



PARENT - STUDENT HANDBOOK

2025- 2026

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SECTION 1: SCHOOL STATEMENTS AND POLICIES

1.1 MISSION STATEMENT

Berean Christian Academy partners with parents to provide students with an exceptional education through an integrated curriculum, teaching methods, and culture that are unapologetically Christian, providing a biblical worldview for all studies. With Christ at the center, the academy seeks to pursue goodness, truth, and beauty in every area of life, recognizing these as elements of a divinely ordered whole.

1.2 VISION STATEMENT

Berean Christian Academy in Marion, OH, strives to be a leading Christian school dedicated to graduating young men and women who trust and follow the Lord Jesus Christ, love Him with all their heart, soul, mind, and strength, and exemplify virtue, wisdom, and eloquence. Berean graduates will serve faithfully and advance God's Kingdom in their local communities and around the world for generations to come.

STATEMENT OF FAITH BCA

The BCA statement of faith is the 1689 Baptist Confession of Faith, which we will provide to parents and work through major points. The 1689 Baptist Confession of Faith is a 17th century document of significant length, but the following points capture its foundational beliefs:

- Man's chief end is to glorify God, and to enjoy him forever.
- God is a Spirit, infinite, eternal, and unchangeable in His being, wisdom, power, holiness, justice, goodness, and truth.
- There is but one true and living God; that there are three persons in the Godhead: the Father, the Son, and the Holy Ghost; and that these three are one God, the same in substance, equal in power and glory.

- God has foreordained whatever comes to pass. God made all things of nothing, by the word of His power, in the space of six days, and all very good. God preserves and governs all His creatures and all their actions.
- Our first parents, though created in knowledge, righteousness and holiness, sinned against God by eating the forbidden fruit; and their fall brought mankind into an estate of sin and misery.
- God determined, out of His mere good pleasure, to deliver His elect out of the estate of sin and misery, and to bring them into an estate of salvation by a Redeemer.
- The only Redeemer of God's elect is the Lord Jesus Christ who, being the eternal Son of God, became man and so was, and continues to be, God and man in two distinct natures, and one person, forever.
- Christ, as our Redeemer, executes the office of a prophet, a priest, and a king.
- Christ, as our Redeemer, underwent the miseries of this life, the wrath of God, the cursed death of the cross, and burial. He rose again from the dead on the third day, ascended into heaven, sits at the right hand of God the Father, and is coming to judge the world at the last day.
- We are made partakers of the redemption purchased by Christ by the effectual application of it to us by his Holy Spirit.
- God requires of us faith in Jesus Christ, and repentance unto life to escape the wrath and curse of God due to us for sin.
- We are, by God's free grace, effectually called, justified, and sanctified, and gathered into the visible church, out of which there is no ordinary possibility of salvation.
- We also are given in this life such accompanying benefits as assurance of God's love, peace of conscience, joy in the Holy Ghost, increase of grace, and perseverance therein to the end; that at death, we are made perfect in holiness, and immediately pass into glory; and our bodies, being still united

in Christ, rest in their graves, till the resurrection; and at the resurrection, we shall be raised up in glory, we shall openly be acknowledged and acquitted in the day of judgment, and made perfectly blessed in the full enjoying of God to all eternity.

1.4 CORE VALUES

We Partner with Parents

Many schools assert that education is merely about a student's academic development. However, true education encompasses both academic development and the enculturation of young men and women. While so many schools neglect the role of parent, we exist as delegates of parents. **Deut 6 et al.** Our teachers and administrators function in loco parentis, which means that we act in the place of parents during school hours. BCA staff serves as trusted caretakers, partnering with parents in raising children in the fear and admonition of the Lord. The goal is to cultivate a deep and lasting love for Christ and the people He has placed in their lives. It is our goal to see our students' depth of conviction grow in the timeless truths of God's Word – all while learning about the amazing creation of our great God.

We are a Christian school with a Classical Twist

Rather than being tossed about by ever changing modern educational fads, we strive to learn from proven educational methods passed down to us from the history of western civilization. Classical education pursues a mastery of the seven liberal arts. These arts are tools for learning made up of two primary branches, the language arts, known as the Trivium, and the mathematical arts, known as the Quadrivium. The language arts are grammar, logic, and rhetoric. The mathematical arts are arithmetic, geometry, astronomy, and harmonia. Classical education also implements time- tested pedagogical methods which are attuned to the natural stages of development as a child matures into adulthood.

We are Distinctively and Genuinely Christian

Faith is taken seriously and joyfully throughout all aspects of the education and formation of our students. All families at BCA ascribe to faith in Jesus Christ and display a consistent desire to worship and grow in the Lord by being active members in a healthy, local Christian church and commit to partnering in their child's education with BCA. In addition, every faculty person and board member ascribes to personal faith in Jesus Christ as Savior and are active in healthy, local Christian churches. Therefore, our faith should be lived out actively in the school community, we should seek joy in our walks with Christ, and our lives should be marked by a striving for personal holiness and God-honoring relationships. We believe the Bible is the primary source of truth and instruction in all matters of faith and life. Our classical and Christian school applies the classical method to provide a wholly- integrated Biblical worldview, where elements of faith are routinely taught and interwoven throughout each subject. At BCA issues of faith and practice are not contained to weekly chapel or a single Bible or religion class but instead provide the foundation for all instruction.

We Value Community

One of the many beautiful results of a distinctive and genuine Christian education is the community of faithful believers, made up of faculty, students and families that springs to life. We earnestly share life together: praying for one another, discipling students in the way of Christ, enjoying meals together, helping each other with school projects and special needs, spurring one another on toward greater faith, serving alongside each other in furtherance of our common mission and vision for our school, cheering our sons and daughters on in athletic competition, and in immeasurably more ways. Parents and faculty at BCA hold a shared purpose and, as a result, participate in genuine community.

1.5 FINAL AUTHORITY FOR ALL MATTERS OF FAITH AND CONDUCT

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Berean Christian Academy's faith,

doctrine, practice, policy, and discipline, the board of BCA appeals to the elders of the Trinity Baptist Church as their final interpretative authority on the Bible's meaning and application.

1.6 STATEMENT ON MARRIAGE, BIOLOGICAL SEX AND SEXUALITY

- We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary biological sexes together reflect the image and nature of God. Rejection of one's biological sex is a rejection of the image of God within that person.
- We believe that the term "marriage" has only one meaning, and that is marriage sanctioned by God which joins one man and one woman in a single, exclusive union, as delineated in Scripture. (Genesis 1:18; 1 Corinthians 7:2; 1 Timothy 3:2)
- We believe that God intends sexual intimacy only to occur between a man and a woman who are married to each other. (Matthew 5:27; Mark 7:21; 1 Corinthians 7:3)
- We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. (1 Corinthians 6:15-18; Ephesians 5:3; 1 Thessalonians 4:3-5)
- We believe that any form of sexual immorality (including but not limited to adultery, fornication, homosexuality, lesbianism, bisexual conduct, pornography, and attempting to change one's biological sex or otherwise acting upon any disagreement with one's biological sex) is sinful and offensive to God. Furthermore, a desire for any of these thoughts or deeds is also sinful and deviant. (Romans 1:26-27; 1 Corinthians 5:1-2; 1 Timothy 1:8-11)
- We reject that our identity is found in any gender or sexuality markers. Instead, our identity, as Christians, is found and rooted in Christ alone.
- We believe that in order to preserve the function and integrity of BCA as a work and extension of the Body of Christ, and to provide a Biblically

faithful culture and educational environment, it is imperative that all students and their immediate families of BCA abide by and agree to this Statement on

- Marriage, Biological Sex, and Sexuality and conduct themselves accordingly. Failure to agree to and/or comply with this statement may result in discipline up to and including expulsion.
- We believe that in order to preserve the function and integrity of BCA a work and extension of the Body of Christ, and to provide a Biblical role model to the school community, it is imperative that all persons employed by BCA in any capacity, or who serve as volunteers, abide by and agree to this Statement on Marriage, Biological Sex, and Sexuality and conduct themselves accordingly. Failure to agree to and/or comply with this statement may result in discipline up to and including termination.

