrangements, etc. These individuals should be available at the chosen school map location away from the scene.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-12
SUBJECT: Intruder Assaults by Intruder	NUMBER OF PAGES: 03
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

I. Specifics

- A. Determine whereabouts of the intruder: Use school maps to assist police and staff members in locating intruder.
- B. Isolate intruder from rest of building and students.
- C. Determine extent of the crisis:
 - 1. Trespass with no safety hazard may be dealt with through informing the intruder of the offense being committed. If trespasser refuses to leave, wait for police to arrest. If the trespasser has previously been warned (placed on notice) trespass charges may be filed without the arrest of the offender.
 - 2. Trespass with threat to others' safety will require assistance from the police. Trespass charges should be filed.
- D. Make notes. Recording what has occurred can provide information important to the police and in subsequent court cases.
- E. Move other Students/Staff. Staff may be asked to keep their students in certain areas, or to keep them out of certain areas. Staff should move students as quietly and quickly as possible when directed to do so.
- F. Contact the Police. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.
- G. Keep staff informed of actions. A Crisis Team, identified for the school, can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/action.

- H. The students will be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their “facts” through rumor.
 - I. The parents of the students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
 - J. After the crisis is over, the Head of School may wish to arrange a special press conference to give the media the same information that has been shared with the parents.
 - K. Telephone Answerer. Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the Head of School.
 - L. Police Information for Charges. The police will need to be sure of details from you as well as from others interviewed. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.
 - M. Written Memo for Staff and Parents. As soon as the immediate crisis/danger is over., the staff and parents will need to know, not only what occurred, but why you took the action that you did.
 - N. Call emergency staff meeting.
- II. Intruder Assault
- A. Provide assistance.
 1. Request police assistance when assailant(s) are outsiders.
 2. Determine the number of victims.
 3. Determine the amount of threat still pending - was this an isolated incident which is now over?
 4. Is there continued danger to the individuals already involved or to any other potential victims?
 5. Determine the need for first aid.
 - B. Move others to safety if the assailant has not been contained and continues to be a threat to others, institute lockdown.
 - C. Provide First Aid. Provide first aid for victim(s) via nurse, nurse’s aide, trained staff member, or 911. Have someone at the entrance to meet and direct the ambulance staff to the victim and designate a staff member to accompany victim(s) in ambulance.
 - D. Question the Victim. Make notes which can be shared with the police upon their arrival. These notes may be helpful in a court case.

- E. Contact the Police.
- F. Notifications:
 - 1. The Head of School and Pastor should be contacted as soon as possible.
 - 2. The Head of School and/or Pastor will handle all media and community inquiries into the event(s).
 - 3. The parents (or spouse) of the victim should be notified as soon as possible.
 - 4. Inform staff of situation as soon as possible. A Crisis Team, identified for the school, can effectively deliver information to the other staff members so your time can be used for other decisions/actions.
 - 5. The students will be able to deal with the situation by being informed of the facts as soon as possible, rather than receiving their “facts” through rumors.
 - 6. The parents of other students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
 - 7. After the crisis is over, the principal may wish to arrange a special press conference to give the media the same information that has been shared with the parents.
- G. Telephone Answerer:
 - 1. Prepare a scripted statement for individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the Head of School and/or Pastor.
- H. Police Information for Charges. The police will need to be sure of details from you as well as from the victim. Assault/Battery are chargeable offenses.
- I. Written memo for staff and parents. As soon as the immediate crisis/danger is over, the staff and parents will need to know, not only what occurred, but why you took the action that you did. Individuals with the correct facts can help to stop rumors and misperceptions.
- J. Follow-Up Programs. The school guidance counselor will arrange special counseling for students and staff.
- K. Call emergency staff meeting.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-13
SUBJECT: Shootings/Wounds/Attacks	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

- I. Specifics
- A. Notify the police, and other necessary emergency staff.
 - B. Determine if the perpetrator is still on premises - determine number of victims and identify witnesses.
 - C. The emergency signal to staff and students should convey the seriousness of the situation. Follow-up announcements will be necessary to keep everyone informed. Prepare a general statement of the facts.
 - D. Establish a command post to handle the load of the Crisis Team and to direct the press and concerned members of the community to the Head of School.
 - E. Implement necessary first aid procedures through trained staff, school nurse, nurse's aide, physical education department, and/or athletic trainer. Direct rescue personnel to injured and give any required assistance. Designate a staff member (teacher or school counselor) to accompany victim(s) in ambulance.
 - F. Identify a place where a log of events is to be kept. Record all significant events, actions, and individuals that are involved.
 - G. Keep staff informed through a memo or emergency staff meeting. Parents may be informed through a letter sent home with students.
 - H. Follow-up management should be well-delegated. Crisis counseling for students and staff may be needed, and security concerns should be considered. All staff will assist in restoring building to normal state. Reopen school as soon as possible.
 - I. Call emergency staff meeting.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-14
SUBJECT: Suicide, Suicide Threats	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

I. Suicide

- A. The school’s general response to a suicide does not differ markedly from a response to any sudden death crisis. However, some issues exclusive to suicide require specific attention. School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Overemphasis of a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one’s own life. The following “DOs” and “DON’Ts” will help school staff limit glamorization of suicide:

1. *Do* acknowledge the suicide as a tragic loss of life.
2. *Do* allow students to attend funeral services.
3. *Do* provide support for students profoundly affected by the death.
4. *Do not* organize school assemblies for the deceased student.
5. *Do not* dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.
6. *Do not* pay tribute to a suicidal act by planting trees, hanging engraved plaques, or holding other memorial activities.

- B. **WARNING.** A suicide in the school community can heighten the likelihood, in the subsequent weeks, of “copycat” suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school wide, response.

II. Suicide Threats

- A. *Referral.* Go to a school administrator. Students at risk can self-refer or be referred to the administrator by school staff, parent, friend, neighbor, or other person from the community.

- B. *Parent Meeting.* The administrator shall meet with the student to discuss the comments made. A parent meeting shall be conducted immediately.
- C. The parents will be responsible for deciding what the best course of action is for their child in terms of medical care.
- D. The school will make a decision as to if/when the student should return to school.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-15
SUBJECT: Weapons Situations	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Revised 6-20-05	REVIEW DATE: June 2006

- I. Procedures
 - A. Assess the situation.
 - B. Notify police. Provide as much information as possible. Be prepared to act as a resource and liaison between school and police. If necessary, have a map of the school available for police.
 - C. Gather as much detailed information as possible. Try to determine:
 - 1. Location, identity and detailed description of individual.
 - 2. Location and description of weapon.
 - 3. Any pertinent background information on individual, including possible reason for carrying a weapon.
 - D. Isolate individual or suspect. (If weapon is in a locker or elsewhere, prevent access to it.)
 - E. Confer with police when they arrive. They will advise you how they intend to proceed.
 - F. If interaction with the individual is imminent, do not use force or touch the person or weapon. Avoid sudden moves or gestures.
 - G. Remain calm. Try not to raise your voice -- but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
 - H. Be certain that at least one other administrator (or designee) is aware of the situation, but limit information to staff and students on a need to know basis.
 - I. Use emergency signal to notify teachers of the threatening situation and have teachers keep students in classroom until all is clear.
 - J. Refer media questions to the Head of School.
 - K. Call emergency staff meeting. It is important that staff members leave with accurate information about the incident and subsequent actions to be taken.

- II. Handling a Weapon-Wielding Student
 - A. Evacuate the area

- B. Evaluate the perpetrator
- C. Isolate
- D. Negotiate
- E. Remain calm
- F. Get help
- G. Avoid heroics
- H. Don't threaten
- I. Keep a safe, non-intimidating distance
- J. Avoid abrupt sporadic movements
- K. Look for a place to dive or jump
- L. Report incident to law enforcement

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-16
SUBJECT: Threats of Violence Early Warning Signs of Violence	NUMBER OF PAGES: 06
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

- I. Purpose
- A. The purpose of this protocol is to provide a mechanism to assure that threats of violence in a school environment are addressed, whenever possible, before they occur.
 - B. The protocol is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out. *NOTE: This protocol is applicable during any school-sponsored event or function, whether the event or function be on school property or not.*
- II. Procedure - The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals.
- A. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - 1. Assume the threat is serious;
 - 2. Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer;
 - 3. Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.
 - B. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - 1. Assume the threat is serious;
 - 2. Immediately report the threat to a school staff member, school administrator or law enforcement officer;

3. Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.
- C. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
1. Assume the threat is serious;
 2. Immediately report the threat to a school administrator their designee;
 3. Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.
- D. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
1. Assume the threat is serious;
 2. Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
 3. Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.
 4. Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least two faculty members with one being the Head of School or Assistant Head of School.
 5. NOTE: The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.
 6. If it is agreed the threat is credible, the Head of School shall take appropriate administrative action. The student's parents or guardian shall also be notified.
 7. If it is agreed that the threat is not credible, the Head of School shall assume responsibility to institute any further action deemed necessary.

III. Early Warning Signs, General Information

- A. It is not always possible to predict behavior that will lead to violence. However, educators and parents—and sometimes students—can recognize certain early warning signs. In some situations and for some youth,

different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

- B. We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult — whether it be at home, in school, or in the community — the potential for violence is reduced significantly. None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate — and potentially harmful — to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes — only trained professionals should make diagnoses in consultation with the child's parents or guardian.
- IV. Early Warning Signs - The following early warning signs are presented with the following qualifications. They are not equally significant and they are not presented in order of seriousness.
- A. Social withdrawal. In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
 - B. Excessive feelings of isolation and being alone. Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
 - C. Excessive feelings of rejection. In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of

expressing their emotional distress in negative ways—including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- D. Being a victim of violence. Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- E. Feelings of being picked on and persecuted. The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways — including possible aggression or violence.
- F. Low school interest and poor academic performance. Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child’s capacity to learn. In some situations—such as when the low achiever feels frustrated, unworthy, chastised, and denigrated—acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- G. Expression of violence in writings and drawings. Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an over representation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional—such as a school psychologist, counselor, or other mental health specialist—to determine its meaning.
- H. Uncontrolled anger. Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- I. Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors. Children often engage in acts of shoving and mild aggression.

However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- J. History of discipline problems. Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- K. Past history of violent and aggressive behavior. Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- L. Intolerance for differences and prejudicial attitudes. All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance — when coupled with other factors — may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- M. Drug use and alcohol use. Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- N. Affiliation with gangs. Gangs that support anti-social values and behaviors — including extortion, intimidation, and acts of violence toward other students — cause fear and stress among other students. Youth who are influenced by these groups — those who emulate and copy their behavior,

as well as those who become affiliated with them — may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

- O. Inappropriate access to, possession of, and use of firearms. Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
 - P. Serious threats of violence. Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.
- V. Response to Early Warning Signs
- A. When the above behaviors are observed, students are encouraged to report their observations to faculty and administration.
 - B. JCA administration will determine any appropriate JCA actions.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: C-17
SUBJECT: Emergency School Lock Down	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2006

- I. In cases of an emergency requiring lockdown, the following procedure will be followed by staff and students.
 - A. Head of School or designee will announce over the public address system that a lockdown is in effect.
 - B. One of the secretaries will be directed to call 911 and notify the sheriff of our emergency and the need for immediate police assistance.

- II. The following appropriate announcement will be made:
 - A. Class in Session (no lunches in progress). “Students and Staff” – It is necessary at this time to begin a school wide lockdown. All students are to remain in class. Students in the hall report immediately back to your room. Teachers lock your classroom door. No one is to leave the classroom until an all clear announcement is made by an administrator. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made. Take attendance and be ready to report absences.
 - B. Class Change in Progress. “Students and Staff” – It is necessary at this time to begin a school wide lockdown. All students and teachers report immediately to your next class. Teachers, be at your classroom door and lock as soon as the students have arrived. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made. Take attendance and be ready to report absences.
 - C. During Lunch Periods. “Students and Staff” – It is necessary at this time to begin a school wide lockdown. Students in the cafeteria are to report immediately to their next class. Teachers lock your classroom doors. Students outside of their classroom at this time are to report back to your class immediately. No one is to leave their classroom or designated area until an all clear announcement is made by an administrator. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made. Take attendance and be ready to report absences.

- D. During the lockdown announcement, the Head of School and/or the Assistant Head of School will lock the exit doors.
- III. Teachers are to do the following:
- A. Lock your door.
 - B. Tell the students that we have an emergency and you don't know what it is.
 - C. Get the students to go to an area of the room that is away from the door and away from the windows.
 - D. Have students stay there until an announcement is made. Members of the crisis team will come to your room and update you.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: E-1
SUBJECT: Curriculum	NUMBER OF PAGES: 03
SPECIAL INSTRUCTIONS: Rev 07-05-07	REVIEW DATE: June 2008

- I. JCA sets a high standard regarding educational and curriculum goals. In each of our classes we seek to:
- A. Integrate Biblical themes and principles in every subject area
 - B. Integrate subject areas around themes and concepts
 - C. Utilize writing and reading in each subject area.
 - D. Use technology in every subject to enhance the overall level of instruction, and
increase student comprehension and abilities.
 - E. Use the curriculum to yield expected student outcomes listed in this handbook.
- II. In Individual Classes JCA Seeks To:
- A. Bible:
 - 1. Teach students to develop a desire to read the Bible and apply it to their personal life and not merely commit it to memory.
 - 2. Encourage the students to understand the verses in context and employ good interpretation principles.
 - 3. Let scripture speak truth with direction and illustrations by the teacher.
 - 4. Show each student the value of the Word of God.
 - 5. Teach the Biblical pattern of salvation and the baptism of the Holy Spirit
 - 6. Encourage each student to come to the Father, through the Son and grow in their knowledge and love of Him.
 - 7. Have students know Jesus as a real person and develop their identity in Him.
 - B. English:

1. Equip every student with the skills necessary for good writing, including spelling, grammar, language mechanics, style, clarity, etc.
2. Place a major emphasis on proper writing through frequent application of correct language skills in each subject area.
3. Encourage critical thinking skills as demonstrated through creative writing.
4. Introduce the students to many styles of writing using the Bible and other vital literary works.

C. History/Geography:

1. Teach the student that God is the history-maker and He will determine its ultimate outcome.
2. Enable the student to see God's hand in the history of the world and the United States.
3. Broaden the students' understanding of history and geography, both locally, in the U.S. and around the world.
4. Make history come alive for the student through the use of many forms of information and research such as, biographies, illustrations, music, art, foods, architecture, and knowledgeable speakers.

D. Science:

1. Teach that the biblical account of creation is the foundation of all scientific principles.
2. Show the students that God made the universe and that it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the students the intrinsic laws, systems, and truths God put into creation.
3. Use a variety of instructional methods including experiments, demonstrations, research, illustrations, etc..

E. Mathematics:

1. Ensure the students have a thorough mastery of basic mathematical principles.
2. Place an emphasis on conceptual as well as practical understanding of math concepts and problem-solving.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man.

III. Elementary

- A. Parents want their children to be challenged and trained in a safe,

nurturing academic environment. Using Christian principles as our foundation, our goal is to assist families as their children grow in wisdom and stature.

- B. The elementary school curriculum includes studies in Bible, language arts, mathematics, science, social studies, music, art, drama, physical education, and health. The curriculum is derived from several highly regarded sources, and we utilize texts which are written from a Christian perspective whenever possible. During the primary school years our students experience a variety of teaching and testing methods as we challenge them to think both critically and creatively.

