

FAC/ACA EMPLOYEE HANDBOOK

GENERAL STAFF GUIDELINES AND PROCEDURES

Welcome to the staff of First Apostolic Church (FAC) and Apostolic Christian Academy (ACA). We are glad to have you with us. Whether it is for a part-time job or a career, we want you to enjoy working here. This is your handbook. It is presented to you to make you feel at home in your new job and to give you some necessary information. Please read it carefully. Reviewing it from time to time will help you make the best of your job.

We believe that the secret to FAC/ACA's smooth, successful operation is adequate facilities, proper equipment, and a happy, qualified staff. As you read through this handbook, you will find many reasons for our success. No single factor is more important than the dedication and effort of our employees. Our people, our pride, our enthusiasm, our dedication cannot be duplicated.

Our mission is to provide a Christ-centered environment that nurtures spiritual growth, academic excellence, and community service for all involved.

All staff are approved academically, professionally, and spiritually by the appropriate leadership and must be willing to continue their education or training upon request. Staff will be required to complete necessary professional development hours each year and be present for in-service dates.

The foremost requirements for FAC/ACA staff are an unselfish dedication to Christian service and education, a sincere love for children and the community, and a complete devotion to the Lord Jesus Christ.

Church attendance, pre-service prayer, and all church functions are essential as a FAC/ACA employee. Please communicate to your supervisor if you are unable to attend. We must realize how important it is to keep our walk with the Lord a top priority in our lives.

STAFF EXPECTATIONS

At FAC/ACA, we view all staff as leaders in their roles. We expect everyone to maintain a positive attitude and exemplify leadership in all interactions. A positive disposition is essential for several reasons:

- **Work Environment:** Your attitude sets the tone for your area, whether a classroom, kitchen, maintenance space, or athletic field. Enthusiasm and positivity foster a more engaging and supportive atmosphere.

- **Engagement:** When staff exhibit positivity, students, colleagues, and visitors are more motivated, leading to better outcomes.

- **Role Modeling:** Staff serve as role models. By demonstrating good behavior and positivity, we encourage others to emulate these traits.

- **Professional Representation:** A positive attitude enhances the image of our organization, promoting a favorable view of Christian education and service.

As leaders, staff are expected to:

- **Model Organizational Values:** Uphold and demonstrate FAC/ACA's values in interactions with students, colleagues, parents, and the community. Undermining our vision and expectations is detrimental to our mission.

- **Foster a Supportive Environment:** Create an atmosphere that encourages engagement, success, and personal growth in your area of responsibility.

- **Commit to Improvement:** Engage in continuous professional development and strive to enhance practices as lifelong learners.

- **Practice Graceful Speech:** Communicate in an edifying manner at all times, building others up through your words and actions. Negativity and complaints can harm our culture, so focus on positive, constructive dialogue. Refrain from gossiping in the workplace, as it is a culture killer and prohibits what God desires to accomplish on our campus.

- **Embrace a Growth Mindset:** View challenges as opportunities for growth and learning.

- **Seek Feedback:** Actively request feedback from colleagues, supervisors, and others to identify areas for improvement.

- **Embrace Professionalism:** Handle yourself and all situations in a professional manner, treating this campus with respect and dignity.

Additional Qualities to Strive For:

- **Patience:** Essential for managing diverse abilities and personalities.
- **Creativity: I**mportant for designing engaging activities or efficient processes.
- **Organizational Skills:** Necessary for managing plans, assignments, and tasks.
- **Flexibility:** Adaptability to changes and willingness to adjust approaches.
- **Passion for Your Role:** A strong desire to make a positive impact.
- **Sense of Humor:** Helps make the environment enjoyable.
- **Empathy:** Understanding and addressing needs and challenges.
- **Problem-Solving Skills:** Ability to identify and resolve issues.
- **Love for Learning:** Commitment to continuous personal and professional growth.

COMMUNICATION AND CONFIDENTIALITY

While communicating throughout the day, please be respectful and cognizant of confidentiality when speaking over walkies, through Telegram, or in person. Please remember that school-issued

devices (e.g., iPads) are for professional use only. Be respectful of student, family, and staff privacy when communicating with colleagues.

All staff must adhere to confidentiality standards, including FERPA for student records. Do not share sensitive information outside necessary channels. Breaches may result in disciplinary action.

HEALTHY BOUNDARIES

Maintaining healthy boundaries is crucial at FAC/ACA, especially as we operate within a Church-related environment. Regular interactions can lead to familiarity that may undermine professionalism.

- **Separate Work and Church Matters:** If parents or members wish to discuss work-related issues at church, kindly inform them that meetings can be scheduled during the work week.

- **Respect for Administration:** Understand that administration serves as God-ordained leaders here to facilitate needs. Maintain respect and boundaries to foster a collaborative team environment. If conflicts arise, address them promptly and in a Christian manner, adhering to Scriptural guidance (e.g., Matthew 18).

- **Mutual Respect Among Colleagues:** Cultivate mutual respect with co-workers to uphold healthy boundaries. This prevents excessive familiarity that can diminish productive working environments among staff, promoting unity and focus on our shared mission.

- **Addressing Workplace Issues/Offenses:** Acknowledge that all individuals have imperfections, and harboring offense can lead to bitterness. If conflicts arise, address them early and promptly in a Christ-like manner to prevent issues from unnecessarily escalating, adhering to Scriptural guidance (e.g., Matthew 18). Ensure that any complaints or issues are directed to administration through appropriate channels. Gossip and complaints outside of these channels are harmful to our workplace environment.

- **Spiritual Well-being:** Keep your prayer life strong and guard your spirit with God's Word. Remember to unplug and recharge when necessary. If you struggle to maintain a proper perspective on your job in relation to your spiritual life, discuss with administration for support; prioritizing spiritual health is key.

STUDENT-TEACHER INTERACTION

At FAC/ACA, maintaining healthy boundaries with students is critical to fostering a safe, professional, and supportive environment. Building positive relationships is important, but staff must prioritize protecting students, colleagues, and the community. Below are guidelines for all staff-student interactions.

1. Emotional and Relationship Boundaries

Purpose: Foster mentorship-based relationships without favoritism, dependency, or over-involvement.

Healthy Practices:

- Act as a mentor, not a friend or parent, showing equal care for all students.
- Use group settings for emotional check-ins, such as morning greetings or community circles, to build rapport without singling out individuals.
- Encourage student independence by redirecting overly dependent behaviors (e.g., a student always seeking your attention) to group activities or peer interactions.
- Attend school events to support all students equally, or follow up with students about events you cannot attend.

Unhealthy Practices to Avoid:

- Do not buy personal items (e.g., clothes, food) for a student without consulting parents and administration.
- Do not make unapproved home visits or pose as a student's guardian (e.g., for medical care).
- Do not favor specific students with extra attention, time, or special treatment, as this can create distrust among others.
- Do not engage in student "drama" (e.g., friendships or popularity) beyond redirecting appropriate classroom behavior.

Example: If a student seeks constant proximity (e.g., sitting next to you at recess), gently encourage independence by assigning seats or promoting peer play to prevent unhealthy dependency.

2. Power Boundaries

Purpose: Use your authority fairly to avoid favoritism, humiliation, or personal gain.

Healthy Practices:

- Apply rewards (e.g., praise, points) and consequences (e.g., loss of privileges) consistently for all students.
- Plan engaging, inclusive lessons that respect all students' needs and maintain your expert authority.
- Dress professionally to reinforce your role as an educator, not a peer.
- Show genuine interest in students' lives without overstepping into a parenting role.

Unhealthy Practices to Avoid:

- Do not publicly shame students (e.g., announcing low performers in a reward system).
- Do not accept lavish gifts from students.
- Do not engage in power struggles with students or express frustration publicly (e.g., complaining about being "worn out").
- Do not rely solely on extrinsic rewards (e.g., stickers, prizes), as this can reduce intrinsic motivation.

Example: If using a classroom point system, like Ms. Carter's star chart for good behavior, avoid displaying only top earners' names on a public board. Instead, provide private feedback to each student and encourage effort alongside achievements.

3. Communication Boundaries

Purpose: Keep all communication professional, purposeful, and transparent.

Healthy Practices:

- Use only Jupiter for student communication, checking both student and parent boxes for all messages, as per ACA protocol.
- Maintain a pleasant, firm tone in verbal interactions; provide constructive feedback privately.
- For written feedback (e.g., on assignments), ensure comments are positive or constructive, not critical or personal.
- ***Staff are prohibited from posting pictures or videos of students on personal social media accounts.*** If you wish to share images or videos featuring students, please do so exclusively by reposting or sharing content directly from ACA's official social media platforms. For special events—such as the STEM Fair, interactive classroom activities, or similar occasions—please contact Sis. Flannery or Sis. Raushel in advance to inquire if they can attend and capture official photos or videos.
- *Since ACA/FAC are one in the same, if you must contact a student for any reason (music ministry, etc.) ensure you include the parent/guardian in the message.

Practices to Avoid:

- Do not contact students via social media, email, or other platforms.
- Do not use sarcastic tones, mock students, or discuss personal matters (e.g., your own life or students' relationships).
- Do not send messages that are not educational or professional in nature.

4. Physical Boundaries

Purpose: Maintain appropriate physical interactions, personal space, and respect for privacy and belongings.

Healthy Practices:

- If a staff member is in an enclosed room alone with a student, prop the door open at all times as per ACA protocol, and ensure the interaction occurs in an open, visible space. For example, if a student wants to stay behind after class to ask a question, prop the door open before engaging in conversation.
- Conduct music lessons, sports coaching, tutoring, or similar activities only in open, visible spaces equipped with security cameras (e.g., open commons areas like the student sanctuary, collective room, connect room, or Main Sanctuary); in enclosed spaces, prop the door open and maintain safe, professional proximity.
- During summer hours, lessons are prohibited without the presence of another adult/parent.

- Use ACA-approved optional greetings, such as fist bumps or high-fives.
- Respect cultural norms for personal space; maintain a professional distance during one-on-one talks.
- Follow ACA guidelines for handling student belongings (e.g., confiscating devices); involve administrators for searches.
- **School Of Music:** All music lessons must be conducted in open areas equipped with security cameras and in group settings.

Unhealthy Practices to Avoid:
- Do not force physical contact or allow students to sit on your lap.
- Do not provide personal transportation for students/minors while alone.

5. Supervision and Reporting

Purpose: Ensure accountability and safety in all student interactions.

Healthy Practices:
- Schedule all planned student meetings (e.g., counseling) with another staff member or administrator present, as required by ACA.
- Report immediately to administration any suspected boundary violations, whether committed by you or by others.

Unhealthy Practices to Avoid:
- Do not meet with a student alone behind closed doors or without another adult present.
- Do not ignore or delay reporting concerns about inappropriate interactions.

AFTER SCHOOL HOURS/SUMMER

If you teach during the summer, an adult must be present in the lesson room with you and the student for the duration of the lesson. Always ensure the door remains propped open.
If the guardian is late to pick up the student, the student will be placed in after-school care, and additional fees will be applied. The instructor must never be alone with a student.

SAFETY

Apostolic Christian Academy employees should immediately report to the administration any practices they consider harmful or threatening to any member of the student body or staff.

STAFF PARKING

Staff may park in the parking spaces next to the baseball field and from the first post of the playground down. Staff should never park in Reserved Parking, Handicap Parking, or spaces designated for preschool and school parents. All staff members must have a parking decal in their window.

ACA EMPLOYEE CHILD PICK-UP

Please do not leave your child in daycare after you have left for the day unless you have received permission from administration for extenuating circumstances. Children of employees may not

attend preschool or after school on the employee's day off. Grade school children of employees must be picked up by 3:15 unless prior arrangements are made through Daycare Administration.

WORK AREA CLEANLINESS AND DECORATION

It is each staff member's responsibility to ensure their work area (e.g., classroom, kitchen, gym, maintenance space) is clean, organized, and appropriately decorated to reflect holidays, studies, or seasonal themes. Cleanliness and décor are part of effective management. Decorations should maintain a Christian theme and be up to date. Christmas decorations should not include Santa Claus or Rudolph; stress the true story of Christmas. Halloween is not emphasized; no witches, black cats, or other scary decorations are to be used.

Administration (e.g., Sister Lauren Hammond for classrooms) must approve all furniture, décor, moving, or purchasing. Decorations should be kept on designated areas (e.g., bulletin boards). No decorations in windowsills or magnets on door frames.

CELL PHONE POLICY

Staff cell phone usage should be for professional use only during working hours. Employees should refrain from social media or personal cell phone usage while on duty or when children are in their care. Employees are to refrain from using the telephone while on duty unless necessary. Family members and friends should be informed not to call during working hours unless urgent. Staff will not be called from duties to the telephone.

Unless the student is the staff member's own child, staff should not allow students to access personal cell phones or mobile devices.

KEYS/ELECTRONICS

Keys issued to staff may not be duplicated or given to any unauthorized person. Keys and electronics supplied by ACA must be turned into administration upon resignation or termination of employment. Employee Badges will be issued to each employee and can be used to open the main daycare door and the playground door between 6:30 a.m. and 6:00 p.m. There is a $10 replacement fee for lost employee badges.

DRUG TESTING

Apostolic Christian Academy is committed to providing a safe place for students and staff. Therefore, prohibiting employees from using, possessing, buying, selling, or distributing illegal drugs at any time. Illegal drug use includes more than just outlawed drugs and includes the misuse of otherwise legal prescription and over-the-counter drugs.

Apostolic Christian Academy reserves the right to require drug testing of employees without prior notice should the Administration deem it necessary. Since ACA has zero tolerance for illegal drug use, any employee who is found to be using illegal drugs will be immediately terminated.

SELF-REPORTING

First Apostolic Church and Apostolic Christian Academy are committed to providing a safe environment for all students, staff, and congregations.

Employees and volunteers are required to report any arrest and/or conviction to FAC/ACA within 24 hours. This policy applies to all employees and volunteers. All arrests/convictions must be reported within 24 hours, regardless of whether the arrest or conviction is related to the individual's position on campus.

Upon arrest or conviction, the employee or volunteer may not return to work/service without prior approval and then be subject to any conditions required by FAC/ACA. To ensure a determination, FAC/ACA will require the employee or volunteer to provide sufficient information to allow it to evaluate the particular circumstances surrounding the arrest or conviction.

Employment at First Apostolic Church of Maryville and Apostolic Christian Academy is at–-will, meaning that either you or FAC/ACA may terminate the employment relationship at any time, with or without cause, and with or without advance notice.

DEPARTMENTAL NOTIFICATION POLICY

Employees are expected to follow departmental notification procedures if they will be late for work, will not be at work, or are requesting planned time away from work. Employees must request in advance to their supervisor and in accordance with departmental procedure if they wish to arrive late or leave early from an assigned shift.

If an emergency should arise and you will not be able to report to work contact your direct supervisor as soon as possible.

An employee who fails to call in and report to work as scheduled for three consecutive workdays will be viewed as having abandoned their position, and employment may be in jeopardy. The administration will determine the plan of action.

Incidents of not following the departmental notification procedures, including No- Call/No-Show, will be addressed accordingly with administration.

PUNCTUALITY AND ATTENDANCE

Punctuality is vital to maintaining smooth operations across all roles at FAC/ACA. Staff are expected to arrive on time for their scheduled shifts. Chronic lateness or unexcused absences may lead to disciplinary action. A no-call/no-show for three consecutive days will be considered job abandonment and may result in termination.

ANTI-HARASSMENT AND NON-DISCRIMINATION POLICY

FAC/ACA is committed to a harassment-free workplace. Prohibited conduct includes any form of discrimination, bullying, or retaliation based on protected characteristics, such as race, color,

national origin, sex, age, disability, or other legally protected traits. All reports of such behavior should be made promptly to administration. Violations will be thoroughly investigated, and confirmed instances may result in disciplinary action, up to and including termination.

Employee Attendance Performance Policy

HOURLY PAID EMPLOYEE

Full Time Average
If employee falls below full time average (35 hours) an occurrence will take place and loss of benefit package will go into effect the following semester/quarter. If an employee falls below full time status each consecutive tardy and or day missed will be considered an occurrence.

Part Time Average
If employee falls below part time average (21 hours) an occurrence will take place and loss of benefit package will go into effect the following semester/quarter. If an employee falls below part time status each consecutive tardy and or day missed will be considered an occurrence.

Requested Time Off

Employees desiring to be off shall make a request directly to supervisor. Time off may only be granted within 90 days of date of hire. Chronic time off may result in loss of original time granted. Due to the nature of student-teacher relationship and the disruption of classroom continuity, everyone is expected to keep time off requests to an absolute minimum. In case of sickness, employees should notify administration in a timely manner. Do not replace yourself! No employee should report to work with a communicable disease. An employee is deemed absent when he/she is unavailable for work as assigned/scheduled and such time off was not scheduled/approved in advance as required by department notification procedure.

Personal Excused Days
Each qualified employee will be granted one excused day per time period without pay. Time off may only be granted within designated time period.
Qualifications include:

- Maintain Full Time Average (35+ hours per week)

Tardy
When an employee is late, it will be subtracted from total hours worked for the week. For every 10 times employee is tardy, one holiday pay will be lost and progressive discipline policy will take place. Each tardy after a total of 10 tardies will result in an occurrence.

An employee is deemed to be tardy when he/she:

- Fails to report for work at the assigned/scheduled work time. In these instances,

administrators may replace the tardy employee for the full shift.

- Leaves work prior to the end of assigned/scheduled work time without prior supervisory approval.
- Takes an extended meal or break period without approval

Time Clocks and Failure to Clock in/out

Employees are required to follow established guidelines for recording their actual hours worked. A missed clock in/out is a violation of this policy and includes:

- Failure to clock in/out on their designated time clock at the beginning and/or end of their assigned shift;
- Failure to clock in/out on their designated time clock for the meal break;
- Failure to accurately and timely report time worked.
- Clocking in/out early (or late) of assigned shift without prior approval.