1.7 PARENTAL INVOLVEMENT

BCA believes in the priority of the family as instituted by God. No other institution is given the high calling of bringing forth and raising up children. (“Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord,” Ephesians 6:4). BCA serves in loco parentis – in the parent’s place – training students at BCA as Christian parents are doing at home. It is the students’ parents who possess the primary calling and exercise the greatest influence on their own children. Therefore, BCA is continually seeking ways to constructively involve the parents (especially fathers) in the school’s regular and special programs.

As a parent you are agreeing to:

- Pray for the mission, teachers, administration, and School Board of Berean Christian Academy
- Cooperate fully and actively participate with the educational policies, purposes, and distinctive of BCA, doing my best to make Christian education effective in the lives of each of my children, that they may love and serve the Lord Jesus all of their lives.

- Support the school financially, in addition to tuition payments, as the LORD gives the opportunity and means.
- Assume volunteer duties and responsibilities for BCA, as opportunities arise and as God provides the strength and time.
- Resolve matters of dispute with the person or persons involved not gossip or criticize the school before my children, and follow the Bible's instruction on settling matters of dispute contained in Matthew 18 and summarized in the BCA Grievance Policy.
- Support fully the discipline process of BCA and not undermine the necessary process of Biblical discipline.
- Seek the advancement of BCA in all areas: spiritually, academically, and physically.
- Become aware of, and support, all the policies of BCA

1.8 GRIEVANCE POLICY AND GUIDELINES

BCA has established biblical guidelines for the resolution of disputes and grievances in the operation of the school. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of BCA's operations between two parties connected in a direct way to the school.

Students/Parents to Teachers

- All concerns about the classroom must first be presented to the teacher by the parents or, if the student is mature enough, by the student. A respectful, Christ-honoring demeanor is required at all times by all parties involved.
- If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator (Headmaster). If the student brings the concern, he must have parental permission to do so.
- If there is still no resolution, parents should request a hearing in writing from the school's Board of Directors.

Parents/Guardians to Administration

- If parents or guardians have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate person. A respectful, Christ-honoring demeanor is required at all times by all parties involved.
- If the situation is not resolved, parents should present their concerns to the Headmaster.
- If there is still no resolution, parents should request a hearing in writing from the BCA Board of Directors.
- This procedure also applies to members of the Board of Directors who are acting in their capacity as parents/guardians, and not as representatives of the Board.

1.9 NONDISCRIMINATION POLICY

BCA admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school and does not discriminate on the basis of race, color, or ethnic origin. BCA, as a religious organization, reserves the right to admit students on the basis of the school's religious beliefs and also based on the student's academic performance, religious commitment, lifestyle choices, and personal qualifications.

SECTION 2: DAILY OPERATIONS AND GENERAL PROCEDURES

2.1 SCHOOL HOURS

The school day begins promptly at 8:00 a.m. and ends at 2:30 p.m. Lunch is from 11:30 a.m. to 12:00 p.m.

2.2 OFFICE HOURS

The school office is open from 7:45 a.m. to 2:45 p.m. during school days. The office is closed during vacations and holidays. Meetings with staff members outside of school and office hours must be coordinated on an individual bases.

2.3 ARRIVAL AND DEPARTURE

Students may be dropped off at BCA between 7:45-8:00 a.m. Students arriving after 8:10 a.m. are considered tardy. Students should be picked up between 2:30-2:45 p.m. Students may not arrive to BCA before 7:45 a.m. and cannot remain at school past 2:45 p.m. Any exception to this must be approved by the Headmaster.

Students should be picked up between 2:30 - 2:45 p.m. (drop off and pickup) enter west entrance (drop off and pickup) under awning exit west Entrance exit drive. Students will be called out individually with a two way radio as parents arrive. Any drivers other than parents or legal guardians must be approved by parents. Parents should communicate with their classroom teacher(s) the anticipated pick up days for another approved driver. Parents should do this no later than 1:30 p.m. on the day of pick up. An approved driver other than the student's parents will need to show ID to the staff member on dismissal duty. Students will not be dismissed to alternate drivers without prior approval and ID verification. Any exception to this must be approved by the Headmaster.

2.4 CAMPUS VISITORS AND GUESTS

All visitors to the school campus must first enter east lower level school entrance and buzz in. All visitors are required to stop in at the administrator office on the right, sign in, and put on a visitor badge. Visitors should sign out and turn in their visitor badge at the conclusion of their visit. Parent visits and volunteer support are welcome in the classroom. Parents must, though, be considerate of the teacher's time and aware of how your presence affects the classroom. If a classroom visit is desired then you must have those visits approved by both the classroom teacher and the headmaster. All visitors are asked to respect the privacy of the faculty and staff, as well as the overall order of the school.

2.5 ATTENDANCE

Consistent attendance is crucial for a student to be successful at BCA. Classical education values direct instruction and this method requires the physical presence of each student in the classroom. However, we understand that both planned and unplanned absences may occur throughout the school year. For an absence to be considered “planned” a teacher must be notified no later than 24 hours prior to the planned date, otherwise, the absence will be considered “unplanned”. Notification for planned absences is needed so that the classroom teacher(s) can give the student all make-up work ahead of time (see Section 6.1).

If a student should miss 1/2 day of school due to a “planned” absence, then it will count as a 1/2 day absent for that quarter. The same applies to an “unplanned” absence for a part of the day; it will count as a 1/2 day. When a student has accumulated two 1/2 days, this will equate to 1 absence.

If a student has 6 or more unplanned absences in an academic quarter or 10 planned absences in a semester, a meeting between the Headmaster and the parents of the student may be required. This meeting would be to evaluate the academic success of the student and discuss future enrollment at BCA. This meeting will be scheduled at the Headmaster’s discretion based on any relevant circumstances. A student with multiple absences and poor academic performance may be refused enrollment for the following year.

2.6 TARDINESS

If a student is not sitting at their homeroom desk, quietly and waiting for instruction from the teacher when the classroom clock indicates 8:10 a.m. then they will be considered tardy. Late arrival in the classroom is often disruptive to teachers and other students. Students will need time to drop their backpack, coat and other school items in their designated areas prior to 8:10 a.m. and parents should plan accordingly to ensure that their child is in their seat, in their classroom on time. Any late arrival or early dismissal will need to be communicated ahead of time with the school administrator or Headmaster.

There will be a two-week grace period at the beginning of each school year as the parents, students, and teachers adjust to the new rhythms of the school year.

Students are allowed 3 tardy arrivals per quarter with no consequences. A 4th tardy arrival will trigger a warning to be sent home with the student. After 5 or more tardy arrivals in a quarter, the parents will be contacted by the Headmaster. A meeting between the Headmaster and the parents of the student may be required. This meeting would be to evaluate the academic success of the student and discuss future enrollment at BCA. This meeting will be scheduled at the Headmaster's discretion based on any relevant circumstances. A student with multiple tardy arrivals and poor academic performance may be refused enrollment for the following year.

2.7 SICK POLICY

BCA understands that students fall sick at various times during the year. This does not fall under the planned absence category. Please keep in mind that in the event that a note from the student's doctor is sent in with a diagnosis of an illness that requires the student to stay home (i.e. strep, ear infection, flu) that the unplanned absence can turn into a planned absence, because BCA has been notified more than 48 hours in advance of the absence (see Section 2.6).

General Guidelines for Keeping Sick Children Home

Colds: Please keep your child at home if they are experiencing discomfort that would interfere with their ability to perform in school (i.e., uncontrollable coughing, severe lack of energy, achy muscles, etc).

Diagnosis of Strep Throat or Conjunctivitis (pinkeye): Students must be on antibiotics for at least 24 hours and fever free prior to returning to school.

Diarrhea/Vomiting: A child with diarrhea and/or vomiting should stay at home and return to school only after being symptom-free for 24 hours.

Fever: If your child has a fever, (temperature greater than 100 degrees) they should remain at home. The child may return to school after they have been fever free for 24 hours without fever reducing medications.

Other communicable diseases: untreated lice, scabies, impetigo, ringworm, or other communicable diseases. Also, keep them home if they have any new rash accompanied by fever.