IV. Middle School and High School Programs

- A. New students plan their programs with the help of the registrar and JCA administration. Students plan detailed schedules for each semester. In the fall term, new students also map out a multiple-year plan to ensure successful completion of all graduation requirements. This long-term plan is a general outline and may change as student interest changes.
- B. The registrar and JCA administration assist students in making decisions about participating in extra-curricular activities, summer school, directed studies, and programs abroad. Our school year is divided into four nine-week terms; two nine-week terms equal one semester. Students receive one-half credit per semester for each course in which they are enrolled and complete satisfactorily. The standard academic course load is five major courses and two elective courses per term.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: E-2
SUBJECT: Grading Academic Honors Academic Warning / Probation	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

I. Grading Guidelines

- A. Each classroom teacher develops an approved formula for grading students. Term grades include grades for homework assignments, class participation, quiz and test scores and final exams.
- B. Term reports and grades are issued at the end of each nine-week term. These reports are designed to provide a picture of the student’s progress academically, spiritually, socially and behaviorally. Teachers will also send home midterm progress reports each term as needed. Parents are invited to contact teachers for more specific information or to set up a conference.
- C. The following letter grades are used for Pre-School and Kindergarten classes:

O = Outstanding S = Satisfactory
I = Shows Improvement N = Needs Improvement
NA = Not Applicable

II. Grade and Progress Reporting

- A. Academic and performance grades are used in grades 1 – 12.

B. Academic Grades

A+ = 98-100 C = 73-77
A = 93-97 C- = 70-72
A- = 90-92 D+ = 68-70
B+ = 88-90 D = 63-67
B = 83-87 D- = 60-63

B- = 80-82 F = below 60
C+ = 78-80 E = failing with effort

C. Performance Grades

O = Outstanding G = Good
S = Satisfactory N = Needs Improvement
U = Unsatisfactory NA = Not Applicable
INC = Incomplete P = Passing
WP = Withdraw Passing

III. Academic Honors

- A. Headmaster's List. Students earning cumulative grades above A- and when all performance grades are satisfactory or above.
- B. Dean's List. Students earning grades of B- or above and when all performance grades are satisfactory or above.

III. Academic Warning

- A. Students are placed on academic warning when grades include two, OR more E's or F's, OR one E or F and two D's, OR three D's.
- B. Students on warning for two consecutive terms may lose their place at

JCA.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: E-2
SUBJECT: Grading Academic Honors Academic Warning / Probation	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

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POLICY AND PROCEDURE

EFFECTIVE DATE: July 14, 2005	NUMBER: E-3
SUBJECT: Standardized Testing	NUMBER OF PAGES: 03
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: July 2008

I. General Information

- A. Stanford 10: The *Stanford Achievement Test Series* is a test normally given at the end of the school year within 2 weeks of commencement. The Stanford series is comprised of 13 battery levels that assess students from kindergarten through 12th grade. All levels of the *Stanford Achievement Tests* and *Stanford Test of Academic Skills* are designed with two parallel forms that are equivalent in content and difficulty.
1. The *Stanford Early School Achievement Test* (SESAT) consists of two levels that measure achievement of children in kindergarten through the first half of 1st grade.
 2. The eight levels of the *Stanford Achievement Test* (Primary & Intermediate) measure the important learning outcomes of the curriculum from the second half of grade 1 through the end of grade 8.
 3. The three levels of the *Stanford Test of Academic Skills* (TASK) are intended for to measure skills in grades 9-12 that are requisite to continued academic training.

B. Stanford 10 Checklist

1. Four Weeks Prior to Testing:
 - a. ___ Retrieve testing material from storage
 - b. ___ Inventory all testing material
 - c. ___ Order any materials needed according to instructions provided
 - d. ___ Create a testing schedule for 7th-12th grade
 - e. ___ Begin essay formation for 7th-12th grade

2. Two Weeks Prior to Testing
 - a. ___ Acquire all auxiliary materials needed for testing
 - b. ___ Pencils
 - c. ___ Rulers
 - d. ___ Reference sheets
 - e. ___ Scratch paper
 - f. ___ Prepare essay portion of the test including appropriate answer sheets
 - g. ___ Ensure that all ordered material has arrived and is accounted for.
 - h. ___ Conduct a Staff Meeting: Communicate all schedules, assignments, and procedures with appropriate faculty members.
3. One Week Prior to Testing
 - a. ___ Teachers and administrators shall complete a sweep of the facilities ensuring that all rooms are a suitable testing environment. Any corrections or improvements should be made by the teacher as soon as possible.
 - b. ___ If possible, practice tests should be given by the teacher. (*This will aid students who are not used to following directions in a standard test environment.*) At this time, teachers should go over test taking tips.
4. Three Days Prior to Testing
 - a. ___ Create “Testing – Do Not Disturb” Signs for every door leading to a testing area.
 - b. ___ Ensure all pencils are sharpened
 - c. ___ Create a Check-out sheet for testing material
5. The Day of Testing
 - a. Each proctor should have the following materials:
 1. Copy of the directions
 2. Supply of Stanford 10 test booklets
 3. Supply of markers (if markers are being used)
 4. Supply of scratch paper for mathematics
 5. Supply of No. 2 pencils with erasers
 6. A clock or timer
6. For the mathematics portion of the test, no calculator will be permitted at any grade level.

II. General Instructions for Proctoring

- A. All proctors should thoroughly read through the instruction manual prior to the day of testing. Since different levels have different batteries and are conducted in different manners, each proctor should conduct the test according to the specified procedure found in the *Directions for Administering* booklet.
- B. Group Instructions: No other instructions shall be given except that which is given in the *Directions for Administering* booklet. The younger the students, the more help should be given to ensure adequate understanding of the instructions. With higher level exams, little outside instruction should be given.
- C. Individual Instructions: Proctors may help to clarify instructions if a student is having trouble understanding a particular question. Under no circumstances shall a proctor give hints, help the student to recall, or give answers of any kind during the test.
- D. Proctors are responsible for the overall integrity of the testing environment and the testing materials.
 - 1. Maintain a quiet noise level.
 - 2. Ensure children are focused on their own test.
 - 3. Maintain a proper time schedule.
 - 4. Focus only on the testing environment and the students. No outside work (grades, homework, books, etc.) should be brought into the testing environment by the proctor.
 - 5. After the test, proctors shall bring all testing material directly to the designated testing center and sign them in on the posted sheet. At no time should any tests be left unattended where students have access to them.
- E. Students may bring extra work into the testing area so long as it:
 - 1. Is not visible by themselves or other students.
 - 2. Does not distract other students in any way,
 - 3. Does not violate any JCA policies,
 - 4. Is approved by the proctor,
 - 5. *All material is subject to final approval by school administration. Inappropriate material shall be confiscated by the proctor and given back at the proctor's discretion.*

Jubilee International Ministries
JUBILEE CHRISTIAN ACADEMY
“A House Where God Lives and Kids Learn”

POLICY AND PROCEDURE

EFFECTIVE DATE:	August 1, 2005	NUMBER:	O1
SUBJECT:	Academic Calendar	NUMBER OF PAGES:	02
SPECIAL INSTRUCTIONS:	Rev 07-09-07	REVIEW DATE:	June 2008

Jubilee Christian Academy
2007–2008 Academic Calendar

August 13	Monday	All staff and faculty return to school
August 17	Friday	<i>Pre-School & Orientation</i> Students and Parents – 10:00am <i>Convocation</i> – K – 5 th Students and Parents – 5:30pm <i>Convocation</i> – 6 th -12 th Students and Parents - 7:30 pm
August 20	Monday	First Term begins / Orientation Week Activities
September 3	Monday	Labor Day Holiday
September 27	Thursday	Teacher In-Service/11:00am Dismissal
September 28	Friday	Teacher In-Service/11:00am Dismissal
October 10	Wednesday	Bible Projects Due (4 th -12 th Grades)
October 16	Tuesday	End of the First Term, <u>41 days</u>
October 17-22		Fall Break / Gulf Coast Jubilee Conference
October 23	Tuesday	Classes Resume/First Term Reports Sent Home Second Term begins
October 31	Wednesday	Harvest Festival
November 9	Friday	Grandparents and God Friends Day
November 12	Monday	Veteran's Day Holiday
November 19-23		ACSI Teachers Conference / Thanksgiving Vacation
November 26	Monday	Classes resume
December 10	Monday	Science Projects Due
Dec 11-12		Science Fair (4 th -12 th)
December 18	Tuesday	Festival of Lessons and Carols
December 21	Friday	Noon Dismissal
Dec 24- Jan 4		Christmas Vacation
January 4	Friday	Teacher In-Service
January 7	Monday	Classes resume
January 11	Friday	End of the Second Term, <u>44 days</u>
January 21	Monday	Martin Luther King, Jr. Holiday
February 18	Monday	President's Day Holiday
March 12	Wednesday	English Projects Due (4 th -12 th Grades)
March 14	Friday	End of the Third Term, <u>43 days</u>
March 17	Monday	Fourth Term Begins
March 21	Friday	Good Friday Holiday
March 31-April 4		Spring Break
April 7	Monday	Classes Resume

April 24	Thursday	Teacher In-Service/11:00am Dismissal
April 25	Friday	Teacher In-Service/11:00am Dismissal
May 2	Friday	Field Day for Students and Parents
May 7	Wednesday	History Final Projects Due (4 th -12 th Grades)
May 8-9		History Fair (Elementary, Middle, and High School)
May 12-15		Standardized Testing K4-12 th
May 26	Monday	Memorial Day Holiday
May 27	Tuesday	Kindergarten Graduation
May 29	Thursday	Commencement
May 30	Friday	Prize Day/Noon Dismissal (Required)
		End of the Fourth Term, <u>48 days</u>
June 4	Wednesday	End-of-Year Reports mailed home
June 9	Monday	Summer Programs begin

Jubilee International Ministries
JUBILEE CHRISTIAN ACADEMY
“A House Where God Lives and Kids Learn”

POLICY AND PROCEDURE

EFFECTIVE DATE:	August 2, 2004	NUMBER:	O-2
SUBJECT:	Absences	NUMBER OF PAGES:	03
	Attendance Daily Reports and Reporting		
SPECIAL INSTRUCTIONS:	Rev 07-09-07	REVIEW DATE:	June 2008

- I. Absence from Class or School Activities
 - A. Regular Attendance in school is essential for a sound academic foundation and is required by Florida State law. All school days listed on the academic calendar are considered full days unless otherwise noted.
 - B. All class days and activity days are mandatory attendance days. Attendance at school becomes a permanent part of the student’s record.

- II. Daily Attendance Records
 - A. Each PreK through 8th Grade teacher will take daily attendance using RenWeb attendance.
 - B. The teacher will input attendance data into RebWeb no later than 10:00 a.m. each day for single teacher grades, and within the first 10 minutes of each class period for teachers with changing classes.
 - C. School administration can review attendance records to verify student attendance and may take any subsequent action for unexcused absences.

- III. Absence from Class or School Activities
 - A. If a child is to be absent from school, parents are to notify the school office by 9:00 a.m. If unable to do so, then the child is to have a **written excuse upon return to school**. Should the administrative assistant or classroom teacher not receive a note, the absence will be considered unexcused.
 1. Students missing school work as a result of any excused absence may receive a grade of “incomplete” at the end of the term. Missing work must be turned in as per teacher instructions.

2. School work may not be made up for unexcused absences unless school administrations deems necessary.
 3. Parents and/or students are encouraged to verify assignments via RenWeb or contact teachers as soon as possible to obtain necessary assignments.
 4. School personnel should make contact with the parent for unexcused absence.
- B. Students who are absent from school may not participate in extracurricular activities. Students are considered absent from school if they leave prior to 11:30 a.m. Students arriving after 11:30 a.m. will be marked absent for the day.
- C. Students who are absent from school or absent from any given class due to illness in excess of ten days per semester will be required to have an excuse from their physician.
- D. Students who have more than 20 daily or class absences (excused and/or unexcused) during the school year may not pass to the next grade (K-5 through 8th) and/or may not receive credit for the class(es). Said students may be counseled to withdraw from school. (A grade-level test to validate promotion may be offered only when the school determines that it is appropriate.)
1. Teachers are to notify School Administration in writing (via email or memo) of a student's absences (from school and/or from individual classes) 10, 14 and every absence thereafter.
 2. After each of these notifications, School Administration will contact the parent with appropriate information regarding their child and the actions taken as a result of said absences. A meeting between administration and the parents is required after the 14th absence.
 3. After the 15th unexcused absence within 90 days, the school will notify the appropriate legal authorities regarding the student's total absences.
- E. Students who must miss class for a pre-arranged, non-school-related absence must provide the School Office and each of his or her teachers with advance notice from a parent prior to the scheduled absence. The student is expected to make arrangements with the teacher to complete missed assignments.
- F. Excused absences include:
1. Illness (with notification as described above)
 2. Medical, dental or health related appointments (with prior communication from parents)

3. Serious illness, injury or death in the family
4. Absences deemed excused by the Head of School or Assistant Head of School.

G. Unexcused absences include:

1. Absences for reasons school authorities determine could have been handled outside of school hours
2. Truancies
3. Absences for which an excuse is **later** than the one day grace period
4. Absences for illness in excess of 10 days **without** a physician's note.

IV. Truancy

- A. Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.
- B. When a student is continually sick and repeatedly absent from school, the student must be under the supervision of a doctor in order to receive an excuse. The doctor's statement should confirm that the student's condition requires absence for more than the number of days permitted by the school's policy.

Jubilee International Ministries
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POLICY AND PROCEDURE

EFFECTIVE DATE:	August 2, 2004	NUMBER:	O-3
SUBJECT: Dismissal Tardy Arrivals	Arrival and Students Not to Leave Campus	NUMBER OF PAGES:	03
SPECIAL INSTRUCTIONS:	Rev 07-09-07	REVIEW DATE:	June 2008

I. Arrival and Dismissal

A. Morning Arrival

1. General Information

- a. Parents and students who drive are requested to approach the school building from the Airport Blvd. side of the parking lot and proceed to the north entrance of the building (but not under) the front portico. Vehicles should exit the parking lot onto North “W” Street. All drivers are expected to observe posted signs and drive slowly.
- b. Students who drive to school must not park in the first two parking rows.

2. Early Arrivals – All Students

- a. All students arriving before 7:30 a.m. are considered a part of JCA’s morning extended care program. Parents are billed for this service on a monthly basis.
- b. At 7:15 and upon arrival of the Before School supervising teacher all students will report to the Dining Room. The supervising teachers are assigned on a rotational basis.

3. K2-K5 Arrivals

- a. Students arriving before 7:30 are to report to the Dining Room.
- b. Students arriving between 7:30 and 8:00 are to report directly to their classrooms.

4. 1st – 8th Arrivals

- a. Students arriving between 7:15 and 7:45 are to report to the Dining Room until their teacher arrives to escort them to their classrooms. Teachers should arrive to escort their students no later than 7:45.
- b. Students arriving between 7:45 and 8:00 should report to their classroom.

5. Tardy to School

- a. It is important that students arrive at school before 8:00 a.m. Students will be considered tardy if they arrive at their first class after 8:00 a.m.
- b. Students arriving late are required to obtain a hall pass from the school office before going to class.
- c. Pre-school students are not accepted after 9:30 a.m. unless a written doctor's excuse has been received.
- d. At the fourth morning tardy (and subsequent tardies) to school per term, the student will be sent home for the remainder of the day.

B. Afternoon Dismissal

1. General Information

- a. For the safety of JCA students, school policy stipulates that students may only be released to people on the authorized pick-up list.
- b. Teachers and staff reserve the right to verify the identification of anyone picking up a child.
- c. Parents are requested to approach the school building from the Airport Blvd. side of the parking lot and proceed to the north entrance of the building (but not under) the front portico. Vehicles should exit the parking lot onto North "W" Street. All drivers are expected to observe posted signs and drive slowly.
- d. When there is inclement weather, students will be released under the portico. Parents may drive under the portico to pick up children during these times.