Full Time Employee Benefit Package

The standard for all ACA employees is to maintain full time average (35 hours). If at any time you drop below average progressive discipline policy will take place and employee benefit packages may be in jeopardy.

Part Time Employee Benefit Package

The standard for all ACA employees is to maintain part time average (21 hours). If at any time you drop below average progressive discipline policy will take place and employee benefit packages may be in jeopardy.

Sick Days

Each qualified employee will be granted one paid sick day per time period. Qualifications include:

- Maintain Full Time Average (35+ hours per week)
- Maintain Part Time Average (21+ hours per week)

Bereavement Pay

Full-time employees will receive bereavement pay for immediate family (spouse, children, siblings, parents, in-laws). Employee must be employed for 90 days to receive bereavement pay and will receive 3 days paid time off.

Paid Holidays (*assessed by previous quarter)

Qualified employees will receive 13 paid holidays per year - New Year's Eve, New Year's Day, MLK, JR. Day, Good Friday, Memorial Day, July 4th, Labor Day, Columbus Day, Veterans Day, Thanksgiving & Friday after, Christmas Eve and Christmas Day.

Qualification for Paid Holidays

- Full Time employees must maintain average of 35+ hours per week
- Part Time employees must maintain average of 21+ hours per week
- Number of Tardies does not exceed 10 (assessed yearly)

- Only employees that are scheduled that day are eligible for inclement weather pay.

Vacation Pay *will be granted on a yearly basis*
Vacation pay will be based on the average number of hours worked in the previous year. Bank is added in January.

Qualification for Paid Vacation Days
- Maintain Full Time Average (35+ hours per week)
- Maintain Part Time Average (21+ hours per week)
- Number of Tardies does not exceed 10

Full Price Investment at Apostolic Christian Academy
Each full time qualified employee will be granted full price investment for child(ren) under their guardianship. Qualifications include:
- Good Standing Employee of ACA
- Maintain Full Time Average (35+ hours per week)
- Employee must have custody of child

Half Price Investment at Apostolic Christian Academy
Each part time qualified employee will be granted half price investment for child(ren) under their guardianship. Qualifications include:
- Good Standing Employee of ACA
- Maintain Part Time Average (21+ hours per week)
- Employee must have custody of child

Free School Age Summer Childcare
Each qualified employee may receive free school age summer childcare.
- Good Standing Employee of ACA
- Employee must have custody of child
- Full Time and/or Part Time Summer Employee

FAMILY MEDICAL LEAVE

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with job-protected leave for qualifying family and medical reasons. Please reach out to your supervisor for more information regarding FMLA, or visit https://www.dol.gov/agencies/whd/fmla.

SIMPLE IRA PLAN

A 3% matching contribution plan is provided for qualified employees to save for their own retirement. ACA will match each participant's salary deferrals, dollar for dollar, up to 3% of their annual compensation each year. Employees are responsible for enrolling in this plan through Fidelity investments.

For qualifications, please see below:

- Employed for at least two consecutive years.
- Received at least $5,000 in annual compensation during any two years preceding the current calendar year.
- Expected to earn at least $5,000 in compensation from your company for the current year.

SUSPECTED ABUSE POLICY AND PROTOCOLS

CHILD ABUSE/NEGLECT REPORTING INFORMATION AND PROTOCOL

The Tennessee Child Abuse Reporting Law may be found here: (T.C.A. § 49-6-1601) .

An amendment to the Tennessee Child Abuse Reporting Law may be found here. *(Permits school child abuse coordinators, school teachers, school officials, and other school personnel to provide information relevant to suspected child abuse or child sexual abuse to the child's parents when: required by federal law or regulation, the parent to whom the notification is made is not alleged to be the perpetrator or in any way complicit in the abuse or neglect, and the notification is done in conjunction with the department of children's services. Effective April 20, 2021)*

The DCS Educator/Professional hotline: **1-855-209-4226.**

An online reporting form may be accessed here: https://apps.tn.gov/carat/

Administration should always be informed when staff members make a referral.

East Region DCS Education Specialist: Rex Kitts
Cell: (865) 425-4516
Email: Rector.Kitts@tn.gov

****When making a referral, keep in mind that reporting anonymously prevents DCS from providing any updates to the school or from asking further questions to the individual who received the disclosure**. Reporting as the Child Abuse Coordinator will expedite the referral process significantly.

Public Chapter 708 amends T.C.A. §49-6-1601, T.C.A. §37-1-403, and T.C.A. §37-1-605 and states the following, regarding child abuse reporting:

1. If a child voluntarily discloses information about possible abuse to a school teacher, school official, or other school personnel, then the child must be given a quiet place to speak and the person receiving the information must listen openly and speak at the child's level in a positive, non-judgmental tone.

   The person receiving the information from the child must:

(i) Allow the child to say what happened in the child's own words

(ii) Avoid conducting an investigation by asking the child detailed questions

(iii) Make every effort to write down the child's exact words

(iv) Refrain from making any statements to the child about the alleged abuse, the alleged abuser, or the consequences of reporting the alleged abuse; and

(v) Immediately notify the school child abuse coordinator and report the information to law enforcement and/or the Department of Child Services.

2. School teachers, school officials, and other school personnel should be observant of any bruising, injury, markings, or other unusual behavior that may be the result of child abuse or neglect, and immediately report any suspicions to school administration. Photographs of any bruising, injury, or markings must not be taken by any school child abuse coordinator, teacher, official, or other school personnel. Upon receiving a report of suspicion of child abuse or child sexual abuse, the child abuse coordinator (administration) must, along with the reporting school personnel who obtained the information from the child, report any suspected child abuse or child sexual abuse to law enforcement and/or the Department of Child Services.

3. If a third party informs a school teacher, school official, or other school personnel of a reasonable suspicion that a child at the school may be the victim of child abuse or child sexual abuse, then the school teacher, school official, or other school personnel should:
   (A) Encourage the third party to report any suspected child abuse or child sexual abuse to law enforcement and/or the Department of Child Services.
   (B) Notify the school's child abuse coordinator.
   (C) Report all information received from the third party to the law enforcement agency and/or the Department of Child Services.

4. School teachers, school officials, and other school personnel must maintain confidentiality of all information regarding any child abuse or child sexual abuse report made pursuant to this section and all information regarding the suspected child abuse or child sexual abuse must be maintained by the school administration in a confidential file separate from the child's educational file.

5. School Administrators, school teachers, and other school personnel shall not provide any information relevant to the suspected child abuse or child sexual abuse to the child's parent or guardian and must refer any questions from the child's

parent or guardian to the investigating law enforcement agency and/or the department of child services.

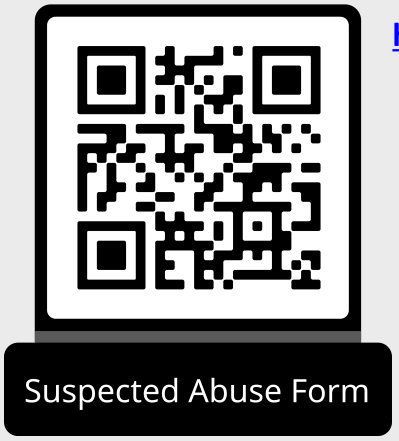
SUSPECTED CHILD ABUSE/NEGLECT PROTOCOL:

1. When a student discloses abuse, write down the student's statement based on the requirements listed in the law. Remember this is not an investigation. Avoid asking detailed questions. **Do not take photos or record the disclosure on your phone.**

2. Please fill out the form (below) and submit to your direct supervisor.

3. In Tennessee, all individuals are mandated reporters under state law and are required to report any suspected abuse or neglect directly to the Department of Children's Services (DCS). While standard protocol involves notifying a school administrator or supervisor, individual staff members may independently make a report to DCS if they suspect abuse or neglect. The staff member transcribing the student's report, in collaboration with a school administrator, will ensure a single referral is submitted to DCS regarding the alleged incident. *Please ensure the referral ID# is obtained and recorded on the form.*

4. In the event a report takes place after school hours, the staff member receiving the report should contact 911 (or the SRO) at the student's home if there's an immediate safety concern (e.g., imminent harm). For non-emergency disclosures after hours, employees may call the 24/7 hotline at (1-877-237-0004.) The individual who received the initial report of abuse will follow up with the Child Abuse Coordinator the next school day to complete the reporting form and submit the DCS referral.



https://qrco.de/bgAlSr

APOSTOLIC CHRISTIAN ACADEMY
STUDENT CRISIS PROTOCOL

Suicide Behavior Procedure

When any staff member identifies a student with suicidal ideation, making suicidal statements, writing suicidal notes, and/or exhibiting self-harm such as cutting or any similar at risk behaviors, the staff member will notify school administration or school designated contact immediately. The staff member (or another adult staff member) must stay with the student until the designated individual arrives. The **student should not be left alone** at any point.

*If the student is in the midst of an attempt (i.e., has informed a staff member that he/she has just taken a handful of pills), follow the above procedure and dial 911 immediately. School designated contact, or school designee, should be identified in each school as soon as possible.

Confidentiality
Staff members are not permitted to promise confidentiality or honor a previous promise of confidentiality if the student might harm himself/herself. Staff members must explain to the student that information may be shared with others in order to help him/her, but there will not be discussion with others who do not need to know of the incident. (Staff members should explain that any time someone is potentially a danger to himself/herself or others, it must be reported.)

The following steps should be completed by school's administrator//school designee (see Checklist):

1. Administrator/school designee addresses the situation **immediately** by bringing the student to his/her office to discuss concern for the student's safety.

2. The student is not to be left alone at any point (i.e., escort to restroom, water fountain, locker, etc.).

3. The administrator/school designee will determine a course of action. If the risk level warrants, your local Mobile Crisis should be contacted and informed of the situation. The Blount County number to call is 865-539-2409. Remember: **DO NOT**

LEAVE THE STUDENT ALONE.

4. The school resource officer (SRO)/law enforcement should be notified for the safety of student and staff if deemed necessary (i.e., standing by in case of flight risk and/or aggression/non-compliance on the part of the student).

5. The administrator/school designee should call the student's parent/guardian as soon as possible after a student has been identified as being at risk for suicide and ask him/her/them to come to the school for a meeting.

6. Inform the parent/guardian that the student MUST leave with a parent, guardian, or family member. If a parent cannot be reached, the school administrator/school designee should access all other emergency contacts in an attempt to locate them (maintain confidentiality).

7. If parent/guardian cannot be reached, the school designee should consult the principal to determine the next step. It may be necessary to contact the Department of Children's Services (DCS), local School Resource Officer, or local law enforcement.

8. Once the parent comes onto campus, they will be required to sign a PARENT CONTACT ACKNOWLEDGMENT FORM. See link below
9. ACA will provide the family with resources to help them and their child during this time of crisis. MENTAL HEALTH RESOURCE DIRECTORY - BLOUNT COUNTY (see link below)

Out of the abundance of caution and safety of our school, ACA reserves the right to require a mental health evaluation / counseling for the student before returning back to school, if they feel it is needed.





APOSTOLIC CHRISTIAN ACADEMY EMERGENCY EVACUATION GUIDELINES

CHILD CARE EMERGENCY PREPAREDNESS GUIDELINES

The following Disaster Preparedness plan is designed to minimize injury and loss of life of staff and children at Apostolic Christian Academy should a disaster strike.
Although no plan can address all possible occurrences which might develop in an actual emergency, thinking ahead and developing a plan can improve our response time and increase our odds for survival.

The Tennessee Emergency Management Agency estimates that in the event of a disaster, it could take as long as 24 hours (1 day) before they are able to completely mobilize their resources and reach those who need aid.

An emergency is any unplanned event that can cause death or significant injuries to staff or children or that can shut down your business, disrupt operations, cause physical or environmental damage or threaten the facility's financial standing or public image. We will cover some preliminary steps we can take to be prepared in the event of: Fire, flood, severe winter storm/snow, tornado, bomb threat/active shooter, utility failure (electric, water, phone, gas), or other natural disaster.

Apostolic Christian Academy Disaster plan contains the following elements:

1. Preparation and education of staff and children prior to the event
2. An early warning system
3. An evacuation plan, including a transportation plan
4. A plan for safety/survival until help arrives, possibly as late as 24 hours after the disaster.
5. A plan to reunite children and their parents

PREPARATION AND EDUCATION

SUPPLIES: The following supplies will be on hand at Apostolic Christian Academy Preschool.

First aid kit
Water (for 24 hours)
Food (for 24 hours, nonperishable) Paper supplies
Gloves
Flashlight (fresh batteries)
Any special medication (i.e. inhalers, insulin, epi-pen, etc.)

SHELTER – If ACA remains habitable following a disaster, we will provide an alternate source of toileting and use supplies listed above to provide comfort from the cold and to use for sleeping for all staff and children.

SAFETY – There will be at least two staff members at all times who know how to shut off the electricity, gas and water. Every adult on the premises knows the location of the telephones and all emergency phone numbers are located at the front daycare desk. All staff have successfully completed CPR/AED training.

EVACUATION – ACA will practice evacuating the building during our monthly fire drills. If an emergency event has taken place that effects more than just your facility, The Tennessee Emergency Management Association of Blount County (TEMA) will determine what type of emergency has occurred and how affected areas should evacuate. ACA will be notified of these details and will act accordingly. Administration will determine if it is a building event and we need to evacuate.

If it is necessary for the staff and children of ACA to evacuate, we will go to Dotson Memorial Baptist Church. We will remain there until further instructions are given from TEMA.

TRANSPORTATION — Students will be transported via FAC Church vans.

RESPONSIBILITY – In the event of a disaster, administration will delegate responsibilities to all staff members. All staff members are to stay in the designated areas and are to be responsible for the children in their care. Staff will check attendance sheet to ensure all students are acounted for.

ACA realizes the desire for staff members to be reunited with their families, but it is critical that the staff remain with the children to ensure the children's safety. Staff will remain with the children until the children are returned to their parents or whoever is designated on their emergency form.

INJURY – All staff members are trained in First Aid and CPR. School administation will be responsible for the critically ill until paramedics arrive. In the event of death, the Weight Room in the Gym will be used as a temporary morgue.

EDUCATION – ACA currently has an annual emergency meeting in August. All staff are required to attend. Administration will use this meeting to present and discuss disaster preparedness. Before the annual meeting occurs, admin will review the plan and make any needed changes. New staff will be oriented as they are hired.

Hazards to which ACA is particularly vulnerable to:

a. Highway 321 and Highway 411 is in close proximity to ACA. Trucks carrying hazardous material travel every day.
b. CSX Transportation train cars carrying hazardous material is close enough to cause evacuation to ACA if train derails with hazardous materials.
c. East Tennessee is prone to tornado and severe winter weather and earthquakes.

A Floor plan of the ACA Facility is located at the bottom of this portion of the handbook.

All of the following items are clearly indicated on the floor plan. The floor plan and the following need to know items about the building are taught during staff orientation and training:

* Exits and their locations (clearly marked)
* Location of main shut-off valves for utilities
* Location of electrical master power switch
* Location of heating/air conditioning units and their shut off switch
* Location of storage area for hazardous cleaning materials
* Location of fire extinguishers
* First Aid equipment
* Check-in locations on the outside following evacuation is the back parking lot behind the playground
* Transportation location
* Fire extinguishers are on a schedule, checked accordingly and replaced as needed.

Fire drills are performed monthly and a record of the drills are maintained in the office.

The attached floor plan in posted at designated exit door in each room.

EARLY WARNING SYSTEM
(Alerting, Warning and Communication)

Apostolic Christian Academy has access to telephone, weather radio and internet. If East Tennessee is having a potentially bad weather situation, we will

be closely watching the local weather via internet and radio.

In the event of an emergency, the administration will communicate to the classrooms thru intercom system.

EMERGENCY EVACUATION PLAN

EMERGENCY TELEPHONE NUMBERS

Ambulance: 982-2500
Fire Department: 983-1431
Poison Control Center: 1-800-288-9999
Police Department/Sheriff: 983-3620
Tennessee Emergency Management Agency: 1-800-262-3400
Local Emergency Management Agency: 982-4210

UTILITIES:
Fort Loudon Electric – 856-2311
Atmos Energy (Gas) – 1-800-824-3434
South Blount Utilities (Water) – 865-982-3560

TELEPHONE:
Comcast – 1-800-391-3000

Evacuation Protocol:
In the event that an evacuation is deemed necessary, Apostolic Christian Academy (ACA) will prioritize the safety of staff and students. Decisions will be made based on our best judgment and the recommendations of local emergency support agencies.

Evacuation Steps:

1. Orderly Evacuation:
    - If evacuation is required, all staff and students will exit the building in an orderly manner.
2. Meeting Location:
    - All individuals will gather in the back parking lot behind the playground.
3. Transportation:
    - Staff will assist in loading students into FAC Church vans, ensuring that everyone is secured with seat belts whenever possible.
4. Destination:
    - Staff will transport students to the Dotson Memorial Baptist Church parking lot.
5. Waiting for Instructions:

- Staff and students will remain at Dotson Memorial until further instructions are provided by TEMA (Tennessee Emergency Management Agency).

6. Supervision:
    - Staff will stay with students until they are safely released to their parents or designated emergency pick-up persons.

Communication with Emergency Personnel:

If a staff member needs to call 911 or communicate with emergency personnel, they should provide the following information:

- Nature of the emergency (what, when, where, how, why)
- General condition of the children
- Current location of the children
- Evacuation location
- Instructions for parent pick-up and designated emergency contacts

Student Information System:
Our primary mode of storing student information is through Jupiter. In the event of an emergency, all necessary student information will be accessed through this system. A message will be sent to all parents informing them of the situation. Pick-up arrangements and time will be communicated.

A PLAN FOR SAFETY/SURVIVAL UNTIL HELP ARRIVES
(Planning Guidelines for Specific Hazards)

1. **UTILITY FAILURE (**water, electric, gas, sewer, telephone)

    Contact Fort Loudon Electric at 865-856-2311. If utility failure is long term, we will use our Evacuation Plan to go to Dotson Memorial Baptist Church. We will then notify all parents to pick up their children.