2.8 MEDICAL POLICY

Prescription Medications

If your student requires administration of a prescribed medication during the school day, please submit a Medical Authorization Form signed by the student's doctor which lists the student's medication and administration instructions to the BCA administrator or Headmaster. This includes any emergency medication which could require administration by a staff member.

Over-the-counter Medications

BCA does have over-the-counter medications such as acetaminophen, ibuprofen, antacid, and Benadryl which can be given as needed. If you believe that your student may need one of these medications during the school day, please submit a Drug Administration Form to the BCA administrator or Headmaster.

2.9 ATTIRE AND GROOMING

Students are required to be in uniform from the time they enter the building on a school day until they leave at the end of the school day. Exceptions include physical education class, school spirit wear days, and other explicitly approved situations. Students who remain in the building after 2:15 p.m. may change clothes, but they should always be dressed appropriately. Students may not wear outerwear in the building during school hours other than as permitted in the BCA Uniform Guidelines.

Students must keep their uniform in good condition (no holes, rips, stains, etc.) and wear the uniform as it is intended. Male students who engage in rough play during recess bear the responsibility for the care of their clothes and must be neat and tidy when returning to class (shirt tucked in, etc.). Hair must be neatly combed and trimmed (out of the eyes and off the collar).

Ladies should ensure that their hair, make-up, jewelry, nails, and accessories are appropriate to an environment where classic beauty and discretion are emphasized. Student attire at BCA events and co-curricular activities should be appropriate to the occasion and show maturity and adherence to school standards. Leggings and

yoga pants without shorts or a skirt over top are not appropriate when participating in an BCA event or co-curricular activity.

For more detailed instructions on uniform and grooming standards, please refer to the official BCA Uniform Guidelines.

2.10 PARENT-TEACHER CONFERENCES

As helpful and productive as checking grades online may be, it is essential that parents and teachers meet face-to-face to review the student's spiritual, relational, and educational progress. Parents are encouraged to schedule Parent-Teacher Conferences in order to remain adequately informed of their child's progress and development. Registration for fall conferences will open two weeks prior to published conference dates.

2.11 SUNDAY EVENTS

BCA does not schedule school-sponsored events on Sundays. School employees, board members, and parent volunteers are not to schedule an event on Sunday which encourages or requires students and/or families to attend. The building is only to be used for worship on Sundays.

2.12 COMPUTERS

Students in grades K-6 are not permitted to bring computers to school. All necessary electronic equipment will be provided to students in the classroom.

2.13 CELL PHONES

Student cell phones and smart watches brought into school are to be turned off, kept in student lockers, or backpacks, and remain unused during the school day. Necessary phone communication between student and home/parent may take place via the front office.

SECTION 3: ADMISSION, TUITION AND FEES

3.1 ENROLLMENT

ADMISSION POLICY

Berean Christian Academy is open to families who agree to have their children educated according to the principles of our Philosophy of Education and Statement of Faith, and agree to support the rules, regulations, and policies set forth in this handbook. By enrolling their children at BCA, parents enter into a covenant to support the ministry of the school by attending school events, upholding the school in prayer, portraying a positive attitude, having their kids at school on time each day and helping with any school activities including fundraising, whenever possible.

ENROLLMENT PROCESS

Each new family to Berean Christian Academy must complete and submit a New Family Application form for admission, which can be found on the BCA website. Once the application is received, the school office will contact the new family to schedule an interview with the headmaster. Several procedures will be followed to determine the admission and placement of each student.

Evaluation and Testing

For students applying for 1st through 12th grades, appropriate testing and screening procedures will be used, including a review of report cards, school records, and standardized tests. An evaluation will be completed in the areas of math and reading using a standardized test and may also involve additional evaluation by a BCA teacher if needed. Students applying for 1st grade must have completed kindergarten previously. Results of the evaluation and other academic criteria will be considered to determine the student's eligibility for acceptance and grade placement. First-grade students must be six years old by September 30th of the current school year.

Kindergarten Assessment

Prospective Kindergarten students will undergo a Kindergarten Assessment performed by the BCA Kindergarten teacher. This assessment will evaluate the child's knowledge and abilities in mathematics, language and literacy, physical well-being and motor development, and social foundations. If the assessment indicates that a student requires further development, the school administrator may recommend enrolling in the prekindergarten program. Students admitted to Kindergarten must be 5 years old by September 30th of the current school year.

Approval for Admission

The headmaster will make a determination to approve or deny enrollment based on several factors, including but not limited to, the purpose of applying to BCA, involvement in a local Bible-believing church, recommendation from a local pastor for students entering 7th grade and above, the parents' and applicants' relationship with Christ, lifestyle compatibility with BCA philosophy, conduct in previous school, academic performance, and other relevant criteria. In certain situations, the decision may be made by an Enrollment Committee consisting of the administrator, pastor, and school board chairman.

Final Steps

Families approved for enrollment will be notified via letter or email. Upon approval, families will receive all necessary information to complete the enrollment process. Enrollment is considered complete when all forms have been received, tuition payment arrangements made, and all student records submitted. All new students are admitted on a probationary basis for the first 9 weeks of school.

3.2 TUITION

Payment Options (Based on EdChoice which is \$6,166 annually per student for elementary students)

BCA offers three tuition payment options:

1. Annual payment due July 1
2. Two semi-annual payments due July 1 and January 1
3. Ten monthly payments due the first of each month

Families are responsible for the entire year's tuition if students are withdrawn on or after June 1. Exceptions to this policy are if the family moves out of the area or if the student is expelled from school.

Late Tuition Payments

BCA understands that a family may be burdened with unforeseen financial difficulties. If a family cannot meet their tuition obligation, it is the family's responsibility to contact the Headmaster to propose an alternative plan for payment. The following penalties will be applied for late payments:

- For annual and semi-annual payments, a late fee of \$25 will be charged if payment is not received by 30 days after the due date. Parents will be contacted by the school if payment is not received after the grading period. If after a period of 60 days the family has not made arrangements the administration may inform parents that their student(s) are subject to immediate expulsion for financial reasons.
- Monthly automatic withdrawals will be charged an overdraft fee from the family's bank if inadequate funds are in the account on the due date.
- Monthly invoiced payments will be charged a \$25 late fee if the payment is not received by five days after the due date.
- Student grades and transcripts will be withheld until due and overdue payments, including all other obligations (late fees, student activity fees, library books, etc.) are received. In the event of a student's early withdrawal, all grades and transcripts will be held until the balance of the remainder of the year's tuition is received.

3.3 STUDENT ACTIVITY FEES

BCA does not charge an annual activity fee for field trips, fine arts, or other types of student activities. In most cases, participation in field trips and student activities will require a fee to cover the cost of that activity, but students will only be charged for the activities in which they participate. Fee payment is due according to the schedule outlined by the staff member/coach/adult in charge.

Families with overdue activity fees will be notified. If fees are not paid in full by the last day of school, the student's records will be withheld until payment is made.

Failure to pay for any overdue activity fees may affect enrollment for the following academic year.

3.4 TEXTBOOKS AND EQUIPMENT

Textbooks, library books and resource materials owned by BCA are issued at the beginning of the school year or as assigned by the teacher. Students are responsible for paying for any textbooks or equipment that are lost or damaged. If a student desires to have a personal copy of a text, the front office can provide ordering information. End-of-year grades will be withheld until all school property is returned. Failure to return or to pay for any outstanding textbooks, library books or resource materials owned by BCA may affect enrollment for the following academic year.

3.5 WITHDRAWAL

School-Year Withdrawal

Parents wishing to withdraw a student from BCA during the school year must discuss the matter with the Headmaster and provide him with an official letter of withdrawal. Once the letter is received, all financial obligations have been met, and the student withdrawal form has been completed, student records will be released upon official request from another school. Parents are asked to complete an exit interview survey, which may be done online.

Year-End Withdrawal

Parents not re-enrolling a student for the next school year must provide written notification to opt-out to the Headmaster by January 31 of the preceding school year. These families will be contacted by the appropriate Principal for a conference. Failure to notify the school by January 31, will result in late withdrawal fees.