2. K-2 – K5 Dismissals

- a. All pre-school and kindergarten students should be picked up from their classrooms no later than 2:45p.m.
- b. All pre-school and kindergarten students who are not picked up by 2:45p.m. will be signed into the Extended Care Program.

3. 1st – 6th Dismissals

- a. All Students will be escorted to the front hallway by their teacher. All teachers are required to have their handheld radios with them during this process.
- b. Parents will drive under the portico using both lanes.
- c. Two teachers will stand under the portico as parents drive up and call the student's name over the handheld radios to the teachers inside. As the student's name is called, the student will come outside and be escorted to the corresponding car. The teachers shall ensure a smooth flow of traffic during this process.
- d. The late duty administrator should be outside during this process to aid where applicable.

4. 7th – 8th Dismissals

- a. Students are to be picked up and off campus no later than 3:15 unless participating in a recognized extra-curricular activity (Math Lab, Detention, Worship Team, Club or Yearbook).

- b. After 3:15 all students not participating in a recognized extra-curricular activity are to report to the Extended Care Program.
- 5. The Teacher assigned to supervise afternoon dismissals and Extended Care is to monitor the parking lot from 2:30-2:50. At 2:50 the teacher will escort all remaining students to the extended care program.

II. Students Leaving Campus

- A. For safety and security reasons, students may not leave the campus without permission. Students who leave campus without specific permission may be suspended or dismissed from school.
- B. Parents are asked to notify their child's teacher prior to any early departure from school for appointments. Parents must sign students out at the school office before early departures. A written doctor's excuse is requested.
- C. Students may not sign out for lunch unless accompanied by a parent or faculty member. Parents must give specific permission for students to leave campus with faculty members.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: O-4
SUBJECT: Discipline Suspensions Expulsions	NUMBER OF PAGES: 09
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

I. Purpose and Scope

- A. Because safety and security of students and faculty are essential to the educational mission, Jubilee Christian Academy (JCA) herein states its expectations of administration, faculty parents and students as they relate to Christ-like character and conduct in the Academy.
- B. This policy also identifies the character that is expected of our staff and students as well as the types of misconduct and disobedience that are not acceptable at JCA. It also includes examples of actions which a student can expect when (s)he falls short of the expected Christ-like character.

II. Equitable Administration of Student Discipline

- A. It is our goal that all students be treated righteously in the administration of training and correction. Thus, every year, the Head of School shall review the Student Discipline Policies and Procedures.
- B. The Head of School or his/her designate, shall prepare a report for Leadership and the JCA Board describing and/or summarizing the JCA disciplinary issues for the preceding year.

III. Christ-Like Conduct - Walking in Love

- A. JCA expects administration, faculty, staff, parents and students to display Christ-like character in all discipline situations.
- B. The character of Christ is exemplified, although not exclusively, in the following key scripture verses:

1. 1 Corinthians 13. And now I will show you the most excellent way. If I speak in tongues of men and of angels, but have not love, I am only a resounding gong or a clanging cymbal. If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but have not love, I am nothing. If I give all I possess to the poor and surrender my body to the flames, but have not love, I gain nothing. Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails. And now these three remain: faith, hope and love. But the greatest of these is love.
2. Galatians 5. But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control.

IV. The Purpose and Function of Discipline

- A. The purpose of discipline at JCA is patterned after Godly discipline philosophies introduced in the Old Testament and carried forth into the New Testament. Deuteronomy 21 defines the responsibilities of parents in disciplining their children. The Proverbs are full of admonitions regarding the way children are disciplined. Hebrews says that the Lord disciplines the one he loves, and punishes every son whom He receives. In fact, Hebrews 12:10 gives us the purpose of discipline. Contrary to discipline being punishment, retribution or revenge, this verse tells us that **the purpose and function of discipline is so that “we can share in His holiness.”** Thus the fruit of discipline is a harvest of peace and righteousness. We choose to discipline our students so they become holy (Christ-like) and so that peace and righteousness are the fruits (heart and deeds) they produce.
- B. We do not, however, merely discipline behavior. The primary job of a parent or JCA faculty and staff is to train hearts and build character. **Appropriate discipline is, then, always geared toward training young hearts in the will and ways of God and forming within them a righteous, Christ-like character.**
- C. Where possible, discipline should be restorative in nature. JCA attempts to minister to youth who are walking through difficult times in their lives and who are sorrowful and repentant. It is our desire that they experience forgiveness and restoration and truly become disciples of Jesus Christ.

V. Responsibilities and Expectations

- A. School personnel have the authority to take the disciplinary action necessary to train hearts and build character and to ensure that there is a safe, orderly and effective learning environment.

- B. In addition to serious forms of discipline, suspension and expulsion, school personnel may use a broad range of disciplinary actions, including but not limited to:
1. Counseling with a student or group of students.
 2. Conferences with parents
 3. Assigning additional work.
 4. Assigning work detentions on or off school campus
 5. Rearranging class schedules.
 6. Rearranging seating patterns.
 7. Requiring a student to remain in school after regular school hours to do additional school work or for counseling; attend school during non-traditional times.
 8. Restricting the student's daily schedule, extra curricular activities and/or other privileges.
 9. Assigning a student to a special course of study or an alternative educational program.
 10. Removal of a student.
- C. In efforts to maintain high quality of character in their classrooms, faculty are expected to be sensitive to the problems and needs of students while at the same time striving for exemplary standards of conduct at all times. Faculty are expected to enforce appropriate disciplinary correction for every violation of the high standards of conduct expected of students. The Head of School must be informed of serious student misconduct and the action subsequently taken by the teacher.
- D. The Head of School, Assistant Head of School and faculty are responsible for having an understanding of this policy and are aware of the expectation to display Christ-like character in all situations. Administration is expected to enforce appropriate disciplinary correction whenever the necessary action is beyond the realm of the authority of a teacher.
- E. Parents, guardians, faculty and persons responsible for students must accept responsibility for cooperatively training the hearts and building the character of our students. They are expected to establish an open line of communication as they work together for the common good of the student.
- F. The administrative staff at JCA and Jubilee International Ministries supports faculty and staff who use Biblical and prudent judgment in their efforts to train hearts and build the character of students and to ensure a safe, orderly and effective teaching environment in our school.

VI. Disciplinary Action by Faculty and Other School Personnel

- A. Luke 17, Matthew 18 and Galatians 6 identify the roles and responsibilities individual believers have regarding the handling of sin and matters of character correction. Generally, these scriptures instruct us to first deal with disciplinary issues on a one-on-one basis. Once the offender has repented, forgiveness is given and the parties move on. (Even if the offense happens 70 times again, forgiveness is required once repentance is complete.) JCA Faculty are authorized, encouraged and expected to appropriately respond to the less serious infractions (i.e. talking, tardiness, minor disruptions, etc) in a Biblical manner at or near the time of the behavior. If and when this method of personal confrontation and correction proves ineffective, then the next level of leadership becomes involved. The more serious infractions and instances of rebellion (i.e. open rebellion, strenuous arguments with faculty, incidents of threatened or actual violence, significant classroom disruptions, fraternization, possession of alcohol, drugs, weapons, tobacco, theft and other significant issues) should also involve school leadership.
- B. In addition to acceptable classroom management practices, a teacher may prohibit a student from participating in any educational function under that teacher's charge and supervision if, in the judgment of the teacher, such removal is necessary to prevent interference with the education function then being carried out by the teacher, and provided the student is otherwise appropriately supervised by appropriate adult personnel.
- C. Student teachers, teacher's aides, classroom assistants, and other educational support personnel have the authority, with regard to students under their control, to direct a student who becomes a discipline problem to report to the student's supervising teacher or to the office of the Head of School, whichever is appropriate, with a recommendation for appropriate disciplinary action.

VII. **Grounds for Disciplinary Action**

- A. Subject to this policy, a student may be suspended or dismissed from school, from an educational function or otherwise disciplined as a result of:
 - 1. Severe misconduct
 - 2. Substantial disobedience
- B. The following are examples of the types of student misconduct or disobedience (non Christ-like character) that will result in corrective actions, but are in no way intended to be all inclusive or otherwise limiting:
 - 1. Using violence, force, noise, coercion, threat, intimidation, fear, harassment, passive resistance, or other

comparable conduct constituting an interference with school purposes, or urging other students to engage in such conduct. The following examples describe this type of conduct:

- a. Occupying any school building, school grounds, or part thereof with intent to deprive others of its use.
 - b. Blocking the entrances or exits of any school building or corridor or room therein with intent to deprive others of access to or from, or use of the building, corridor, or room.
 - c. Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or church activity or event.
 - d. Continuously and intentionally making noise or acting in any manner so as to interfere seriously with the ability of any teacher or any of the other school personnel to conduct the educational function under his supervision.
2. Causing or attempting to cause substantial damage to school property, or stealing or attempting to steal school property.
 3. Causing or attempting to cause substantial damage to private property, or stealing or attempting to steal private property.
 4. Intentionally causing or attempting to cause physical injury or intentionally behaving in such a way as could reasonably cause physical injury to any person. Self-defense or reasonable action undertaken on the reasonable belief that it was necessary to protect some other person does not, however, constitute a violation of this provision.
 5. Threatening, intimidating or harassing any student.
 6. Possessing, handling, or transmitting a firearm, other deadly weapon, or any other object reasonably considered a weapon.
 7. Possessing, using, distributing and/or transferring, transmitting, engaging in the commerce, or being under the influence of any controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. The school reserves the right, after consultation with the student's family, to require the student to be tested. If laboratory tests indicate illegal substance usage, the result may be dismissal from school.

8. Possessing, using, distributing and/or transferring, transmitting, or engaging in the commerce of any substance which is represented to be or looks like a controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind.
9. Failing to comply with appropriate directions of teachers or other school personnel during any period of time when the student is properly under their supervision.
10. Engaging in any activity that endangers other students or patrons or which constitutes an interference with school or church.
11. Possessing, using, handling or transmitting on school grounds an electronic paging device or a handheld portable telephone.
12. Absence from campus without permission. (Students may not leave campus without prior authorization.)
13. Violating or repeatedly violating any rules reasonably necessary in carrying out school purposes or an educational function, including but not limited to the following non-inclusive examples:
 - a. Repeated unexcused absences from school, individual classes or conferences.
 - b. Repeated tardiness to school or individual classes.
 - c. Repeated minor offenses.
 - d. Smoking or other tobacco usage on school property
 - e. Refusal to obey school rules and standards or school authorities or advocating that others do the same
 - f. Use of abusive, vulgar or indecent language.
 - g. Gambling.
 - h. Throwing or propelling any object which might harm another person or distract a class or school activity. Permitted athletic activities shall not constitute a violation of this provision.
 - i. Hazing.
 - j. Leaving the school, class or class assignment without permission from authorized school personnel.

- k. Setting off false fire alarm.
 - l. Fighting or attacking another person.
 - m. Loitering in or on school grounds.
 - n. Disrespect for teachers or other school personnel.
 - o. Sexual acts, petting, necking, inappropriate physical contact between or among the sexes, and other forms of indecent behavior.
 - p. Making excessive noise or behaving in any manner which disrupts the educational process.
 - q. Spitting, defecating or urinating in or on any thing other than a proper receptacle.
 - r. Soliciting of funds for any purpose without approval from the principal.
 - s. Cheating on a test.
 - t. Mutilating, littering, defacing, destroying or otherwise vandalizing school property at any time.
 - u. Refusing to identify oneself, or giving false identification, to any school staff or employee.
 - v. Sexual harassment in any form.
 - w. Possessing or discharging fireworks of any kind.
- C. Disciplinary corrections are also appropriate when serious student misconduct or substantial disobedience occurs:
 - 1. On school grounds immediately before, during and immediately after school hours and at any other time when the school is being used by a school group;
 - 2. Off school grounds at a school activity, function, or event; or
 - 3. Traveling to or from school or a school activity, function, or event

VIII. Procedure to be Followed in Suspension

- A. The Head of School or his/her designee may suspend a student from school. The Head of school or her designee may suspend an unrepentant student immediately. More flexibility is allowed for

those who are repentant and whose parents are supportive and willing to work with the school during the restorative process.

- B. Conditions for continued attendance may include:
1. Counseling (within JIM and/or outside JIM)
 2. Student Accountability (includes weekly meetings and assignments)
 3. Off-campus, after-hours, or tutoring education (parents are responsible for additional costs, if any.)
 4. Community Service
 5. Forfeiture of leadership roles and/or attending certain school activities and/or functions
 6. Random Drug Testing
 7. Probation
 8. Other – as may be determined dependant upon circumstances.
- C. The Head of School shall attempt to contact the student's parent to inform the parent of the action taken and to request that the parent remove the child. If the Head of School cannot reach the parent, the principal may take such action as is reasonable under the circumstances to protect the welfare of the student and the interest of the school.
- D. Following the removal of the student, the Head of School (or designee) shall send a written statement to the parent describing the misconduct and the action taken and requesting a conference prior to the reinstatement of the student.
- E. A pattern of violations of school or classroom rules may result in an in-school suspension (ISS). While serving an in-school suspension, students will report to a designated area when not in class. During the course of an ISS, students may not participate in field trips, sports practices, games or extracurricular activities. Students who continue to violate classroom rules while serving an ISS may be dismissed from school.
- F. Violations of major school rules may result in an out of school suspension (OSS). Students may be suspended for three to five days, depending on the nature of the offense.
- G. Students are responsible for all academic work during the course of any suspension. No credit will be given for in-class or homework assignments. Tests, quizzes and/or exams may be made up with a 15% reduction in grade. After a second suspension in

one academic school year, the student may be counseled to withdraw from JCA. The student may apply for admission the following year.

- H. Generally speaking, Class A infractions, as described in O-21, will result in an In/Out of School Suspension.

IX. Procedures for Expulsion

- A. When a recommendation is made to Jubilee leadership that a student be dismissed from school, the Head of School (or designee) will explain in writing the reasons for expulsion, presenting such information as is necessary to support the reasons for expulsion. The Head of school or her designee may expel an unrepentant student immediately. More flexibility is allowed for those who are repentant and whose parents are supportive and willing to work with the school during the restorative process.
- B. Conditions for continued enrollment may include:
 - 1. Counseling (within JIM and/or outside JIM)
 - 2. Student Accountability (includes weekly meetings and assignments)
 - 3. Off-campus, after-hours, or tutoring education (parents are responsible for additional costs, if any.)
 - 4. Community Service
 - 5. Forfeiture of leadership roles and/or attending certain school activities and/or functions
 - 6. Random Drug Testing
 - 7. Probation
 - 8. Other – as may be determined dependant upon circumstances.
- C. The decision to expel will only be made after consultation with Jubilee Christian Academy Leadership.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 9, 2004	NUMBER: O-5
SUBJECT: JCA Lockers and Locks Student Desks Book Bags	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

I. Policy Statements

- A. School lockers and school desks are the property of Jubilee Christian Academy. At no time does JCA relinquish exclusive control of lockers or desks.
- B. Inspection of the interior of lockers and desks may be conducted by school faculty for any reason at any time, without notice, without student consent, and without a search warrant. Book bags and personal possessions within a locker or desk will be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. School officials may contact parents, and/or the proper legal or juvenile authorities when illegal items are found. Officials may also turn over illegal items to these authorities.
- C. Items found in lockers and/or desks that are prohibited items (see Parent and Student Handbook, O-4 Discipline, and O-20 regarding Items Not Allowed). Prohibited items may be seized and will not be returned to the student or parent.