    All pertinent shut-off valves are listed and located on the floor plan. All staff are trained in shutting down utilities if the Office Manager or her designee are not available, then the next available staff will perform the duty.

2. **INJURY OR ILLNESS OF CHILD OR CAREGIVER**

    If a child or caregiver is injured, the person witnessing the injury will inform the administration. They will determine what assistance is needed and secure assistance. If emergency medical attention is needed, they will call 911 using the following dialogue:

    - Nature of emergency (who, what, when, where, how, why)
    - Condition of child/caregiver in general

- Present location of child/caregiver

1. Appropiate family member will be notified.
2. If mass injuries occur, call 911 and inform the authorities of your situation.
3. If it is determined that the injuries are in need of first aid and CPR, the staff members trained in that area will need to remove the children and/or caregivers from any dangerous area and start performing first aid and CPR.

3. **FIRES AND EXPLOSIONS**

Fire Safety Policy
In the event of a fire, ACA is equipped with fire alarm pull stations located in every hall. There are four primary evacuation routes:

- Back of the Building: Exit through the playground area.
- Daycare Side: Exit through the side of the building on the daycare side.
- School Drop-off Side: Exit through the side of the building on the school drop-off side.
- Global Grounds Doors: Utilize the Global Grounds Doors for evacuation.

Evacuation drills are practiced monthly to ensure preparedness. The floor plan is posted at the exit door in each classroom and is also carried by the lead teacher during evacuation.

Updated State Requirement: Fire Drill Delay Procedure

Per updated state safety regulations, ACA will now observe a brief “Delay Period” during all fire drills before exiting the building.

1. Upon hearing the fire alarm or fire drill notice, teachers should prompt students to line up quietly and prepare for evacuation.
2. Do not exit the classroom until the official command is given over the walkie indicating it is safe to exit.
3. This delay allows administration and security to verify that all safety conditions are clear before the building is evacuated.
4. All staff are required to keep their walkies on and volume up at all times in order to receive this command promptly.

Evacuation and Accountability Procedures

1. Once the command to exit is given, all students and staff will proceed to their designated evacuation areas.

2. Lead teachers are responsible for checking restrooms and ensuring all children are accounted for.
3. If a child has special needs, the assistant teacher will ensure that child exits safely.
4. If a fire occurs in the building, any adult who observes the fire must activate the nearest fire alarm pull station immediately.
5. Students should notify an adult immediately if they see fire or smoke.
6. If the fire is small and manageable, a trained staff member may use a fire extinguisher located in each hallway.
7. Once outside, administration and security will confirm with all lead teachers via walkie that every student is accounted for, and then will use a cell phone to contact 911.

4. **HAZARDOUS MATERIALS ACCIDENTS** (Hazardous materials are those which cause injury if inhaled or touched)

Accidents usually occur when a train derails, a truck overturns, or a warehouse catches on fire. If ACA were informed to shelter in place, the staff and children would do the following:

1. The staff and children would take shelter in their classrooms.
2. The Office Manager and designee will close all windows and doors, place wet towels or thick tape over gaps.
3. Everyone would stay away from windows in case of an explosion.
4. The Office Manager or designee would turn off the HVAC systems.
5. All staff and children would stay in place until further instructions were given.
6. If evacuation from the building were necessary, the staff would cover everyone's mouth and nose with a damp cloth and relocate to the site indicated by emergency personnel. (see evacuation).

LAW ENFORCEMENT EMERGENCIES POLICY

In the event of law enforcement emergencies, including riots, protests, strikes, shots fired, crimes, or child abduction, the school administration and campus security will facilitate the necessary actions.

The Office Manager or the individual witnessing the incident will immediately call 911. Note: In cases of child abuse, notifying the Department of Children's Services is an acceptable alternative.

If it is within our capacity, staff will take steps to isolate or localize the incident.
Children will be moved to a safe location within the school or evacuated from the building if the emergency is occurring inside the premises.

BOMB THREATS

1. The person receiving the call will then call 911.
2. That staff person will then pull the closest fire alarm so that staff and children will start evacuation of the building. The staff will meet at their designated areas and from there, we will transport (see transportation) the children to Dotson Memorial Baptist Church. (See reuniting children with parents).
3. The staff will notify parents to pick up their child at Dotson Memorial Baptist Church. (See reuniting children with parents).
4. The staff or children will not go back into the building until given permission by law enforcement personnel.

Recommended Questions to Ask During a Bomb Threat (According to the FBI Bomb Data Center)
When receiving a bomb threat, it's essential to gather as much information as possible. Here are the recommended questions to ask:

Identification:
What is your name?
What is your location?

Threat Details:
Where is the bomb located?
What kind of bomb is it?
When is it set to detonate?
What does the bomb look like?

Motivation:
Why are you doing this?
What is your motive?

Additional Information:
Who are you with?
Do you have any demands?
Is there anything else you want to tell us?

Caller Information:
1. Can you describe his/her voice? (e.g., male/female, any accents or distinguishing features)
2. Are there any background noises? (e.g., traffic, people talking, machinery)
3. How long do we have before it goes off?

Important Note:
While asking these questions, it's crucial to remain calm and not to provoke the caller. Ensure that you take detailed notes of their responses, as this information will be invaluable to law enforcement.

ANIMAL EMERGENCIES

A. Notify Animal Control at 984-3010 or call 911.
B. ACA will keep children and staff away from stray animals, whether or not they appear diseased.
C. ACA will not take children outside to play while a stray animal is in the vicinity. If children are outside when the animal appears, the staff will bring them inside until the

animal leaves or is captured.

D. Staff will not attempt to capture the animal themselves.
E. If a bite occurs, follow first aid procedures until medical attention can be given. If the staff can confine the animal safely, they will do so until authorities can observe it for disease.

EARTHQUAKE PREPAREDNESS AND RESPONSE PLAN

During an Earthquake:
At Apostolic Christian Academy (ACA), the following procedures will be implemented during an earthquake:

Remain Indoors: If children are inside, we will remain indoors until the earthquake has concluded.
Drop and Take Cover: Students and staff will drop to the ground and crouch under tables, protecting their heads and necks if possible.

Stay Outdoors: If children and staff are outside, we will stay outside in a safe area. It is essential to avoid being under trees, near fences (both brick and metal), buildings, or power poles. Please note that fallen electrical lines can energize metal fences.

After the Earthquake:
Following the quake, the staff at ACA will take the following actions:

Prepare for Aftershocks: Be alert and ready for potential aftershocks.
Attendance Check: Each lead teacher will immediately take attendance to ensure all students are accounted for.
Avoid Light Switches: Do not turn on or off any light switches to prevent electrical hazards.
Safety Assessment: Conduct a thorough assessment of safety within the building.
Check for Injuries: Look for any injuries among students and staff and administer first aid as needed.
Building Damage Assessment: Evaluate the building for any damage. If the structure is deemed unsafe, initiate an immediate evacuation (see evacuation procedures).
Communication with Parents: If evacuation occurs, the Office Manager or designee will post a notice on the door to inform parents of where their children have been taken.

Assessing Damage:
After the earthquake, if the building damage is minimal, staff and students will remain indoors. The following actions will be taken:

Clean-Up: All staff members will promptly clean up broken glass, overturned shelves, and other debris to prevent further injuries.

Utility Management: The Office Manager or designee will turn off utilities if necessary to ensure safety.

Supervision: Staff will remain with the children until parents or authorized individuals listed on emergency forms arrive for pick-up.

By following these procedures, ACA aims to ensure the safety and well-being of all students and staff during and after an earthquake

SEVERE THUNDERSTORM/LIGHTNING/TORNADO

If East Tennessee is having a potentially bad weather situation, we will watch the weather on the internet or listen to WIVK 107.7. If power is out, we will use a battery operated radio to stay informed. The Director will have a cellular phone available if necessary.

A. The Office Manager will inform staff of impending weather situations.
B. If children are outside, immediately go inside.
C. ACA currently takes shelter in the hallway in front of the gym. (Follow instructions listed under "If you see or hear a tornado coming." Preschool will go to the preschool hallway and infants to infant hallway.
D. The staff and children will crouch on the floor with their head between their legs and their hands over their head
E. The Office Manager and designee will inspect the rooms to ensure everyone is in a safe place and position.
F. The Office Manager or designee will inform everyone when it is safe to leave their designated area.
G. Tornado and severe weather drills will be practiced at least twice a year.

Attached (see attachment #3) is a form to be handed out during practice drills and staff orientation.

STAY OUT OF AUDITORIUMS, GYMNASIUMS, AND OTHER STRUCTURES WITH WIDE, FREE-SPAN ROOFS

DO YOU KNOW WHAT TO DO DURING A TORNADO?

TORNADO WATCH – This means that there is a chance of dangerous winds, maybe a tornado.

A signal will be given over the radio and television that a tornado watch has been issued for

your area. You should stay turned and prepare for the possibility of a tornado.

TORNADO WARNING – This means that a tornado has been seen.

Another signal will be given over the radio and television that a tornado has been seen in your area and to take cover immediately.

IF YOU SEE OR HEAR A TORNADO COMING, don't wait! Go to the shelter area right away. Curl up on the floor and protect yourself by putting your head between your legs and your arms protecting your head.

TORNADO DANGER SIGNS:

- Bad thunderstorms – thunder, lightning, hard rain, strong winds
- Hail – bullets of ice from a dark cloudy sky
- Roaring noise – like ten jet planes or a hundred railroad trains
- Funnel – a dark, spinning "rope" or column from the sky to the ground

10. **WINTER STORMS/BLIZZARD/SNOW/ICE**

1. If stormy conditions start to appear hazardous to the safe arrival of staff, children and parents, all parents will be notified that the facility is closing and to come pick up their child immediately.
2. In the event the parent or emergency contact is unable to reach their child, the child will go home with the Director.
3. If there is a power failure, we will layer clothing on staff and children and alert authorities of our conditions.

Wind Chill Temperature F%	Danger
A. Above 25% F	Little danger for properly clothed person
A. Below 25% F	Increasing danger flesh may freeze
B. Below -75% F	Great danger flesh may freeze in 30 seconds

11. **FLOODS AND FLASH FLOODS**

ACA is not in a flood plain.

If you are in a flood plain, the following is a guideline to use to create a procedure.

Have a procedure in place for receiving warning of flooding. Alert staff without alarming children. Store drinking water in clean bathtubs and in various containers as water service may be interrupted. If facility needs to be evacuated, follow evacuation plan but be certain to go to higher ground. While evacuating, do not drive through flooded areas as roadbeds may be washed away underneath the water. If the vehicle stalls while crossing water, abandon it immediately. Do not attempt to walk through water that is above the children's knees. Develop a plan for children with special health needs who may need assistance. Plan to move or protect furniture, equipment, supplies, etc. in your center/home by moving items to higher areas or out of danger – area entirely. Do not use fresh food that has come in contact with flood waters. Boil drinking water before using. Do not handle live electrical equipment in wet areas.

Use flashlights, not lanterns or torches to examine buildings – flammables may be inside. If necessary, turn off utilities.

12. **SEVERE HEAT WAVE**

1. Radio, internet or telephone will inform ACA if we will be experiencing a heat wave.
2. The Office Manager, along with the staff, will determine if it is too hot to go outside to play.
3. Special consideration will be given to children who have conditions adversely affected by heat.
4. Water will be available to children at all times.
5. Outdoor playtime will be arranged so that the children are inside during the hottest part of the day.

Identifying Heat-Related Illnesses in Students and School Action Plan
Signs and Symptoms of Heat-Related Illnesses:

Heat Exhaustion:

Heavy sweating
Weakness or fatigue
Dizziness or fainting
Nausea or vomiting
Headache
Muscle cramps
Cool, clammy skin
Heat Stroke (a medical emergency):

High body temperature (above 103°F or 39.4°C)
Hot, dry skin (no sweating)
Rapid, strong pulse
Confusion or altered mental state
Seizures
Unconsciousness
Other Signs to Monitor:

Complaints of headache or dizziness
Uncharacteristic irritability or behavior changes
Increased thirst and signs of dehydration (dry mouth, lack of urination)

Monitoring Students:

Assign staff members to supervise students during outdoor activities, particularly during heat waves. Implement buddy systems where students check on each other for signs of heat-related illness.

Immediate Response Action: If a student shows signs of heat exhaustion:

1. Move the student to a cooler area (preferably indoors or shaded).
2. Provide water or an electrolyte-replenishing drink.
3. Loosen clothing and apply cool, wet cloths to the skin.
4. Monitor the student's symptoms and remain with them until they improve or are taken to a medical professional.

If a student shows signs of heat stroke: Call emergency services immediately.

1. Move the student to a cooler environment.
2. Begin cooling the student by soaking their clothes with water and using fans to increase evaporation.
3. Do not give them anything to drink if they are unconscious or unable to swallow.

Communication with Parents:

Inform parents promptly about any incidents involving heat-related illnesses.
Provide guidance to parents on how to keep their children safe during extreme heat at home.
Review and Adjust Activities:

Cancel or postpone outdoor activities if heat indices reach dangerous levels.
Schedule regular breaks during outdoor activities, allowing students to hydrate and rest in cool areas.

Post-Incident Follow-Up:

After any incident of heat-related illness, conduct a review to assess the situation and improve response protocols.
Gather feedback from staff and affected students to enhance future preparedness.

PLAN TO REUNITE CHILDREN AND THEIR PARENTS

Staff will remain with children at ACA until their parent or the designated person(s) on the emergency form arrives to pick up the children. A safe, accessible area will be selected as a

“command post” and parents should be directed to this site to sign out their children.

Caregivers should take every possible measure to ensure that the children are safely reunited with their parents. **If individuals appear and represent themselves as Emergency Personnel, they should be asked to produce some type of identification prior to the child being released to their care.**

1. In the event of an evacuation of ACA, the following steps will be followed:
2. The evacuation plan will be implemented.
3. A notice will be posted at ACA informing the parents of the evacuation and where the children have been taken.
4. Once the children have been safely evacuated, the Director or another designee will contact the press, radio, and local television stations. The following information will be provided:
    - The nature of the emergency (what, when, where, how, why)
    - The condition of the children in general
    - The present location of the children
    - Where and how the children can be picked up by their parents

1. The staff will stay with the children until they have been safely released to their parents or to a person designated on the emergency form.
2. If a child is injured and taken for medical treatment, a staff member will accompany the child and remain with the child until a parent or person designated on the emergency form arrives to assume responsibility.

LOCKDOWN

In the event that a lockdown is necessary, the lockdown alarm will be activated, and the following procedures will be followed:

General Procedures:

- The designated staff member will call 911 and take cover in one of the offices, placing a green dot under the door to indicate all individuals are present.
- Teachers will turn off lights and cover windows with black coverings. Students should be positioned away from windows and doors, lying flat on the ground.
- Teachers will ensure that students remain silent during the lockdown.
- If any students or adults are missing or injured, a red dot should be placed under the door.
- Under no circumstances should anyone be allowed to leave the room until it is confirmed safe. Staff will inform students that an emergency situation exists and that

they need to remain in the classroom until further notice.

- Do not open doors or windows until the “All Clear” announcement is given over the classroom radio or intercom.

Location-Specific Procedures:

1. Student Sanctuary:
- Students will immediately go to the closets and hide.
- If the threat is confirmed to be within the building and it is deemed safe, staff will instruct students to exit down the stairway located in the Student Sanctuary and exit the building, then run to the subdivision side of the campus, out of sight.

2. Event Center:
- During a lockdown, students will be directed to the kitchen area, and all doors will be locked.
- If the outside is considered safe, staff will guide students to exit the Event Center using the side exit door and run to the subdivision side of the campus, out of sight.
- Classes in the Event Center at the time of lockdown will exit the building and gather towards the subdivision area of the campus.

3. Global Grounds:
- In the event of a lockdown at Global Grounds, students will be prompted to hide in the side closet adjacent to Global Grounds and the kitchen area.
- If it is deemed safe outside, everyone will exit Global Grounds and move to the same outdoor area.

4. Gymnasium:
- Staff will instruct students to run and hide in the locker rooms to remain out of sight.

5. Level II Classrooms:
- Teachers will follow the general procedures outlined above while also ensuring that students are quiet and safe in the classroom.
- Classes in public restrooms at the time of lockdown will remain in the restroom or go to the closest classroom and lock the door, following normal procedures.

6. Collective Room:
- In the event of a lockdown, students will turn off the lights, ensure the doors are locked, and crouch down flat on the ground in the corner.