SECTION 4: ACADEMICS

4.1 HOMEWORK AND ASSIGNMENTS

Philosophy

Assigning well-planned and skill-specific homework enhances the BCA academic program, allowing us to attain our educational goals and fulfill our mission. Classroom work is just one aspect of education. BCA seeks a balance in school/academic achievement and the duties, responsibilities and privileges that emanate from the student's participation in the life of his family, church, and community. Primary reasons or causes for homework being assigned include:

- Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
- Students frequently need additional practice in specific new concepts, skills, or facts. In certain subjects (e.g., math or languages), regular practice at home may be necessary for mastery. Therefore, after a reasonable amount of time is spent on the material in class, the teacher may assign homework to allow for necessary practice.
- BCA recognizes that parental involvement is critical to a child's education, and homework is a tool that is used to promote parent involvement. Parents should view homework as an opportunity to actively assist their child in his or her studies. Homework also keeps parents informed as to the current topics of study in the class. Visiting the classroom, regularly communicating with his teachers, and checking on homework are just a few ways for parents to actively assist their child in his studies.
- Homework may be assigned to students who, having been given adequate time to complete an assignment in class, do not finish. Parents with concerns regarding the amount or difficulty of homework should contact their child's teacher.

Guidelines for Assigning Homework

- Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school. The student's time at home is to be

encroached upon only for the best of purposes.

- Homework may be assigned for any evening that the students were in class. Friday homework will not differ in quantity or quality from other weekday evenings. Homework will not be assigned over holidays or scheduled breaks in the BCA calendar. Even so, students may choose to continue working on long-term projects or required make-up work over weekends and school holidays.

Suggestions for Managing Homework

- Parents should set realistic performance standards. Every child is not an “A” student. All children should strive to do their very best, working unto God and not man, but some students will perform at “B” (good) and “C” (satisfactory) levels. The amount of effort required for a given child to perform at a given level varies dramatically. Parents should determine a sufficient workload and help their child understand expectations for their schoolwork.
- Parents should speak with their child’s teacher regularly, especially if they perceive a pattern of heavy homework loads. The parents’ responsibility is to be able to relate precisely what is causing the increased time needed for homework completion.
- For students who tend to spend an inordinate amount of time on homework, parents may wish to review the assignments, take an educated guess as to how long each assignment should take (or ask their child’s teacher beforehand), and set a timer allowing that much time. When the timer goes off, the child is told to move on to the next assignment, thereby training the child to work efficiently within a set timeframe.

- Teachers, parents, and students should pray for wisdom at all times. (James 1:5).

4.2 HONORS AND AWARDS

BCA maintains a system of formal honors and awards for the following reasons:

- The recognition of good work is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (e.g., Romans, Ephesians, I Timothy). We seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
- We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.
- We want to honor the high quality of work being done by our students, to the glory of God and the honor of their parents.
BCA teachers recognize students within their own classroom for a variety of reasons throughout the year. The final Monday Morning assembly will include awards that should be recognized publicly as a school and not just within the individual's classroom. Our intention is not to create division or jealousy amongst our student body, but to elevate those things that students have done that exemplify Virtue, Eloquence and Wisdom ultimately bringing glory to the name of Jesus Christ.

4.3 ADDRESSING CONTROVERSIAL SUBJECTS

If, in the course of teaching a class, a teacher sees that a grade-level appropriate subject has arisen which he or she has good reason to believe is controversial, and discussion of that subject will not help the teacher achieve the goals set for that

class in the Curriculum Guide, then the teacher will not allow class time for the discussion of the subject. If a grade-level appropriate subject arises which the teacher has reason to believe is controversial and the discussion of that topic will help achieve the goals set out in the Curriculum Guide for that subject, then the teacher will do the following:

- As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
- Instruct the class on their responsibility to honor the teaching they have received from their parents and their home church on this subject.
- As appropriate (i.e., pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned.
- Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- Encourage students to robustly take on the subject in class discussion, while honoring their fellow students who take an opposing position.
- Subject matter that is clearly stated in BCA Statement of Faith are not considered controversial.
- The teacher serves as a role model of a mature Christian adult. As such, teachers will not enter into an adversarial debate with students on controversial subjects within a classroom setting which does not foster an educational goal. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching

practices, teachers will encourage a gracious and scholarly attitude in the students.

4.4 LEARNING DISABILITIES

BCA's policy regarding learning disabilities is outlined below:

Definition of Severe Learning Disability

Any condition in a potential student which would require a separate classroom, program, or staff in order to provide the educational services desired by the parents (e.g., Down's syndrome, deaf/mute, blind).

Definition of Learning Disability

Any condition in a potential student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents (e.g., Hyperactivity, Attention Deficit Syndrome, dyslexia). For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed, and/or is a genuine learning disability.

General Guidelines:

- Students with a severe learning disability are generally not admitted to BCA due to the lack of adequate staff training, funding, and facilities. However, it is our hope to educate all students and integrate students of all abilities in the future but we would first need the staff and funding.
- Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
- Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates, and more as the teachers' schedules allow

- Exceptions can be made to this policy if a plan is developed in partnership between the parents and BCA administration to provide the proper care and oversight. All exceptions must be approved by the Headmaster.

SECTION 5: COMMUNITY & STUDENT LIFE

5.1 PARENT-TEACHER FELLOWSHIP: “PROJECT GRATIA”

The BCA Parent-Teacher Fellowship (PTF) organizes volunteer opportunities inside and outside of the classroom. The PTF coordinates parent volunteers to:

- Helps with special events such as school picnics and community dinners to support the school and strengthen the BCA community.
- Provide teacher appreciation activities.
- Provide support for other school-sponsored activities.
- Serve at BCA.

5.2 BCA COMMUNICATIONS

Website/App/Social Media/Email/Texting

The BCA website (bcamarion.org) exists to introduce prospective families to BCA, as well as to keep BCA parents and friends informed regarding school events and news. The website is the sole property of BCA and may not be used for any purposes without the express written permission of BCA. We may also utilize apps, social media, emailing and texting for communication purposes.

SECTION 6: GRAMMAR SCHOOL (GRADES K-6)

6.1 ACADEMICS

Bible

BCA believes that the “fear of the LORD is the beginning of all wisdom” (Proverbs 1:7). Since our God reveals Himself through His Word, we believe it is imperative to know His Word in order to know Him. To that end, our students memorize large and important passages from the Bible. Likewise, BCA believes it is important to summarize Scriptural teaching on the important topics, drawing together the most important teachings in succinct and clear statements

BCA uses ESV Bible in all Bible classes. BCA uses the Baptist Catechism from Grace & Truth catechism for students to memorize.

Latin & Greek

The students start learning Greek in Kindergarten and Latin in 4th grade. Koine Greek will aid students in critical thinking and help them to develop a strong understanding of grammar. Many English words are derived from ancient Greek, and students will especially see the benefits of learning Greek when studying science and medicine. Last, but hardly least, Koine Greek is the language of the New Testament, and the study of the original language will gradually unveil the richness, depth, and beauty of the New Testament message.

For centuries, Latin was an integral part of any good academic training. However, like many traditional elements of good education lost in the name of "modern" or "progressive" education, the advantages of Latin have been neglected and forgotten over the past few generations.

Latin is considered necessary to a fundamental understanding of grammar construction, the history and writings of Western Civilization, and the understanding of Romance languages (e.g. Spanish, French, Italian). BCA teaches Latin for three primary reasons, among others:

1. Latin is historical. Latin is not a "dead language," but rather a language that lives on in almost all major Western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, but also lays the foundation for learning other Romance languages.

2. Latin is helpful. Learning the grammar of Latin reinforces student understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English coursework (e.g., plurals, nouns, verbs, prepositions, direct objects, tenses).
3. Latin is hard work. The study of Latin grammar trains young minds to think logically like no other subject. The discipline and precision, in age appropriate amounts, required for a successful study of Latin is high, but the rewards are high as well. Students will see the benefits of their Latin study in every other area of the curriculum.