II. Procedures

- A. Students who desire a locker will obtain from the school office a School Locker Form. Locker fees are \$10.00 per year, \$5 of which will be returned to the student at the end of the year providing the student returns the lock and there is no damage to the locker.
- B. Students will be assigned a locker and given a combination lock for their use. Replacement of locks and/or switching locks with others are prohibited. Combination codes and a master key to all locks are kept in the school office and may be accessed by administration for locker inspection purposes.
- C. Students are not to willfully or intentionally damage locks, lockers or desks.

- D. Students are not authorized to share lockers without prior school office permission. Students are not to use the locker of another or allow another to use the locker assigned to them unless previously approved.
- E. Locks, lockers or desks which do not work properly are to be reported to the school office.
- F. Book bags are to be stored on hooks provided. Book bags are not to be left protruding into the hallways.
- G. Students should not keep cash and/or valuables in book bags or school desks.
- H. Unattended book bags are subject to immediate inspection by school faculty or staff.
- I. A student found to have violated this policy may be subject to discipline in accordance with the school's Discipline Policy, which may include suspension or dismissal from school.

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POLICY AND PROCEDURE

EFFECTIVE DATE: 2004	August 2,	NUMBER:	O-6
SUBJECT: Uniform Uniform Clothing School	Student P.E. Unacceptable Unacceptable Items At	NUMBER OF PAGES:	04
SPECIAL INSTRUCTIONS:	Rev 07-09-07	REVIEW DATE:	June 2008

I. Vision

- A. “We are, therefore, Christ’s ambassadors, as though God were making his appeal through us.”
2 Co 5:20. “As a man thinketh in his heart, so he is.” Proverbs 23:7
- B. The above scriptures set the tone and vision for a student uniform. As a Christian school, we believe that students are to represent Christ in both outward appearance and the inward condition of the heart.

II. General Information

- A. All uniform clothing must be purchased from Honeybee Uniforms. Clothing may be purchased on-line provided the clothing styles and colors coincide with the uniform catalogs. For on-line ordering refer to www.honeybeeuniforms.com.
- B. Clothes at all times must be neat, clean, in good repair and not excessively wrinkled. Shirts must be tucked in at all times. Pants and shorts must be worn at or above the waist. Belts must be worn. Girls should not wear inappropriately short skirts or shorts.
- C. Students who do not come to school in appropriate dress will be sent home or will be detained from class until proper attire is provided. The Head of School reserves the right to determine the appropriateness of clothing, hairstyles or colors, make-up, and personal appearance.

III. Pre-School Girls and Boys

- A. Preschool students do not have a specific dress code. However, clothing should be neat, clean and in good repair.
- B. Special dress for field trips is khaki pants, walking shorts, or “skorts” and a red polo shirt, or designated school t-shirt.

IV. Girls (K5-8)

- A. Slacks, Shorts, Skorts. Khaki or navy blue.
- B. Skirts and jumpers. Khaki, navy blue, or #80 Plaid skirts and/or jumpers. Must be knee-length or below.
- C. Blouses. Solid white, navy, or red collared polo shirts. Solid white broadcloth or white piped blouses. Sleeveless shirts are not allowed. Short-sleeved outer shirts are not permitted with long-sleeved undershirts. Undershirts may be any color listed above.
- D. Socks, Tights and Hosiery. White, navy, black, brown or red socks, stockings or opaque tights;
- E. Footwear. Sneakers of a conservative style (White, black or brown in color); dress or business-casual, solid colored shoes that have a back to the shoe and are firmly attached to the foot. Flip-flops, beach shoes and sandals are not allowed.
- F. During cool weather students may wear any type of coat to school, but only sweaters obtained from Honeybee Uniforms may be worn in the building. Once at school, coats, jackets and sweatshirts are not allowed and must be removed and placed on appropriate hangers or in lockers.
- G. Special dress for field trips is khaki pants, walking shorts, or “skorts”, and a red monogrammed polo shirt.
- H. Students may not wear shoes untied, unbuckled, or with “flaps” open.
- I. Shirts, sweaters, jackets and coats may not be worn inside out.
- J. Jewelry. No more than 2 piercings per ear. No other body piercings are allowed. Other jewelry must not be distracting.
- K. Chapel Day Uniform. There is no specific chapel uniform.

V. Boys (K5-12)

- A. Slacks, Shorts. Khaki or navy blue.

- B. Shirts. Solid white, navy, or red collared polo shirts, Oxford shirts and/or turtlenecks of the same color; collars may not be worn “up”; may be long or short-sleeved. Short-sleeved outer shirts are not permitted with long-sleeved undershirts. Undershirts may be any color listed above.
 - C. Socks. White, navy, black, or brown socks.
 - D. Footwear. Sneakers of a conservative style (White, black or brown in color); dress or business-casual, solid colored shoes that have a back to the shoe and are firmly attached to the foot. Flip-flops, beach shoes and sandals are not allowed.
 - E. During cool weather students may wear any type of coat to school, but only sweaters obtained from Honeybee Uniforms may be worn in the building. Once at school, coats, jackets and sweatshirts are not allowed and must be removed and placed on appropriate hangers or in lockers.
 - F. Special dress for field trips is khaki pants, walking shorts, and a red monogrammed polo shirt.
 - G. Students may not wear shoes untied, unbuckled, or with “flaps” open.
 - H. Shirts, sweaters, jackets and coats may not be worn inside out.
 - I. Jewelry. Boys are not allowed to wear earrings on school property.
 - J. Chapel Day Uniform. There is no specific chapel uniform.
- VI. P.E. Uniforms
- A. Students are required to wear the P.E. Uniform during P.E. The Uniform will be blue shorts and a gold shirt. Additional items may be worn as long as they are purchased through Honeybee Uniforms.
 - B. The cost of the uniform will be the responsibility of the parent.
- VII. Unacceptable Clothing
- A. Hats, bandanas and/or other head gear will not be worn in the building and may be confiscated.
 - B. Sandals, flip-flops, Crocs[®] or beach shoes of any kind.
 - C. Clothing that is too tight, too baggy, too short, too long or immodest.
 - D. Hair color that is distracting.

- E. Visible tattoos or body piercings.
- F. Clothing with logos, pictures, characters or writing.
- H. No visible tattoos.

VIII. Unacceptable Items

- A. Laser pens or pointers
- B. Walkman, CD players, mini TV's, headphones
- C. Inappropriate magazines or printed materials
- D. Cell phones or pagers (cell phones may be brought to school but MUST be turned in to the school office immediately. They may be retrieved at the end of the day.)
- E. Gameboys and/or other computer toys/games
- F. Skateboards or in-line skates
- G. Water guns and/or other toys which resemble weapons
- H. Pocket Knives
- I. Other items as determined by School Administration

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 1, 2004	NUMBER: O-7
SUBJECT: Homework	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Revised 7-10-07	REVIEW DATE: June 2008

I. Policy Statements

- A. We believe that along with pursuing the calling of God on the lives of each student, we must pursue academic excellence as well. It is not merely a mandated course of study, but a way to achieve the goals set forth by our Creator.
- B. As we teach our students we realize that it is important for them to grasp information beyond what is presented in the time allowed for each class. This is why we value homework for each student.
- C. Giving students homework allows them to practice activities and skills taught to them throughout the day. It reinforces in-class instruction and helps prepare the students for tests and quizzes. Homework also develops study skills, time management, and organizational strategies to ensure success throughout a student's education. Finally, it provides opportunities for parents to be more involved in the educational process.

II. General Guidelines

- A. Homework is to be issued at an average rate of 10 minutes per grade level. (1st grade: 10min, 7th grade: 70min, etc). If the time a student spends on homework is exceeding this time requirement for an extended period of time, school administration should be notified.
- B. Teachers should make every effort possible to incorporate time for classwork into their lesson plans so as to keep the amount of homework consistent with school policy.
- D. It is recommended that students keep all returned homework for the current term in case of a grade discrepancy.
- C. Absences:
 - 1. Students may make-up missed work for excused absences. Missed assignments

for unexcused absences may be made up at the discretion of JCA administration.

2. A note from the parent is to be sent to the school as soon as possible after the child's absence.
3. Upon return from illness, it is the responsibility of the student/parent to obtain any missing assignments.
4. Each student will be given sufficient time to complete the given assignments. If the work is not completed within this time, a zero will be entered into the grade-book.

D. Missing or Incomplete Work

1. If a student fails to do the homework, or fails to present it when it is due, or does not complete a satisfactory amount of the assignment, he/she shall not receive credit.
2. While each teacher reserves the right to refuse late homework or deduct grade points because of homework, no late work will be allowed or accepted (except for excused absences) after one calendar week from the due date.
3. After the 3rd missing assignment, the teacher should notify the parent by sending a note home with the student, contacting the parent directly, or both. Documentation of the conversation should be made by the teacher along with the results, and any other disciplinary issues discussed. (Parents may be notified after the 1st, 2nd or subsequent missing assignments at the teacher's discretion)
4. If the student does not improve in turning in consistent homework, or if the parent is uncooperative, the teacher should notify JCA administration.

III. Requests for Homework for Sick/Absent Students

- A. Teachers will provide updated homework assignments on RenWeb for students who are absent.
- B. Parents may contact the school if they have any questions or do not have the ability to retrieve the assignments on their own.

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POLICY AND PROCEDURE

EFFECTIVE DATE: 2006	November 17,	NUMBER:	O-8
SUBJECT:	Field Trips	NUMBER OF PAGES:	01
SPECIAL INSTRUCTIONS:	Rev 07-10-08	REVIEW DATE:	June 2008

I. Authorization

- A. All field trips must be previously approved by JCA administration.
- B. Teachers should submit a request for field trips no later than one week in advance.

II. Head Teacher in Charge

- A. Prior to departure the Head of School shall appoint one staff member as the Point of Contact (POC) and Head Teacher in Charge (HTIC) of the field trip. This person shall be responsible for the planning, transportation, and activities of the field trip.
- B. The POC/HTIC shall be responsible for being familiar and adhering to the regulations and procedures contained in this instruction.
- C. The POC/HTIC shall be responsible for ensuring that permission slips and notification flyers are disseminated and collected. Any paperwork to be filled out by the parents or meant to notify the parents of details shall be submitted and approved by the Head of School.

III. Transportation Regulations

- A. A head count shall be conducted prior to departure, upon arrival at the location, at several stages throughout the trip, upon re-loading of vehicles, and upon return to the school.
- B. A copy of each child’s permission slip shall be submitted to the school office prior to departing on the field trip
- C. A copy of each chaperone’s driver’s license and valid insurance card shall be submitted to the school office prior to departing on the field trip. Drivers must have a valid driver’s license, valid insurance, and be at least 25 years old in order to transport students. Parents of students participating in the field trip are exempt from this regulation if only transporting their student. If any other student from the school is being transported, this entire regulation applies.

- D. Every effort should be made to keep males in one vehicle and females in another vehicle.
- E. Chaperones and transportation volunteers shall stay with the convoy at all times unless authorized by the group leader.
- F. Under no circumstances shall a student of any sex be with a chaperone alone (unless it is their biological child) during the loading, transportation, field trip activities or any other time during official school functions. Chaperones shall stay with the group and aid in the supervision of the students on the field trip.

IV. Parent Notification

- A. Parents will be notified about class field trips at least one week in advance and are required to return written permission to the classroom teacher before their students will be allowed to participate.
- B. Information will include time of departure, time of return, mode of transportation, and a brief description of the program, costs and details about supervision.
- C. Parents are invited and welcome to accompany students on field trips as their schedules permit.

V. Students

- A. Students are to be reminded that all school rules are in effect on field trips.
- B. Students are expected to represent the academy in a positive manner with excellent character.
- C. Students are required to wear the field trip dress that is described in the dress code.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: O-9
SUBJECT: Illnesses Allergies and Medical Conditions Dispensing Medication	NUMBER OF PAGES: 2
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: July 2008

I. Illness

- A. If a child gets sick during the day, JCA will attempt to reach a parent or one of the names listed on the enrollment form.
- B. For the welfare of the student and to protect against spreading infection, parents are required to remove the sick child from the school as soon as possible.
- C. Children who have a fever, diarrhea or vomiting will be removed from the classroom and sent home immediately. If JCA cannot reach a parent or one of the names on the enrollment form, JCA may choose to obtain medical attention from a doctor of JCA’s choice.
- D. Children must be fever free for 24 hours before returning to school.

II. Allergies and Medical Conditions

- A. Parents are to notify JCA at the beginning of the school year if the child is allergic to insect stings, has any food allergies and/or any other medical conditions.
- B. All Forms are available online and in the school office.
- C. All information will also be placed on RenWeb

III. Medications

- A. If it is necessary for a JCA student to have medicine during the day, parents are to fill out an Authorization for Administration of Medications form in the school office. Full instructions for administering the proper dosage must be included on the form.

1. Medications may not remain in the possession of the student without a note from a physician on file specifically stating that it is necessary for health reasons for the student to have immediate access to the medication. This applies to prescription and over the counter medications.
 2. Medications will not be stored in the classroom.
 3. Teachers are not allowed to dispense any medications.
- B. The school will keep a log of the times that medications are dispensed to a child.
- C. All medications must be in their original container with the name of the physician, child and directions written on the label. JCA will not administer any medication without this information.
- D. Children taking any antibiotics should not return to school until they have been taking their medication for at least 24 hours and have permission from their physician.
- E. All Forms are available online and in the school office.
- F. All information will also be placed on RenWeb

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: O-10
SUBJECT: Lost and Found	NUMBER OF PAGES: 2
SPECIAL INSTRUCTIONS: Rev 07-10-07	REVIEW DATE: June 2008

I. Found Items

- A. All found articles are to be placed in a designated area. Students may not keep found items for their personal use.
- B. All unclaimed found items are donated to charity once per week.
- C. Books found at the end of the day will be given to the appropriate teacher for distribution to the student to whom the book was issued.
- D. JCA is not responsible for book bags or personal items lost during the school day or after school hours. It is the responsibility of the student to ensure all folders, papers, books, and personal items are placed in a secure location or taken home.

II. Responsibility of JCA Faculty

- A. At the end of the day each teacher will police the area outside their classrooms for items left in the hallways and discard or turn them into the school office as appropriate.
- B. Book bags and personal items are to be turned into the school office. Books and folders shall be turned into the appropriate teacher.

III. Responsibility of Student

- A. Students shall place all items in a designated place for safe-keeping. Upon dismissal from school for the day, each student shall retrieve their belongings. These items are to be kept with the student at all times until the student is picked up by a parent or guardian. Owners of lost items are expected to contact the office

regarding the lost item.

- B. Students are required to pay for the replacement of lost textbooks.
- C. Students are also required to pay replacement costs of lost library books. Failure to pay for those items may result in the retention of the students grades.

