

# FLAMING SWORD CHRISTIAN ACADEMY



## PARENT - STUDENT HANDBOOK 2024 - 2025

GRADES: K - 12

The premier educational leader in Cumberland County for children with mild to moderate autism or other neuro developmental disabilities.

REVISED 6/21/2024

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## WELCOME LETTER FROM THE CHIEF EXECUTIVE OFFICER



**Dear Parents and Students,**

This is going to be a very exciting year! We have a full house with new students and new families!

This is your school handbook. Please read and discuss it as a family and keep it readily available for reference. We want you to be familiar with school policies. If at any time you want to speak with me, please do not hesitate to call or visit me.

Our prayer is that Flaming Sword Christian Academy will become an exciting place with principles of love and success with challenging academics. In keeping with our vision, *"Unlocking your child's full potential, when education alone is not enough,"* we challenge each family to keep this foremost in all your endeavors.

Parents, please remember this motto:

*"If a child can't learn the way we teach, maybe we should teach the way they learn."* – Ignacio Estrada

Thank you for allowing us to be a part of your family this year. We will do the best we possibly can for the good of your children.

Sincerely,

*Wanda Hatmaker*

Founder/Chief Executive Officer

## ADMINISTRATIVE POLICIES

### ANNUAL NOTIFICATION - ASBESTOS MANAGEMENT PLAN

Each year we notify everyone that all school buildings in our system have been inspected for friable and non-friable asbestos-containing building materials (ACBM). In accordance with the requirements of the Asbestos Hazard Emergency Response Act of 1988 (AHERA), a management plan was written for the school that identifies the location(s) of ACBM, if any, and the steps the school plans to take to ensure that no health risks develop because of the presence of these materials. The school has a copy of its management plan, and it is available for review upon request. Questions regarding the AHERA Program in our school facility should be addressed to the AHERA Designee.

### BOARD OF DIRECTORS

FSCA is governed by a Board of Directors consisting of community members. They are responsible for the financial and administrative policies of FSCA.

### CORE VALUES

We believe in the worth of every single person. Therefore, we establish the core values of integrity, intelligence, and loyalty. We affirm the following:

- We will respect individual differences
- We will respectfully listen to the opinions of others
- We will listen first and speak second
- We will be honest, confront rumors, disagreements and controversy with openness and compassion.
- We will work towards excellence in our education and/or our work and never settle for mediocrity
- We will expect and give quality and integrity in all of our studies
- We will value teaching and learning
- We will be punctual in our attendance, our appointments and fulfill our responsibilities
- We will help others as demonstrated through our character, actions and speech
- We will work to help each other fulfill their dreams
- We will challenge each other to reach our fullest potential

### CRIMINAL BACKGROUND CHECKS

The school conducts criminal background checks on all of its employees, substitutes and volunteers and is a condition of employment or volunteering. The school may also request a fingerprint check from any employee and/or volunteer.

### FINANCE COMMITTEE AND FINANCIAL POLICIES

The school has a Finance Committee, which is comprised of members of the Board of Directors, for making financial recommendations concerning the Academy's growth. The main source of income for the Academy comes from tuition payments.

The school may contract for special instructors, such as performing arts, physical education, sports programs, security, or consultants for specific learning disabilities. Annual budgets are projected and approved by the Board of Directors in December for the upcoming school year.

### GOALS

During a student's time at the Academy, a student will participate in a rigorous intervention model

centered on five core components which are necessary in being successful. The goal of this academic intervention model is to help students become productive citizens of their school, communities and society in general. The five core components are:

- Developing life coping skills and becoming a responsible community member
- Serving our communities through leadership and service
- Achieving academic excellence and employability
- Pursuing physical fitness through exercise and nutrition
- Developing spiritual awareness of one's need of the power of God for daily living

The Academy provides a well-structured program that includes the following:

- Small group or individualized academic instruction
- Individual and group support
- Personal development and goal setting
- Daily behavior evaluations
- Daily physical fitness

Emphasis is placed on the following attributes every day: (2 Peter 1:5-8A)

- Restoring hope (Faith)
- Moral Values (Goodness)
- Knowledge (Education)
- Self-control (Discipline)
- Perseverance (Endurance)
- Integrity (Godliness)
- Teamwork (Brotherly kindness)
- Service (Love)

Flaming Sword Christian Academy works with each student and family in providing the friendship and support necessary to help get and keep these students on track and focused on succeeding in school and life.

