



Code of Conduct

Teaching the leaders of tomorrow how to live for God today

2024 - 2025

SECTION 1 – INTRODUCTION

Jay County Christian Academy (JCCA) **educates all students to high standards**, enabling them to become productive, responsible citizens. This includes instruction in both academic and social, emotional, behavioral understandings and skills. Along with academics, principles, and practices of treating people right are taught demonstrated, and modeled. This includes an appreciation for the rights of others.

Code of Conduct

In order to maximize the learning of all students, classrooms and schools must provide an environment that minimizes disruptions. The *JCCA Code of Conduct* includes both **standards of conduct** designed to maintain a productive educational environment and a **student support system** designed to address individual needs and promote social, emotional, and behavioral growth. This balanced approach is most effective when school staff and parents/guardians work together as a team to guide students to function appropriately in the school environment and as citizens of the community.

Student Support System: A three-tiered approach

A student support system has been developed as a framework for tiers of increasingly intense supports or enhancements that are assigned based on identified student needs. The tiers include both academic and readiness to learn (social, emotional, or behavioral) areas of emphasis.

The readiness to learn side of the system is dedicated to development of the individual social, emotional, and behavioral characteristics that foster high levels of achievement and success in life. Student behavioral concerns are considered to be opportunities for instruction and growth. Corrective responses to these concerns include both supports and consequences combined with behavioral processing and/or instruction in appropriate behavior. Students are explicitly taught how to function in a learning environment with the goal of transferring these skills to life circumstances.

Tier 1: Grade Level Appropriate, Behavioral Expectations Taught and Supported

School staff analyze data, collaborate, problem solve together and provide supports to meet students' social, emotional, and behavioral needs in order to maximize their academic growth.

Tier 2: Targeted Intervention

If students need more than Tier 1 Supports, a Tier 2 Functional Behavior Assessment (FBA) / Behavioral Intervention Plan (BIP) that includes targeted intervention strategies may be developed through the Student Support Team collaboration, data analysis, and problem solving.

Tier 3: Personal Plan

If students need more after Tier 1 Supports and a Tier 2 Functional Behavior Assessment (FBA) / Behavioral Intervention Plan (BIP) have been implemented, intensive long-term options may be assigned & personalized plans developed.

Student Support System: Culturally Responsible Positive Behavior Interventions and Supports (CR-PBIS)

Culturally Responsible Positive Behavior Interventions and Supports (CR-PBIS) is a research based, nationally recognized system of proactive management of behavioral concerns that provide a profound emphasis on what we want students “to do.” This model is used school-wide to provide a consistent, positive approach to discipline. Including a focus on instruction in appropriate behavior, cultural responsiveness and problem solving to meet individual needs. CR-PBIS components are integrated throughout our three tier structure of increasingly more intense corrective responses designed to facilitate students’ behavioral and academic success.

Standards of Conduct

JCCA does not discriminate on the basis of race, gender, economic status, disability, national origin, or any other personal characteristics in regard to disciplinary actions against students.

Rules and regulations apply to school grounds and premises before, during, and after school hours; any time school buildings or grounds are used by a school group; off school grounds at any school function or event; when traveling to and from school or school activity, function, or event; at bus stops; or at any time and or place which may affect an educational function.

The Principal may establish additional rules and regulations, as long as they are consistent with this Code of Conduct, and the policies, rules, and regulations set by the deacons of Fellowship Baptist Church (“the Church.”)

SECTION 2 – RIGHTS AND RESPONSIBILITIES

Students’ Rights and Responsibilities

The following statements summarize student rights and responsibilities. In exercising their rights, students shall not disrupt the educational process or force upon, endanger, or deny others their rights.

Students have the right to:

1. An education unimpaired because of race, gender, religion, national origin, pregnancy, disability, parenthood, marital status, economic status, any other personal characteristics, or any reason not related to their personal capabilities.
2. An orderly school and classroom environment that will promote learning for all students.
3. Express themselves in speech, writing, or symbolism within boundaries of the law and policies of JCCA.
4. Possess and distribute literature including, but not limited to: newspapers, magazines, leaflets, and pamphlets within the law and JCCA policies.
5. Peaceful assembly.
6. Protection from unlawful searches and seizures of their personal possession(s) or their person without reasonable cause.

7. Safe and orderly transportation to and from school or a school activity when such transportation is provided within the transportation guidelines of the school.