Curriculum

Kindergarten through Sixth Grades:

- Bible (BJU)
- Phonics & English/ Reading/ Handwriting/ Spelling (BJU)
- Fine Arts (music and visual art)
- Geography (BJU)
- Latin/ Greek (Classical Academic Press & Veritas)
- Literature (BJU, Classical Academic Press, Veritas)
- Math (BJU)

- Physical Education (including health, first aid, safety, and fire prevention).
Unstructured Play/recess
- Science (BJU)
- History (Veritas and BJU)

Grading Scale

A: 93-100

B: 85-92

C: 75-84

D: 70-74

F: 69 or below

Make-Up Work

Work that is missed for unplanned absences (e.g., illness, family emergency) will be granted one day for each day missed. Should the teacher think it advisable to grant additional time for make-up work due to extenuating circumstances, he or she will confer with the Headmaster before rendering a decision.

Work that is missed due to planned absences (e.g., appointments, vacations) will be due the day the student returns to school. All tests, quizzes, and homework must be completed either in advance or on the day the student returns to school. Exceptions may be granted when the absence is three or more days, at the teacher's discretion. The extension will not exceed half the number of days absent.

BCA parents should train their children to accept personal responsibility for their academic work as early as possible.

Late Homework and Missing Assignments

Late homework (not turned in by the teacher's scheduled due date) will receive the following penalties:

- Day 1 – 10% off total
- Day 2 – 20% off total
- Day 3 – Failure of assignment

Any student who fails to turn in more than 25% of the total number of assignments in a given quarter will not receive credit for the semester in that class. Specific classroom teachers are given permission to develop their own policy as long as it is approved by the Headmaster.

Incomplete Grades

At the teacher's discretion, a student may receive an "Incomplete" due to incomplete work from extenuating circumstances. The student has no more than two weeks after the end of the term to complete the work. The teacher will determine the due date of all incomplete work. After two weeks, incomplete assignments will officially be considered incomplete and a grade will be submitted to the office. Under unusual circumstances, teachers may grant additional time.

Testing

Grammar School students in Grades 2-6 take annual assessment tests each year. Parents should ensure that their children are well rested and focused for testing. The school office keeps a record of each student's performance in his or her permanent file. Kids admitted should be tested as soon as possible and meet with parents to discuss plan of action.

Student Promotion

It is important for each student to acquire the tools of learning, and the relevant subject material, in order to pass successively from grade to grade. The following guidelines have been established to ensure that students are not promoted prematurely.

BCA Grammar School students must meet the following basic criteria for promotion to the next successive grade:

- Pass Reading, Math, and English with a 70% or better.
- Have no more than one grade under a 70% per semester in any subject.
- Have no more than one grade under a 70% in a single subject both semesters.

Additional requirements for promotion for each grade include:

- Promotion from Kindergarten - Behavioral maturity and reading readiness.
- Promotion from First Grade - Ability to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension; ability to pass reading, math, and grammar- composition with at least 70% accuracy.
- Promotion from Second Grade - Cumulative mastery of above requirements, plus ability to read fluently and independently using books of a second-grade level, the ability to write neatly and correctly identify the basic parts of a sentence, the ability to spell correctly with at least 70% proficiency, and the ability to add and subtract two-digit numbers with at least 70% accuracy.
- Promotion from Third-Sixth Grades - Cumulative mastery of above requirements, plus satisfactory completion (70%) of curriculum objectives for the grade level.

In addition to the above requirements, cumulative comprehensive mastery tests may be administered to assess the student's readiness for entering the Logic (grades 7-8) or Rhetoric (grades 9-12) School.

Academics Honors

BCA students are eligible for the following academic honors:

High Honor Roll: All A's

Honor Roll: A's with no more than two B's

Students who receive these standings at the end of the year will be recognized in the Honor Roll and receive a certificate at the end of year assembly (this applies to grades 2-6).

6.2 CONDUCT AND DISCIPLINE

Even the most common and mundane areas of our lives are to be lived in such a way that God is honored and glorified. For the Christian, the “sacred-secular” dichotomy does not exist. All traditions, habits, and day-to-day practices matter to God. BCA deeply desires that our staff and students would adorn the Gospel of the Lord Jesus Christ by rejecting the anti-authoritarian, selfish, and unloving attitudes that surround us in our modern culture, preferring instead to speak and act with love, grace, and respect, flowing from grateful and joyful hearts.

Basic Expectations

- Students are expected to exemplify basic Christian standards of behavior, conversation, and attitude.
- Students are expected to obey their teachers in all things, the first time something is asked of them. There should be no talking back or arguing with teachers or staff. Disrespectful, non-verbal communication is not allowed. Prompt and cheerful obedience is expected at all times.
- Students will not engage in verbal abuse, unkind teasing, or make cutting remarks to other students.

- Students will conduct themselves reverently when prayers are offered or spiritual songs are sung.
- Students are expected to address all adults by title when speaking to them (e.g. Mrs. Smith, Mr. Johnson) as a demonstration of the honor and respect they are due (Leviticus 19:32).
- Students are expected to stand and greet any adult when he or she enters the classroom as a demonstration of the honor and respect they are due (Leviticus 19:32).
- Students are expected to leave at home electronic devices, games, computers, cellular phones, or anything that could prove distracting to their schoolwork.
- Students are expected to be aware of and avoid the off-limits areas of the building and grounds.
- Students are expected to treat all the school's materials and facilities with respect and care, as though they were their own. This includes textbooks distributed to the students (students will be charged the replacement cost for lost or damaged textbooks and library books).
- Students are expected not to run or make noise in hallways, but to be quiet and orderly unless given permission by a teacher to do otherwise. Teachers will escort their classes through the halls to lunch, assemblies, and other class functions.
- Quiet talk and good manners are to be the visible standard during lunchtime.

Discipline Policy and Procedures

“...he who loves his son is careful to discipline him” (Proverbs 13:24b).

The word “discipline” originates from the Latin word disciplina which means “teaching, instruction, education,” and derives from the root discere which means “to learn.” The word discipulus, which means “disciple or pupil,” also stems from this word. So, in a fundamental sense, discipline should be seen as systematic instruction, or teaching, given to a disciple, a student.

This teaching in Proverbs is inherently positive.

Yet, how often do we think of “discipline” as “punishment” which has a decidedly negative connotation? Certainly, discipline can mean consequences for our actions, but because of Christ’s sacrifice on our behalf, it can never mean “punishment.” Since Christ our Redeemer has taken on Himself the punishment for our sins, so that none is left for His adopted children, how much more should our discussion of “discipline” be positive?

Therefore, it is our goal at BCA to fundamentally change the way we think about discipline, so that, when we consider the word and all it implies positive associations of teaching, training, and the making of disciples are brought to mind. And since we are considering the training of disciples, we are unavoidably talking about our students’ hearts. Whereas in secular educational settings, the goal of “discipline” may be to change the outward conduct of the student so the teacher can get back to work, in a Christian school the goal of discipline must necessarily be about effecting a change of heart and the restoration of relationships.

BCA seeks to provide an environment in which the students are encouraged and challenged to exemplify godly character in all aspects of the school day and beyond. It is imperative that our school be a haven of loving relationships and safety for all children and young men and women. Words and actions that threaten or diminish that loving and safe environment will be dealt with promptly as necessary.

The objectives of discipline at BCA include:

- Assisting our parents and the church in leading our students to a saving knowledge of Jesus Christ.
- Training our students in godly character that will be helpful to them individually and to the school community in supporting and achieving the commonly held goals of spiritual, intellectual, physical, and social development.
- Developing and maintaining a Christ-like culture at school.
- Fostering an environment in which joy and a love of learning may thrive.
- Correcting conduct and character traits which are disruptive or destructive to such an environment.
- Removing, as a last resort, recalcitrant students in order to preserve the peace and purity of the body of Christ at BCA.

Appropriate correction will be determined by the teachers and the Headmaster. Correction will be administered in light of the student's conduct and attitude of repentance. All correction will be based on biblical principles, e.g., restoration, requests for forgiveness (private and/or public as necessary), swift and appropriate efforts to bring about restoration of fellowship without lingering bitterness, etc. As part of our belief in the authority of the family, parents will be made aware of concerns or warnings given to a student by a teacher or the Headmaster, as well as of any disciplinary action taken as soon as practical after each incident.