## HEALTH, SAFETY AND WELFARE

The school grants access to local Public Health Department - Environmental Division, Fire Marshall, Building Inspector, and NC Department of Education – Nonpublic Division, for inspection of its premises or operation of the school for purposes of ensuring the health, safety, education and welfare of students and employees.

## HISTORY

Flaming Sword Christian Academy is a Christian co-educational private day school for students in grades K–12, with mild to moderate learning disabilities. These disabilities include, but are not limited to, Attention Deficit Disorders (ADD/ADHD), CAPD, dyslexia, dysgraphia, memory retrieval problems, autism, etc. Some students have a difficult time in large classroom settings, or some just want a smaller classroom and school environment where education becomes personal. It's not about disabilities, but it is about an environment where a child is comfortable and can learn. ***FSCA is not a therapeutic day school and does not promise one-on-one assistance to students.*** Flaming Sword Christian Academy has been in existence since 2002, serving Cumberland and surrounding counties. FSCA is the first private school in Cumberland County to serve students with mild to moderate neurological challenges affecting their learning.

## INSTRUCTION

The school will provide a minimum of 10 months or 1,000 hours of instruction during an academic year.

## LOCAL ACTION PLAN

FSCA works with the Fort Bragg School Liaison Office, and its components, in developing a local action plan to ease the transition challenges of students who are highly mobile.

### LOGO NAME AND SYMBOL

***“Warriors”***



### **MOTTO:**

Integrity, intelligence and loyalty

## MISSION

Our mission: *“Unlocking your child’s full potential, when education alone is not enough!”*

## NON-DISCRIMINATION STATEMENT

It is the policy of Flaming Sword Christian Academy not to discriminate on the basis of race, ethnic origin, religion, or disability in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA).

FSIMI is an Equal Opportunity employer. All qualified applicants will receive consideration for employment without regard to race, national origin, age, disability, military, or veteran status. Flaming Sword International Ministries, Inc. DBA as Flaming Sword Christian Academy is a 501-c (3) non-profit Christian ministry. The Equal Employment Act, also states, “The Act does exempt religious organizations, including churches, from the prohibition against discrimination based on religion, and the United States Supreme Court upheld the constitutionality of this provision in 1987.”

## OPERATION OF SCHOOL

This school shall at all times be operated by the Board of Directors of the religious non-profit corporation known as FLAMING SWORD INTERNATIONAL MINISTRIES, INC. {FSIMI} in accordance with all applicable federal and state laws and regulations, specifically NC General Statutes Subchapter X. Private and Proprietary Schools, Article 39. Nonpublic Schools; Excerpts from other NC General Statutes of Interest to Non-Public Schools; NC Non-Public Schools Student Driving Eligibility Certificate Requirements; and State of NC Private School Requirements.

FSCA is certified by the State of North Carolina Department of Education, Non-Public Education Division in providing a quality education for your students. Our courses and grades are accepted at other private schools, public schools, and the N.C. University system.

## PHILOSOPHY

FSCA’s philosophy is based upon its core values of integrity, intelligence, and devotion. We believe education based on these principles is the best possible method of preparing students for and involving them in lasting service to God and others. We further believe an educational experience in a Christian environment will enable students to develop lifelong spiritual and social values. We believe

opportunities should be provided for students to integrate their faith and learning.