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POLICY AND PROCEDURE

EFFECTIVE DATE: 2004	August 9,	NUMBER:	O-11
SUBJECT: Class	Tardy to	NUMBER OF PAGES:	01
SPECIAL INSTRUCTIONS:	Rev 07-10-07	REVIEW DATE:	June 2008

- I. Tardy Policy
 - A. Students arriving late to class are disruptive to the educational environment. Tardy arrivals are generally preventable and should not be allowed to occur without being properly addressed.
 - B. Faculty and staff will respond to tardy arrivals in the manner set forth below.
- II. Minimum Tardy Procedures for K5 through 8th Grades
 - A. All students arriving after the 8:00 bell are to report directly to the school office. Teachers are not to allow students to enter late into their first period without a pass from the office. Teachers are encouraged to lock their doors to prevent late entrances and disruptions. (Refer also to O-3 and Morning Arrival Tardies.)
 - B. Teachers are to keep daily class attendance/absence records and a daily record of tardies.
 - C. Tardy Consequences
 - 1. At the 4th tardy per class per term, the teacher will document the tardy on RenWeb as a disciplinary infraction; the student shall conference with School Administration and will be assigned to one detention.
 - 2. At the 5th tardy per class per term, the teacher will document the tardy on a referral; the student shall conference with School Administration and will be assigned two detentions. Discussions with the student’s parents will be scheduled. Participation in sports, special events, field trips and extracurricular activity may also be limited.
 - 3. Subsequent tardies may result in suspension or expulsion.
 - E. In addition to the above, faculty members may also take other actions that they deem appropriate in addressing the tardy problem.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 09, 2004	NUMBER: O-12
SUBJECT: Student Referral, Demerit System	NUMBER OF PAGES: 03
SPECIAL INSTRUCTIONS: Rev 07-10-07	REVIEW DATE: June 2008

I. Referring a Student

- A. Students who violate the school's discipline policy (O-4) will be dealt with in a manner fitting the infraction. Whenever possible the teacher should deal with the problem without sending the student to the school office or to see an administrator.
- B. In the event that a student's actions require immediate assistance, teachers should contact the JCA office to refer said student to administrators. Additional action is at the discretion of school administrators.
- C. Documentation of all infractions should be done via RenWeb. The event should also be emailed to the Assistant Head of School.
- D. Teachers should contact parents by email or other means at their discretion if they feel parents should be notified.

II. Merits

- a. Teachers may issue merits for honorable mentions.
- b. Merits are worth one point, but teachers may issue more than one merit depending on the behavior.
- c. Behavior Examples
 - i. Extraordinary behavior
 - ii. Politeness.
 - iii. Respect
 - iv. Helping
 - v. Going “beyond the call of duty”.
 - vi. Outstanding accomplishments.
 - vii. Consistent - good behavior, attitude, etc.
- d. Incentive will be issued and deemed appropriate by school administration.
- e. Extra points will not excuse penalties earned by demerits listed below.
- f. At the beginning of a new term, the merit point total will be rolled back to zero.

III. Demerits

A. Class A Offenses (1 Demerit)

1. In the Church Office without permission
2. Violation of dress code
3. Incomplete homework
4. Chapel disruption
5. Note passing
6. Unprepared for class (books, pencils, pens, paper, calculators, etc)
7. Chewing gum, candy, or leaving wrappers on the floor
8. Talking (after warning) or class disruption
9. Items not permissible on school grounds
10. Wearing caps anytime (Except for designated days, sports, and or school related)
11. Turning lights off and on (Any)
12. Bad attitude or complaining
13. Throwing items in the classroom
14. Failure to address an adult appropriately (either Sir, Ma'am, Mrs., or Mr.)
15. Leaving personal or school items in undesigned areas

B. Class B Offenses (5 Demerits)

1. In the parking lot (unless designated times) or vehicles in parking lot when not authorized
2. In other students' lockers, desks, and belongings
3. In any class, area, hall, or place without teacher (or adult designated) supervision
4. On stage or using church equipment without permission
5. Out of class at any time without permission
6. Inappropriate language (Not Including Profanity)
7. Tardy longer than 30 seconds

B. Class C Offenses (10 demerits)

1. In teacher's desks, cars, belongings, etc. (without permission).
2. Sleeping in class
3. Horseplay
4. Out of class without permission (Out of class longer than 2 min)
5. Dangerous activities (Creating or participating in a situation which could cause injury or harm to yourself or others)
6. Disrespect or direct disobedience towards teacher

C. Class D Offenses (35 demerits)

1. Skipping class (Out of class longer than 5 Min)
2. Physical contact (Sexual, Physical, Public Display of Affection)
3. Profanity

4. Fighting
5. Cheating, plagiarism, or sharing homework
6. Stealing
7. Lying in association with another infraction

Demerit Consequences

- a. 10 Demerits: Detention
- b. 20 Demerits: 2 Detentions
- c. 25 Demerits: 2 hr. Saturday Detention plus a \$20 Fine
- d. 35 Demerits or More: 1-3 Days Suspension
- e. 70 Demerits within a nine week period (term): Expulsion
- f. 105 Demerits within a semester: Expulsion
- g. 140 Demerits per year: Expulsion

Notes: Each level of consequences is at the Head of School and Assistant Head of School's discretion. A less or more stringent punishment may result based on the circumstances.

Merits may be subtracted from the total count of demerits. Although they may not cancel detentions, they will be subtracted from the running tally of demerits used towards suspensions and expulsions.

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POLICY AND PROCEDURE

EFFECTIVE DATE: 9-13-04	NUMBER: O-13
SUBJECT: Student Worship Team	NUMBER OF PAGES: 05
SPECIAL INSTRUCTIONS: Rev 07-09-07	REVIEW DATE: June 2008

I. Policy Statements

- A. We believe that time of worship and devotion is critical to fulfill the purposes God has placed over the school, its staff, and its students.
- B. 1 Tim 4:12-13 says, “Let no one despise your youth, but be an example to the believers in word, in conduct, in love, in spirit, in faith, in purity.” (NKJV) We believe that young people are not only capable, but are also specifically called to worship Jesus with their gifts, talents and abilities. In light of this we have provided a platform where young adults can learn to be a part of a worship team, develop their musical talents, and be used in worship and service to Christ.
- C. As a part of this student development, we encourage students to fill as many positions on the Worship Team as possible. This includes instrumental, vocal and technical support positions.

II. Procedures

A. Auditions

- 1. Available positions and requirements are as follows:
 - a. Vocals: Must possess at least a basic ability to maintain accurate pitch and be able to learn harmony parts as needed. Lead vocal positions will be assigned as per Chapel Administration based on level of ability and maturity.
 - b. Keyboard/Piano: Must be able to accompany the vocalists using “chord charts” and play unaccompanied during ministry times.
 - c. Bass Player: Must possess basic ability to read chords and have knowledge of the fingering positions.

- d. Guitar Player: Must possess knowledge of not only the hand positions for basic chords, but be able to read a chord chart, follow the lead vocalist, and maintain an accurate strum pattern for the appropriate song on either an electric or acoustic guitar. Students will also be required to provide their own guitar (and amp if using an electric guitar), and guitar strings.
 - e. Drummer: Must be able to maintain drum rhythms consistent with the style of music played at JCA. Drum players are required to provide, maintain, and replace their own drumsticks as needed.
 - f. Hand Percussionist: Must display the ability to accompany the drummer, guitarist, and/or lead vocalist with an appropriate rhythm for the song and atmosphere, as well as have a basic knowledge of tuning and detuning the percussion.
2. A mastery of individual instruments is not expected at this level, however minimum requirements on each instrument must be met **before the student can be a permanent member of the worship team.**
 3. Open auditions are held at the beginning of each school year. Each prospective member must audition regardless of whether the student has previously been a member of the team or not.
 4. Instrumentalists shall perform in-front of the staff member appointed over chapels, and any other staff member deemed necessary. Although anyone may audition, only students who are auditioning may attend.
 5. In an effort to keep the auditions as brief as possible, each student may only audition for one position. If the student has multiple talents, additional auditions may be scheduled.
 6. Each prospective vocalist will be required to perform a piece of music unaccompanied by instruments or recordings. This is very helpful in determining the vocalist's ability to determine accurate relative pitch.
 7. Each prospective member will be evaluated on their individual talent as well as their potential. This will be factored into the needs of the worship team to determine if a place is available for the student at the time of the audition. All applications and audition results are kept on file for future reference.
 8. If a student is not accepted after an audition, he/she is not prohibited from trying again. However, a period of practice and instruction may be required before additional auditions are authorized.

B. Guidelines

1. In order to remain consistent with 1 Tim 4:12, every team member is expected to maintain a high standard of moral character, scholastic achievement, and leadership ability.
2. Both parents and students must sign a form acknowledging the following guidelines:
 - a. Worship team members must have accepted Jesus Christ as their Savior and regularly attend church services and youth services at a local church.
 - b. Members must attend all scheduled practices, unless directed otherwise by school administration or staff.
 - c. Each member is required to maintain an acceptable level of excellence in their area of the worship team whether a vocalist, musician, projectionist, or sound technician. While we understand students may be a beginner in certain areas, each member is expected to show improvement throughout the school year.
 - d. The JCA worship team may be tasked to serve and/or minister at on/off campus activities. All members are expected to participate.
 - e. Members must sit with their class during chapel services.
 - f. Members may not leave chapel services. They must stay throughout ministry time.
 - g. Members must maintain a "C" average in every class upon the completion of every term. Failure to meet grade standards will put the member on probation until their grades improve. Grades will be reevaluated at the mid-term mark. If their grades are acceptable, they may return to their position.
 - h. Any disciplinary action taken during the school year (detention, suspension, etc.) may be grounds for suspension from the worship team and is at the discretion of the assigned Chapel Administration.
 - i. Worship team members must be faithful in their assigned duties and personal commitments. A servant's heart is the key part of any ministry. Complaining, mumbling, disagreement,

strife, negative speaking, or senseless bickering will not be tolerated.

- j. Members are expected to maintain a regular prayer life. This includes personal worship and Bible study.
 - k. Worship team members may not date, appear to be dating, or develop abnormally close relationships with anyone of the opposite sex. Inappropriate activities include kissing, lap sitting, back rubbing, pairing off, close hugging, or any questionable gesture.
 - l. Members agree to uphold the Honor Code, the Code of Conduct, major school rules, and all other aspects of the JCA Parent/Student Handbook.
 - m. Members may not participate in activities or go to places that would endanger their spiritual life. This includes excessively vulgar, violent or demonic movies, secular parties, secular concerts, etc.
 - n. Members may not participate in any course jesting or disruptive behavior. Foolishness during any service or meeting is completely unacceptable.
 - o. Members will respect and honor all school staff and leadership at Jubilee Christian Academy and Jubilee International Ministries Center.
 - p. Members will maintain a positive and godly attitude at all times.
 - q. Being a member of the JCA worship team assumes the student's ability and responsibility to be a student leader whether on or off stage. This includes but is not limited to actively participating in worship, ministering when appropriate, and being a disciplined student throughout the school day.
 - r. Members should exhibit the character of Christ and the heart of worshipper in all they do at Jubilee Christian Academy.
3. It is considered a privilege to serve on the worship team. As such, school administration reserves the right to suspend any member for violation of these policies.

C. Practices

1. All song selections are to be chosen and/or approved by the appointed Chapel Administration or his/her designee. This staff member is directly responsible to the JCA Head of School for the proper order and discipline of the worship team. The Head of School is overall responsible for the worship team and chapels.

2. Practices are held after school between 3:10 and 5:00 on identified days. Although students are released from practice at 5:00 p.m., they may stay and practice longer if staff members are available to supervise the practice.

3. In the event that a member of the worship team is assigned a detention, work detail, or tutoring session, they must notify Chapel Administration as soon as possible and are required to attend this assignment.

3. At no time are students allowed on stage without adequate adult supervision. This is for the student's safety and for the protection of the equipment. Students are liable for any misuse of the equipment that results in damage.

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POLICY AND PROCEDURE

EFFECTIVE DATE: 9-13-04	NUMBER: O-14
SUBJECT: JCA Chapel Services	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-02-07	REVIEW DATE: June 2008

I. Policy Statements

- A. We believe that time of worship and devotion is critical to fulfill the purpose God has place over the school, its staff, and its students, regardless of their age.
- B. To ensure that we grow not only as a school but as Christians devoted to God, we have seen a need to set a period of time aside for praise, worship, and learning what God has for us in His written word.

II. Procedures

A. 7th-12th Grade Chapel

- 1. Chapels will be held in the Auditorium. Chapels are generally 1 hour and 30 minutes in length unless JCA administration and/or the moving of the Holy Spirit deems it necessary to extend it.
- 2. Dress Code for Chapel shall be consistent with the student dress code.
- 3. Students and teachers are required to attend chapels unless authorized by the Head of School, or Assistant Head of School.
- 4. Although we believe each person should pursue their own personal relationship with God, and that actions alone do not determine the nature of this relationship, we expect every student to participate in chapels. During periods of Praise & Worship students are to remain standing (unless physical limitations prohibit it).
- 5. The JCA Head of School shall appoint a staff member to be responsible for conducting the meetings, scheduling guest speakers, developing activities, and overseeing the worship team.

B. 2nd-6th Grade Chapel

- 1. Chapels will be held in the Fellowship Hall/Dining Room. Chapel length and times are standard unless JCA administration deems it necessary to alter them.

2. Dress Code for chapels shall be consistent with the student dress code.
3. Students and teachers are required to attend chapels unless excused by JCA Head of School or Assistant Head of School.
4. The JIMC Children's Pastors are overall responsible for the proper administration of K2-6th grade chapels. The Head of School shall appoint a staff member to be in charge of conducting the meetings, developing activities, and overseeing the worship.

C. K2-1st Chapels

1. K2 to K4 chapels will be held in the Fellowship Hall/Dining Room. K to 1st grade chapel length may vary from week to week depending on the planned activities.
2. Dress Code for chapels shall be consistent with the student dress code.
3. Students and teachers are required to attend chapels unless excused by the JCA Head of School or Assistant Head of School.

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POLICY AND PROCEDURE

EFFECTIVE DATE: November 15, 2004	NUMBER: O-15
SUBJECT: Student Discipline Continuum	NUMBER OF PAGES: 07
SPECIAL INSTRUCTIONS: Rev 07-10-07	REVIEW DATE: June 2008

This student discipline continuum is intended to be a guide and tool in the hands of faculty members to aid in the management of their classrooms and in impacting students' hearts and behaviors in a positive manner. This continuum is generally followed in order from first to last. However, if the severity of the misbehavior warrants, the faculty member may immediately proceed to the level necessary to deal with the misbehavior rather than start each incident with the lowest form of management listed below.

I. Verbal Instructions

- A. Def: this includes all rules and guidelines a student is expected to follow while in class.
- B. It is important to remember that students cannot follow a rule with which they are not familiar. All class rules must not only be mentioned but reinforced weekly, if not daily. Examples of this stage include but are not limited to:
 - 1. Posted rules (norms)
 - 2. Class constitutions or contracts
 - 3. Rules included in Teacher/Classroom Orientation Package
 - 4. Parent Student Handbook
- C. Teachers should take the time to restate the rules as needed. This can be a very effective form of discipline in the early stages of classroom management.
- D. Instruction also includes such things as: who should do what, what to do or not do, how to do it, when and where to do it, and why it must be done.
- E. **No referral is necessary at this stage unless the teacher notes an emotional or behavioral problem that must be addressed. Standard forms of discipline (punishment) may be used by the teacher. These types of methods, if used correctly, can be more beneficial for the teacher and the student if handled the “local” level.**

F. The teacher may choose to document the incident for his/her own later use.

II. Verbal Warnings (May Include Non-Verbal Cues)

A. Def: addressing a situation when it occurs or just after it occurs.

B. Verbal warnings are not to be confused with threats. On the contrary, they are to be viewed as an opportunity to state very clearly the consequences of an action. Caution must be taken not to “warn” student of a consequence that will either most likely not happen, or that is not appropriate to the infraction (e.g., “if you chew gum one more time, you will be suspended for three days!”). Verbal warnings shall never be done with other than a normal tone of voice. It is important to note that once a teacher loses his/her temper, control of the situation is lost. Any correction of behavior should never break your rhythm in a lesson. The more you are able to handle problems that arise without losing focus on the task at hand, the more control you will have over the classroom. Most appropriate verbal warnings will usually consist of most of the following:

1. Instructing a student to stop the behavior
2. Explaining why the action is inappropriate
3. Stating the expected behavior
4. Giving the consequence of continued behavior.
5. Reinforcing the correct behavior

Example: *“Johnny, this is the 2nd time I have told you to stop talking. We need to focus on the lesson, so I need you to take notes, and focus on what I am saying. If it happens again, you will lose your sitting privileges.”*

C. No referral is necessary at this stage unless the teacher notes an emotional or behavioral problem that must be addressed. Standard forms of discipline (punishment) may be used by the teacher. These types of methods, if used correctly, can be more beneficial for the teacher and the student if handled at the “local” level.