Students have the responsibility to:

1. Identify themselves when addressed.
2. Avoid actions or activities, individually or in groups, which may interfere with the right of any person to an education.
3. Ensure that their actions do not disrupt the classroom environment or school activities.
4. Read and become familiar with the *JCCA Code of Conduct*.
5. Ensure that communications/expressions do not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others, or violate the law or the requirements of the *JCCA Code of Conduct* and other school policies.
6. Ensure that the distribution or possession of literature will not: conflict with or infringe upon school activities; infringe on the rights of others; or contain religious, racial, or ethnic slurs. The time, place, and manner of distribution shall be determined by the principal.
7. Secure approval for using school facilities for assembly; discuss with an administrator the appropriateness of the facility for the functions; and ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.
8. Not endanger themselves, other students, school personnel, or the general public by possessing material or objects that are potentially hazardous and/or prohibited by federal, state, or local law, or the requirements of the *JCCA Code of Conduct*.
9. Ensure that their conduct contributes to a safe and orderly atmosphere while being transported; refrain from conduct that will offer a hazard to themselves, their fellow students, or the general public; and refrain from violating federal, state, or local law, or the requirements of the school transportation guidelines.

Parents' and Guardians' Rights and Responsibilities

Parents and guardians have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly, and respectfully by all school staff.
3. Get information about JCCA policies and procedures that relate to their children's education.
4. Get regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences.
5. Receive information and prompt notification of behavior violations by their children and any disciplinary actions taken by the principal or school staff.
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.

7. Receive information from the school staff about ways to improve their children's academic or behavioral progress.
8. Access school personnel.

Parents and guardians have the responsibility to:

1. Make sure their children attend school regularly and on time and, when children are absent, let the school know why.
2. Tell school officials about any concerns or complaints in a respectful and timely manner.
3. Work with the principal and school staff to address any academic or behavioral problems their children may experience.
4. Support JCCA by being a role model for their children, talking with their children about school and expected behavior.
5. Read and become familiar with the *JCCA Code of Conduct*.
6. Give updated contact information to JCCA.
7. Be respectful and courteous to staff, other parents, guardians, and students while on school premises.
8. Access school personnel utilizing proper procedures:
 - a. Check in through the school office.
 - b. Make appointments with the proper personnel.

Staff Rights and Responsibilities

Staff has the right to:

1. Be treated courteously, fairly, and respectfully by students, parents / guardians, and other school staff.
2. Receive notification of appointments, meetings, and/or conferences with parents or community members.
3. Not be interrupted by parents or community members during instruction time.
4. Work in a safe and orderly environment.

Staff has the responsibility to:

1. Demonstrate respect and courtesy for all people in the community: students, parents, and all other staff.
2. Begin school and class every day, on time, prepared with well-planned, effective, and engaging instructional plans.
3. Set clear and high expectations for student achievement and behavior.

4. Teach through example what students are expected to know and do.
5. Be knowledgeable about *JCCA Code of Conduct* and school policies & procedures. Staff are responsible to model and teach such policies & procedures to students, and articulate them to parents.
6. Keep parents/guardians informed of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
7. Provide make-up work for students with excused absences and suspensions.

SECTION 3 – PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES

Corrective Responses

Corrective responses are organized through the three-tier structure and become increasingly more intense as students' behavioral needs increase. Corrective responses provide a profound emphasis on what we want students "to do." These include a focus on instruction in appropriate behavior, cultural responsiveness, and problem solving to meet individual needs. Corrective responses include Tier 1 Supports that are applied flexibly based on identified student needs. Corrective responses can also be organized through Tier 2 Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) to consistently address the causes of behavioral concerns across varied settings and times. Long-term Tier 3 intensive personalized plans may include various combinations of corrective responses.

A teacher and/or school administrator may use various levels of corrective responses in an attempt to change student behavior including, but not limited to, counseling with the student, assigning detentions, having conferences with parents, assigning extra responsibilities or time in school, placing the student in a "time-out" room or an in-school suspension setting, assigning community service projects, referring the student to the school Superintendent, or removing a child from class for a day pending review of the situation. The school administrator and teacher may cooperatively remove the student from the class for more than one day if this consequence would be beneficial in solving the problem. After conducting an appropriate investigation, the school administrator may suspend a child for up to five school days. In some cases, a school administrator may recommend a student be placed in an alternative program or be expelled. Levels of corrective responses include the following:

Level 1: Classroom and Building Based Corrective Responses:

Level 1 corrective responses are appropriate for discipline incidents that should be managed by the teacher and usually do not warrant a discipline referral. These address behaviors that are of low level intensity, passive in nature and/or non-threatening. Level 1 corrective responses will **not** include removal from instruction.

Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses:

Level 2 corrective responses are appropriate for discipline incidents that should be managed by the teacher with possible assistance from an administrator. These infractions will be addressed with corrective responses that will **not** include removal from school, but may include in-school suspension.