#### PHYSICAL FITNESS

Physical fitness and health classes help students learn about proper exercise and healthy eating. We know that once students begin to see positive physical results in the way they look and feel, they will find positive alternatives to their negative thoughts and behaviors. As students participate in activities, they begin to become more self-aware. This self-awareness leads the students to develop better life-coping skills. We understand many of our students may have negative outlooks concerning physical education programs because of past bad experiences. However, we expect every student to participate in the physical education program and for parents to support us so that students will begin to deal with their negative outlook on life. If a student feels they can complain to their parent and get out of physical education, they will continue to use this method in dealing with all their personal issues. Therefore, it is vital we have parental support.

#### SOCIAL EMOTIONAL SKILLS DEVELOPMENT

Social/Emotional Skills (SEL) Development is provided to help students recognize greater insight into their behavior or challenges. Social/emotional skills development is an effective element that we utilize to accomplish our overall goals of helping students build self-worth, overcome emotional and behavioral problems, and develop good communication and problem-solving skills.

Social/emotional skills development deals specifically with attention disorders, mild behavioral or emotional issues, depression, addictive behaviors such as self-injury, anger management, values clarification, dysfunctional families, and societal issues such as homelessness and peer pressure.

#### STUDENT/TEACHER RATIO

The student/teacher ratio is 10:1.

#### TAX EXEMPT STATUS

The school operates under the religious tax-exempt status of FSIMI as a 501(c) 3 as an educational community outreach service.

#### TECHNICAL ASSISTANCE

The school, from time to time, may request technical assistance from Non-Public Department of Instruction.

#### TENETS OF FAITH

##### WE BELIEVE:

1. The entire Bible is the infallible Word of God, is inspired by the Holy Spirit without error, and the authority by which we base our faith, doctrine, and conduct. ([2 Timothy 3:16-17](#), [2 Peter 1:20-21](#), [1 Corinthians 2:13](#))
2. There is one God, existing in three persons: God the Father, God the Son, and God the Holy Spirit. - ([Matthew 28:19](#), [Colossians 2:9](#))
3. Man is created in the image of God and was created good and upright, but by voluntary disobedience was separated from God. ([Genesis 1:26-31; 3:1-7](#), [Romans 5:12-18; 6:23](#))

4. Jesus Christ is the Son of God. As a result of man's disobedience and sin, Jesus came to this earth as Savior of the world. ([Luke 1:26-35](#), [John 1:18; 3:16](#), [Isaiah 9:6](#))
5. Jesus' death on the cross has provided salvation, or deliverance from everlasting death to those who choose to accept Him as Lord and Savior. By admitting that we have sinned and accepting Jesus as Lord, we can have a personal relationship with God now and spend eternity with God in Heaven. Salvation is not a result of what we do, but is a free gift from God through faith. ([Ephesians 2:8-9](#), [Romans 5:11; 10:8-13](#), [1 John 5:10-13](#), [Hebrews 9:15](#))
6. Water baptism, as taught and demonstrated by Jesus, is symbolic of the cleansing power of the blood of Christ and a testimony to our faith in Jesus. ([Matthew 28:19](#), [Romans 6:3-4](#), [Colossians 2:11-12](#))
7. The Baptism of the Holy Spirit with evidence of speaking in tongues is a gift from God. The Holy Spirit empowers the believer to develop the character of Christ and live every day in God's will.- ([John 14:26-27; 16:8](#), [Acts 2:1-4; 2:38; 8:14; 10:44-46](#), [Romans 8:26-27](#))
8. The regular taking of Communion is an act of remembering the sacrifice of Jesus Christ on the cross. ([1 Corinthians 11:23-32](#))
9. Every believer should grow in his/her relationship with God through obedience to God's Word, following the example of Christ, and an active prayer life. ([Ephesians 5:8](#), [2 Corinthians 6:14; 7:1](#))
10. Divine physical, emotional, and mental healing and restoration is active today through the power of Jesus, our Healer. ([Acts 4:30](#); [Romans 8:11](#); [1 Corinthians 12:9](#); [James 5:14](#); [Matthew 8:17](#); [1 Peter 2:24](#); [Mark 16:17-20](#))
11. Jesus will return and take all who have accepted Him as Lord and Savior to Heaven for eternity. The Bible describes hell as a real place of suffering and permanent separation from God for unbelievers. God sent Jesus to redeem us so that no one who has to endure this punishment. ([Job 1:7](#), [2 Corinthians 11:14](#), [Ephesians 4:27](#), [James 4:7](#), [Mark 9:43-48](#), [2 Thessalonians 1:9](#), [Revelation 20:10-15](#), [John 3:18](#), [Romans 6:23](#))
12. Children are a gift from God and if raised in the admonition of the Lord, when they are old, they will return. Therefore, we also believe that to spare the rod is to spoil the child, so we do believe in corporal punishment as a consequence of rebellion. ([Proverbs 13:24](#), [22:15](#); [23:13-14](#))
13. Marriage is between man and woman. Therefore, we believe in a heterosexual marriage that is monogamous. ([Leviticus 20:13, 18:22, 20:13](#); [Genesis 1:28, 2:24, 19:1-25](#); [Matthew 5:17, 31-32, 9:1-6](#); [Romans 1:24-27](#), [1 Corinthians 6:9-10](#), [1 Timothy 1:10](#))
14. God intends sexual intimacy to occur between a man and a woman who are married to each other ([1 Corinthians 6:18; 7:25](#); [Hebrews 13:4](#)).