The majority of day-to-day discipline will be conducted by classroom teachers. Typically, if, based on the teacher's assessment, a student is in need of correction, a brief, private conversation will suffice, in which the teacher will require the student to repent and/or to bring about restoration of fellowship as he/she deems necessary. We recognize that Christ has forgiven us, students will certainly be granted

forgiveness when they repent and turn from their sin, restoration of fellowship God and/or others will be the goal, and the student will be restored to the classroom. Parents will be notified as soon as practical.

However, there are instances in which a stronger warning or more significant consequence is needed. Such cases will be dealt with by the Headmaster. There are a few basic offenses that will automatically necessitate such action. They are:

1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect was shown. (Exodus 20:12; Proverbs 6:16-17; Romans 13:1, 7)
2. Dishonesty in any situation while at school, including lying (which includes telling only part of the truth or neglecting to tell the whole truth), cheating, and stealing. (Exodus 20:15-16; Proverbs 6:16-17, 19)
3. Disobedience in response to clear instructions, including repeated failure to follow teacher directions. (Colossians 3:20; 1 Samuel 15:23)
4. Fighting, i.e., striking in anger with the intention to harm another student. (James 4:1; 1 Corinthians 13:5)
5. Unkind, obscene, vulgar, or profane language, as well as taking the name of the Lord in vain. (Ex. 20:7; Ephesians 4:29-31; 5:4)
6. Defacing school property, leaving school without permission, or bringing to campus a weapon of any kind, alcohol, illegal drugs, or any other item, substance, or activity considered dangerous by the administration.

7. Any action in direct contradiction to the statement of faith or any other expression of the Academy's religious beliefs.
8. If an issue is unable to be resolved with the student due to hardness of heart and an unrepentant posture is established. (Ephesians 4:18; Hebrews 3:8, 18; Jeremiah 17:9)

If an office visit is necessary, normally the Headmaster will:

1. Investigate and determine the nature of the offense (consult teacher, student, and others as appropriate).
2. Seek to give godly and biblical counsel to the student (2 Timothy 3:16).
3. Seek confession and repentance from the student (Proverbs 28:13).
4. Require restitution or apology, as appropriate.
5. Call the student's father or mother so the student can explain what has transpired.
6. Pray with and for the student.
7. Reassure the student of love, forgiveness, and restoration of fellowship.

However, the Headmaster may require immediate suspension for the remainder of the day, restitution, or other measures deemed appropriate. Student suspension applies to all after school activities.

In severe cases where there is no change in the student's conduct, or assistance from the parents is deemed ineffective, the child may be expelled.

The Headmaster will normally follow the protocol below. In cases where change is evident and the student exhibits repentance, exceptions are possible. These exceptions will be determined by the Headmaster:

1. First offense of any of the above: Warning, restitution/confession, suspension for one school day. Missed work must be turned in within one day of the child returning to school or a grade of zero will be recorded.
2. Second offense: Restitution/apologies, suspension for two school days. Missed work must be turned in within two days of the child returning to school or a grade of zero will be recorded. Elders also notified of situation.
3. Third offense: Restitution/apologies, suspension for five school days. Missed work must be turned in within three days of the child returning to school or a grade of zero will be recorded. Elders make an assessment/ruling and plan of action moving forward.
4. Fourth offense: Expulsion for the remainder of the school year.

The administration of BCA realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restoration are fundamental to our discipline policy. However, should a student and his parents not be able to correct the issues that gave rise to the suspensions before a fourth offense occurs, the student will be expelled.

Serious Misconduct

Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the protocol defined above may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct may include: acts endangering the safety of other students or staff members, gross violence or vandalism to the school facilities, violations of civil

law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours on or off school property.

Re-Admittance

Should an expelled student desire to be readmitted to BCA at a later date, the Headmaster will make a decision based on the student's repentant demeanor, the family's cooperation with the school and circumstances at the time of reapplication.

6.3 GRAMMAR SCHOOL PRACTICES

Monday Morning Worship

In effort to foster a spiritually healthy atmosphere of Biblical discipleship and growth, Grammar School participates in a weekly assembly for faculty and students to come together in worship through singing and Scriptural teaching. Speakers are BCA faculty or like-minded community leaders or ministers. All teaching falls under the same guidelines of classroom instruction and must adhere to the BCA Statement of Faith.

School Lunches

BCA will not offer daily hot lunches. Students will be required to bring with them a packed lunch to school each day. At the discretion of the Headmaster there may be optional, special school lunches offered for a fee throughout the school year.

Uniform Policy

The purpose and goal of the BCA dress code is to glorify God by promoting a standard of personal modesty and humility. We believe our choices about external dress communicate something about the internal heart of an individual as well as about the value of the work conducted during the day. Students are encouraged to dress in such a way that reflects a heart of godliness and does not seek attention for oneself, but rather serves one another in humility. Therefore, while we have established boundaries for dress, our ultimate concern is for a modest and humble heart.

The BCA dress code seeks to accomplish:

1. Humility/Modesty
2. Decorum
3. Consistency

BCA school colors are indigo (dark navy), white, and gold.

- All Grammar School boys are required to wear a collared shirt (polo or Oxford), in navy or white, bearing the school logo in gold or white (on navy shirts) or in navy (on white shirts) on the left breast. Dress pants or shorts (khaki or grey) must be worn. Jean-style and cargo-style pants with pockets sewn on exterior may not be worn. Boys, grades 4th and up, must have their shirts tucked in, with a black or brown belt, at all times during the school day.
- All Grammar School girls are required to wear a collared shirt (polo or Oxford), in navy or white, bearing the school logo in gold or white (on navy shirts) or in navy (on white shirts) on the left breast. School patterned skirts or jumpers must be worn (black bike shorts that extend to above the knee or leggings underneath are approved).
- No sheer/see-through tights are to be worn underneath skirts and jumpers.
- No flip-flops, sandals or Croc-styled shoes may be worn.
- Only school approved sweaters or hoodies can be worn over the uniform top during the school day.
- Approved “spirit wear” days will be allowed (BCA t-shirts or hoodies, jeans with no rips/tears or khaki shorts). Other casual dress days may be approved throughout the year at the discretion of the Headmaster.

SECTION 7: APPENDIX

7.1 CHARTERED NON PUBLIC

A Chartered Nonpublic school is a private school that holds a valid charter issued by the Department of Education and Workforce and maintains compliance with the Operating Standards for Ohio's Schools. These schools are not supported by local or state tax dollars and require the family to pay tuition. Chartered Nonpublic schools are eligible for the Administrative Cost Reimbursement Program, Auxiliary Services Program and Transportation services for students.

7.2 BCA STATEMENT OF FAITH

We believe in God the Father Almighty, Maker of heaven and earth, and in Jesus Christ His only Son, our Lord. Jesus Christ was conceived by the Holy Spirit, and was born of a virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hades, and on the third day He rose again from the dead. He ascended into Heaven, where He sits at the right hand of God the Father Almighty. From Heaven He shall come to earth again to judge the living and the dead. We believe in the Holy Spirit, one holy catholic church, the communion of all true saints, the forgiveness of sins, the resurrection of the body, and the gift of everlasting life. (Apostle's Creed)

We believe that God reveals Himself through the creation, preservation, and government of the universe. We believe that God makes Himself more clearly and fully known through the Scriptures, which are the only inerrant and infallible Word of God, our ultimate and final authoritative rule for faith and practice. These Scriptures are made up of 66 books, from Genesis to Revelation, the authority of which depend not upon the testimony of any man or church and are all to be received as the Word of God.

We believe that there is but one living and true God, eternally existent in three

Persons of one power, substance, and eternity—Father, Son and Holy Spirit. He is perfectly wise, the overflowing fountain of all good. He is omnipotent, omnipresent, and omniscient. In all things He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, loving, and full of mercy. He is the Creator, Sustainer, and Governor of all that has been made.

We believe in the true deity and full humanity of our Lord Jesus Christ, such that two distinct natures, divine and human, were inseparably joined together in one person, without conversion, composition, or confusion. We believe in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father and in His personal return in power and glory.

We believe that Adam was made from the dust of the ground and formed after God's image and likeness, which was good, righteous, and holy. Because of Adam's sin all mankind is in a state of rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that salvation is by grace through faith alone, and that faith without works is dead. We believe that God freely justifies His own, not by infusing righteousness into them, but by pardoning their sins, and by accounting and accepting their persons as righteous, for the sake of Jesus Christ alone.