Level 3: Intensified Personalized Corrective Responses:

Level 3 corrective responses are appropriate for discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Committing a Level 3 infraction may result in in-school or an out of school removal on the first violation.

Level 4: Corrective Responses for Serious Violations:

Level 4 corrective responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school. Corrective responses at this level could include extended suspension, expulsion, and/or referral to law enforcement.

SECTION 4 – SEVERE RESPONSES DEFINED

Special Education/Section 504 Students with a Disability:

Before an expulsion hearing for a special education/504 student can be held, a Manifestation Determination Case Conference will determine if there is a relationship between the student's disability and the Code of Conduct violations. If there is, educational services will continue to be provided in a setting approved by the case conference. If there is not, the request for expulsion may continue to the expulsion meeting. The parent(s) of disabled students will be notified by a school administrator concerning suspensions.

Law Violations

If the student violates the law, the school principal will be contacted for assistance. The Sheriff's department may be involved depending on the severity of the offense. Parents will also be contacted, if possible.

Suspensions

If an out-of-school suspension is necessary, the student will have an opportunity to hear the charges against him/her and to present his/her side of the situation. Parents will be offered the opportunity to meet to discuss the suspension. The reason(s) for the suspension will be provided to the parents and student. If the intent of the principal is to file written charges for expulsion, parents will be notified in writing within two school days.

Alternative Consequence / Level 4 Probationary Contract

The principal may develop an alternative disciplinary consequence within the school building. This will be documented in a written contract with the student, parent, and teacher as appropriate. The written contract will remain in the school office. The purpose of the probationary contract is to reinforce expected behaviors and monitor behavior for improvement.

Expulsion Procedures

If the principal requests an expulsion: Parents of non-disabled students will receive notice by certified mail of the date, time, and location of an expulsion meeting. This documentation will notify the parent if the student's suspension has been continued pending the outcome of the expulsion meeting.

In the expulsion meeting, the school presents evidence to support the request for an expulsion. The student and parent will have an opportunity to respond to the evidence. Following the meeting, the school Superintendent will make a decision about expulsion.

The results of an expulsion meeting could be one of the following:

- Student may be returned to the school with no further consequences;
- Student may be returned to the school on probation with restrictions;
- Student may be offered an alternative placement with a waiver being signed prior to placement; or,
- In extreme cases, the student may not be offered educational options.

Appeal of Expulsion Determination

The parent and/or the student have the right to appeal the result of action taken at the expulsion meeting to the deacons of the Church. A request for an appeal must be: (1) in writing; (2) delivered in person or by mail; and (3) received by the school within 10 calendar days of the date the notice of expulsion was received.

SECTION 5 – DRESS CODE POLICY

School uniforms are required, and students are expected to be in uniform. If there are questions or issues about obtaining uniforms, parents or guardians should contact the school.

Preschool to High School Dress Code – Girls:

JCCA will have a uniform for girls consisting of a **plain** solid red, white, or navy polo shirt and a navy/khaki skirt, navy/khaki jumper at least to the **top of the knee** when standing. Girls must wear shorts under their skirts, and the skirt must cover the shorts. Girls may wear pants or capris on learning trips. On cold days, girls may wear tights, leggings, or long pants under their skirt. Girls must wear black or dark brown shoes with socks or knee-highs. Tennis shoes must be worn during gym class.

Preschool to High School Dress Code – Boys:

JCCA will have a uniform for boys consisting of a **plain** solid red, white, or navy polo shirt and navy/khaki shorts or slacks. Boys must wear black or dark brown shoes with socks. Tennis shoes must be worn during gym class.

General Dress Code Requirements:

- Hats, sunglasses, hoodies of any kind, coats or jackets may not be worn inside the building.
- Backpacks are to be stored in lockers and are not permitted in the classroom.

- Head coverings of any type are not allowed unless they are worn for religious purposes.
- Pajama-type attire, undershirts, slippers, or other bedtime attire may not be worn.
- Shoes should be worn at all times. Footwear such as slippers, “Heelies”, or flip-flops are not allowed.
- Pants should be worn appropriately at the waist without undergarments showing. Sagging pants are not allowed during the school day or during school-sponsored activities.
- Shorts, skirts, or girls’ capris shorter than the top of the knee are not allowed.
- Girls are not allowed to wear shorts.
- Halter tops, tank tops, spaghetti straps, muscle shirts, cut-off shirts, or see-through tops are not allowed.
- Undergarments worn as outerwear are not allowed. Clothing should be worn so that undergarments including boxer shorts, thongs, or bras, are not exposed.
- Improperly revealing apparel is not allowed.