15. Any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God ([Matthew 15:18-20](#); [1 Corinthians 6:9-10](#)).
16. [Genesis 1:27](#) "So God created man (Adam = mankind) in His own image, in the image of God He created him; male and female He created them." (NKJ) Therefore, we believe that mankind is either man or woman and nothing else. We also believe that whatever physical sexual orientation into which mankind is born as evidence by their physical anatomy is their sexual gender and cannot be changed by mankind.

#### VISION

Our vision is restoring **HOPE** for your students when education alone is not enough. Students learn to excel in life as we equip them with values and life coping skills which will prepare them to become successful and productive members and leaders of our communities. Anyone can recommend a student for the program; however, the student and/or family must be motivated and committed to working towards higher goals for his/her life.

**The physical fitness is hard; the academics are tough; the social/emotional skills development is challenging; but the rewards are great for students as they persevere, change and mature.**

# SCHOOL OPERATION POLICIES

## ACADEMIC PROGRAMS

Flaming Sword Christian Academy offers four academic programs:

- University Ready Program follows the UNC admittance requirements, earns a university ready diploma, and students must have Honor Roll grades of A's and B's as a pre-requisite of this program.
- Typical Academic Program follows UNC admittance requirements for community college, university, and military; earns a traditional diploma and students may have average grades, but could be lower than A's and B's.
- Occupatioinal Program is for students earning an Occupational Diploma and students may be in a supportive or typical class, but not intensive class.
- Bridges Program is for students who are two or more years behind academically, who may not be able to pass the typical high school exit exam, and who have a public-school IEP with needed accommodations and/or modifications. Students in the Bridges Program may take more than four (4) years to complete high school because of the modifications needed. The Bridges Program has two (2) components based upon student's needed level of academic support and cognitive development. They are as follows:

➤ **Supportive Bridges Program (K -12<sup>th</sup> grades)**

For students who have only accommodations with documented average or above average cognitive development, and

➤ **Intensive Bridges Program (K-12<sup>th</sup> grades)**

For students who have both accommodations and modifications with documented below average cognitive development

In many instances, intervention in a different kind of school program which provides more than just education becomes essential. The Academy is a school where excellence in education is emphasized in a climate of acceptance, nurturing and mentoring. It is the goal of the Academy to assist students in attaining life-coping skills, acceptable social behavior, and academic excellence in a structured and nurturing environment.

## ACCOUNTABILITY

All grades, assignments, and report cards are on Gradelink.com for parents and student's daily review. Students are held accountable to check Gradelink daily for any homework assignments and parents are encouraged to check Gradelink daily, so they know how their child is doing. A parent cannot seem shocked if their child doesn't turn in an assignment or makes a low grade if they have been doing their part and checking Gradelink. The final report card recognizing next year's grade assignment will be provided to students' parents. All parents are expected to attend annual parent-teacher conferences and the initial orientation meeting.