We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life, as the Spirit of Christ within us enables us to do freely and cheerfully what the will of God revealed in Scripture requires to be done. We believe that good works are only those which arise from true faith, conform to God's Word, and are done for His glory.

We believe God has appointed a day when He will judge the world in righteousness through Jesus Christ. We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation.

We believe in the spiritual unity of all believers in our Lord Jesus Christ. All who are united to Christ as Head of the Church are united to one another in love and have communion in each other's gifts and graces.

We welcome members who hold to traditional, conservative Christian orthodoxy and our Statement of Faith. Our board reserves the right to remove members who are openly, in our sole judgement, opposed to the above statement. We also welcome members to adopt this statement of faith for their organization, if they wish.

7.3 BCA AUTHORITY

BCA schools operate as an extension of the family, under the authority of fathers who are required to raise their children in the fear and admonition of the Lord (Deuteronomy 6 and Ephesians 6). Some of our schools operate under the authority structure of a church, and therefore these schools have extended authority in the area of family and community. If no father then mother or acting guardian.

The authority granted to fathers and mothers in Scripture is passed to the school in loco parentis. This means that, for the development of paideia in students while at school, the school operates with the same authority that fathers have in the raising of children. Our position on authority influences our view of government and its role in education.

We expect that many schools will have more particular practices and policies regarding faith. Those listed here should be considered minimum standards.

7.4 OTHER POLICIES

Drug & Alcohol Policy

BCA believes that the consumption, buying, selling, or transfer of drugs and/or alcohol by our students cannot be tolerated and may result in dismissal of the offending student or students. The administration of BCA reserves the right (as per the safety of that student or any other student) to require drug testing upon reasonable suspicion that a student is under the influence or was under the influence of a drug or alcohol while on or off school grounds. The student's parents

will be notified prior to any test. If the parents and/or student refuses, then the student's privilege to attend BCA will be revoked.

Non-Violence Policy

BCA has a no tolerance policy involving threats or perceived threats of violence by students. Parents should understand that the school's first responsibility is the protection of all of its students. The school takes this responsibility very seriously.

Students are not allowed to talk about committing an act of violence, threaten to commit an act of violence, or joke about committing an act of violence toward anyone at BCA. Students are also not allowed to possess any instructions on how to commit an act of violence. If the administration determines that a threat of violence is credible and specific (directed toward particular students or staff), the student will be immediately suspended and a recommendation to expel may be delivered to the school board. For the purposes of this policy, credible means a reasonable belief or suspicion, determined by the administration, that the threat was or might be genuine, or that the student was or might be capable of carrying out the threat.

In circumstances in which the administration determines that the threat is not likely credible, the school may suspend the student pending a parent meeting. These include cases in which the student was "just joking." If circumstances warrant, the school may conduct further investigation.

Anti-Harassment Policy

It is the policy of the BCA Board to maintain an educational environment which is free from all forms of unlawful harassment, including sexual harassment. Such behavior is inconsistent with the Christian tenets and Biblical philosophy of BCA. This policy applies to unlawful and immoral conduct occurring at any time, on or off school property. Students who believe that they have been unlawfully harassed by another student or member of the school community or a third party are entitled to notify the administration of the complaint. Initiating a complaint will not adversely affect the student's participation in educational or extracurricular programs.

Students are encouraged to promptly report incidents of harassing conduct to a supervisor, teacher, or administrator, so that the administration may address the conduct before it becomes severe, pervasive, or persistent. The administration will meet with the student and contact the parents/guardians to advise them of the intent to investigate. The administration will make every reasonable effort to protect the rights of parties and maintain the confidentiality of the investigation. The administration will take immediate steps to impose disciplinary action, which may include dismissal, on any student engaging in any of the following prohibited acts: retaliating against a person who has reported alleged harassment or has participated as a witness, reporting a malicious or knowingly false account or complaint of harassment, or purposefully delaying the investigation of allegations of harassment.

Sexual harassment between students is defined as “any unwelcome sexual conduct by any other student that is severe, persistent, or pervasive enough to limit a student’s ability to participate in or benefit from an education program or activity, or that creates a hostile or abusive educational environment.” This conduct can be nonverbal, verbal, or physical, and the behavior in question does not necessarily have to be aimed at the student who is complaining of harassment.

Prohibited acts that constitute sexual harassment may take a variety of forms. The administration will determine if the offense constitutes sexual harassment. Sexual harassment does not include legitimate non-sexual touching or conduct, and simple horseplay, childish vulgarities, adolescent flirting, or other simple childish behavior. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- Sexual advances including propositions, invitations, flirtations, or obscene gestures
- Physical assault or unwelcome physical contact
- Using words, pictures, objects, gestures, or other actions relating to sexual activity or a person’s gender that have the effect of causing embarrassment, discomfort, or reluctance to participate in school activities.

Students who feel they have been unlawfully harassed should file a formal written complaint with the administrator. All complaints should be in writing and signed

by the complainant. Once the formal complaint process is begun, the investigation will be completed within 30 calendar days of the complaint being received, unless a greater amount of time is deemed necessary due to extenuating circumstances.

The parents or guardian of the complainant will be contacted immediately. If the alleged harasser is a student, the parents of said student will also be contacted. The investigation may include interviews of witnesses to provide any evidence they believe to be relevant to the situation. A written report will be prepared by the administration, summarizing the evidence gathered and providing recommendations, and presented to the school board at the conclusion of the investigation. The school board and administration will determine if the offense warrants immediate dismissal from BCA.

Search and Seizure

In order to maintain order and discipline in the school and to protect the safety and welfare of students and personnel, school authorities may request a search of a student, student lockers, or student automobiles under the circumstances outlined below and may seize illegal, unauthorized, or contraband materials in the search.

- **Personal Searches:** A student and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Students may be asked to empty their pockets, pocketbooks, wallets, book bags, etc. without the parent's permission or the student's permission. Registration of the child constitutes parental consent to such searches. If the student refuses and the school feels a personal search of the student's person or belongings are required (as per the safety of that student or any other student), then the parents will be phoned and must come to the office to perform the search. If the parents fail to come to the school to perform the search within a reasonable time (one hour) and/or the student refuses to empty his/her pockets or remove from his or her person what is suspected, then the student's privilege to attend BCA will be revoked.

- **Locker Searches:** Student lockers are BCA property and remain at all times under the control of BCA; however, students are expected to assume full responsibility for the security of their lockers. BCA exercises exclusive control over school property, and students should not expect privacy regarding items placed in school

property because school property is subject to search at any time by BCA officials. Students are responsible for whatever is contained in desks and lockers issued to them by the school. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, without parental consent, and without a search warrant.

- **Automobile Searches:** Students are permitted to park on BCA premises as a matter of privilege, not a right. BCA retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student vehicles on campus. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. The same procedures will be followed as in a personal search.
- **Seizure of Illegal Materials:** If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to the proper legal authorities for ultimate disposition.

Legal Violations

BCA reserves the right, and in some cases has a mandatory responsibility, to alert law enforcement officials of legal violations occurring on or off property.

Custody Policy

The splitting of a family is traumatic not only for parents/guardians but also for students. Consequently, the focus of BCA is on the safety and well-being of the student, and our instituted policies are to further those goals.

At the time of enrollment, parents/guardians shall provide all relevant documents concerning custody or visitation of each student enrolled at BCA. Parents/guardians of enrolled students have an ongoing duty to provide any documents and information relevant to a change in current custody or visitation rights to BCA. These documents must be submitted within seven days of the change or at the time of re-enrollment if the school has dismissed for summer break.

A non-custodial parent shall have the right to access school records related to his or her student unless prohibited by a legally binding document.

No student shall be released to any individual other than a custodial parent unless express written permission is first given to BCA by a custodial parent or a valid legally binding document granting release is on file with BCA. All early dismissal requests shall go through the office. A parent/guardian cannot ask the school to withhold release of his or her student to the non-custodial parent or parent's representative without a legally binding document.