D. The teacher may choose to document the incident for his/her own later use.

III. Teacher Counsels with Student

A. Def: counseling is defined as any private conversation between a teacher and a student with the desired result of a change in behavior.

B. Never lose control. Teachers should take every precaution to ensure that their emotions are kept under control. Counseling is always done with the child’s interests in mind. The question of, “What is going to help this student in the long-run?” should always be the motivation and/or the foundation of the conversation with the student. The objective in counseling is not to scare,

intimidate, or trick the student into correct behavior, but to isolate the problem, create ownership of the behavior, and develop a plan to correct the problem in the future.

- C. At this stage, a teacher may want to create an informal contract with the student. The contract may be either verbal or written at this stage, but must be clear in its focus and its intent.
- D. No referral is necessary at this stage unless the teacher notes an emotional or behavioral problem that must be addressed. Standard forms of discipline (punishment) may be used by the teacher. These types of methods, if used correctly, can be more beneficial for the teacher and the student if handled at the “local” level.**
- E. The teacher may choose to document the incident for his/her own later use.

IV. Teacher Restricts Student Privileges

- A. Def: Taking away privileges that would normally be offered to all students in the class. Class Privileges can take many forms.
- B. It is important to keep in mind that teachers should make every effort to use this stage of discipline before either using the referral system, or calling outside authority into your classroom.
 - 1. As soon as someone else enters a classroom, the respect of students towards a teacher drops dramatically. Therefore, when the outside influence leaves the room, the teacher has less control over students than before. The only control in the room at this point is coming from outside of class.
- C. Examples of classroom privilege restrictions are as follows:
 - 1. Sitting (student may be asked to stand for a period of time during class)
 - a. The student may be asked to stand beside their desk, in the back of the room, put their nose in the corner, etc.
 - 2. Loss of points on a grade
 - 3. Participation in class activities (academic/non-academic)
 - 4. Seat assignment may be changed
 - 5. Any privileges specific to your class
- D. No referral is necessary at this stage unless the teacher notes an emotional or behavioral problem that must be addressed. Standard forms of discipline (punishment) may be used by the teacher. These types of methods, if used**

correctly, can be more beneficial for the teacher and the student if handled at the “local” level.

- E. If the student persists in disturbing the class, further escalation in discipline may be necessary.
- F. The teacher may choose to document the incident for his/her own later use.

V. Extra Work Assignments

- A. Def: Any physical or mental assignment given outside of normal instruction.
- B. This stage may consist of, but is not limited to, any of the following:
 - 1. Extra sentences
 - 2. Copying passages from a non-academic book
 - 3. Picking up trash (after class/after school)
 - 4. Cleaning aspects of the class after school
 - 5. Essays (correlating to the behavior infraction)
 - 6. Apology letters
- C. **A referral is not necessary at this stage unless the student has received extra work repeatedly for the same offense within a relatively short period of time.** (Ex. If the student has been given extra work 3 times, but it has been over the course of 7 weeks, it may just be a forgetful student, not necessarily rebellion.)
- D. The teacher may choose to document the incident for his/her own later use.

VI. Removal From Class (temporary)

- A. Def: A short period of time where a student is directed to leave the classroom.
- B. Teachers may make the decision to direct the student to stand outside of the classroom until directed otherwise. It is important to note that this should be done with as little distraction from the lesson as possible. Caution should be taken not to stop the whole lesson just to ask a student to leave the room. The degree, to which a teacher can accomplish this without disrupting the “flow” of the lesson, is the degree to which the teacher will retain overall control of the classroom.
- C. **A referral is probably not necessary at this stage.** If the teacher can reasonably assume that the behavior will be stopped by this stage, then there is no reason for a referral. If the behavior persists once the student returns to class, then a referral may be used.

VII. Removal From Class for Period

- A. Def: Placing a student in a location other than the classroom for an extended period of time.
- B. A referral is necessary at this stage. Significant learning hours are being lost by removing a student for a long period of time. These hours must be justified and accounted for, as it may cause problems in the academic progress of the student.
- C. The student may be placed in the school office or other location determined by the teacher or school administration. If there are adequate accommodations, the student may be placed outside of the classroom.
- D. A parent/administrator/teacher conference shall be scheduled.

VIII. Removal From Class for Week

- A. Def: Placing a student in a location other than the classroom for one week.
- B. **A referral is necessary at this stage.** Significant learning hours are being lost by removing a student for a long period of time. These hours must be justified and accounted for, as it may cause problems in the academic progress of the student.
- C. This action must be taken only with the consent of school administration.
- D. Assignments must be given to the student during this time. A decision in regard to credit for this work will be made on a case by case basis. The teacher is responsible for finding an appropriate location to which the student must report in place of reporting to class.
- E. A parent/administrator/teacher conference shall be scheduled.

IX. Contract With Student

- A. Def: Having the student agree to and sign a plan of action regarding their behavior socially or academically.
- B. **A referral is necessary at this stage.**
- C. This action must be taken only with the consent of school administration and with approval and notification of the parents or guardian.
- D. A parent/administrator/teacher conference shall be scheduled.

This may occur earlier in the Student Discipline Continuum than is indicated by this list. For instance, teachers and administration may determine it is needed before removing a student from class for an extended period of time.

X. In School Suspension

- A. Def: Denying a student the privilege of attending classes for a period of time. An in-school suspension is generally enacted only after a single serious incident of misbehavior or after a series of undesirable behaviors that have not changed after previous attempts at correction.
- B. School work shall be issued to insure that student progress is consistent with the class. A determination regarding credit for the work completed will be made on a case by case basis.
- C. The determination to issue an in-school suspension shall be made by school administration.

XI. Out of School Suspension

- A. Def: Denying a student the privilege of attending school for a period of time.
- B. School work shall be issued to insure that student progress is consistent with the class. A determination regarding credit for the work completed will be made on a case by case basis.
- C. The determination to remove a student from school shall be the sole decision of school administration. Teachers may not threaten with or issue an “Out-of-School Detention”.

STUDENT-DISCIPLINE CONTINUUM

This continuum is generally followed in order from first to last. **HOWEVER**, if the severity of the misbehavior warrants a greater level of response, the teacher is encouraged to immediately utilize the appropriate level.

	1. Verbal Instruction		
	2. Verbal Warning	-----	
Focus is Educational* (Discipline of the Mind)	3. Teacher Counsels with Student		
	4. Teacher Restricts Student Privileges+	-----	→ Teacher communicates w/parents
	5. Extra Work Assignments	-----	→ Teacher communicates parents; phone/person
	6. Removal from Class, Temporary	Detention At Any Stage	
Focus is Correction, Repentance & Righteousness (Discipline for the Heart)	7. Removal from Class for Period	-- ---	→ Teacher writes referral; Admin Conf w/Parents
	8. Removal from Class for Week	---	→ Teacher writes referral; Admin Conf /Parents
	9. Contract with Student	----- -----	→ Teacher writes referral; Admin Conf w/Parents
	10. In School Suspension	-----	
	11. Out of School Suspension	-----	→ Admin decision only. Written notice to Parents.

+**Restrictions** from P.E., lunch, isolate from social contact, limit extracurricular activities, not allow to participate in special class projects, assignments, field trips, etc.

* **Focus is Educational (of the mind)** - defining the misbehavior, explaining why it is misbehavior, defining or reinforcing the correct behavior, student accept responsibility for misbehavior and understanding of right behavior (training in righteousness).

** **Focus is Disciplinary/Correctional (for the heart)** - defining the misbehavior, explaining why it is misbehavior, defining or reinforcing the correct behavior, student accepting responsibility for misbehavior and understanding of right behavior, student repents, student makes the wrong "right" (face to face, eyeball to eyeball, sincere apology AND asking for forgiveness), student displays the fruit of righteousness (a right heart produces right behavior).

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POLICY AND PROCEDURE

EFFECTIVE DATE:	1-6-05	NUMBER:	O-16
SUBJECT:	Detention	NUMBER OF PAGES:	03
SPECIAL INSTRUCTIONS:	Rev 07-12-07	REVIEW DATE:	June 2008

I. Policy Statement

- A. Assigning students to school detention is an accepted form of classroom management and has been proven useful in molding appropriate student demeanor.
- B. Detentions may be assigned by individual teachers who are handling the unacceptable demeanor/behavior.
 - 1. Detentions are generally not to be used as a “first response” to a first-time minor infraction.
 - 2. The teacher should use the appropriate level of response to the incident as described in the Student Discipline Continuum (see O-29).

II. Detention Information

- A. Detention Definition: An assignment to report to a specific location after regular school hours as a result of the student’s violation of school rules.
- B. If repeated violations occur of the lesser infractions, any detentions issued or referrals written should be for Defiance of Authority, with the incident explained appropriately on the referral form.**

III. Detention Tracking

- A. When teachers issue a detention it shall be entered on RenWeb, and the Assistant Head of School should be notified. The referral form should be given to the detention supervisor for the day so he or she knows the reason for the student’s presence in detention.
- B. That supervisor is then responsible for turning in the referral form to the Dean of Students or to the Assistant Head of School prior to the next school day.

- III. Middle and High School Detention**
 - A. Generally speaking, detentions will be served on or near the same day they were issued (the same day as the infraction).**
 - B. Detention times for middle and high school students are from 3:15 to 4:15.**
 - C. On Mondays, Wednesdays, Thursdays and Fridays, the assigned JCA Faculty member will supervise detention. No detentions are given on Tuesdays because of the after-school faculty meeting.**
 - D. Students in detention are not to be released to “check and see” if their parents are here to pick them up. Should a parent need to pick up a child prior to 4:15, the parent must come to the detention room to retrieve the child.**

- IV. Elementary Students**
 - A. Generally speaking, detentions will be served on or near the same day they were issued.**
 - B. Detention times for elementary students are at the discretion of the elementary teacher and should be for no more than 60 minutes.**
 - 1. A student may be required to serve detention in a classroom rather than waiting outside for parents to pick them up and/or prior to going into any After-School Program.**
 - 2. Elementary teachers should document this detention in their records and communicate accordingly with the student’s parents.**

- V. Parent Notification**
 - A. Middle and High School students who are issued detentions are responsible for notifying their parents. They may use the phone in the School Office to do so.**
 - B. Parents may make arrangements for the detention to be served on another day if necessary. Direct communication must take place between the Detention Supervisor and the parent for this arrangement. The Detention Supervisor will not accept a verbal explanation or excuse from a student.**

- VI. Consequences for Missed Detentions**
 - A. The first unexcused absence from any detention in the quarter will result in the assignment of making up the missed detention and serving one additional detention.**
 - B. The second and subsequent unexcused absence in any quarter may result in a one day out-of-school suspension.**

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 1, 2006	NUMBER: O-17
SUBJECT: Male/Female Relationships	NUMBER OF PAGES: 1
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: June 2008

- I. Policy Statements - These written guidelines are vital in maintaining an atmosphere of learning and well being at JCA.
 - A. In obedience to the scriptures, students must endeavor to keep themselves pure for the spouse that God has for them. The Bible teaches that young men and women must learn to relate as brothers and sisters in genuine friendship before pursuing deeper friendships, courtship or marriage.
 - B. The focus of education at JCA is to develop/strengthen a student’s personal relationship with God. We also desire to create Godly relationships and families. Because of this, dating is not permissible while attending JCA. JCA encourages parents to maintain regular communication with their children regarding expectations, boundaries, specific friendships, appropriate behaviors, acceptable etiquette with peers and right relationships.
 - C. For detailed background information regarding male-female relationships please refer to www.jubileechristianacademy.com or obtain a detailed copy in the JCA office.

- II. Violations
 - A. Violation of this policy by action or attitude may result in disciplinary sanctions of one or both students.
 - B. Questions surrounding relationships and their appropriateness shall be submitted to JCA and/or Jubilee International Ministry for discussion and resolution.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 1, 2005	NUMBER: O-18
SUBJECT: Substitute Teachers	NUMBER OF PAGES: 05
SPECIAL INSTRUCTIONS: Rev 07-08-07	REVIEW DATE: June 2008

I. Qualifications

- A. Substitutes shall be acquired based on the level of experience, education, and availability. Substitutes will be divided into three categories and chosen on the basis of availability. (i.e., if a Level 1 teacher is unavailable, only then would a Level 2 substitute be contacted.)
 - 1. Level 1: Substitutes with a Bachelors Degree or higher
 - 2. Level 2: Substitutes with an Associates Degree or higher
 - 3. Level 3: Substitutes with a High School Degree (or equivalent) and at least one year experience in a classroom environment as a teacher’s assistant and/or two years experience as a substitute teacher.
- B. All substitute teachers must submit to a background check before his/her services may be retained.
- C. In the event of the unavailability of a substitute, administrative staff members may also be used. As well, teachers with a free period may be used in lieu of obtaining a non-staff substitute teacher.
- D. Teachers are required to obtain their own substitutes for their classes using the authorized list of substitutes provided in the school office. Prior to obtaining a substitute, teachers must first seek leave approval from School Administration. (Any person not listed must follow the interview processes before they can be accepted. The Head of School, or his/her designee, has sole authority to approve or reject any substitute teacher applicant.)

II. Preparation

- A. Substitute Folder/Binder: Due to the nature of most situations requiring the use of substitute teachers, permanent faculty are required to maintain a folder/binder containing the following:

1. Class Schedule: A copy of the posted class schedule shall be included with appropriate classes highlighted. Because Class Schedules changes throughout the school year, teachers are required to update the folder when such changes happen.
 2. Seating Chart (if used)
 3. Student Roster/Attendance Sheet: This should be updated for changes and accompanied by a grid for attendance purposes. *Your official gradebook should never be given to a substitute teacher.* All information recorded by a substitute teacher should be recorded into the folder/binder and then transposed into the permanent gradebook.
 4. Classroom Expectations/Discipline Plan: This includes all posted rules and any expectations you have in the classroom that may not be posted. These may be referred to more accurately as class norms (situations that you allow or don't allow in your classroom). Any specific in-class disciplinary methods used by the teacher should be included in this section (i.e., punch cards, color changes, stickers, etc.).
 5. JCA Student Discipline Continuum: A copy of the JCA Discipline Continuum should be included to provide substitute teachers instruction on what the school discipline policy is. (Revisions of this continuum may change periodically).
 6. Lesson Plans: Teachers should include lesson plans using the Substitute Preparation Worksheet (see attached form). All information should be as detailed as possible so as to give substitute teachers adequate instruction and guideline on how the class is to be conducted. In the event of an unexpected teacher absence, the weekly lesson plans shall be used in lieu of this form until such time as a form can be provided by the teacher.
 7. Handouts/Worksheets/Activities: Any work that is to be handed out should be pre-copied and place inside the folder/binder.
 8. JCA Parent/Student Handbook
- B. All attempts should be made to talk directly with the substitute if possible in order to walk them through the folder/binder, explain your instructions, give an overview of the material, and convey expectations of how your classroom is to be conducted while you are gone.
- C. Teacher Responsibilities
1. Teachers shall obtain permission from either the Head of School or Assistant Head of School prior to retaining the services of a substitute or securing travel arrangements.
 2. Once a period of leave is approved, teachers are required to obtain their own substitute prior to their absence. Only substitute teachers on the approved list are acceptable without the prior permission of the Head of School or Assistant Head of School. Teachers are to communicate in writing the names, phone numbers, and subjects for all substitute teachers.