SECTION 6 – ELECTRONIC DEVICES/CELLULAR PHONES/OTHER

Use of all cellular (cell) phones, tablets, laptops, gaming devices, smart watches or any portable wireless communication device during school hours is not allowed. Exceptions to this policy would be receiving JCCA staff permission, in the event of an emergency, to manage student’s health, or due to a student’s Individual Education Program (IEP) / Rehabilitation Act of 1973 Plan. School is not responsible for lost, stolen, or damaged electronic devices.

SECTION 7 – ALCOHOL/NARCOTICS/DRUGS

Examples include but not exclusive to narcotics or drugs such as steroids, marijuana, barbiturates, amphetamines, alcoholic beverages, intoxicants, inhalants, or any substance that is represented to be a narcotic/drug or alcoholic beverage. This includes paraphernalia and improper use of over-the-counter medications or other substances which may be purchased legally and are used, or believed to, or represented to produce an effect similar to a drug.

SECTION 8 – INTERNET SAFETY/ACCEPTABLE USE OF TECHNOLOGY POLICY

Internet Access

Technology greatly increases our students’ educational opportunities. Technology, especially the Internet, allows students to transcend the four walls of their classroom, enabling them to experience places they may never have been able to visit otherwise. The Internet provides both students and staff access to information and opportunities that were previously difficult to obtain, untimely, or in many cases, unavailable. Students can research and access information directly from universities and libraries from the convenience of their own classroom. At the same time, Internet access involves issues of security, privileges, and questions concerning the appropriateness of certain kinds of information. Moreover, in order for such access to be utilized appropriately, students and staff must be trained and be aware of the rights, privileges, and

responsibilities connected with such access. Additionally, parents must be informed of their shared responsibility for their children's safe use of the Internet.

JCCA is committed to providing internet access to students and staff in an equitable, meaningful, and safe manner. The mission of JCCA is to educate all students to high standards, enabling them to become productive, responsible citizens. Since access to information is a vital part of learning, Internet access will be made available to all students; however, this access will be a part of educational activities which promote and foster student learning. Unfortunately, public places like the Internet can be a dangerous place. The Internet can put students in contact with inappropriate and potentially harmful material and people. Ultimately, JCCA staff are responsible for ensuring appropriate access and enforcing policies that are consistent with current state and Church standards.

Staff, Student, and Parent Notification of School-Provided Access to the Internet

JCCA offers its staff and students access to the Internet. The Internet is an electronic network globally connecting computers and individuals. The Internet is a tool for learning. This technology will help schools by allowing students and staff to:

1. Immediately access research information and resources;
2. Collaborate with other individuals and groups around the world; and,
3. Visit distant places without leaving the classroom.

Staff and families should be aware that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate, or potentially offensive. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for a student's parent or guardian.

While the school's intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even technical methods or systems to regulate student Internet access do not guarantee compliance with the school's acceptable use policy. That notwithstanding, the school believes that the benefits to students of access to the Internet exceed the disadvantages. Ultimately, however, staff are responsible for ensuring appropriate access and enforcing policies that are consistent with current state standards.

Staff Responsibility for JCCA Provided Access to Electronic Information, Services, and Networks

In making decisions regarding student access to the Internet, JCCA considers its own stated mission, goals, and objectives. Electronic information and research skills are now fundamental to our society and an important component of citizenship and many vocations. Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while communicating with people around the world. The school expects that faculty will blend

thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use.

Students should use Internet resources in accordance with the guidance and direction of the staff. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with classroom instruction, guidelines, and lists of resources particularly suited to learning objectives. Classroom instruction will include topics related to safe Internet practices and online behavior. This includes interacting with others on social networking websites and in chat rooms and cyber-bullying awareness and response.

1. Students using school-provided Internet access must first have the permission of and must be supervised by JCCA professional staff. Students utilizing school-provided Internet access are responsible for good behavior online just as they are in a classroom or other area of the school.
2. The purpose of JCCA-provided Internet access is to facilitate communications in support of research and learning. Student use must be in support of and be consistent with the educational objectives of JCCA. **Access is a privilege, not a right. Access entails responsibility.**
3. Internet access and electronic network services provided by JCCA are for educational purposes; therefore, JCCA has the right to place reasonable restrictions on the material accessed through or posted to the network.
4. Users **should not** expect that files, emails, and other electronic communications stored on or sent to school-based computers and network servers will be private. Electronic communications and files stored on school-based computers and network servers may be treated like school lockers. Administrators and faculty may monitor files and communications to maintain system integrity and ensure that users are acting responsibly.
5. All student use of school-provided electronic network services is governed by the *JCCA Code of Conduct*. Additionally, the following specific uses of school-provided Internet or other electronic network access are not permitted:
 - a. To access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
 - b. To transmit obscene, abusive, or sexually explicit language;
 - c. To engage in personal attacks, bullying/cyber-bullying or harassment, including prejudicial or discriminatory attacks;
 - d. To violate any local, state, or federal statute;
 - e. To use for financial or commercial gain;
 - f. To vandalize, damage, or disable the property of another individual or organization;
 - g. To access another individual's materials, information, or files without permission; and,
 - h. To violate copyright or otherwise use the intellectual property of another individual or organization without permission.