7. Main Sanctuary:
- Students will be prompted to hide under the pews, lay flat, and remain silent.

Important Notes:

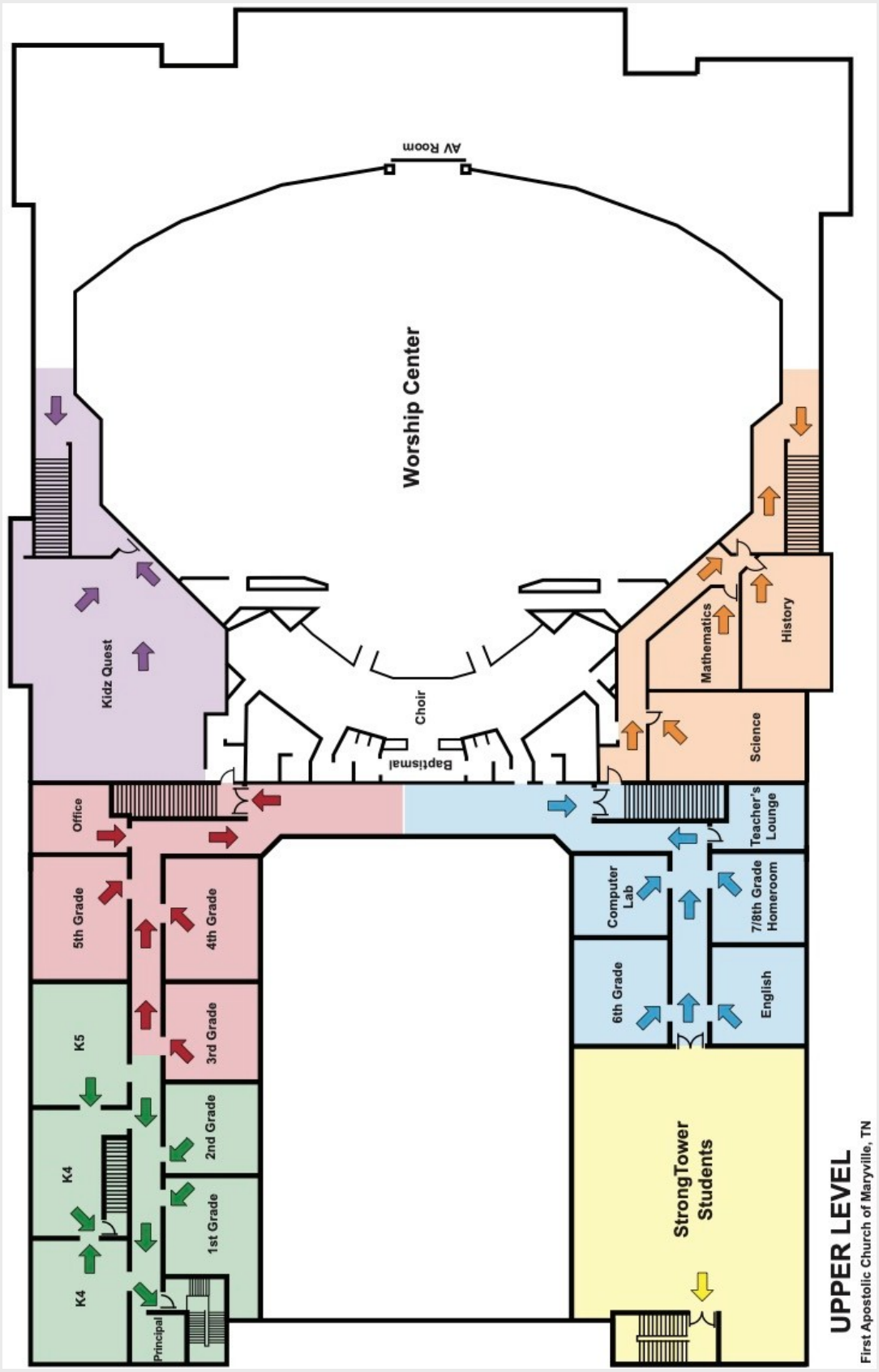
- Once the lockdown alarm is activated, it is crucial that all staff and students remain calm and follow the procedures precisely.
- Regular drills will be conducted to familiarize everyone with lockdown procedures and ensure preparedness.

Safety Protocols Regarding Weather Conditions

Protocol for Adverse Weather Conditions

- To ensure the safety of our team and visitors during adverse weather conditions, the following protocols must be adhered to:
- Documentation of Safety Measures: When it is icy or raining, and floors have been cleaned and caution signs have been placed, please take a picture of the caution signage and maintain a file on your phone. This documentation will serve as proof that all necessary precautions have been taken to prevent accidents.
- Salt Application: Additionally, please take a picture when salt is applied to walkways.
- Communication: Inform anyone involved in placing signage or applying salt of these procedures to ensure consistency in our safety measures.

Grand Lobby
Pastoral Office Complex
Office
Ladies Room
Men's Room
Media
Conference Room
Global Grounds Coffee Company
Usher/ Medical
Worship Center
Sleepy Stars
Shining Suns
Majestic Moons
Cuddly Clouds
Office
Kidz Quest Adventure Land & Worship Center
Men's Room
Ladies Room
Prayer Room
Blooming Butterflies
Administrative Office
Flourishing Flowers
Lovable Lizards
Busy Bugs
Friendly Fish
Blessed Birds
Athletics Center
Office
Event Center
Concessions
Kitchen
Closet
Closet
Men's Locker Room
Weight Room
Women's Locker Room
LOWER LEVEL
First Apostolic Church of Maryville, TN


AV Room
Worship Center
Kidz Quest
Choir
Baptismal
Mathematics
History
Science
Office
Teacher's Lounge
5th Grade
4th Grade
Computer Lab
7/8th Grade Homeroom
K5
3rd Grade
6th Grade
English
K4
2nd Grade
K4
1st Grade
Principal
StrongTower Students
UPPER LEVEL
First Apostolic Church of Maryville, TN

IN THE EVENT OF AN EMERGENCY, BOTH UNITS ARE LOCATED IN THE MECHANICAL ROOM ON THE CHURCH SIDE.

SPRINKLER UNITS: CHURCH SIDE [IN MECHANICAL ROOM.] SCHOOL SIDE [IN DOUBLE DOOR CLOSET BESIDE KITCHEN]

Main Water control unit for building



Main POWER shut off to building





K-12 TEACHER SYSTEMS

Apostolic Christian Academy
Teacher Systems

HOMEROOM PROCEDURES

7:45 a.m. – Student Arrival

K5–2nd Grade

- K5–2nd grade students will report to the Event Center upon arrival each morning with their teacher.

3rd–6th Grade

- 3rd–6th grade students will report upstairs to their assigned homeroom upon arrival.
- Homeroom teachers will receive, take attendance, and supervise students in their classrooms.

K5–6th Grade Morning Prayer

- K5–6th grade teachers will transition their students to the Main Sanctuary so that all K5–6th grade students and teachers are in place by **8:05 a.m.** for unified school prayer.
- K5–6th grade students and teachers will participate in school prayer in **Sections 5 and 6 of the Main Sanctuary**.
- K5–6th grade teachers must set an **audible alarm on their phones for 8:20 a.m.** to indicate their exit from prayer and transition to class.

7th–8th Grade

- 7th–8th grade teachers will transition their students to the Main Sanctuary so that all 7th–8th grade students and teachers are in place by **8:00 a.m.** for unified school prayer.
- 7th–8th grade students and teachers will participate in school prayer in **Sections 5 and 6 of the Main Sanctuary**.
- 7th–8th grade teachers must set an **audible alarm on their phones for 8:15 a.m.** to indicate their exit from prayer and transition to class.

9th–12th Grade

- 9th–12th grade students will report directly to their assigned homeroom upon arrival.
- Teachers will receive students in the Main Sanctuary from **7:45–8:05 a.m.**
- Students in grades 9–12 will be directed by staff at the receiving door to report directly to the Main Sanctuary.
- 9th–12th grade teachers will continue taking attendance in the sanctuary. Students arriving at **8:03 a.m. or later** will be marked tardy.
- 9th–12th grade students and teachers will participate in school prayer in **Sections 5 and 6 of the Main Sanctuary**.
- 9th–12th grade teachers must set an **audible alarm on their phones for 8:05 a.m.** to indicate their exit from prayer and transition to class.

OPENING EXERCISES

- Take attendance
- Prayer
- Opening Exercises
- Quote/Memorize ACA Bible verses.
- Pledges (American Flag, Christian Flag, Bible)
- Prayer

*Pledge of Allegiance: “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.”

*Pledge to the Christian Flag: “I pledge allegiance to the Christian Flag and to the Savior for whose Kingdom it stands. One Savior, crucified, risen, and coming again with life and liberty to all who believe.”

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

Have attendance completed by 8:15. All attendance will be recorded in Jupiter by Sis. Emily. All doctor’s notes and parent notes must be kept on file in the office.

THE FIRST RESPONSIBILITY OF THE TEACHER IS THE SAFETY OF THE STUDENTS.

- The teacher is responsible for creating an orderly atmosphere conducive to learning. While playing outside, the children must be directed and supervised in the direction of safe play. Good sportsmanship should be stressed. The teacher is expected to exercise good judgment at all times.

- Teachers should be prompt in observing schedules for class time, lunch, and their breaks.
- Homeroom teachers have the responsibility of maintaining their classroom.
- All teachers are expected to attend staff meetings.

PROCEDURES

2:50 – Drivers/siblings called for dismissal.
2:55 – Dismiss students directly to dismissal location
3:00-3:10 – Parent Pickup

Classroom Closing Procedures

Teachers are responsible for ensuring their classrooms are clean, organized, and prepared for the next instructional day before leaving campus.

Daily (End of Each School Day)

- Empty all classroom trash cans and take all trash to the designated dumpster.
- Vacuum classroom floors.
- Disinfect and wipe down all student desks, tables, countertops, and other frequently touched surfaces using the school-approved disinfectant provided by ACA.
- Clean all interior classroom windows and door glass.
- Ensure the classroom is neat, orderly, and ready for instruction the following day. Desks, materials, and learning spaces should remain organized and presentable throughout the school day.

Weekly (Every Friday)

- Wipe down and clean the classroom door and door frame.
- Give additional attention to high-touch areas to maintain a clean and welcoming classroom environment.

End-of-Year Classroom Checkout

At the conclusion of the school year, each classroom should be thoroughly cleaned and prepared for summer use.

Teachers are responsible for the following:

- Remove all personal belongings from the classroom and take them home.
- Clean out all closets, cabinets, drawers, and storage areas.
- Leave all ACA-owned curriculum, classroom equipment, technology, and electronics neatly organized in designated closets or storage areas.
- Wipe down walls, doors, and door frames to remove marks and residue.
- Ensure bookshelves, cabinets, and classroom displays are neat, uncluttered, and well organized.
- Deep clean the classroom so it is ready for summer maintenance and presentable for guests, church activities, or other campus use.

Expectation: Every classroom should be left in a condition that reflects excellence, stewardship, and professionalism. At any point during the summer, a guest, prospective family, church group, or faculty member should be able to enter the room and find it clean, organized, and ready for use.

To ensure the safe and orderly dismissal of students, the following dismissal procedure has been established.

1. Students will only be dismissed to authorized individuals. Parents are required to notify the school should anyone other than a parent or sibling driver be authorized to pick up a child from school, including in the event of an emergency.
2. That person, on the first several times picking up a child will be required to provide identification to ensure the child is released to an authorized individual. Should a child need to go home with a friend, it is the parent's responsibility to notify the school. Absent

authorization, the child will not be released to a non-parent.
3. 1-8th grade students will be accompanied by their teacher to be dismissed at the pavilion.
4. 9-12th students will be dismissed at 2:50. All student drivers (and their siblings) will be dismissed to leave. Student drivers must pick their siblings up at the pavilion. Non-drivers will be dismissed to go to the pavilion to be picked up.

Student-athletes will be responsible for reporting to scheduled practice.

All student drivers must fill out a student driver form with the make, model, color, and license number of their vehicles, along with parental permission to drive to school. Students leaving school with another student must provide ACA written consent from the parents of both the passenger student and the driving student. All students must park to the side of the building in the area designated for student parking.

Staff may not keep students outside of their custody after hours on campus. Any student remaining must be taken to after school at 3:10 (if enrolled in the after-school program) if not enrolled, please notify Bro. Sullivan or Sis. Emily and make sure parents are called for pick up. *The building will be shut down every day at 6:00pm with the exception of sports practices and ballgames. Obtain prior approval from administration if you need to stay after 6:00pm for any reason.

GENERAL GUIDELINES FOR ALL STAFF: PROMOTING SAFETY, EFFICIENCY, AND CONTINUITY IN SCHOOL OPERATIONS

These guidelines ensure a safe, organized, and efficient environment for all students and staff. They include specific procedures for certain grade levels (e.g., K-6) and details on lunchroom supervision. All staff must familiarize themselves with these expectations, adhere to schedules, and contact administration with any questions. Teachers should review the full school schedule for precise timings.

LUNCH PROCEDURES

Lunch Supervision — K5–6th Grade:
Teachers are responsible for the supervision of their students during the assigned lunch period. Teaching teams may establish an **internal rotation**, including rotating lunch supervision weekly, provided appropriate student supervision is maintained at all times.

Lunchroom Monitors:
Lunchroom monitors will be utilized **as available** to assist with lunchroom logistics, supervision, transitions, and immediate student needs. Monitors serve as a support resource; however, teachers remain responsible for ensuring their students are appropriately supervised.

Escort & Pick-Up — K5–6th Grade:
Teachers must ensure students are escorted to the lunchroom at the beginning of their assigned

lunch period and picked up promptly at its conclusion. Teaching teams may coordinate these responsibilities internally.

Schedule Adherence:
All staff must follow the established lunch schedule and transition times. Prompt arrival and dismissal are essential to maintaining orderly transitions and minimizing unnecessary hallway and restroom congestion.

Lunch Schedule:

- **K5–6th Grade:** 11:25–11:55 a.m.
- **7th–12th Grade:** 12:05–12:35 p.m.

Hallway Movements:

- For K-6 students, teachers must accompany students during all campus movements, including but not limited to lunch, gym class, bathroom breaks, Bible class, and other transitions, to promote safety and reduce issues.
- For grades 7 and above, students may transition independently where appropriate, but staff should monitor hallways and intervene if needed to maintain order and safety.

Special Classes (e.g., Gym, Bible, and Similar):

- For K-6 students, apply the same escort and supervision protocols as lunch transitions.
- ***For all grades (K-5 through 12th), Gym class and Bible class will serve as planning periods for teachers. Use this time for individual planning or collaborative PLC meetings when needed, provided supervision is handed off appropriately.***
- For all grades, ensure students arrive and depart on time to foster accountability and respect for schedules.

Class Schedule Continuity: To maintain respect for the continuity of the class schedule, release students promptly at the end of each class period. Due to varying schedules across grades, the bell system is not in effect. All staff are strongly encouraged to synchronize their devices (e.g., phones or watches) to receive timely prompts for schedule changes, ensuring seamless transitions and adherence to timings.

General Traffic Management: Be aware of peak transition times to avoid congestion. Encourage staggered movements where possible and remind students to use bathrooms at designated times to prevent overuse during transitions. **Teach/coach your students to always walk on the right side of the hallway. This helps with traffic flow.**

Bathroom Policy: Kindergarten—3rd graders cannot go to the restroom by themselves. A teacher or staff member must accompany them. Boys and girls should not go to the restroom together.

Overall Safety and Efficiency

- Promoting a Positive Environment: These procedures create a safe and efficient learning atmosphere. Staff should model expected behaviors, such as punctuality and attentiveness, to set a strong example for students.

- Communication and Flexibility: Notify administration immediately if adjustments are needed due to unforeseen circumstances (e.g., weather or events). Regular collaboration with colleagues can help anticipate and resolve potential issues.

- Applicability to All Staff: While some guidelines are grade-specific (e.g., mandatory escorts for K-6), all staff—including teachers, monitors, administrators, and support personnel—play a role in upholding these standards. Collaboration with staff is essential for smooth operations.

Lunch Payment Process: Lunches must be ordered and paid for by semester in advance at the reception desk at the beginning of each month. K-5 to 6th grade students are required to have a lunch daily. 7th–12th grade students are not required to have a lunch, but teachers should notify the office if a student habitually lacks a lunch.

Staff Microwaves: Microwaves for staff use are located in the teacher's lounge. Staff should not heat food for their children. Only students with allergies, approved by administration, may use the microwave in the Event Center.

DoorDash Prohibition: DoorDash is prohibited for students at ACA. If a student forgets their lunch, parents may drop it off at the front desk for pickup.

Parent Lunch Visits: Parents wishing to eat with their child must provide three days' advance notification to the homeroom teacher. Teachers should include this information in their initial communications letter at the start of the school year and notify the front desk of any such arrangements.

Food for Parties: Food for classroom parties must be approved by the administration office one day in advance.

Classroom Policies

- **Classroom Snacks and Drinks:** Students may have a clear container with water in the classroom. Dry snacks are allowed during a designated time, coordinated by 5th–8th and 9th–12th grade teachers, to avoid eating throughout the morning in every class. *Stanley's are acceptable during lunch time only!

- **Student Containers in Lockers:** Students may bring a closed container (with a lid) for storage in their locker. Loss of this privilege may occur if rules are not followed.

BIBLE

Weekly Bible verses will be required to be memorized by students with the exception of arranged tutoring services between teacher and student. The weekly Bible verse will be a part of core subject tests. Intramural Bible Quizzing will be determined within the school year.

Students are required to have a notebook and pencil/pen for bible class. iPads are prohibited during bible.

RUSH HOUR

All classes must be present 10 minutes early. RUSH begins at 10 am on Friday. Make sure all students bring their Bible and any offering with them to RUSH. Please make sure all students are wearing RUSH attire before RUSH begins. **Please help us to minimize students going to the restroom during service.

BACKPACK POLICY

Students will be allowed to bring their backpack to the classroom and secure it on the back of their chair.

LOST AND FOUND

Lost and found is located in the closet across from the gym. Please supervise students when retrieving items. Lost and found will be cleaned out routinely. All students need to label their uniforms. Unclaimed items will be donated.

PHYSICAL EDUCATION (GYM) TEACHER REQUIREMENTS

General Requirements

- Complete all required training established by ACA Administration.
- Read the ACA Faculty Handbook and sign the required acknowledgement indicating agreement to adhere to all ACA policies and standards.
- Submit weekly lesson plans to Bro. Sullivan by **8:00 a.m. each Monday**.

Student Supervision

- Maintain the approved student-to-teacher ratios:
    - Elementary School: **28:1**
    - Middle School: **31:1**
    - High School: **33:1**

- Take attendance each class period.
- Carry your assigned walkie-talkie at all times.
- Maintain constant supervision of students and always know their location.
- Provide structured classroom management that promotes safety, order, and student engagement.
- Students must receive permission before leaving class for water or restroom breaks.

Student Behavior & Dress Code

- Classroom discipline is the responsibility of the Physical Education instructor. When administrative intervention is necessary, contact school administration immediately.
- Students who are out of dress code must be documented in Jupiter and the parent notified in accordance with school procedures.

Instructor Dress Code

Physical Education instructors are expected to model professionalism and reflect the standards of Apostolic Christian Academy at all times.

Men

- Golf-style or dress pants.
- ACA shirt, collared polo, or approved pullover.
- Professional athletic shoes or dress shoes.