3. Upon completing a unit, any information needing to be updated should be replaced.

III. Administrative Responsibilities

- A. Administrative Staff shall conduct random spot checks of each teachers Substitute Folder to ensure it is up to date no less than once per semester.
- B. Written approval or denial of the leave time requested by teachers shall be given no later than one week after date of leave request.
- C. Leave Request Forms are available on the JCA website.
- D. Leave Request Forms shall be placed in teachers records for future use.
- D. A copy of the leave request form shall be placed in the appropriate teacher's box.



Jubilee Christian Academy

Substitute Preparation Worksheet

Subject: _____ **Grade Level:** _____ **Day/Date:** _____ **Class Time:** _____

Unit/Chapter: _____ **Lesson/Class Length:** _____

Objectives:
Supplies Needed:
Intro:
Activities/Lecture:
Lesson Summary/Review Activity:
Biblical Integration:

Homework:

Extra References/Manuals Needed:

Special Instructions:

Feedback From the Substitute:

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 01, 2005	NUMBER: O-19
SUBJECT: Lunch Program Cafeteria Operations	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: June 2008

I. General Description

- A. JCA has different lunch periods based upon the age of the students. Students should bring their own lunches.
- B. Snacks are also available for purchase on a daily basis from the Snack Concessionaire. Milk, juice, lemonade, and/or tea is served for the K2-6th grade students. Sodas are also available for middle and high school students.
- C. JCA may offer lunches provided by outside vendors. The menu choice and vendor information will be made available by the school.

II. Vendor Lunch Ordering Procedures

- A. K2 thru 8th Grade
 - 1. Students should bring money to cover the cost of vendor lunches no later than Wednesday prior to the lunch being purchased.
 - 2. Teachers are responsible for collecting money and turning it into the school office.
 - 3. Teachers are also responsible for entering the lunch count into RenWeb along with their daily attendance.
- B. JCA and JIM Staff
 - 1. JCA faculty and Jim staff may place orders and make payments through the JCA office.

III. Kitchen Staff

- A. Generally speaking, kitchen staff does not have the responsibility of accepting lunch monies. That is the responsibility of School Office personnel and/or the Lunchroom Monitors.

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POLICY AND PROCEDURE

EFFECTIVE DATE: July 12, 2007	NUMBER: O-20
SUBJECT: Cell Phones	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS:	REVIEW DATE: June 2008

I. Student Cell Phone Usage

- A. Due to current trends in society, cell phones have become an important part of our culture. We at JCA understand the usefulness of students having cell phones for safety situations as well as general communication benefits between parents and children. However, they can become a liability when used during school. Students who have no cell phone restrictions may make phone calls arranging unauthorized people to pick them up from school, use them to store information for tests, or simply cause class disruptions. We feel that for the safety, well being and integrity of the school and students within it, students should store their cell phone in book bags or lockers and should not be used or accessed during the school day.

II. Teacher Cell Phone Usage

- A. Teachers may use cell phone during the school day, however teachers should not use their cell phone during instruction time in the classroom, during pertinent teach times, or around students. Focus should be given to teaching time with student.
- B. Overuse or misuse of teacher cell phone use may result in administrative counseling and/or curtailment of this privilege.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 1, 2006	NUMBER: O21
SUBJECT: Cheating & Plagiarism	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: July 2008

I. Purpose

- A. Cheating is defined as using another person’s work in lieu of one’s own effort. This is considered ungodly and is punishable by law in certain extreme situations. JCA has this policy in place to protect those affected by such practices.

II. Policy

- A. Cheating: No student shall obtain assistance from another student on any test, quiz, project, or homework assignment without the express permission of the teacher.
 - 1. Any communication, where verbal or nonverbal with another student during a test will be considered cheating and both students will be held responsible.
- B. Copying Homework: The use of another person’s homework or class work is not authorized and shall be considered cheating by school administration.
- C. Plagiarism: Any use of published data or information without proper citation of the original author shall be considered plagiarism. Plagiarism is a criminal action; charges may be filed if deemed necessary by JCA administration.
 - 1. JCA considered any work, sentence, passage, or idea turned in as part of an assignment without proper citation as plagiarism.

III. Consequences

- A. Situations involving cheating or plagiarism are punishable by suspension or expulsion. All decisions of punishment are at the discretion of the Head of School or Assistant Head of School.
 - 1. The key determinant in the case of cheating will be the heart and attitude of the student.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: P-1
SUBJECT: Standards of Conduct Conditions of Employment Hiring of Personnel Assignment of Personnel Personnel Retention Academic Qualifications/Certifications Faculty and Student Relations	NUMBER OF PAGES: 03
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: June 2008

I. Standards of Conduct / Conditions of Employment

1. The employee affirms that, as a part of his / her qualifications for this position, he / she is a "born again" Christian who knows the Lord Jesus Christ as their personal savior and has the evidence of the baptism of the Holy Spirit. John [3:3, 1 Peter 1:23]

2. The employee understands that JCA is a ministry of Jubilee International Ministries and will be required to support the mission of the ministry. Each employee should attend church services, when possible at JIMC, as a support to building the church body and the kingdom of God.

3. The employee should be able to give testimony that teaching in a Christian school is God's calling and direction, and not just a job.

4. Employees must believe the Bible is God's Word and the standard for daily living, and show by example the importance of scripture study and memorization, prayer, witnessing, and unity in the Body of Christ.

5. The employee will manifest by precept and example the highest virtue and personal standards, serving as a Christian role model [1 Tim. 4:12] both in and out of school to students, parents and colleagues. [Luke 6:40] This includes, but is not limited to, the refraining from such activities as the use of tobacco, illicit drugs, sexual misconduct, excessive use of alcohol, the use of vulgar or profane

language, or any conduct unbecoming of a mature Christian. [Col. 3:17, Titus 2:7-8, 1 Thess. 5:18, 22-23, James 3:17-18]

6. The employee accepts without verbal or mental reservations both the statement of beliefs and the educational philosophy of JCA and JIMC and is committed to upholding them.

7. The employee understands the employee job description, and agrees to abide by the requirements listed. The employee agrees to cooperate with any reasonable additions or alterations made during the year. He/she agrees to support, and cooperate in every way with, the school authorities and adhere to the policies adopted by the head of school and Pastor.

8. Employees must be a member in good standing at a local evangelical church which has a Statement of Faith in agreement with Jubilee Christian Academy's Statement of Faith.

9. A new employee must complete the requirements for Association of Christian Schools International (ACSI) certification within two years of commencing teaching at this school.

10. All employees agree to take a course in CPR, First Aid, and Blood Pathogen training through certified classes provided by the school during their first year of employment.

11. All state medical requirements for a teaching position, with proof of such, must be filed with the school office before the start of school. Upon request, the employee agrees to submit to a physical examination by a licensed physician at the employee's expense and furnish the school with a copy of a physician's report.

12. Employees will strive at all times to understand, appreciate, love, pray for, and serve the students entrusted to them for their fullest spiritual, intellectual, physical and emotional development.

13. Classroom teachers will maintain a classroom atmosphere that is conducive to learning. All employees agree to follow the discipline standard of JCA in their classes.

14. All employees must agree to a complete background check prior to employment.

II. Hiring of Personnel

A. Jubilee Christian Academy seeks to employ teachers and staff who demonstrate a Christian life and Biblical worldview. We see faculty and staff as role models who will live out what is being taught in the

classroom. They must be born again and have evidence of the infilling of the Holy Spirit. They must demonstrate a love for the Lord, a love for children, a love for learning, a love for teaching and sensitivity to the moving of the Holy Spirit.

- B. Once JCA is accredited by the Association of Christian Schools International, faculty at Jubilee Christian Academy will be required to have ACSI certification. JCA staff should also be willing to increase knowledge and skills through continued education and professional workshops. Part-time teachers are not required to be degreed. Full Time teachers are required to either possess a degree or be in process of obtaining one through an accredited university.
- C. Prior to a hiring decision, all faculty and staff must have completed a faculty application. They will have successfully completed appropriate interviews with the Assistant Head of School and Head of School. In addition, the Board of Jubilee Christian Academy must approve all faculty and staff for employment with JCA.
- D. A state certificate is not required, but is encouraged, for faculty at JCA.

III. Assignment of Personnel

- A. Faculty and staff assignments will be in the best interest of the students of Jubilee Christian Academy.
- B. The Head of School and administrative staff are authorized to assign or reassign staff for the purpose of growth and development.
- C. Adequate notice of changes will be given to the all personnel involved. A contract agreement will be issued to the employee for the position.
- D. All assignments are subject to the final approval of the Jubilee Christian Academy Board.
- E. Approved written job descriptions should be used to define positions for individual assignments within the academy.

IV. Retention of Personnel

- A. It is our goal to set guidelines to ensure the retention of qualified faculty and staff.
- B. Staff retention should be determined by the Head of School in a timely manner to allow adequate time to fill available positions.

VI. Faculty and Student Relations

- A. Teachers are encouraged to develop close mentor-like relationships with students in order to better teach, train, and disciple them.
- B. Teachers may detain students after school in order to complete assignment, for additional tutoring, or to discuss a matter that cannot be postponed. Parent approval and transportation arrangements should be confirmed.
- C. Inappropriate relations between any JCA faculty or staff and a student should be reported to JCA administration immediately. Each situation will be investigated by JCA administration and any other authority deemed necessary.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: P-2
SUBJECT: Teacher Job Description Teacher Duties and Responsibilities	NUMBER OF PAGES: 04
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: June 2008

Authority of the Teacher

Teachers should use authority with prudence and within limits as established by the Pastor, Board of Elders at Jubilee International Ministries, the Jubilee Christian Academy Board and the Head of School. All decisions and actions must be consistent with the policies, rules, regulations, philosophy, goals, and objectives of the academy, and all national, state, and city laws and regulations.

Personal Qualities (including but not limited to)

The teacher will:

- A. Demonstrate the character qualities of enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance, and punctuality.
- B. Meet everyday stress with emotional stability, objectivity, and optimism.
- C. Maintain a personal appearance that is a Christian role model of cleanliness, modesty, good taste, and in agreement with school policy.
- D. Use acceptable English in written and oral communication. Speak with clear articulation and without sarcasm.
- E. Respectfully submit and be loyal to all constituted authority.
- F. Place his/her teaching ministry ahead of other jobs or volunteer activities.
- G. Make an effort to appreciate and understand the uniqueness and culture of the community.
- H. Maintain confidentiality when discussing student's behavior, academic records, or any personal information about students or families.

Essential Functions (including but not limited to)

The teacher will:

- A. Cooperate with the Board and administration in implementing all policies, procedures, and directives governing the operation of the academy.
- B. Educate students in your care by following the prescribed scope and sequence in all subjects as outlined and scheduled by the academy.
- C. Integrate Biblical principles and the Christian philosophy of education throughout the curriculum.
- D. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of every student, challenging each to do his/her best work.
- E. Plan for daily lesson plans, maintain a yearly syllabus, turn in weekly plans and homework assignments through the use of designated forms and lesson plan books.
- F. Utilize valid teaching techniques to achieve curriculum goals within the framework for the school's philosophy.
- G. Employ a variety of instructional aids, methods, and materials that will provide for creative teaching to reach the whole child: spiritual, mental, social, and emotional.
- H. Plan through approved channels the balanced classroom use of field trips, guest speakers, and other media.
- I. Prepare mid-term and end-of-term reports with complete teacher comments; keep detailed records of each student's daily work and attendance including homework, tests, class participation, projects, and other work. (A detailed record book must be turned in at the end of the school year.)
- J. Use homework effectively for drill, review, enrichment, or project work according to the homework guidelines in the *Community Handbook*.
- K. Maintain accurate textbook records for each student, including title, book number, and condition of the book.
- L. Report to school on time and contact the academy office and administration in a timely manner when unable to fulfill any duty assigned. Prepare adequate information and materials for a substitute teacher. Obtain an approved substitute teacher in advance for planned absences.

- M. Attend and participate in scheduled devotionals, in-service, retreats, committees, conferences, faculty meetings, and Parent/Teacher Fellowships.
- N. Attend annual ACSI Teacher's Convention.
- O. Maintain proper discipline in the classroom and on all school premises for an orderly learning environment.
- P. Teachers are required to follow agreed upon guidelines in the implementation of classroom discipline policies and procedures. Corporal punishment or verbal humiliation is not allowed. The school reserves the right to contact parents or guardians when necessary so that they may appropriately discipline their child. Refrain from verbal abuse or threatening behavior in maintaining discipline of students.
- Q. Attend Chapel with your class, using this time to minister to students when necessary.
- R. Be responsive to the needs of students, whether educational, emotional, social, or spiritual. Teachers should be aware that some students who attend the academy may not be saved or filled with the Holy Spirit. Teachers should be prepared to lead said students in prayer for salvation or infilling of the Holy Spirit, using appropriate scriptures, if or when an appropriate opportunity is available.
- S. Maintain a clean, attractive, well-ordered classroom.
- T. Maintain the classroom by completing Work Orders, secure any student belongings at the end of each day, and promote safety within the confines of the academy.
- U. Properly care for all equipment and material within the academy, such as overhead projectors, TVs/ VCRs, library books, copy machines, etc.
- V. At the end of each day be sure that the classroom is clean, trash is emptied, chalk board erased, lights and computers switched off, and door locked upon departure.
- W. Utilize educational opportunities and evaluation processes for professional growth.
- X. Read thoroughly and be aware of all the information contained in *the Community Handbook* and the *Faculty and Staff Handbook*.
- Y. Attend all academy functions including Parent/Teacher Fellowships, Honors Banquets, Convocation, Graduation, etc., unless special permission is given by the head of school.

- Z. Report and respond to all violations of the student dress code.

Communication Functions (including but not limited to)

The teacher will:

- A. Develop and maintain professional rapport with students, parents, and colleagues by treating others with friendliness, dignity, and consideration.
- B. Keep students, parents, and the administration adequately informed of progress or deficiencies and give sufficient notice of failure. In addition to frequent conversations, it is imperative to contact parents as often as needed.
- C. Recognize the need for good public relations. Represent the school in a favorable and professional manner to the school's constituency and the general public.
- D. Follow the principles, according to Matthew 18, in dealing with students, parents, staff, and administration.

Safety and Security Functions (including but not limited to)

The teacher will:

- A. Know all procedures for dealing with issues of an emergency nature.
- B. Teachers are responsible for the safety of students under their care. At no time may students be left unattended. Students must be supervised by a school-approved adult. In grades five and under, students must leave the classroom in pairs to go to the restroom, school office, or anywhere on campus.
- C. Teachers are required to make every effort to reduce or minimize risk of injury to students or damage to property.
- D. Make students aware of emergency procedures during fire and disaster drills, maintain discipline during drills, and account for every student during drills.
- E. Teachers are required to immediately report dangerous or hazardous conditions to the maintenance supervisor and/or the head of school.
- F. Teachers are required to complete an Accident Report form immediately after an accident or injury occurs. The completed report must be turned into the school nurse or the JCA office manager as soon as possible after the injury.
- G. Teachers are required to report any unauthorized persons in the school.