6. Any violation of school policy and rules may result in loss of school-provided access to the Internet. Additional disciplinary action may be warranted in keeping with the existing *JCCA Code of Conduct*. When and where applicable, law enforcement agencies may be involved.

Notice to Parents/Guardians Regarding Responsibility for Student Use of JCCA – Provided Access to Electronic Information, Services, and Networks

While the intent of JCCA is to make the Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Due to the open nature of the Internet, it is impossible for JCCA to institute technical methods or systems to regulate students' Internet access which will guarantee that students cannot access undesirable material. That notwithstanding, JCCA believes that the benefits to students of access to the Internet exceed the disadvantages. The school staff has a responsibility to monitor individual use of the Internet and take appropriate disciplinary action when necessary.

Ultimately, however, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources including the Internet. JCCA will also provide parents and guardians the option of requesting for their minor children alternative activities not requiring Internet use.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other media.

Disclaimer

JCCA makes no warranties of any kind, either expressed or implied, for the Internet access it is providing. The school will not be responsible for any damages users suffer, including, but not limited to:

1. The loss of data resulting from delays or interruptions in service;
2. The accuracy, nature, or quality of information stored on any electronic media, hard drives, or servers;
3. The accuracy, nature, or quality of information gathered through school-provided Internet access;
4. Personal property used to access school computers or networks or for school-provided Internet access; or,
5. Unauthorized financial obligations resulting from school-provided Internet access.

SECTION 9 – ATTENDANCE POLICY

Good attendance is essential if students are to achieve and to reach their potential. Each day is important for learning.

Pursuant to Indiana Code 20-33-2-3.2, “attend” means to be physically present: (1) in a school; or (2) at another location where the school’s educational program in which a person is

enrolled is being conducted; during regular school hours on a day in which the educational program in which the person is enrolled is being offered.”

Parents are responsible for having their children in school. Indiana law prescribes that parents must have their children in public or private school from the age of 7 until the date on which the child:

1. Graduates.
2. Reaches at least 16 years of age but less than 18 years of age; and
 - a. The student and the student’s parent or guardian and the principal agree to the withdrawal; and
 - b. At the exit interview the student provides written acknowledgement of the withdrawal and the student’s parent or guardian and the school principal each provide written consent for the student to withdraw from school. Unless the withdrawal is due to a hardship, the student’s driver’s license will be invalid until the student reaches the age of 18.
3. Reaches the age of 18 years.

It is a parent’s responsibility to call the school by 7:30 A.M. the day a child is absent. If the parent does not call, the school will attempt to call the parent that day to document the absence. Notes from doctors, dentists, or other health care providers **must** be received by the attendance office within three school days of the date the student returns to school. **Notes not received within three days will not be accepted.**

If a total of five days of absence is reached anytime during the school year, a student must have a note from a medical doctor or any further absence will be counted as unexcused. However, a period of extended illness may be considered a single day for this requirement.

A parent who has a son/daughter with a chronic illness may have a medical doctor complete a form and file it at the school. After review by school administrators, the form may exempt the parent/student from securing a doctor’s statement each time the student is absent for that school year. **If the student has an approved chronic illness form, the parent is responsible on a daily basis for reporting the student’s absence.**

Tardiness

A student is considered tardy if he or she is not present at the beginning of class/school. A student is not counted as tardy if the bus is late. **A student that arrives to school one hour late but less than half a day, or departs one hour early but less than one half day without an approved excuse will be counted as tardy. Five (5) unexcused tardies will count as one unexcused absence.**

Students who find it necessary to leave school before completion of their school day must receive the approval of the proper school authority and sign out in the school office. Students who are excused early from school must leave school property immediately.