Women

- ACA shirt or collared polo.
- Snoga or Flancy-style athletic skirt, modest maxi dress, or other ACA-approved modest attire.
- Professional athletic shoes or appropriate dress shoes.
- Clothing must reflect ACA's biblical standards of modesty and professionalism.
- Denim, athletic leisurewear, overly casual clothing, or a slouchy appearance is not permitted.

PHYSICAL EDUCATION STUDENT REQUIREMENTS

Required Footwear

All students must wear **school-color athletic shoes (black, white, burgundy, or gray)** while participating in Physical Education.

Students in **Grades K5–4** who do not have appropriate athletic shoes will remain on the bleachers during physical activities.

Physical Education Uniform

Boys

Grades K5–4

- School-color athletic shoes.

Grades 5–12

- ACA-approved gym shirt.
- Black athletic pants (white or gray side stripe permitted).
- Athletic shoes.
- White, gray, or black socks.

Girls
Grades K5–4

- School-color athletic shoes.

Grades 5–12

- ACA-approved gym shirt.
- Black Snoga skirt.
- Athletic shoes.
- White, gray, or black socks.
- Optional white tank top may be worn beneath the gym shirt.

Uniform Compliance
Gym teachers are responsible for verifying student compliance with the Physical Education uniform requirements each day.

Students who fail to wear the required Physical Education uniform will not participate in the day's scheduled Physical Education activities. Instead, they will complete **running laps or another instructor-directed conditioning activity** as assigned by the Physical Education instructor.

Repeated violations of the Physical Education dress code will result in **progressive disciplinary action** in accordance with ACA's student discipline policies and may require administrative intervention.

DISCIPLINARY PROCESS

To maintain a healthy culture in the classroom and at school, teachers need to become knowledgeable about student expectations, as well as disciplinary procedures set forth by the ACA administration. Please familiarize yourself with pages 9-15 of the ACA Student Handbook. (Link: https://acamaryville.org/wp-content/uploads/2026/07/Pdf_Student-HB_71726.pdf

Level I Category — Classroom Management. Disciplinary action will be taken for infractions of school policy and rules. Most disciplinary issues are managed by the teacher in the classroom, and the process can involve any of the following, separately or in combination as appropriate.

- Student conference with the teacher
- Notification of behavior problems to parents (sent via Jupiter or phone call)
- Student conference with the Administrator
- A parent-teacher-student or parent-teacher-administrator conference
- Detention

******The goal is to reduce the need for detentions on a weekly basis and help each student to grow through their behavioral issues.***

Although we need to log every incident for internal purposes, we must navigate through minor incidents, and seek to always get to the root of the issue, instead of always dealing with the fruit of the issue.

PLAN OF ACTION

1. When a student has violated the standard of conduct, make them aware of the situation, and respectfully remind them of their actions. Always seek to get to the foundation of the issue. (never seek to embarrass a student)

2. Log the incident. If you want to keep the incident internal, uncheck parent/student in log option in Jupiter. Write out a brief explanation in staff notes. If you feel the parent needs to know, be sure and check parent in log report prior to sending. (Also, be sure send alert is checked as well.)

3. Use your judgment based on the severity category (minor, moderate, severe) and refer to homeroom or administration if necessary.

4. ***Please note: Administration will run a report of logs to ensure behavioral issues are being properly addressed.***

5. If the student struggles with the same problem or continues to act out in any fashion, be sure to explain the situation in staff notes and refer to administration within the log.

6. **Teachers, if it becomes necessary, assign them a detention to be served at an acceptable date/time. After school detention will be for one hour.**

7. If a student is in direct defiance and fails to respond to you as a teacher, STOP your class and remove the student from the classroom. Contact Bro. Sullivan for plan of action.

MORE EXTREME OR PERSISTENT CASES OF MISCONDUCT WILL BE MANAGED BY THE ADMINISTRATION AND TREATED WITH ONE OR MORE OF THE FOLLOWING MEASURES:

- **Level II Category** — In-School Suspension. Number of days to be determined by administration.

- **Level III Category** — Out-Of-School Suspension. (Administration will determine the amount of time given and terms to return back to school) Student will not be able to return until a parent/student/administration conference takes place.

- **Level IV Category** — Upon the last result, if student refuses to change behavior pattern, and all measures have been exhausted, it will result in expulsion from Apostolic Christian Academy.

Restitution and restoration can be confirmed with visible student behavior and pastoral counsel and recommendation; reinstatement on probation can occur as well.

A formal report to record all infractions will be retained within the student's school file outlining the nature of the infraction, how the issue was addressed and the action plan to address resolution. Follow up steps will be amended to the initial report.

Disciplinary probation is sincerely intended as an intermediate step for the student to comply in spirit and action with the Standards of Conduct. If there is no progress in attitude, behavior, or general academic achievement, the student will be asked to withdraw from the school, or he or she will be expelled by action of ACA Administration.

(NOTE: Corporal punishment is forbidden by ACA policy and the Tennessee Department of Human Services for all students at Apostolic Christian Academy).

STUDENT POLICIES & PROCEDURES

I. ATTENDANCE POLICY

Regular attendance is essential to student success. Classroom instruction, discussion, collaboration, and hands-on learning experiences cannot always be duplicated through make-up work. Students are expected to attend school daily and arrive on time. Parents and guardians share responsibility for ensuring regular attendance and compliance with ACA's attendance requirements.

A. Reporting an Absence
If a student will be absent, the parent or guardian must notify the school office no later than **9:00 a.m.** on the day of the absence.

Students arriving after **11:00 a.m.** or leaving before **11:00 a.m.** without returning will be counted absent for the entire school day. Whenever possible, anticipated absences should be communicated to Administration in advance. Failure to properly report an absence or provide the required documentation may result in the absence being classified as unexcused.

B. Attendance Documentation
Parent Notes

Parents or guardians may submit written documentation for up to **ten (10) absences per school year**.

Parent notes must be submitted on the student's first day back and will not be accepted more than **five (5) school days** after the student's return unless approved by Administration.

C. Medical Documentation
After the ten (10) parent-note absences have been used, illness-related absences must be supported by documentation from a licensed healthcare provider. Medical documentation should be submitted on the student's first day back to school.

ACA will recognize up to fifteen (15) medically documented absences during a school year, provided the absences are properly documented and otherwise comply with the requirements of this policy. Medical documentation verifies the reason for an absence; however, it does not eliminate the educational impact of excessive absences or exempt a student from attendance review or other attendance-related interventions.

D. Excused Absences
The following absences may be considered excused:

- Personal illness.
- Medical, dental, or court appointments.
- Death in the immediate family (normally not to exceed three school days).
- Serious illness of an immediate family member requiring the student's temporary assistance.
- School-sponsored activities.
- Pre-approved absences authorized by Administration.
- Other emergencies or extraordinary circumstances as determined by Administration.

Administration reserves the right to determine whether an absence is excused or unexcused.

E. Unexcused Absences
Any absence that does not meet the requirements of this policy or lacks appropriate documentation will be classified as an **Unexcused Absence (UA).**

For attendance purposes, **three (3) tardies equal one (1) cumulative unexcused absence.**
All unexcused absences are **cumulative throughout the school year.**

F. Attendance Accountability
Administration will monitor student attendance throughout the school year and communicate concerns with parents as needed.

Five (5) Total Absences in a Semester
Administration may:

- Contact the parent or guardian.
- Schedule a parent conference.
- Review the student's attendance record.

Ten (10) Total Absences During the School Year

Administration may implement one or more of the following:

- Attendance Improvement Plan.
- Parent conference.
- Academic review.
- Additional interventions designed to improve attendance and academic success.

Students experiencing extended illness, hospitalization, surgery, or other documented medical circumstances may receive reasonable accommodations as determined by Administration.

F. Attendance Discipline (Unexcused Absences)

Three (3) Cumulative Unexcused Absences

- Parent conference with Administration.
- Attendance expectations reviewed with the student and parent.

Five (5) Cumulative Unexcused Absences (School Year)

- Student will be assigned one (1) Extended Learning session.

Sixth (6th) and Each Additional Cumulative Unexcused Absence

- Student will be assigned one (1) additional hour of Extended Learning for each additional unexcused absence.

- Beginning with the student's **sixth (6th) cumulative unexcused absence**, the **70% make-up work provision no longer applies.** The student will receive a **grade of zero** for all assignments, quizzes, tests, classwork, projects, and other graded activities assigned, due, completed, collected, or administered on the day(s) of the unexcused absence unless otherwise approved by Administration due to documented extenuating circumstances.

Ten (10) Cumulative Unexcused Absences (School Year)

Students who accumulate **ten (10) cumulative unexcused absences during a school year** may be subject to one or more of the following consequences:

- Academic probation.
- Loss of academic credit.
- Grade retention.
- Dismissal from Apostolic Christian Academy.
- Referral for truancy in accordance with applicable Tennessee law.

Administration reserves the right to review each attendance case individually, taking into consideration the student's attendance history, academic progress, documentation, and any documented extenuating circumstances before determining the appropriate course of action. Consequences may be imposed individually or in combination, depending on the circumstances of each case.

Administration will monitor cumulative unexcused absences through Jupiter and will notify teachers when a student becomes subject to the zero-grade policy.

G. Extended Learning

Extended Learning is designed to recover lost instructional time while reinforcing academic responsibility and accountability. Students assigned Extended Learning will be notified by Administration of the assigned date and time.

Schedule: Saturday, 8:00 a.m.–12:00 p.m.
Fee: $60.00 per assigned session.
Failure to attend or complete an assigned Extended Learning session may result in additional disciplinary action as determined by Administration.

H. Chronic Absenteeism & Truancy

ACA complies with all Tennessee compulsory attendance laws.
Students who demonstrate a pattern of excessive absenteeism, whether excused or unexcused, may be subject to one or more of the following:

- Attendance Improvement Plan.
- Parent conferences.
- Academic probation.
- Loss of academic credit.
- Retention.
- Referral for truancy as required by Tennessee law.
- Dismissal from Apostolic Christian Academy.

Students with excessive absenteeism may also lose eligibility to participate in field trips, extracurricular activities, leadership positions, athletics, and other school-sponsored events.
Administration reserves the right to review each attendance case individually and make decisions based on the student's attendance history, documentation, academic progress, and any extenuating circumstances.

II. TARDY POLICY

Punctuality is essential to student success. Students are expected to arrive on time and follow their established grade-level morning procedures. Students arriving at 8:03 a.m. or later are considered tardy.

Morning Arrival
Students arriving after school prayer has concluded must report to the school office before being admitted to class. Students arriving after **11:00 a.m.** will be counted absent for the entire school day in accordance with the Attendance Policy.

Early Dismissal
Students leaving school before **11:00 a.m.** will be counted absent for the entire school day unless the absence has been approved and documented as excused by Administration.
Students leaving after **11:00 a.m.**, but before the end of the instructional day, may be recorded as tardy.

Parents are encouraged to schedule appointments outside of school hours whenever possible.

Attendance Accountability
For attendance purposes, **every three (3) tardies equal one (1) cumulative unexcused absence.**

Administration will monitor cumulative tardies through Jupiter and apply attendance consequences in accordance with the Attendance Policy.

Parent & Student Responsibilities
Students are expected to:

- Arrive at school on time and prepared for instruction.
- Students arriving after school prayer has concluded must report to the school office before being admitted to class.
- Remain at school for the entire instructional day unless properly signed out through the school office.

Parents are expected to:

- Ensure their child arrives at school on time each day.
- Notify the school office when a student will arrive late or leave early.
- Schedule appointments outside of school hours whenever possible.

Excessive Tardiness
Excessive tardiness disrupts classroom instruction and student learning. Students demonstrating a pattern of excessive tardiness may be subject to parent conferences, loss of student privileges, Extended Learning, or other disciplinary action as determined by Administration.

As tardies accumulate and convert to cumulative unexcused absences, additional attendance consequences will be applied in accordance with the Attendance Policy.

III. MAKE-UP WORK POLICY

Students are expected to complete all assigned coursework in a timely manner. When an absence occurs, it is the responsibility of the student to obtain, complete, and submit all missed assignments within the timeframe established by this policy.

Parents and students are encouraged to regularly monitor Jupiter and communicate with teachers regarding missed assignments. Teachers are responsible for making assignments available; however, it is the student's responsibility to complete and submit all required work.

Excused Absences

Students with an excused absence will be permitted to make up missed assignments for full credit. Students will generally receive **one (1) school day for each day absent** to complete make-up work unless otherwise directed by the teacher or Administration due to the nature of the assignment.

Teachers are encouraged to exercise reasonable flexibility when assignments involve projects, labs, presentations, or other instructional activities that cannot reasonably be completed within the standard timeframe.

Unexcused Absences

Students with an unexcused absence remain responsible for all missed coursework.
During a student's **first five (5) cumulative unexcused absences** in a school year, make-up work submitted within the required timeframe may earn a **maximum grade of seventy percent (70%)**.

Beginning with the student's sixth (6th) cumulative unexcused absence, the 70% make-up work provision no longer applies. The student will receive a **grade of zero** for all assignments, quizzes, tests, classwork, projects, presentations, participation grades, labs, and other graded activities assigned, due, completed, collected, or administered on the day(s) of the unexcused absence unless otherwise approved by Administration due to documented extenuating circumstances.

All make-up work resulting from an unexcused absence must be completed and submitted within **two (2) school days** of the student's return unless otherwise approved by Administration.

Administration will monitor cumulative unexcused absences through Jupiter and will notify teachers when a student becomes subject to the zero-grade policy. Teachers are expected to

follow the attendance status recorded in Jupiter and any guidance provided by Administration.

Failure to Complete Make-Up Work
Students who fail to submit make-up work within the required timeframe will receive a grade of zero unless an extension has been approved by Administration.

Long-Term or Extended Absences
Students who experience extended illness, hospitalization, surgery, or other documented circumstances may receive modified timelines or alternative assignments as determined by Administration. Each situation will be reviewed individually to best support the student's academic progress while maintaining the integrity of ACA's academic standards.

Teacher Responsibilities
Teachers are expected to:

- Record assignments, grades, and attendance in Jupiter in a timely manner.
- Provide students reasonable access to missed assignments and instructional materials.
- Apply attendance and make-up work policies consistently.
- Refer attendance questions or unusual circumstances to Administration.
- Follow all attendance-related directives communicated by Administration.

Teachers are **not** responsible for tracking cumulative unexcused absences. Administration will communicate when attendance consequences become effective.

IV. HOMEWORK POLICY
Homework is an important extension of classroom instruction and is designed to reinforce learning, develop responsibility, and encourage independent study habits. Homework provides students with additional opportunities to practice newly learned skills, strengthen understanding, and prepare for future instruction.

Homework may be assigned for one or more of the following purposes:

- Reinforcement and practice of classroom instruction.
- Remediation of concepts requiring additional attention.
- Preparation for future lessons.
- Long-term projects and research.
- Development of responsibility, organization, and independent study habits.

Students are expected to:

- Complete all assigned homework to the best of their ability.
- Submit assignments on time.
- Take responsibility for work not completed during class.
- Seek assistance from the teacher when clarification is needed.

Late Homework
Students in grades 3–12 are expected to submit all homework assignments by the assigned due date. Late homework will receive a progressive grade deduction of ten percent (10%) for each school day it is late:

- One school day late: 10% deduction
- Two school days late: 20% deduction
- Three school days late: 30% deduction
- Four or more school days late: Grade of zero

Deductions will be applied to the grade earned on the assignment.

Homework submitted on time but not fully completed will be graded according to the percentage of work completed. Assignments not completed during class may be assigned as homework at the teacher's discretion.

LESSON PLANS

Best Practices for Building Lessons and Projects: Enhancing the Overall Learning Experience

Drawing from top education research, such as principles of instruction and studies on Project-Based Learning (PBL), effective lesson and project design focuses on active, student-centered experiences that promote deep understanding and real-world application.

Here are key strategies to incorporate:

- **Start with Backward Design:** Begin by defining learning goals and assessments, then build activities around them to ensure alignment and meaningful outcomes.

- **Incorporate Active Learning:** Use techniques like collaborative group work, hands-on projects, and inquiry-based exploration to boost engagement and retention. Research shows this significantly enhances student learning compared to passive methods.

- **Emphasize Project-Based Learning (PBL):** Design projects with real-world relevance, starting with an essential question, creating a schedule, monitoring progress, and assessing outcomes. This fosters skills like critical thinking and collaboration.

- **Differentiate Instruction:** Tailor activities to meet diverse needs through flexible grouping, varied resources, and multiple pathways to demonstrate learning, as supported by formative assessment practices.

- **Build in Reflection and Feedback:** Include time for students to reflect on their learning and provide peer or teacher feedback, which research links to improved metacognition and growth mindset.

LESSON PLANNING, JUPITER, & GRADING EXPECTATIONS

All teachers are required to submit lesson plans in **Jupiter** no later than **8:00 a.m. each Monday morning**.

Jupiter serves as Apostolic Christian Academy's official lesson planning, learning management, and grade reporting system. Lesson plans should reflect intentional preparation, align with the curriculum and instructional goals for each course, and accurately represent the instruction taking place in the classroom. Jupiter should provide students, parents, administration, and substitute teachers with a general instructional roadmap for the week.

Lesson Plan Components
Lesson plans should include, but are not limited to, the following components:

- **Bell Ringer/Warm-Up:** An opening activity designed to prepare students for learning. Bell ringers may be planned daily or for an entire instructional week, provided they support the weekly learning goals and instructional objectives.
- **Learning Objective(s):** Clearly defined lesson or weekly learning objective(s). Learning objectives may be repeated across multiple instructional days when appropriate.
- **Instructional Activities:** A brief outline of the day's lesson, instructional sequence, guided practice, independent practice, collaborative activities, or other planned learning experiences.
- **Assessment:** A method for assessing student understanding, including, but not limited to, questioning, observation, classwork, exit tickets, quizzes, tests, projects, presentations, or other appropriate assessment strategies.