Supervisory Functions (including but not limited to)

Each teacher operates under the general supervision of, and is responsible to, the head of school, the Pastor, and the Board of Elders at Jubilee International Ministries. Teachers are free to exercise independent judgment and to take independent action within the confines of academy policy. Teachers have access to the head of school, Pastor and/or board members as often as necessary for guidance and counsel

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: P-3
SUBJECT: Compensation and Benefits Vacation/Sick/Personal/Ministry Leave Tuition Discount	NUMBER OF PAGES: 03
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: July 2008

- I. Definitions of Full and Part-Time Employees
 - A. Definition of Full-Time Faculty and Staff – 40 hours per week
 - B. Definition of Part-Time Faculty and Staff – Less than 20 hours per week

- II. Benefits Available
 - A. Administrative (12 Month) Employees
 - 1. 6 Sick/Sick Family Days
 - 2. 3 Personal Days
 - 3. 5 Ministry Days Every Six Months
 - 4. Annual Vacation Days
 - a. 1 to 2 year employees – 5 days
 - b. 3 to 4 year employees – 10 days
 - c. 5 to 9 year employees – 15 days
 - d. 10+ year employees – 20 days
 - 5. All vacation days expire at the beginning of the next school year.
 - B. Full Time JCA Faculty Staff (10 Month)
 - 1. 5 Sick/Sick Family Days
 - 2. 2 Personal Days
 - 3. 7 Ministry Days
 - 4. Annual Vacation – as scheduled on School Calendar
 - C. Part-Time JCA Staff
 - 1. 3 Sick/Sick Family Days
 - 2. 2 Personal Day
 - 3. 5 Ministry Days
 - 4. Annual Vacation – as scheduled on School Calendar

- IV. Sick Leave Guidelines

- A. The teacher should contact the JCA office or an administrator as soon as possible (always call; it is easier to cancel than to arrange last minute substitutes). An up-to-date list of substitutes will be available in the school office
 - B. In case of illness or emergency, JCA administrator or office personnel will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred substitutes to the Head of School.
 - C. Copies of lesson plans and any necessary materials should be made available to the substitute by the teacher.
 - D. It is the teacher's responsibility to let the administration know how long a substitute will be needed. The teacher should call prior to the end of each day absent if the substitute will be needed the next day.
 - E. It is the teacher's responsibility to fill out a leave form for every absence.
 - F. Substitutes will receive a copy of Guidelines for substitutes and will be expected to fulfill the teacher's normal supervisory duties.
 - G. A substitute folder should be maintained by the teacher describing procedures and protocol for the class.
 - H. Teachers will receive up to five days sick leave per school year. These days are not cumulative from year to year.
 - I. Personal Days can be used as sick days and sick days can be used as personal days.
 - J. Absences above the allotted days will result in loss of pay. The JCA Head of School may waive this requirement during a medical emergency or surgery or maternity.
 - K. Teachers are paid for six weeks of maternity leave.
- V. Personal Leave Guidelines
- A. Personal leave is understood to be any planned, non-emergency time taken by any faculty member away from what would otherwise be his or her normal working hours/days. That is, for whatever daily length of time normally devoted to work at JCA, the faculty member may take personal leave for up to two increments of their working time without forfeiture of pay. For example, if a teacher has only two classes per day, he may take personal leave equal to missing each of those classes two times.
 - B. Requests for personal leave should be submitted in writing (see appropriate form) to the Head of School at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the Head of School.

- C. The arrangements for substitutes for faculty members taking personal leave are the sole responsibility of the faculty member.
 - D. It will be the Head of School's responsibility to grant and record all personal leave days taken by the faculty member.
 - E. No pay will be received for more than two days of personal leave taken during the current academic year.
 - F. Personal leave days may not be accumulated from year to year.
 - G. Personal Days can be used as sick days and sick days can be used as personal days.
 - J. Absences above the allotted leave days will result in loss of pay. The JCA Head of School may waive this requirement during a medical emergency or surgery or maternity.
 - K. Teachers are paid for six weeks of maternity leave.
- VI. Tuition Discount
- A. Full-time employees receive a 85% discount off of tuition and pay 15% tuition and registration fee per child.
 - B. Half-time employees receive a 50% discount off of tuition. The Head of School has the authorization to waive all or any portion of registration or tuition.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: P-4
SUBJECT: Teacher Evaluations	NUMBER OF PAGES: 04
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: June 2008

I. Policy Statement:

Evaluation of teachers is mandatory for any educational institution that is accountable to its patrons. Teaching performance must be evaluated to determine effectiveness and to explore area teacher may improve upon. It is in the best interest of all connected with Jubilee Christian Academy that regular, formal, and informal positive evaluations be conducted.

II. Evaluation Standards

- A. All teachers, full or part-time should be evaluated once each semester as a minimum. These evaluations should be announced to the teacher.
- B. All full-time teachers should be evaluated once per quarter.
- C. Job Descriptions and Teacher Evaluation Criteria are to be reviewed by both the administration and the teachers as part of the evaluation process.
- D. All evaluations are confidential between Head of School or the evaluation team and the teacher. At the appropriate times, the board may be advised of evaluations.

III. Evaluation Guidelines

- A. Prior to visiting a teacher’s classroom for a formal evaluation, the administrator should meet with the teacher to:
 - 1. Set up a mutually agreed upon time for the observation.
 - 2. Determine the lesson to be observed and on which particulars, if any, the administrator will focus. The teacher should be encouraged to ask the administrator for specific assistance related to those particulars.
 - 3. Review the job description and address any questions regarding how the teacher is to be evaluated.

- B. Teachers are to fill out and return the Self-Evaluation prior to the observation.
- C. The evaluation form and any comments should be filled out and given to the teacher on or within two days of the evaluation.
- D. The post-evaluation conference should be arranged within one week of the evaluation. Questions and comments regarding the evaluation should be addressed at this time and objectives for the next evaluation should be set. If the teacher has concerns regarding the evaluation and desires another evaluation before it becomes part of the personnel file, the administrator should comply with this request. This second evaluation should be arranged with adequate time allowed before the next regularly scheduled evaluation.
- E. Both the administrator and the teacher should sign the final evaluation form. The original form is to go into the teacher's personnel file and a copy made for the administrator and the teacher.

IV. Teacher Evaluation Criteria

- A. **Spiritual Leadership.** The teacher is expected to consistently exhibit love, joy, peace and spiritual maturity before their students and the rest of the school. The teacher is expected to be a student and lover of God's Word. Active, joyful participation in staff prayer meetings and chapels is expected. Sensitivity to the moving of the Holy Spirit should be evident in the classroom.
- B. **Classroom Management.** The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for their students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.
- C. **Classroom Decorum and Discipline.** The teacher should be very familiar and able to apply the spirit, as well as the letter of school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and the school rules and be encouraged to exercise self-discipline. Teachers are expected to follow appropriate JCA policies regarding disciplinary issues.
- D. **Lesson Preparation and Presentation.** The teacher should have a thorough knowledge of and interest in the subjects they are assigned to teach. These will normally include: Bible, reading, mathematics, science, history, grammar, composition, spelling, handwriting, history, and/or

geography. Also, in most grades a working knowledge and interest in art, music, and physical education is necessary. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in the Curriculum Guide. The teachers are expected to encourage the students to understand how all subjects are interrelated as parts of God's integrated universe. Clear and kind language and appropriate vocabulary is also expected. A variety of teaching methods are to be used.

- E. Student Learning. The teacher should seek to stimulate and maintain the student's interest in the material. Recognition and reasonable compensation for individual needs are also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress. The school's scope and sequence is to be used as the basic guide to measure introduction, mastery, and the overall progress of the class and individual students.
- F. Planning and Communications. The teacher's weekly and quarterly plans should reflect creativity and a good use of class time. Lessons should be updated weekly on RenWeb. The Curriculum Guide should be used to establish weekly, quarterly, and semester plans. The teacher should regularly communicate with parents regarding assignments and general class activities. Emphasis should be placed on getting to know the families, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.
- G. Professionalism. The teacher should consistently and joyfully demonstrate pride in Jubilee Christian Academy by their work, punctuality, speech, attitudes, dress, and attention to duties.

Faculty Self-Evaluation

Teacher _____

1. *What are my major strengths in the classroom?*

2. *What are my greatest weaknesses in the classroom?*

3. *What are some areas in which I need to grow, in order to become a better teacher/person?*

4. *List three observations about your daily routine in the classroom.*

5. *List three ways you could improve your effectiveness as a teacher.*

6. *List three ways you could be better supported by the administration.*

Comments:

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 2, 2004	NUMBER: P-5
SUBJECT: Grievances	NUMBER OF PAGES: 02
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: June 2008

I. Policy

- A. This policy is designed to establish Biblical guidelines for the resolution of disputes and grievances in the operation of Jubilee Christian Academy.
- B. The guidelines should be followed whenever there is a dispute or grievance concerning any aspect of the operations of Jubilee Christian Academy between any two parties connected in a direct way to the school. This includes students, parents, staff, faculty, volunteers, administration, and the board.

II. Guidelines

A. General

- 1. It is understood that if any dispute arises which is not covered by this policy, JCA leadership will decide what procedures to follow based on current procedures.
- 2. It is also understood that during the attempted resolution of concerns, the principles found in Matthew chapter 18 and James chapter 3 will be followed.

B. Student/Parents to Teachers

- 1. All concerns about the classroom should be presented respectfully to the teacher or School Administration by the student(s) and/or parent(s).
- 2. If the problem is not resolved, the parents or student may bring the concern to the appropriate JCA administrator.
- 3. If there is still no resolution, the parents or student may request a meeting with Jubilee International Ministries (JIM) pastoral staff.

The pastoral staff may defer to the decisions made by the JCA administration. Pastoral decisions are final.

C. Parents/Patrons to Administrator

1. If parents or students have a grievance or dispute about the general operation of the school (apart from the operations of the classroom), the concern should be presented to the appropriate administrator.
2. If the situation is not resolved, they may request a meeting with JIM pastoral staff. The pastoral staff may defer to the decisions made by the JCA administration. Pastoral staff decisions are final.

D. Staff to Administration

1. All concerns about the standards of the school must first be presented respectfully to the appropriate administrator.
2. If the problem is not resolved, the staff member may appeal to JIM pastoral staff. The request will be passed to pastoral staff only through the Head of School. Pastoral staff may defer to the decisions made by JCA administration. Pastoral staff decisions are final.

E. Volunteers to Staff/Administration

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight.
2. If the problem is not resolved, the staff member may appeal to JIM pastoral staff. The request will be passed to pastoral staff only through the Head of School. Pastoral staff may defer to the decisions made by JCA administration. Pastoral staff decisions are final.

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POLICY AND PROCEDURE

EFFECTIVE DATE: July 15, 2005	NUMBER: P-6
SUBJECT: Faculty/Staff Dress Code	NUMBER OF PAGES: 01
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: July 2008

I. Vision

- A. “We are, therefore, Christ’s ambassadors, as though God were making his appeal through us.”
2 Co 5:20. “As a man thinketh in his heart, so he is.” Proverbs 23:7
- B. The above scriptures set the tone and vision for a faculty dress code. As a Christian school, we believe that faculty and staff are to represent Christ in both outward appearance and the inward condition of the heart. Outward appearances reflect conditions and attitudes of the heart. We desire to teach by example and encourage students to be more concerned about their relationship with Christ and His nature, and less concerned about worldly culture.

II. Dress Expectations

- A. Faculty and staff are expected to wear clothing that is business-casual in appearance, always keeping in mind the vision statements above.
- B. Deviations to these expectations are dependant upon special activities that require a different mode of dress. Requests for deviations must be made in advance to School Administration and will be considered in light of the special activity planned for that day.

III. Unacceptable Clothing (for teaching faculty)

- A. Hats, bandanas and/or other head gear may not be worn in the building.
- B. Flip-flops, Crocs[®], or beach shoes of any kind (dress sandals are allowed).
- C. Clothing that is too tight, too baggy, too short, too long or immodest.
- D. Hair color that is distracting.
- E. Visible tattoos or body piercings.
- F. Clothing with logos, pictures, characters or writing.
- G. Tank tops.
- I. Jeans (no matter the color) and/or jeans-style shirts.

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POLICY AND PROCEDURE

EFFECTIVE DATE: August 1, 2005	NUMBER: P-7
SUBJECT: Staff Demeanor	NUMBER OF PAGES: 03
SPECIAL INSTRUCTIONS: Rev 07-12-07	REVIEW DATE: June 2008

III. Purpose

- A. Jubilee Christian Academy philosophy is centered on worshiping God in every aspect of the school. Therefore, teachers, staff, and administration are expected to conduct themselves accordingly.
- B. Christians are called to be a witness and an example to all and a reflection of God and His character. (2 Cor 5:20, Eph 5:1, 1Tim 4:12)

IV. Conduct with Students

- A. As an ambassador of Christ and a mentor, all teachers and staff are required to conduct themselves in a professional manner in and out of the classroom.
- B. Students should be addressed by their first names, or by their last names with the use of Mr. or Ms. The use of nicknames is discouraged since they may actually be embarrassing or disliked by the student.
- C. JCA endeavors to respect each student in every situation. Every effort shall be made to encourage and edify students in and out of the classroom (Eph 4:29) and refrain from responding to situations and/or students in a manner which is sarcastic in nature and contrary to Christ-like character..
- D. Any confidential information regarding students, parents, or other relatives shall be held in the strictest of confidence and spoken only to appropriate school or church administration. Gossip will not be tolerated.
- E. JCA believes that teachers and staff should take an active role in the lives of students and that this requires a certain level of transparency. Favoritism and/or partiality can cause division throughout the school and is not acceptable. (James 2:1-9).
- F. When conducting disciplinary conversations with someone of the opposite sex,

every attempt should be made to avoid even the appearance of inappropriate behavior. Doors should remain partially open, and if possible, a silent third party should be invited to sit in on the meeting.

- G. Any questionable activity should be brought immediately to the attention of school administration.

V. Conduct with Staff Members

- A. Teachers and staff should address each other with respect and refrain from using first names or nick names around students. The use of Mr., Mrs., or Ms. shall be used where appropriate.
- B. Conversations should be kept strictly professional and should never include personal information regarding students, their parents, or family members. This information, if release is necessary, shall be disseminated by school administration. Gossip of any form will not be tolerated.
- C. Teachers and staff are expected to respect each other in regards to their comments, conversations and actions. Inappropriate comments regarding physical appearance, gender, denomination, etc. will be considered harassment and dealt with by school administration appropriately.
- D. Any questionable activity should be brought immediately to the attention of school administration.

VI. Conduct with Parents

- A. When communicating with parents, teachers and staff act as representatives of the School, and of Jesus Christ.
- B. Teachers and staff shall maintain a Godly attitude at all times and make every effort to minister to parents and families. Any inappropriate conduct by parents should be brought to the attention of school administration.
- C. Teachers/staff should:
 - 1. Stay positive.
 - 2. Keep the focus on the child.
 - 3. Listen to the parent(s) (never cut them off or interrupt).
 - 4. Attempt to achieve a solution to the problem.
 - 5. Include an Administrator if needed.
 - 6. Make a record of the conversation.

VII. Conduct with Administrators and Pastoral Staff

- A. Church and school administrators are representatives of Jesus Christ and shall be treated with respect (Romans 13:1-2).
- B. Teachers and staff shall address pastors, church staff, and school administrators with respect and refrain from using first names or nick names around students. The use of Mr., Mrs., or Ms., or the applicable title shall be used where appropriate.

Jubilee Christian Academy

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Faculty and Staff Handbook

“Our mission is to prepare young people – intellectually, spiritually, and physically – to be successful leaders in both Christian and non-Christian environments. JCA inspires students to think critically, to work independently and in partnership with others, and to develop a global, Christ-centered perspective for their lives.”