Absences Counted as Present

1. Serving as a page in the General Assembly
2. Serving at the polls on election day (grades 6 through 12)
3. Court appearances documented by probation officer or officer of the court
4. Religious observance or instruction
5. Doctor or dental appointment not exceeding two hours, verified by a physician or dentist
6. Field trips, with approval of the principal
7. College visitations by juniors and seniors (limit of two per year), with prior approval or notice from the principal
8. National Guard duty for not more than 10 days per school year
9. Serving on the state standards task force upon appointment and as permitted by statute.

Excused Absences

The school will accept a parent call for excused absences up to five days. Additional absences due to illness require a doctor's slip for days to be excused. However, a period of extended illness may be considered a single day for this requirement. A parent who has a son/daughter with a chronic illness may have a medical doctor complete a form and file it at the school. After review by school administrators, the form may exempt the parent/student from securing a doctor's statement each time the student is absent for that school year. **If the student has an approved chronic illness form, the parent is responsible on a daily basis for reporting the student's absence.** JCCA defines inclement weather as being physically severe weather. Examples could include snow or ice that impedes travel, tornado, flooding, dense fog (visibility below 164 feet), etc.

Excused absences are as follows:

1. Personal illness that is excused by a written note from a physician will not be counted as part of the five parent/guardian excused absences. Absences beyond the five parent/guardian excused absences in a school year that are not accompanied by a written note from a physician will be considered unexcused. A note must be provided to the school upon the student's return to school.
2. Serious illness in the immediate family (those living in the home).
3. Death in the family (maximum five days for parent, step-parent, sibling, or grandparent. Maximum of three days per school year for cousins, aunts, or uncles).
4. Head lice.
5. The child lacks proper immunizations (one day only).
6. Out-of-school suspensions (A student who is suspended is counted absent but counted as an excused absence for reporting purposes).

7. School administrators may excuse an absence in an emergency situation such as absences related to deployment and return of parents in the military.
8. Pre-approved college visits (maximum of two per school year with verification from the college).

Unexcused Absences

Jay County Christian Academy defines a ‘habitual truant’ as a student who is chronically absent, by having unexcused absences from school for more than seven days in one school year.

1. Head lice or a lack of proper immunizations after the first day.
2. Absence due to loss of bus privilege.
3. Vacations during school time are unexcused. Parents/guardians are advised to plan activities when school is not in session.
4. “Take your child to work day”.
5. A student who is not at school and/or in class without an approved excuse,
6. Other reasons not noted as excused.

Notification to Parents

1. It is a parent’s responsibility to call the school by 7:30 A.M. the day the child is absent. If the parent does not call, the school will attempt to call the parent that day to document the absence. A parent who tells the school that a child has the flu or other illness will not be contacted again during that illness.
2. The Required Parent Notification will be mailed to the parent after five or more excused or unexcused absences.
3. One excused absence: Contact parent/guardian by a telephone call, letter, or parent conference.
4. Three unexcused absences: Contact parent by mailing the Official School Notice Concerning Attendance stating upon the seventh unexcused absence a Delinquency Affidavit will be filed. The school will attempt to contact the parent by telephone.
5. Seven unexcused absences: Contact parent by mailing the Habitual Truant letter. The school will file a Delinquency Affidavit with the Child Protective Services (CPS). Notification is also sent to the Indiana Bureau of Motor Vehicles.

Upon the occurrence of the seventh unexcused absence, the student will be designated by JCCA as a “habitual truant,” will be reported to the Bureau of Motor Vehicles as required by statutes and written notification will be sent to parents. A student who is identified as a “habitual truant” is entitled to a review once per year of his/her attendance record. The school may file for an expulsion and a recommendation be made for placement in an alternative program if other options are not successful in resolving the situation.

Make-Up Work

Students who are absent will be provided the opportunity to receive assignments during the absence and, if possible, to make-up work upon their return. The student is responsible for requesting make-up work.

Students who have seven or more unexcused absences will be permitted to make up work at the discretion of the teacher. The time frame for completing make-up work shall be the total number of days absent, plus one. Extended illness shall be handled on an individual basis.

A student who does not turn in the missed work to the teacher by the end of the required day will forfeit his/her rights to make up the work. Make-up work turned in under the above requirements will be graded by the teacher and the student will be given full credit.

Dropping Out

A student who is between the ages of 16 and 18 is bound by the requirements of compulsory school attendance and may not withdraw from school before graduating unless (a) the student, the student's parent, and the principal agree to the withdrawal; (b) at the exit interview, the student provides written acknowledgement of the withdrawal that meets specific requirements and the student's parent and school principal each provide written consent for the student to withdraw from school; (c) the withdrawal is due to a financial hardship and the individual must be employed to support the individual's family or a dependent, an illness or an order by a court that has jurisdiction over the student. A written acknowledgement of withdrawal must include a statement that the student and the student's parent understand that withdrawing from school is likely to reduce the student's future earnings and increase the student's likelihood of being unemployed in the future. Unless the withdrawal is due to hardship, the student's driver's license will be invalid until the student reaches the age of 18.