Instructional Resources: Materials, technology, manipulatives, textbooks, or other resources used to support instruction, when applicable.

Optional Items: Homework assignments, classroom reminders, upcoming assessments, or additional notes that support student success may also be included.

Jupiter Expectations

Kindergarten–2nd Grade
Students in Kindergarten through 2nd grade take home daily communication folders that allow parents to review classroom work. Because of this additional communication system, Jupiter entries may primarily consist of:

- Weekly seatwork/collaboration grades
- Quizzes
- Tests
- Major projects or assessments

Individual daily assignments are not required to receive separate graded entries in Jupiter.

Grades 3–12
Teachers should utilize Jupiter to provide a daily instructional roadmap by entering classroom activities, assignments, assessments, and important reminders. Lesson plan directions should be precise, accurate, and easy for both students and parents to understand.

Assignments intended solely for communication purposes may be entered by selecting **"Input As" → "Information Only"** rather than assigning a point value.

Student Absence Clarification
Jupiter is intended to provide a general instructional roadmap—not a verbatim record of everything that occurs during classroom instruction. Teachers are not expected to document every discussion, example, demonstration, note, or instructional detail that takes place throughout the school day.

When a student is absent, Jupiter should provide sufficient information to communicate the lesson, assignments, and assessments for that day. Students are expected to follow up with their teacher regarding notes, classroom instruction, demonstrations, handouts, or any additional information necessary to complete missed work successfully.

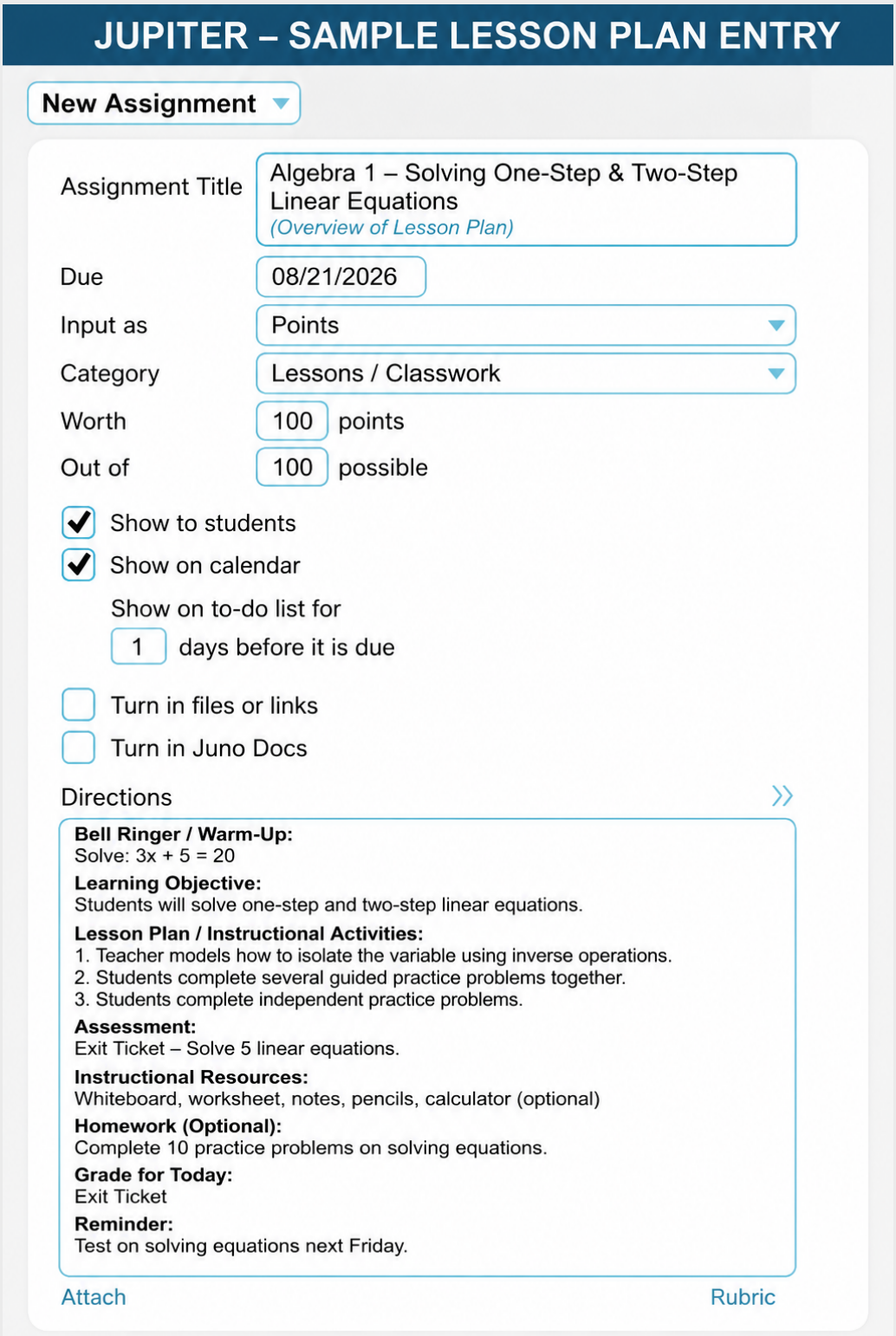
Teachers may provide additional instructional detail in Jupiter at their discretion; however, such detail is optional and is not an administrative requirement.

Weekly Grading Expectations
Teachers are expected to record a minimum of four meaningful grades per instructional week to provide consistent feedback and sufficient evidence of student learning throughout each grading period.

Appropriate grades may include, but are not limited to:

- Exit Tickets

JUPITER – SAMPLE LESSON PLAN ENTRY



- Seatwork
- Quizzes, Tests
- Projects
- Writing Assignments
- Laboratory Activities

- Presentations
- Standards-Based Assessments

Exceptions may occur during shortened school weeks, standardized testing, field trips, or other unique instructional circumstances. These exceptions should remain infrequent and reflect sound professional judgment.

Quality Grading
Quality grading is essential. Grades should accurately reflect each student's mastery of course standards and overall academic performance rather than isolated assignments or simple completion of work.
Daily grading is encouraged; however, teachers are expected to exercise sound professional judgment to ensure the gradebook provides a balanced and meaningful representation of each student's learning throughout the grading period.

Parent Communication
Lesson plans, assignments, and gradebook entries should be written clearly and professionally so students and parents can easily understand classroom expectations, assigned work, upcoming assessments, and important classroom information.

GRADING CATEGORIES
Teachers are expected to use the following grading categories consistently to ensure grades accurately reflect student learning and academic mastery.

1. Lessons / Seatwork —20%

Daily classroom activities that reinforce instruction and provide guided practice. **Examples:** Worksheets, classwork, guided practice, participation, notebook activities, bell ringers, and exit tickets.

Teacher Expectations:
- **Grade for completion, participation, and understanding.** While some seatwork (such as bell ringers, exit tickets, or guided practice) may be graded primarily for completion, teachers are expected to review student work for accuracy and understanding. Particularly with workbook-based curriculum (e.g., Abeka), seatwork should be used to verify that students are mastering the material—not simply completing the assignment.
- Provide timely feedback to support learning.

2. Quizzes —25%

Short assessments that measure student understanding of recently taught material.

Examples: Vocabulary quizzes, reading comprehension checks, math skill assessments, Scripture memory, and other short formative assessments.

Teacher Expectations:

- Administer quizzes regularly and consistently.
- Assess specific learning objectives.
- Use results to monitor student progress and guide instruction.

3. Tests / Major Assessments —35%

Assessments that measure student mastery of units, chapters, or major learning objectives.
Examples: Unit tests, chapter tests, benchmark assessments, midterms, and finals.
Teacher Expectations:

- Align assessments with classroom instruction and learning objectives.
- Provide reasonable notice before major assessments.
- Grade for accuracy and demonstrated mastery.

4. Projects / Performance Tasks —20%

Assignments that require students to apply learning through research, writing, presentations, or other performance-based activities. **Examples:** Research papers, presentations, science labs, essays, Bible projects, portfolios, and other performance tasks.

Grades should accurately reflect a student's mastery of course objectives rather than behavior or effort alone. Teachers are expected to apply these grading categories consistently and fairly, with administrative oversight to ensure alignment with ACA's grading policies.

HOMEWORK, MAJOR ASSIGNMENTS & EXTRACURRICULAR COORDINATION

Apostolic Christian Academy recognizes the importance of maintaining a healthy balance between academics, spiritual growth, athletics, and extracurricular involvement. Teachers are expected to coordinate assignments in a manner that supports student success while avoiding unnecessary overload.

Assignment Guidelines

- No homework, quizzes, tests, projects, or major assignments may be assigned or due on **Thursdays**.
- Teachers should plan instruction and assessments to avoid excessive student workload during periods of increased school activity.

Outside-of-School Assignments

Any assignment requiring a significant amount of work outside the classroom must receive prior administrative approval before being assigned. This includes, but is not limited to:

- Multi-week projects
- Major presentations
- Extended assignments requiring substantial work outside of school hours

Academic Blackout Period

To reduce student overload during the busiest months of the school year, **November through December** are designated as an **Academic Blackout Period** for new major outside-of-school assignments or projects.

During this period, instruction should emphasize:

- Daily classroom instruction
- Reasonable homework
- Quizzes and tests
- Reinforcement of essential learning objectives

Exceptions may be granted only with prior administrative approval when instructional necessity exists.

EDUCATIONAL BOOKS AND RESOURCES

The Classroom Behavior Manual: How to Build Relationships with Students, Share Control, and Teach Positive Behaviors *by Scott Ervin*
A comprehensive guide with over 100 strategies and tools for managing classroom behavior through relationship-building and positive reinforcement.

Total Participation Techniques: Making Every Student an Active Learner *by Pérsida Himmele and William Himmele*
Offers dozens of practical techniques to ensure all students are actively engaged and demonstrating their learning in K-12 classrooms.

AI with Intention: Principles and Action Steps for Teachers and School Leaders *by Tony Frontier*
A roadmap for incorporating AI ethically in education to support teaching, with a focus on equity and anti-bias practices.

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom *by Kristin Souers and Pete Hall*
Explores childhood trauma's impact on learning and provides strategies to build supportive, resilient classroom environments.

The Meaningful Middle School Classroom: How to Spark Engagement and Build Community *by Jennifer K. Ciok*
Practical guide to addressing middle school challenges by fostering engagement and community-building activities.

Small but Mighty: How Everyday Habits Add Up to More Manageable and Confident Teaching *by Miriam Plotinsky*
Focuses on "habit stacking" to make small, sustainable changes in teaching practices for better classroom management and confidence.

The Missing Link to Help Them Think: Connecting Executive Function and SEL Skills to Boost Student Achievement *by Marilee Sprenger*
Links neuroscience with strategies to teach executive function and social-emotional skills for improved student outcomes.

Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility *by Douglas Fisher and Nancy Frey*
Details a phased approach to instruction that shifts responsibility from teacher to student, with practical examples.

Differentiation in Middle and High School: Strategies to Engage All Learners *by Kristina J. Doubet and Jessica A. Hockett*
Resource for using differentiated instruction to meet diverse needs in secondary classrooms.

Teach Like a Champion 3.0: 63 Techniques That Put Students on the Path to College *by Doug Lemov*
A practical toolkit of techniques for effective teaching, updated with new strategies for engagement and rigor.

The First Days of School: How to Be an Effective Teacher *by Harry K. Wong and Rosemary T. Wong*
Essential guide for establishing classroom procedures and building a positive learning environment from day one.

Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students *by Zaretta Hammond*
Combines neuroscience with culturally responsive practices to help diverse students thrive.

Understanding by Design *by Grant Wiggins and Jay McTighe*
Framework for backward design in curriculum planning to ensure deep understanding and transfer of knowledge.

Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners *by Ron Ritchhart, Mark Church, and Karin Morrison*
Tools and routines to make student thinking explicit and foster a culture of inquiry.

The Book Whisperer: Awakening the Inner Reader in Every Child *by Donalyn Miller*
Inspires teachers to cultivate a love of reading through choice and independent reading practices.

The Choice: Embrace the Possible *by Dr. Edith Eger*
A memoir with lessons on resilience and mindset, useful for teachers supporting student mental health.

Small Teaching: Everyday Lessons from the Science of Learning *by James M. Lang*
Simple, evidence-based tweaks to improve teaching and learning in any classroom.

The Teach Like a Champion Guide to the Science of Reading: Translating Research to Reignite Joy and Meaning in the Classroom *by Doug Lemov*
Applies reading science to practical teaching, focusing on joy and comprehension.

Online Resources

- **Edutopia**: Free articles, videos, and research-backed strategies on innovative teaching practices. https://www.edutopia.org
- **Khan Academy**: Free online lessons and exercises in various subjects, ideal for supplemental learning. https://www.khanacademy.org
- **Teachers Pay Teachers**: Marketplace for buying, selling, and sharing teacher-created lesson plans and materials. https://www.teacherspayteachers.com
- **Nearpod**: Interactive lessons with quizzes, videos, and VR experiences to boost engagement. https://www.nearpod.com

- **Kahoot!**: Gamified quizzes and reviews for fun, competitive learning. https://kahoot.it
- **Cult of Pedagogy**: Blog, podcast, and resources on teaching strategies, including AI tools like SchoolAI and NotebookLM. https://www.cultofpedagogy.com
- **Discovery Education**: Digital textbooks, videos, and STEM resources for K-12. https://www.discoveryeducation.com
- **Canva for Education**: Free design tools for creating visuals, presentations, and infographics. https://www.canva.com/education
- **Twinkl**: Worksheets, posters, and themed resources for all grade levels. https://www.twinkl.com

CLASSROOM MANAGEMENT

- **School-wide expectations and teach positive behaviors:** Always remind students they are leaders and representatives of Christ, ACA, their family, etc... Staff and students are taught the expectations through modeling, and lessons throughout the year reinforce these expectations.

- **Foster leadership in all classrooms:** Help the students to understand their actions always affect other people. (Disruptive students are taking away from the educational needs of other students. Etc)

- **Have fun with creative rewards:** Facilitate positive reinforcement.

- **Finding Common Ground:** The key understanding is the Iceberg concept**.** 85% of the issue is underlying. We must find common ground with our students and find out what the real issue is. We can then glean a better understanding and have the knowledge to help create better habits for students with behavioral issues.

- **Teach social and emotional skills:** As teachers, we do more than teach them scholastic material. We are leading them in the ways of God and teaching them how to be successful and productive individuals. SEL is one of the most important concepts to teach our students on a regular basis. Weekly lessons on learning social and emotional skills, such as friendship, bullying, and conflict resolution. Also, academic skills, such as organizing and good study habits.

COPY CENTER

The color copier is located in the copy center. All color copies must go through Sis. Emily. The cutting machine should be used to cut loose-leaf paper only. **BOUND BOOKS CANNOT BE CUT WITH THE CUTTING MACHINE.**

GRADE CARDS

Grade cards will be due on the Tuesday after each quarter ends. They will be due to Bro. Sullivan for review on the Monday before they are sent out.

FIELD TRIPS

The goal is to schedule a Fall & Spring field trip with your class. [May be grouped with other classes] The main point of contact will be Sis. Flannery.

SCHOOL PARTIES

Permitted school party days: Valentine's Day (to be done during lunch hour only), Half-Day Christmas party.

As a homeroom teacher, it is your responsibility to plan the party and communicate with the parents for food, etc. do not leave it up to the students to plan and retrieve money for the party. It is strongly recommended to plan the party two weeks in advance to allow parents time to adequately plan and provide what is needed.

MOVIES

Only G-rated movies are allowed in the classroom and must first be approved by ACA Administration.

COMMUNICATION ENVELOPES

Most communication will be done by mass text. Use the communication envelopes for important papers only. Make sure they are signed and dated by a parent/guardian and returned the following school day.

PARENT MEETINGS

Please speak with ACA Administration before any on-campus parent meeting is scheduled.

JUPITER ETIQUETTE

Creating a paper trail with logs / parent contacts is a good way to ensure we are capturing a pattern of behavioral problems. We appreciate everyone's help in this matter.

A few things to remember — please be graceful when sending out logs to parents. I understand we are in a hurry and sometimes just want to log it and go on, but we need to make sure we are representing a "relationship first" mentality when letting our parents know about any incident. They need to feel compassion first and foremost when reading a log or parent contact.

If you feel a student did something that merits a sitting out of playtime, or any form of punishment, that needs to be conveyed to the parent. "Example: Hey Bro. Sullivan, I wanted to let you know that I had to sit Olivia out of playtime today for her actions. She was not being nice to her classmates and would not listen to me. I hope she has a better day tomorrow. Please let me know if there's any way I can help."

Again — our focal point for the school year is "Focus on the Family — The ACA Way." Our

students and parents need to feel love, first and foremost from us.

*Be professional when sending out communication information to parents. Please use proper grammar and refrain from using "text language." It is strongly recommended to have templates made such as, welcome back letter, behavioral letter, and weekly information letters to ensure professionalism is maintained.

Make sure all communication and information reflects the policies and values of Apostolic Christian Academy.

COMMUNICATION CHANNELS

Concerns regarding a student should first be communicated to the student's homeroom teacher. If additional assistance is needed or the matter requires administrative attention, the concern should then be directed to Administration. Matters involving student safety, disciplinary concerns, emergencies, or other situations requiring immediate attention should be reported to Administration immediately.

To protect student privacy and maintain a professional school environment, discussions regarding students or school-related matters shall be limited to those with a legitimate educational or administrative need to know. Staff members are expected to maintain confidentiality and follow the established chain of communication when addressing student concerns.

CURRICULUM REVISIONS & INSTRUCTIONAL EXPECTATIONS

Apostolic Christian Academy utilizes the Abeka curriculum as a valuable instructional resource. While we appreciate the thoroughness of the curriculum, teachers are expected to exercise professional judgment when delivering instruction and assessing student learning. Our educational philosophy emphasizes mastery over memorization and quality over quantity. Students should demonstrate a solid understanding of essential concepts rather than simply completing an excessive amount of material.