Behavior is also recorded on Gradelink, advising parents of positive and/or negative interactions a student may have had that day. This will provide immediate positive reinforcement to students as they evaluate themselves.

## ADMISSION

### In accordance with G.S. 115C-366

(a4) When a student transfers into the private schools from a local school administrative unit, that principal shall require the student's parent, guardian, or custodian to provide a statement made under oath of affirmation before a qualified official indicating whether the student is, at the time, under suspension or expulsion from attendance at a private or public school in this or any other state or has been convicted of a felony in this or any other state. This subsection does not apply to the enrollment of a student who has never been enrolled in or attended a private or public school in this or any other state.

(a5) Notwithstanding any other law, the principal may deny admission to or place reasonable conditions on the admission of a student who has been suspended from a school under G.S. 115C-391 or who has been suspended from a school for conduct that could have led to a suspension from a school within the local school administrative unit where the student is seeking admission until the period of suspension has expired. Also, a principal may deny admission to or place reasonable conditions on the admission of a student who has been expelled from a school under G.S. 115C-391 or who has been expelled from a school for behavior that indicated the student's continued presence in school constituted a clear threat to the safety of other students or employees or who has been convicted of a felony in this or any other state. If the principal denies admission to a student who has been expelled or convicted of a felony, the student may request the Board of Directors to reconsider that decision in accordance with G.S. 115C-391(d). ***Adopted by the Flaming Sword Christian Academy Board of Directors on December 11, 2008.***

The Academy is a family centered school which functions as a ministry to the community on behalf of Flaming Sword International Ministries, Inc. The hallmark of Flaming Sword Christian Academy is its commitment of restoring HOPE by developing students' full potential and preparing them to become productive members and leaders of our communities.

We encourage applications from all students who are seriously interested in the school's programs. In keeping with our Mission Statement, the Academy seeks excellence as well as diversity within its student body. Flaming Sword Christian Academy admits students of any race, color, national origin, or ethnicity to all the rights, privileges, programs, and activities made available at the Academy. Our admissions standards are as follows:

- Students diagnosed with specific learning disabilities as documented in a current psychological evaluation such as LD/ADD/ADHD/autism/dyslexia/dysgraphia, etc.
- Cognitive abilities fall in the below average, low average, and above average range.
- Students with no learning challenges who want a more secure and smaller environment in which to learn
- Students who are gifted (above average cognitive ability)
- Students in transition, such as military moves

The following restrictions/requirements may hinder some students from admission to public or other private schools. However, the Academy was developed to help students who are having difficulties. We recognize extenuating circumstances may exist and ask that parents and students arrange for a telephone or personal interview with the CEO to discuss your situation. Because it is our desire to help and to give HOPE for your child's future, these restrictions/requirements are not "set in concrete" at the Academy. Because it is our job to nurture and protect all children coming to the school, we will assess each situation on an individual basis. This includes the following:

- Prospective students who have been expelled or suspended from other schools, whether private

- or public, within the previous twelve (12) months;
- Students with learning/disability challenges;
- Students who are involved with juvenile authorities;
- Students who are involved in counseling, individual or group, etc.
- Students who are in transition, such as homelessness or military connected movement

<b>All Admissions Are Tentative until Approved by the Chief Executive Officer.</b>
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Parents will be notified of acceptance shortly after the interview with the CEO/OPSO/Director.

## APPEARANCE

The atmosphere at Flaming Sword Christian Academy is reflected in the appearance of the students and faculty. Cleanliness, neatness, appropriateness, and modesty are important guiding factors for appearance. It is the parents' and students' responsibility to ensure that students are clean, neat and appropriately dressed. Faculty will monitor student dress each day; however, final determination and discipline rests with the administration. Dress code violations may necessitate a student remaining in the office until a parent brings suitable clothing for the student.