SECTION 10 – EXTRACURRICULAR ACTIVITIES

Extracurricular/Co-Curricular Participants

Participation in school activities is a privilege that carries with it varying degrees of responsibility, recognition, and reward. Participating students represent their school and other members of the student body and it is their duty to conduct themselves in a manner that is positive for themselves, their families, their school, and their community.

Participants in the school's extracurricular and co-curricular activities shall be governed by local and state laws, related state association regulations, the Code of Conduct, and the Extracurricular/Co-Curricular Code of Conduct. In addition, with the approval of the principal, school Superintendent, or faculty advisor of an extracurricular/co-curricular activity may develop and impose eligibility rules with respect to attendance or other matters, which may be in addition to the general behavior requirements of the *JCCA Code of Conduct* or this Extracurricular/Co-Curricular Code. These rules and regulations shall be properly distributed to and reviewed by all participants in that particular activity before that activity begins.

Standards of Conduct

Students participating in extracurricular/co-curricular activities are required to follow the same rules of conduct expected of all students and avoid those areas of prohibited student conduct identified in the *JCCA Code of Conduct*. School Behavior Codes, association rules, and the rules of each activity. In addition, any student arrested on a charge other than a traffic violation will be suspended from any participation pending investigation of the arrest both by civil and school authorities and will be denied participation upon conviction.

Extracurricular/co-curricular participants are reminded that the rules contained in this Code prohibiting certain conduct apply both on and off school property and are in force for a full year, even when school is not in session. Students are also reminded that the most typical extracurricular/co-curricular discipline imposed involves the possession, use or consumption of controlled substances or substances represented to be a controlled substance, the use of alcohol and tobacco products and the use of performance-enhancing products.

If a student approaches school personnel for help with a problem, he/she will not be penalized by school personnel for this admission. The student must come forward prior to being caught in a violation of this Code. In such cases, the school will assist the student in finding help.

SECTION 11 – SEARCH AND SEIZURE

School administrators are authorized to conduct searches of students, their clothing and belongings, school property, and vehicles parked on school property. These searches are necessary to maintain a safe learning environment in JCCA facilities, for all students.

Expectation of Privacy

There is no expectation of privacy in any school desk, locker, or vehicle parked on school property.

Searches

A school administrator may search a desk, locker, student, or their personal belongings including purses, bags, or containers if they have reasonable suspicion that a student has violated or is violating either the law or the rules of the school. Reasonable suspicion means circumstances that would cause a reasonable person to believe that the search of a particular person, place, or thing will lead to the discovery of:

1. Evidence of a violation of this Code or Indiana law; or,
2. Anything that represents a danger of physical harm or illness to students, teachers, assistants, or others, whether on school property or at a school-sponsored or school-supervised event.

An individualized search should be no more intrusive than is necessary to turn up evidence of the crime or rule violation the student or visitor is reasonably suspected of committing.

Search of a Student

If authorized school personnel reasonably believe that an individual student has hidden drugs or weapons in the student's clothing, the personnel may conduct a search of the student's person that requires the removal of clothing other than outer garments (such as a coat or jacket). Such a search will be conducted in a private room by a person of the same sex as the student being searched, with at least one additional adult of the same sex witnessing but not participating in the search. School administrators will attempt to contact and inform the parent of the search as soon as reasonably possible after it has occurred.

Car Searches

A student who parks on school property or requests parking privileges gives implied consent for their car to be searched while on school property. A school administrator may search a vehicle parked on school property if they have reasonable suspicion that a student has violated or is violating either the law or school rules.

Weapons and Contraband

If practical, school administrators should ask law enforcement officers to conduct searches for weapons. Law enforcement officers are trained in proper search techniques and having them conduct searches for weapons will reduce the risk of violence.

Weapons or contraband involving drugs or drug paraphernalia shall be turned over to law enforcement. A school administrator shall be notified immediately if a weapon or contraband is found. When a law enforcement officer is not immediately available to take possession of weapons or contraband, the Jay County Sheriff's Department should be contacted for guidance.

SECTION 12 – TRANSPORTATION

The bus is an extension of the school. School administrators working with drivers, parents, and other Transportation personnel have the responsibility and authority to handle discipline incidents that occur on the bus and at bus stops. The goal is to help students demonstrate proper behavior on the bus and to ensure that bus travel is safe.