Assessment Expectations

Teachers are not required to administer every assessment exactly as provided by Abeka. When appropriate, teachers are encouraged to:

- Reduce or eliminate repetitive test questions.
- Modify assessments to focus on the essential learning objectives.
- Utilize teacher-created assessments when they more accurately measure student understanding.
- Incorporate a variety of assessment methods, including quizzes, projects, oral responses, written assignments, and performance-based evaluations.

The purpose of assessment is to determine whether students have mastered the material—not simply whether they can complete a lengthy examination.

Curriculum Adjustments

Teachers are encouraged to thoughtfully adapt portions of the curriculum when doing so better serves student learning. If a class is struggling to master a concept, it is appropriate to reduce the amount of material, including spelling words, vocabulary, or other repetitive assignments, in order to prioritize comprehension and long-term retention.

Instructional adjustments should always maintain high academic expectations while recognizing that each class progresses at its own pace. Teachers should use sound professional judgment to ensure students achieve mastery before moving forward.

Worldview Considerations

When instruction reaches the section on the Pillars of Islam within the Abeka curriculum, teachers should present the material as part of a general historical or cultural overview. Students are not expected to memorize, recite, or be assessed on the beliefs or practices of Islam. No quiz or test over Islamic doctrine is required. Instruction should remain consistent with the biblical worldview and mission of Apostolic Christian Academy.

SUPPLIES

If you need supplies, check with peer teachers and supply closet (located in the closet closest to Sis. Emily's office) before requesting items. Items are subject to approval.

iPADS

iPads are for professional use only. Communication through iPads must be work- related only during school hours. Students or staff children should not be using staff iPads

STUDENT ELECTRONICS (Cell phones, tablets, smart watches)

No personal student electronics are allowed from 7:45 – 3:00 on level 2. All electronics must be placed in the student's vehicle or in a holding bin in the office between these hours. ACA is not responsible for lost, damaged or stolen property. If a student is caught with an electronic it MUST be confiscated and taken to the office. Only a parent/guardian may retrieve it after 3:10.

- If a student has an electronic in class it will result in confiscation of the electronic and disciplinary action.
- School-issued iPads are not permitted at lunch or recess and must remain in the classroom or designated storage area during these times.
- Grades 5-8th, will leave their school iPads with their homeroom teachers at the conclusion of each school day
- The first and second confiscation of the electronic will only be returned when retrieved by a parent or guardian. The second violation will result in the parent being asked to sign a contract.

- **The third offense will result in confiscation of the electronic indefinitely and student**

will not be allowed to bring an electronic to school. Student will receive one day suspension.

There will be absolute <u>ZERO TOLERANCE</u> on electronic use.

<u>STUDENT REPORTING</u>

If a student encounters an ongoing issue or a matter requiring immediate attention, they should promptly inform their teacher, who serves as the first point of contact. If the situation warrants administrative involvement, the teacher will arrange a meeting with administration. Students may also report any incident they feel is necessary to administration through Jupiter.

<u>SUPPLIES LOCKDOWN</u>

Cleaning supplies may be kept in classroom but must be locked up. All medications must be kept locked up as well. (If a student has medication on campus, it will be left with the homeroom teacher)

<u>DETENTION POLICY</u> (Grades 4-12)

If a detention is given, an assignment must be given by the detention-assigning teacher. Students must serve the detention on the designated day. The detention teacher will be assigned and will rotate monthly. If a student fails to arrive for detention, they will then receive 2 detentions to be served consecutively. Detentions need to be entered into Jupiter logs to be alerted to parents. (Please ensure parents are aware of when their child is serving detention)

If detention is given for missing assignments, they must complete their missing assignments in detention.

NO SIBLINGS ARE PERMITTED AT SCHOOL DURING DETENTION AND MUST GET PICKED UP.

<u>SOCIAL MEDIA</u>

Employees of Apostolic Christian Academy are expected to exercise good judgment and maintain a social media presence that is consistent with the professional, Christian, and ethical standards expected of ACA staff.

Employees should carefully consider the content they post, share, repost, endorse, or publicly engage with, recognizing that social media activity may reflect upon the employee's role at ACA and the reputation of the school.

Staff should avoid posting or engaging with content that is inflammatory, divisive, degrading, inappropriate, or likely to generate public discussion that is inconsistent with the Christian character, professionalism, or mission of Apostolic Christian Academy.

Employees are also expected to exercise reasonable judgment regarding comments and discussions that develop in response to their posts. When a comment thread becomes inappropriate, hostile, offensive, or damaging to the reputation of ACA, its staff, students, families, or ministry, employees should refrain from encouraging or participating in the discussion

and should take reasonable steps to moderate, remove, restrict, or discontinue the discussion when possible.
Posting negative comments regarding ACA, ACA staff, students, families, or school-related matters on social media is out of harmony with ACA's standards of conduct and will not be tolerated.
Questions or concerns regarding whether social media content is appropriate should be directed to Administration.

LOCKER POLICY

Teachers must be with students the first time that they are putting their things in the locker. Lockers should be checked daily for damage. There should be no items attached to the ceiling, floor, walls or door of the locker. No writing on or inside the locker. Lockers should not be overstuffed and doors should shut easily. Students may need a smaller bag.

HONOR ROLL SCALE/POLICY

K5-2nd Grade (Letter Grades)

Eligibility: Students must achieve a G- or higher in all core subjects (e.g., Arithmetic, Phonics, writing)

Highest Honors
- E+
- E
- E-

High Honors
- G+
- G

Honors
- G-

Grades 3-12th (Numeric Value)

89.5-100 = Highest Honors
83.5-89.4 = High Honors
79.5-83.4 = Honors

*Core subjects only factor into GPA
*Numeric Values: All core classes are factored

Example: Final grades for 6th grader:
Math — 95%
English — 92%
History — 97%
Science — 91% **95+92+97+91 = 375(divided by 4) = 93.75 = Highest Honors**

ORIENTATION

All teachers will need to be prepared to meet parents during pre-orientation meeting during designated times. More information will be given the week of in-service.

K-12 EMPLOYEE ATTENDANCE PERFORMANCE POLICY FULL-TIME

Apostolic Christian Academy provides employees with a schedule of paid holidays and school breaks throughout the academic year. These scheduled breaks provide valuable opportunities for rest, renewal, and time with family while supporting our commitment to long-term excellence in Christian education.

During the school year, instructional staff will observe the school calendar, including the following paid holidays and breaks:

- Labor Day
- Veterans Day
- Fall Break
- Thanksgiving Break
- Christmas Break
- Martin Luther King Jr. Day
- Presidents Day
- Spring Break
- Good Friday

Specific dates are published annually on the official ACA school calendar and are subject to change due to unforeseen circumstances, including inclement weather, state requirements, or other calendar adjustments. Should make-up days become necessary, employees will be expected to report as scheduled.

Teaching extends beyond classroom instruction. Employees are expected to fulfill the professional responsibilities associated with their position, which may occasionally require time outside of the regular contracted workday.

Professional responsibilities may include, but are not limited to:

- Faculty meetings
- Professional development and in-service training
- Parent-teacher conferences
- Open House
- Graduation ceremonies
- Christmas programs and school performances
- Athletic events and extracurricular activities
- Special school functions
- Other events or responsibilities assigned by Administration

In-service days, including events such as the **Movement Conference**, are considered required workdays unless otherwise approved by Administration.

ACA values a culture of teamwork, servant leadership, and shared responsibility. Every employee contributes to the success of our school community by willingly supporting school programs, assisting fellow staff members, and participating in activities that strengthen the educational experience of our students.

Employees are encouraged to approach these responsibilities with a spirit of cooperation, recognizing that our collective commitment creates an environment where students, families, and fellow educators can thrive.

At Apostolic Christian Academy, excellence is not accomplished by individual effort alone, but through a shared commitment to serve one another, support the mission of the school, and faithfully invest in the lives of our students.

Work Hours & Attendance
Regular attendance and punctuality are essential expectations for all employees of Apostolic Christian Academy. Consistent, timely attendance promotes a safe, organized, and professional learning environment while demonstrating our commitment to excellence in serving students and families.

EMPLOYEE ARRIVAL & TIME CLOCK PROCEDURES

Employees are expected to maintain consistent punctuality and arrive prepared to begin each workday. **All employees must clock in by 7:40 a.m. and be fully prepared to receive students by 7:45 a.m. Employees are expected to maintain consistent punctuality and arrive prepared to begin each workday. Employees may clock in prior to 7:40 a.m.; however, the regular paid workday begins at 7:40 a.m. unless additional paid time has been specifically authorized by Administration.**

Upon clocking in at 7:40 a.m., teachers should report promptly to their assigned areas and ensure classrooms are open, organized, and ready to safely receive and supervise students by 7:45 a.m. Administration will routinely monitor classrooms and assigned areas to ensure appropriate staff coverage and readiness.

For the safety and supervision of all students, punctuality and preparedness are essential professional responsibilities.

Time Clock Procedures:
To ensure accurate attendance records, all employees are required to clock in each workday.
• Teachers are required to clock in by **7:40 a.m.**

• Teachers may clock in prior to 7:40 a.m. if they choose to arrive early for preparation or other professional purposes. However, the regular paid workday begins at **7:40 a.m.** unless additional paid time has been specifically authorized by Administration.
• Teachers must be fully prepared to receive students by **7:45 a.m.**
• **Employees are not required to clock out at the conclusion of the regular workday.**

End-of-Day Responsibilities:
Employees must complete all required classroom closing procedures and assigned end-of-day responsibilities before leaving campus each day.

Absences
Employees who are unable to report to work or who anticipate arriving late must notify Administration as soon as reasonably possible. Advance notice should be given whenever possible so appropriate classroom coverage can be arranged. Requests for planned absences, appointments, or early departures should be submitted to Administration in advance and are subject to approval.

Tardiness
An employee is considered tardy if he or she:

- Clocks in at 7:42 a.m. or later without prior administrative approval.
- Is not in the assigned area and fully prepared to receive students by 7:40 a.m.
- Leaves campus before the conclusion of regular workday or completing assigned responsibilities without prior administrative approval.

Occasional, unavoidable circumstances are understood; however, repeated tardiness disrupts school operations and places additional responsibility on fellow staff members.

Repeated tardiness will result in a meeting with Administration. Time missed may be deducted from the employee's emergency leave bank, when applicable. Continued patterns of tardiness or failure to comply with attendance expectations may result in progressive disciplinary action, including written warnings or other corrective measures, as determined by Administration.

Professional Responsibility
Employees are expected to be present, prepared, and actively engaged throughout the workday. Professional responsibilities extend beyond classroom instruction and include, but are not limited to, student supervision, lesson preparation, parent communication, faculty meetings, classroom organization, campus duties, professional development, and other responsibilities assigned by Administration.

Employees are expected to demonstrate professionalism, dependability, and personal responsibility by honoring their assigned work hours, maintaining consistent attendance, and carrying out all assigned responsibilities in a manner that reflects the spirit of excellence and Christian character expected at Apostolic Christian Academy.

REQUESTED TIME OFF

To request time off, employees must submit a formal request using the designated online form:



https://forms.gle/nn2a1wFiMUN9cKtd9

Guidelines for Time-Off Requests:

A. **Blackout Periods:** Time-off requests will not be approved during the last three weeks of August or during scheduled teacher in-service training, including the MVMT conference. These periods are critical for preparing for the school year and ensuring all staff are present.

B. **Vacation During School Year:** To maintain continuity and uphold ACA's commitment to education, staff are strongly encouraged to schedule vacations during designated school breaks. Vacation requests during the academic year are generally not permitted.

C. **Minimizing Requests:** Frequent or excessive time-off requests may result in the revocation of previously approved leave. This policy supports the student-teacher relationship and minimizes disruptions to classroom continuity.

D. **Illness Notification:** In case of illness, employees must notify Bro. Sullivan as soon as possible. Employees with communicable diseases are prohibited from reporting to work to ensure the health and safety of the school community.

E. **Unscheduled Absences:** An absence is considered unscheduled if an employee is unavailable for assigned or scheduled work without prior approval, as required by ACA's notification procedures.

FULL-TIME CERTIFIED TEACHERS — BENEFIT PACKAGE

Salary and Payment Schedule:

Annual Salary: Apostolic Christian Academy will compensate full-time certified teachers with an annual salary as agreed upon in the employment contract.

Payment Structure:

- **Pay Period:** Salaries are distributed over a 41-week period, with payments issued every Friday.
- **Weekly Hours:** Full-time staff are required to work a minimum of 37.5 hours per week on campus.

Emergency Bank

Each full-time certified teacher is granted **25 hours of emergency leave** annually, to be used exclusively for unforeseen emergencies.

Usage and Consequences:

- If an employee exhausts their emergency bank and requires additional time off, any further absences may be unpaid.
- Excessive absences may result in corrective action, including a review of full-time status and potential loss of benefits.

HOLIDAY PAY

During the school year, you will follow the school schedule of paid holidays. Holidays generally include (Labor Day, Fall Break, Thanksgiving Break, Christmas Break, Martin Luther King Day, Presidents Day, Spring Break, and Good Friday) *Inservice Days (Movement Conf.) - Subject to change in conjunction with School Calendar and/or Exceeded Snow Days

BEREAVEMENT PAY

Full-time employees will receive bereavement pay for immediate family (spouse, children, siblings, parents, in-laws). Must be employed for 90 days to receive bereavement pay.

INVESTMENT AT APOSTOLIC CHRISTIAN ACADEMY/TUITION ASSISTANCE

Educational Freedom Scholarship Requirement: All full-time/part time staff are required to apply for the Educational Freedom Scholarship for their eligible children to be eligible for the free/half price tuition benefit outlined below. The availability of the benefit is contingent on the teacher's application for the EFS and not on the award of the EFS. Failure to apply for the EFS in a timely fashion will disqualify the teacher from the tuition benefit for the applicable school year.

Tuition Benefits:

- Full-Time Employees: Each qualified full-time certified teacher is entitled to free tuition for their child(ren) under their guardianship.

- Part-Time Employees: Employees working a minimum of 21 hours per week are eligible for half-price tuition for their child(ren) under their guardianship.

Additional Tuition Details:

- **High School Fees:** Employees with children in high school are responsible for covering high school fees, which include the Class Trip (excluding meals), Jr./Sr. Class Banquets, diploma, and Graduation Table. The graduation cap and gown incurs an additional fee.

- Registration: Employees receive free registration for their children, provided registration is completed within the designated window. Children not registered by the end of May will incur the standard registration fee.

Eligibility Criteria:

- Employees must be in good standing with ACA.
- Employees must maintain full-time status (or part-time status for half-price tuition).
- The employee must have legal custody of the child.

Age Restrictions:

- Children must be 18 months or older to qualify for free or half-price tuition.
- Infants are not eligible for tuition benefits.

Additional Benefits for Employees Without Children:

Full-time certified teachers without children, who meet the appropriate age criteria, may qualify for free registration and lodging for the NYC and STYC events, and other church events, along with paid days off for attendance.

Eligibility for NYC/STYC Benefits:

- Determined by an employee average based on the prior month's performance.
- Employees must be in good standing and maintain full-time status.

FREE SCHOOL AGE SUMMER CHILDCARE

Each qualified employee may receive free school age summer childcare.

- Good Standing Employee of ACA
- Employee must have custody of child
- Full Time and/or Part Time Summer Employee

EFFECTIVE DATE OF BENEFITS

Employee benefits, including tuition assistance, holiday pay, bereavement pay, emergency bank, and childcare benefits, are not automatic upon hire. Employees must first meet all eligibility and qualification requirements as outlined in this handbook. Once qualifications are met, benefits may take effect beginning 30 days after the start of employment, provided the employee remains in good standing with Apostolic Christian Academy.

ONGOING ELIGIBILITY

Eligibility for benefits is evaluated on a monthly basis. Benefits in any given month are determined by the employee's standing and performance during the preceding month. Employees must remain in good standing with ACA and maintain the required employment status (full-time or part-time) to continue receiving benefits.



ACA DAYCARE SYSTEMS

APOSTOLIC CHRISTIAN ACADEMY PRESCHOOL — TEACHER/CLASSROOM GUIDELINES

Our philosophy is you must love children to work at ACA. First priority of any staff member is the safety of the children in our care. Never leave your class alone. Notify the office if you need to step out of your classroom. Keep an accurate count of your class at all times.

Discourage parents from lingering in the classroom. This is not the time to discuss their child nor for personal conversations. Any time your attention is taken from your class, you are risking an accident. Teachers are not to have newspapers, magazines, etc. in the classroom, on the playground, etc. Keep your eyes constantly on your class.

Classrooms are not to be rearranged without permission from the office.
Any employee who comes in on time will be allowed to clock in at the appointed time. If that employee is not needed at the appointed time, he will be assigned other duties. The employee will be given two hours work if not needed all day. If the office knows beforehand that an employee is not needed, the office will call and tell him not to come or to come in later. Obviously, there will be times when the need or the lack of need is not known until the last minute. That is when an employee will be given two hours pay for coming in.

Accidents, large and small, are to be reported to the office the day they occurred and before the teacher goes home. Sign the accident report in ink, preferably black ink, with your full name, not just “Sis. Sue”. Give a detailed description of the accident. For example: Johnny cut his finger. How did he cut it? Which finger was cut?

Notify the office of any class movement such as going outside, going to the gym, etc.

PRESCHOOL SCHEDULES
Each teacher must turn in a weekly schedule. This is a requirement of Tennessee Department of Human Services. These schedules must be turned in by Friday before you leave. Paychecks will be withheld if schedule is not turned in on time.

Schedules may be worked on during naptime. They must be detailed enough that a substitute teacher can readily follow them. If your curriculum calls for Lesson 21, list what all is covered in Lesson 21 by topics. Give the current week or lesson number at the top of your schedule; sign your name and the date. Schedules should also include your break time. Scheduled times for snack, lunch and breaks must be followed closely.