It is BCA's policy to provide separate parent-teacher meetings if the need arises and if the school is informed in a reasonable time.

It is the custodial parent's duty to communicate with the non-custodial parent regarding school announcements and notes.

Transportation

BCA does not provide transportation to and from school. Some public school districts provide transportation to our school and others provide an "in-lieu-of" reimbursement to parents. Parents/guardians should make arrangements for their children's bus transportation by contacting the school district in which they reside. It is also important to let the BCA office know if you change school districts during the school year.

Standards of behavior expected while at school also apply while waiting for, riding on, or departing from school buses. In addition, each public school district providing bus transportation may have other guidelines. Failure to comply will result in disciplinary action by BCA and may also result in suspension of bus privilege by the providing school district.

Emergencies/Severe Weather

BCA has developed a Crisis Response Manual that addresses procedures to be followed in the event of an emergency. To further ensure safety, all doors are locked at 8:00 a.m. Visitors to the school are only allowed to enter after being identified by a secretary or administrator.

Safety Drills - Throughout the year, there will be fire, tornado, and/or safety drills. When the signal sounds, teachers and staff will instruct the appropriate action for

the particular drill. Students and teachers will remain in the designated area until instructed to return to the classroom/building. Exit charts are posted throughout the building.

Weather Emergencies — When a thunderstorm or other serious weather problem threatens the school, all outdoor activities will cease. Everyone is to come indoors and wait until the “all clear” announcement is given before returning to outdoor activities.

School Closings/Delays — In the event school should be closed or delayed due to weather or other emergency, parent alert messages, facebook, and email will be used to notify families. Please ensure that the phone number you wish to be contacted with is accurate. Awareness of school closing is the responsibility of each family, and the school cannot be responsible for children left off at school on closed days. Students are excused for being late due to inclement weather. If a parent determines that travel conditions are unsafe, the student is excused from school.

Food Allergy Protection Policy

These policies and procedures are designed pursuant to ORC 3313.719 to assist school staff in developing and providing a safe school environment for all students with known life-threatening food allergies. The intent is:

1. To protect the students with allergies from allergen exposure at school
2. To provide educational information and training to staff regarding students with life-threatening food allergies.

Introduction

There are many causes of life-threatening allergic reactions. Some can be attributed to food allergen ingestion. Accidental ingestion of a food at school by a child with a known food allergy can result in a life-threatening emergency. The child with food allergies must avoid, to the extent necessary for the individual child, all known foods or suspect products that might contain the food allergen. However, even with an avoidance plan in place, accidental ingestion or exposure can occur in the school environment.

Symptoms of life-threatening food allergies can occur within minutes or several hours following an exposure. The child's teacher(s), health office staff, other staff in contact with the child, and bus drivers must be able to recognize the symptoms of a life-threatening allergic reaction, called anaphylaxis. Emergency first aid procedures for anaphylaxis should always be followed, as appropriate, as well as any additional Individual Health Care Plan/Emergency Action Plan.

These procedures regarding life-threatening food allergies can be adapted, as appropriate, to other life-threatening allergies such as insect bites, medications, and latex allergies.

Parent Responsibilities

1. Notify the school principal and school nurse of the child's food allergy.
2. Provide instructions for allergy management and emergency procedures.
Provide prescribed emergency medication and self-carry authorization forms (if applicable) to the school.
3. Provide permission (written or verbal) for the exchange of information among staff members who interact with the student.
4. Provide the school with parent and physician emergency contact numbers.
5. It is suggested that the parent provide the child with a medic alert bracelet or necklace.
6. Continue to educate their child in the self-management of his/her allergy to include:
 1. Child's selection of "safe" foods at school.
 2. Strategies the child can use to avoid unsafe foods at school such as:
7. Only eat snack foods sent in from parents at school parties
8. Do not share/trade food
9. Rapid self-identification of symptoms and notification of school personnel of a possible allergic reaction including but not limited to:
 1. Hives, itching, or rash
 2. Tightening in the throat or difficulty swallowing
 3. Swelling of lips/tongue/throat
 4. Difficulty breathing
 5. Nausea, vomiting, diarrhea, or stomach ache
2. Teach the child to read food labels for ingredients (age-appropriate)
3. Do not eat foods with unknown ingredients

School Level Responsibilities

1. Assure that all staff who interact with life-threatening food-allergic students regularly understand the allergies, can recognize symptoms, know what to do in an emergency, and work with other school staff to provide reasonable accommodations to eliminate the use of allergens in the allergic student's meals and other food, educational tools, arts and crafts projects, and other school activities.
2. Provide annual training for all employees. Training will include:
 1. How to identify symptoms of an allergic reaction
 2. The location of the emergency medication.
 3. Appropriate access to/how to notify emergency medical services
 4. Epi-pen administration
3. Provide student-specific allergy information and Emergency Action Plans to staff who have direct contact with life-threatening food allergy students. These may include:
 1. Food service staff (none for the 2025-26 School Year)
 2. Custodial staff
 3. Transportation staff
 4. Teachers
 5. Aides and office staff
4. Emergency Action Plans will include:
 1. Allergens that cause life-threatening allergies
 2. Symptoms of allergic reactions
 3. Emergency procedures including appropriate access to or notification of emergency medical services
 4. Procedures for administering an Epi-pen
5. Enforce a "no eating" rule on school provided transportation. Exceptions will be made, as required, to accommodate students with disabilities or health care needs. (ORC 3301-83-08)
6. Follow federal and state laws, policies, and regulations regarding sharing medical information about the student.

Principal Responsibilities

1. Develop an Individualized Health Care Plan/Emergency Action Plan for each life-threatening food allergic student and share the food allergy action

plan and this policy with school personnel that are with the student regularly. The action plan may include, but not be limited to:

1. Allergen and symptoms of an allergic reaction.
2. Emergency procedures.
2. Location where student emergency meds are kept.
3. Completion of the appropriate Medication Administration Form.
2. Notify staff (on a need-to-know basis) of students with life-threatening allergies.
3. Provide educational materials and training to staff regarding life-threatening food allergies and emergency procedures.
4. Provide training to staff on medication administration and the use of an Epi-pen.
5. Provide education and training to new personnel as needed.

Responsibilities of Supervising Classroom Teachers and Specialists

1. Supervising classroom teachers and specialists are those teachers, grades K-12, who interact with food-allergy students in school settings as part of the routine school day.
2. Participate in meetings for identified students and complete health training.
3. Consider consulting with parents and providing a lesson plan about food allergies for students and discussing anaphylaxis in age-appropriate terms.
4. Provide lesson plans and academic activities that will not use items containing known allergens. If this is not reasonable, provide an alternative educational activity. Understand that there are many hidden sources of allergens in educational materials common in art and science projects.
5. Inform parents of affected students of any in-class activities where food will be served.
6. Recognize the potential for allergens to be present in non-food sources and apply appropriate precautions.
7. Monitor foods that enter the classroom for evidence of obvious food allergens and limit exposure as required. Provide affected students with an eating area in the classroom safe from food allergens.
8. Encourage hand washing before and after eating.
9. Clean classroom surfaces after food consumption, including when the teacher eats lunch in the classroom.
10. Avoid food rewards.

11. Take extra steps to communicate with parents about allergies in the classroom.
 1. Post a sign outside the room if the classroom has a potentially life-threatening food allergy student.
 2. Discuss food allergy concerns at “Meet the Teacher” night.
 3. Encourage parents to avoid surprise classroom snacks and to sign up in advance for snacks.

Seizure Action Plans Policy

Pursuit to ORC 3313.7117, the school principal is to create an individualized seizure action plan for each student enrolled who has an active seizure disorder diagnosis.

The individualized seizure action plan should have the following components:

- A written request, signed by the student’s parent or guardian, to have seizure disorder prescriptions administered to the student; and
- A written statement from the student’s treating practitioner providing information on each drug prescribed to the student for a seizure disorder.

The principal will notify all school employees, contractors, and volunteers who regularly interact with the student in writing of the existence and content of the seizure action plan. The principal (or designee) coordinates seizure disorder care at the school and ensures all staff who interact with the student receive the necessary training.

The principal will renew each seizure action plan at the beginning of each school year. These records will be housed in the administration office.