If in the sole judgment of the principal based on the age of the student and/or the offense, an alternative consequence is satisfactory to resolve the violation at any step, the principal has the authority to develop the alternative under written agreement with the parent and student.

General disruptive conduct such as standing and moving about; improper language/gestures; repeatedly bothering others; throwing objects inside or outside of the bus; putting head, hands, and feet outside of window; opening the emergency door; or refusal to cooperate with reasonable request from transportation staff will result in bus referral to school administrators for appropriate disciplinary actions. School administrators will investigate the referral and if the administrator determines the student is responsible for stated offense, the administrator will determine consequences which may include a bus suspension.

Actions which clearly threatens the safe operations of a bus and its occupants and/or which is a violation of the law, the offending student may be assessed a penalty not limited to, removal from the bus for an extended period or expulsion from school. The Sheriff's department will be notified as outlined in the law violations section of the document.

GLOSSARY OF TERMS

Academic Dishonesty – Providing, receiving, or viewing answers to a quiz or test items or independent assignments; having out or using books, notes, or notebooks during a test without permission from the teacher

Battery – Deliberate physical harm to another

Behavior Intervention Plan (BIP) – A plan that includes strategies and supports to help students/staff manage behavior problems successfully 2019-20 JCCA CODE OF CONDUCT
18

Bomb Threat – The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging

Bullying – Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging; physical acts committed; or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. **Examples include: Harassment based on race, ethnicity, gender, sexual orientation, disability, or religion, including cyber harassment against members of the school community.**

Community-Based Organization and Mental Health Agencies – Referral to Community-Based Organization and/or Mental Health Agencies

Community Service – An unpaid service for the benefit of the public that is performed as part (or all) of the consequence for committing an infraction

Computer Misuse – Any unauthorized or inappropriate use of computers, including the Internet, specific programs, or hacking

Conference – A communication that takes place face-to-face or by telephone

Conflict Resolution – A process used by a neutral party to solve problems, build agreement, and reduce aggression between others

Consequence – A result that follows from an action or condition

Corrective Responses – Responses to inappropriate behavior intended to teach and increase the likelihood of appropriate, replacement behavior

Criminal Behavior – Any behavior that is considered an infraction against the law

Critical Thinking Skill Support – Development of the thought processes that allow students to respond positively and productively

Cutting Class – Once a student arrives on school property they are expected to attend all assigned classes and/or activities. Failure to do so, without prior approval from school administrators, will be considered cutting class.

Cyberbullying – The use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others

Destruction of Property or Vandalism – Damage, destruction, or defacement of property belonging to the school or others

Disrespect Toward Others – Inappropriate comments or physical gestures toward others

Functional Behavior Assessment (FBA) – An assessment process used to gather the information needed to develop a behavior plan

Individual Education Program (IEP) – A plan required for special education students that includes goals, supports, services, criteria for measurement of goals, and evaluation of progress toward reaching goals

Insubordination – Refusal to follow directives from someone in authority

Law Violations – Occurrences where laws are not followed 2019-20 JCCA CODE OF CONDUCT 19

Loss of Privileges – As a consequence of a violation of JCCA's Code of Conduct, a student can lose the right to participate in school events and activities, including participation in graduation and senior activities (if the behavior warrants this consequence, only monies paid as senior dues for the missed activity will be refunded)

Make-up Work – When students are removed from class because of behavior violation, school staff must provide students with missed assignments and the opportunity to make up those assignments without penalty

Mentoring – The act of guiding, advising, listening to, and acting as a role model for another over a period of time

Positive Behavior Interventions and Supports – A school-wide behavior management framework that has a three-tier model of prevention and intervention

Reportable to Police – Police reports to the Sheriff’s Department are required when an offense is illegal or causes injury to persons

Restitution – Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service

Sexting – Recording or transmitting images of private sexual activity and/or a person’s genitalia, groin, breast, or buttocks through a cell phone or other electronic device

Sexual-Orientation Harassment – A negative opinion or attitude toward an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex

Stealing/Theft – Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use

Student Support Team (SST) – A team consisting of school staff, parents, and others who meet and use a formal process to problem solve student academic or readiness to learn issues

Tardiness – Arriving late to school or class

Tobacco Products – Possession, use, sale, or distribution of tobacco or tobacco products, including but not limited to cigarettes, e-cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, or smokeless tobacco

Trespassing – Being on school property without permission, including while suspended or expelled; includes breaking and entering

Truancy – Unexcused absence from school

Unsafe Action – Any action that has the potential to cause danger or physical harm to self or others, including the reckless use of a vehicle