Break/gym/playground schedule must be followed. Do not deviate from allotted times without clearing it through the office.

CURRICULUM
Curriculum MUST BE FOLLOWED AT ALL TIMES! Bible and morning devotions is always the first class of the day. Prepare ahead so that you will not have to leave the room. Make copies before taking

your class in the morning or remain after clocking out in the afternoon. Do not come to the office during class time for copies and do not send a child to the office, asking the office personnel to make copies for you.

Rolls must be marked and totaled by 8:45am daily. Remember to mark any latecomers. Rolls are to be turned into the office Friday afternoon by the teacher, not the relief teacher. Do not allow children to draw or mark on the rolls. Be neat in your marking.

CLASSROOM DECORUM

An orderly classroom is a classroom where a child can learn. The classroom is to be treated with the greatest respect and reverence by the children and adults alike. Anyone, whether student or personnel, entering the classroom when class is in session, must knock and wait for an answer. They are to remain in the hall – do not enter the classroom unless it is absolutely necessary.

BE KIND, BE FAIR, BE FIRM

Effective classroom management begins with establishing clear procedures and expectations. Investing time to teach these routines will create a smoother, more enjoyable environment for everyone. Structured guidance fosters respect, and the overall classroom atmosphere is shaped by your leadership as the teacher. Earn respect through consistent actions, demonstrating genuine love and friendship toward students. Children respond best to positive interactions—avoid sarcasm, harshness, nagging, or quarreling, as these can reflect frustration rather than guidance. Strive for concise communication to maintain focus and engagement.

Guide students toward obedience with patience and clarity. Refrain from shushing or snapping fingers; instead, use calm, direct instructions to model respectful behavior.

Discipline should always prioritize the child's well-being and development. Never withhold food or bathroom privileges as punishment. Avoid methods like standing in a corner or holding arms outstretched; opt for alternatives such as "sit and watch" to encourage reflection. Under no circumstances should physical discipline, such as spanking or hitting, be used. For rewards, choose non-food items like stickers or recognition on an honor roll to promote positive reinforcement without health concerns.

When addressing challenging behaviors, maintain composure and authority in your classroom. Avoid sending a student to the office, as this may undermine your role; instead, handle situations directly to demonstrate control and care. True discipline stems from compassion and consistency—respond reasonably, tailoring your approach to the child's actions while considering the impact of your reactions on their growth.

SUPPORTING STUDENTS WITH CHALLENGES

At ACA, we recognize that students may face various challenges influenced by their home environments, social factors, economic circumstances, or emotional experiences. While some situations may require specialized professional support, we believe that many can be effectively

addressed through the compassionate guidance of our dedicated, well-trained, and Spirit-filled staff. Our admission applications include detailed questions for parents, designed to provide valuable insights into each child's personality, family dynamics, and background. These forms serve as an essential tool for fostering understanding and tailored support.

Staff are encouraged to review these forms thoughtfully to gain clues about a child's unique needs and potential areas of growth. For example, an only child may be accustomed to undivided attention and could benefit from gentle encouragement to embrace sharing and collaboration. In such cases, view the child not as challenging, but as navigating new social dynamics—reward cooperative behaviors to build positive habits. Similarly, a child from a home affected by loss—whether through death or divorce—may have endured significant emotional strain and could benefit from extra empathy and patience.

Preschool and elementary staff are invited to incorporate daily moments of genuine care for each child, such as offering a warm embrace or words of affirmation, while adhering to our boundaries and safety guidelines. This nurturing approach is a rewarding aspect of our roles, as the affirmation provided may be a vital source of encouragement in a child's life. Refrain from discussing a child's challenges negatively with colleagues, except when consulting the Directress or Principal for collaborative support. Avoid preemptively sharing behavioral observations that could influence others' perceptions.

Focus on positive reinforcement in discipline, avoiding methods that highlight negatives, such as publicly listing names or withholding rewards. Instead, emphasize encouragement, redirection, and recognition of efforts to promote growth and self-esteem.

MOVIE TIME

All movies must be "G" rated and move time must be no longer than 60 minutes per day. Children under 2 cannot have any movie time. Movies with witchcraft will not be allowed.

CAFETERIA/NAPTIME GUIDELINES

Hands are to be washed before entering the cafeteria. Lunch is quiet time. Follow scheduled lunch and snack times. Do not linger after finishing eating. Be aware of your children being finished.

Teachers should not be visiting or using the phone during lunch. You are still on duty and your class needs your undivided attention. Any spills are to be cleaned up immediately by the teacher, including spills on the carpet. If, for any reason, you must leave the vicinity of your class, make certain another staff member is alert to your class while you are away.

Teachers are not to sleep during naptime. It is naptime for the children, not the teacher. Use this time for cleaning, preparing for the next day, grading papers, lining up curriculum, etc. The most important factor of teaching is being alert to the safety of our children. Classroom lights can be turned off and blinds closed during naptime but door windows are to remain uncovered. If you are watching another class while that teacher is on break, make a constant move through both classes, do not just look in the doors.

Naptime should be followed closely. After naptime, wake each child gently by touching him with your hand, not your foot or toe. The teacher should start getting her class up early enough to ensure being on time for snack time.

VISITORS IN THE CLASSROOM

All visitors will need to report to the reception desk upon entering the building to obtain a visitor's pass. When non-personnel adults enter the classroom, the students are to stand to show respect and they are to remain standing until the adults leave. This rule does two things – it establishes an attitude of respect in the students and it encourages the visitors to make their visit brief.

CLASSROOM DISMISSAL

Systematic dismissal of the class is a must. When the bell rings, the students are instructed to pick up all debris. Books and personal supplies must be neatly arranged in offices. Chairs, desks, and/or tables are to be properly aligned by the students and left ready for the next day.

ACA has a clear policy concerning the release of children to anyone whose behavior may place them at immediate risk. Our policy is as follows:

ACA staff will not release a child to anyone who may be in a hostile state of mind. If our staff has reason to believe that the person picking up a child may be intoxicated, we will call the local law enforcement authorities. If this situation arises, contact the office immediately.

MANDATED REPORTING OF SUSPECTED CHILD ABUSE

*Please refer to the Abuse Reporting guidelines in the General Staff portion of this handbook. (Pages 11-13)

HOLIDAY/VACATION PAY(PRESCHOOL)

An employee is considered full-time if they work 35+ hours per week. After 90 days of employment, full-time employees will receive 13 paid holidays per year - New Year's Eve, New Year's Day, MLK, JR. Day, Good Friday, Memorial Day, July 4th, Labor Day, Columbus Day, Veterans Day, Thanksgiving & Friday after, Christmas Eve and Christmas Day. After employee's 1-year anniversary of employment, they are eligible for 1 week vacation if they have worked an average of 35 hours per week. Hours paid for vacation will be average number of hours worked for year. If employee requests time off, (school breaks, summer break, intercession, personal time, etc.) that will be averaged in total hours paid for vacation pay.



ACA ATHLETICS SYSTEM

APOSTOLIC CHRISTIAN ACADEMY ATHLETIC PROGRAM

FALL SPORTS	**Grade**	**Team Fee**
Middle School Volleyball (Girls)	th th 5 -8	$250.00
Elementary Girls Volleyball	3-5th	$100.00
High School Volleyball (Girls)	9-12th	$250.00
High School Golf (Boys)	th th 7 -12	$250.00
WINTER SPORTS		
Middle School Basketball Boys & Girls	th th 5 -8	$250.00
High School Boys & Girls Basketball	th th 9 – 12	$250.00
Elementary Boys & Girls Basketball	th th 9 – 12	$100.00
SPRING SPORTS		
High School Baseball	th th 7 -12	$250.00
Middle School Boys Baseball	th th 5 -8	$250.00
Elementary Boys & Girls Golf	3-5th	$100.00
Middle School Boys & Girls Golf	5-8th	$250.00

ACA ATHLETICS

Our purpose is to advance the school's mission. Our desire is to develop Christian Character in our student athletes. The athletic staff is dedicated to help mentor and encourage the student athletes in their endeavors not only in the athletic area but also in the classroom, community, at home, and church. The purpose is to help the students develop Christian lifestyle that will go with them the rest of their life.

GOALS FOR ACA ATHLETIC DEPARTMENT

To pursue with excellence as an athletic program that most of all glorifies God.

- To develop highly competitive programs and first-class facilities.
- To develop training in our elementary and junior high school programs that will prepare our students for varsity level competition.
- To develop a training system beginning in the elementary school that will instruct our faculty, staff, parents, and students in the philosophy and expectations of our athletic department.
- To use athletics to share Jesus Christ with those who do not know Him.

ACA TEAM COMMITMENT POLICY

All athletes must maintain a "C "average or higher throughout the sports season. If an athlete is failing a particular class, he or she will NOT be able to practice or dress-out with the team during competition until the grade is brought up to a "C" or higher.

Student-athletes are expected to be at every practice and competition and be on time. Any absence or tardiness for practice and/or a competition should be communicated directly to a head coach of that sport. This teaches ACA student athletes a level of responsibility, commitment, and good sportsmanship towards their fellow teammates and coaches. Missing practices also places a greater burden on those at practice and hurts the team's effectiveness during games.

Respect towards officials, authority figures, facilities, property, and other teammates is expected at all times. The discipline for these violations will be as follows:

1st offense: immediate removal from game, practice, or match and student conference with A.D. and/or coach(es) for specified amount of time or remaining game time (as decided by Coach).
2nd offense: parent conference
3rd offense: 1 game suspension (practice and game attendance is still mandatory. ***4th offense***: Probation for dismissal from the team with a game-by-game decision for Coaches regarding playing privileges as decided by the coach.

Cursing and/or inappropriate language is absolutely unacceptable and will result in a one week or two game suspension, as well as probation for dismissal from the team.

The athletic handbook must be read and statement papers must be signed by each athlete and his/her parent(s). Also, the contents of the ACA athletic handbook should be abided by and the signed documents must be on file prior to participation in a sport at ACA.

Students who are absent from school may not participate in extra-curricular activities during that day. Students must be present a minimum of 3 ½ hours in order to participate in an athletic program.

Uniforms are property of Apostolic Christian Academy. The student-athlete may not wear the uniform unless authorized by the coach.

Athletes are scheduled to arrive at all games an hour prior to the start of the game or under the guidelines set by the coach. All athletes must ride with the team to away games.

ELIGIBILITY FOR PARTICIPATION

In order to sign up for an ACA sport, students must maintain grades of “C" or above, and have their sports physical form current.

Students must maintain a “C” or higher after every midterm and 9 week grading period. One failing grade will result in a 4 week "game" suspension or until the grade is brought back up to the minimum. Students should still attend practice during this time, but dress out for a game or travel to an away game with the team. If the student does not bring his/her grade back up after the 4 weeks, the student will then be placed on Academic Probation. This means the student will be ineligible for practice or games for 9 weeks**.** Academic Probation will begin on Monday following the distribution of report cards.

Each student is expected to complete all homework and assignments regardless of whether the game is home or away. If the team is traveling away and has to leave school early, it is the student's responsibility to obtain all assignments for all classes missed prior to leaving school.

Returning late from away games will not result in an excused absence the next school day. Students are expected to be in regular attendance the day following an athletic competition. Parents must be supportive. If parents cause disunity they risk the possibility of the student being suspended or terminated from the team.

PLAYING TIME

Success is not based on the playing time of our student athletes. Success is contributing to the team’s success by using their God given ability. Life lessons are learned from being part of an athletic team.

Every eligible student has the opportunity to try out for a team, **but not**

everyone will make the team.

Athletes who make the team will be given every opportunity to demonstrate and improve their skill and prove their ability to their coaches, and thus increase their chances of playing a significant amount of time.

Parents must instruct and prepare their children for participation in a competitive athletic program at ACA. We are preparing students for life, and the competition that will be encountered in the world after graduating from high school. In every aspect of life you will have competition.

Our athletes are expected to work hard, be committed, be dedicated, be self- disciplined, and be determined on and off the field. We want our student athletes to grow in their relationship with God, their athletic skill, and academic knowledge.

Our athletes must show leadership in all activities on and off campus.

Coaches will make every effort to allow each athlete the opportunity of competing, but a specified amount of playing time is never guaranteed and should never be expected.

PARENTAL INVOLVEMENT

Parents are an important part of the success in our athletic program. Your support and assistance will be needed during the year. Parents may be asked to be available to volunteer in the concession area and ticket sales and support our fund- raising activities. Parental cooperation support will be a blessing to our program and an encouragement to our athletes and athletic program. A parent who is not supportive of the team can have a negative effect on team unity.

PARENT/COACH RELATIONSHIP

Parents have the right to understand the expectations that will be placed on the student athlete when they become involved in ACA's athletic program. This begins with clear communication from the coach of your student athlete's sport. If a parent desires a conference with a coach or athletic director, contact the athletic director by phone or email to set up an appointment. **Do not confront a coach before, during, or after a game or practice. In order to maintain each student's focus, team practices are designed solely for team conditioning and training. The focus of the athlete is greatly divided when spectators are present. We ask that family/friends refrain from attending practices in order to achieve peak performance.**

PROCEDURES TO DISCUSS A CONCERN

Contact Athletic Director through phone call or email to address an issue. Please do not confront a coach before, during, or after a game or practice. Parents, please support and respect the athletic program and coaches. It is vital to support the athlete's achievements

and encourage athletes during their struggles. Please refrain from criticizing the coach in front of your child or any other members of the team. This will encourage team unity.

COMMUNICATION THAT PARENTS SHOULD EXPECT FROM COACHES

Injury of the student athlete. Expectations
for your student athlete.
Locations and times of practices and games.
Team requirements (fees, special equipment, off-season conditioning, camps) Discipline that may result in denial of your child's participation.
The student's attitude, work ethic, and eligibility

COMMUNICATION THAT COACHES SHOULD EXPECT FROM PARENTS

- Discussion of injuries.
- Discipline of the student athlete.
- Notification of any schedule conflicts.

ISSUES NOT APPROPRIATE TO DISCUSS WITH COACHES

- Amount of playing time
- Team Strategy
- Other student/athletes

As your student athlete becomes involved in the sports program at ACA, they will experience a sense of pride and accomplishment. Please encourage the student to keep a positive attitude and respect the coach and team. There are situations that may require a conference between the coach, athletic directors, and parents. Communication with athletic staff is encouraged. The results of these conferences should promote a resolution to the issue of concern.

APPROPRIATE CONCERNS TO DISCUSS WITH COACHES

Ways to help your student athlete improve. Concerns
about your student athlete's behavior.

It is very difficult to accept your student athlete not playing as much as you may hope. Coaches are professionals. They make judgment decisions based on what they believe to be best for all student athletes involved. As you have seen from the list above, certain issues can be and should be discussed with your student athlete's coach. Other issues must be left to the discretion of the coach.

LEAVING A SQUAD

At any point in the season an athlete decides to leave a squad proper dismissal must take place. A meeting must be set up with coach and athletic director to discuss reasons for leaving. A failure to follow proper procedure will restrict the athlete's participation in future sport programs of ACA. A student athlete who quits a team or is dismissed because of a violation of rules may not participate on any other athletic team that same sport season.

He/she will not begin practice for another sport until the first sport is complete.

JEWELRY AND APPEARANCE

No jewelry shall be worn during any game or practice. All athletes must be neatly groomed. The coach is in charge of his squad and their appearance. When student athletes are traveling to an away event they are expected to dress in team uniforms or school dress codes. Shirts should be tucked in and all extra clothing, books, etc. should be put in a bag. The student athlete should exhibit respect for their character, others, and school. They are not only representing ACA but also Christ.

MEDICAL INFORMATION

For the protection and safety of the athlete, a physical examination is required each year before involvement in any athletic activity. Each athlete must bring form signed by his/her medical doctor before engaging in athletic activity (form is provided by medical doctor). Any injury or illness that occurs during a practice or game should be reported to the coach for evaluation. If medical attention is needed, the parents should be notified immediately.

ACA does not provide health insurance for athletes. Parents are responsible for any healthcare expenses incurred by their students, including office visits, emergency room, or other hospital services, including emergency transportation.

SPORTS FORMS

Participation Form: https://form.jotform.com/242694461843060

Sports Physical Form: https://s3.us-west-1.amazonaws.com/post.jupitered.com/v3/p133211479/1/223743549/Physical_form.pdf

ACA HOME GAME SYSTEM

Purpose: ACA home games allow our student-athletes to showcase their God-given talents. As the host school, it allows us to bring other schools into the House of God. We believe the Athletic Center is an extension of the Sanctuary.

Procedure:

Before Game:

A. Gym floor will be cleaned during the day before the game.
B. Everything will need to be set up 1 hour prior to the start of the game.
C. All positions will need to be filled and ready for people to arrive 1 hour before the start of the game.
D. Doors on the event center side need to be rolled down 1 hour before the start of the game.

E. Concession table needs to be set up, and the gate keeper will need to be ready.
F. Two parking lot signs are located in the connect center closets and need to be set out.
G. Prayer and the National anthem will occur right before the game starts.
H. Mic and speakers need to be unmuted.

During Game:

I. Gatekeeper will need to stay in position for 45 minutes.
J. Gatekeeper will need to watch for people with mud and rocks on their shoes to protect the gym floor.
K. Game administrator will be present and watch to make sure everything is operating smoothly.
L. Trash overflow will need to be watched by the game administrator and gatekeeper.

After Game:

M. Concession area will need to be cleaned and ready for daycare use the next day.
N. Trash needs to be taken out.
O. Coaches need to put any equipment used for the game in the gym closet.
P. Coaches will make sure the scoreboard is cleaned off.
Q. Concession workers and gatekeeper will need to sweep off bleachers and look for spills.
R. Two parking lot signs will need to be put back in the Connect Center closet.

Inclement Weather / School Cancellations
In case of any school cancellations, all sporting events, such as games and practices, will also be canceled.

Athlete Name: _____

Athlete Signature: _____

Parent Signature: _____

Date: _____

EMPLOYEE SIGNATURE PAGE

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