Because of our desire to reduce the cost of school attendance, we have chosen not to require uniforms. However, we do require that certain clothing be worn which is reflective of the philosophy of the Academy, the local standards of modesty and climatic conditions of the area. This dress code will enhance the orderly administration, operation, and discipline at the Academy.

The dress code will be in effect when students are on school grounds during regular school hours and on field trips where students are representing the Academy in the community. The dress code is designed to avoid the fluctuations in fashion and controversy surrounding wearing certain apparel. The clothing standards are to serve as a tool in fostering the academic and character development of students. Our dress code is a means of building pride in the lives of our students. The school attire is as follows:

- DRESS CODE
  - Girls may wear long pants, shorts, skirts, dresses, or jumpers of any kind. However, all pants or shorts must be cinched at the waist with a belt. **No pants of any kind will be left to hang below the waistline. No baggy, off the hip, or gang type apparel is acceptable.**
  - Boys may wear long pants or shorts of any kind. However, all pants and shorts must be cinched at the waist. **No pants of any kind will be left to hang below the waistline. No baggy, off the hip, or gang type apparel is acceptable.**
  - No clothing that is tight may be worn, top or bottom.
  - No clothing may be worn that is spandex material.
  - All shorts, skirts, jumpers, or dresses may not be more than three (3) inches above the knee.
  - All tops must have sleeves, whether short-sleeve or long-sleeve. No tank tops or muscle shirts of any kind may be worn. Tops may be pullovers or button-up.
  - No thin, fish net or see-through tops may be worn.
  - No clothing may be worn which depicts symbols.
  - Footwear may be low cut oxfords, boots, loafers, sandals, or tennis/athletic shoes. Students must have tennis shoes with them for physical education classes.
  - Hair must be neat, clean and styled in good taste.
  - If boys wear their hair long, it must be kept clean, styled, and out of their face during the day.
  - Make-up for girls must be modestly worn.
  - Jewelry may be modestly worn. We suggest stud earrings so as not to pose a safety hazard when using equipment or during physical education classes.

- Fragrances should be used lightly so as not to overpower the room.
- All students are to use deodorant daily and bathe daily. Should there be a problem with body odors, faculty members will speak with the offending student privately.
- Boys must remain clean shaven.
- Faculty will also comply with the appearance and dress code to set the standard.

**Students who do not adhere to the FSCA dress code will face disciplinary action, up to and including removal from FSCA.**

## ARTIFICIAL INTELLIGENCE POLICY

The purpose of this policy is to provide clear guidelines on the appropriate use of artificial intelligence (AI) tools by students in the context of their academic work. The policy aims to encourage the use of AI for enhancing learning while maintaining academic integrity.

- Scope

This policy applies to all students enrolled in the school and covers all forms of AI tools and applications used in the completion of academic assignments.

- Policy Guidelines

1. Permitted Use of AI Tools

- Students are allowed to use AI tools for checking and improving grammar, spelling, punctuation, and other mechanical aspects of their writing.
- AI tools may be used to identify stylistic issues and suggest improvements to sentence structure and word choice, provided these changes are made thoughtfully by the student.
- Recommended AI tools that align with these guidelines include:
  - Grammarly: For checking grammar, punctuation, and style.
  - ProWritingAid: For detailed grammar and style reports.
  - Hemingway Editor: For improving readability and identifying complex sentences.
  - Ginger Software: For spelling and grammar checks.
  - Microsoft Word Editor: Built-in tool for grammar and style suggestions.

2. Prohibited Use of AI Tools

- Students may not use AI tools to generate content for their assignments. This includes but is not limited to generating essays, research papers, or any other written work that is submitted for grading.
- AI-generated content, if detected, will be considered a violation of the school's academic integrity policy.
- Examples of AI tools that should not be used for generating content include:
  - ChatGPT: For generating essays or written content.
  - Jasper (formerly Jarvis): For creating long-form content.
  - Writesonic: For generating complete essays or articles.
  - Copy.ai: For creating text content.

3. Responsibility

- It is the responsibility of each student to ensure that their use of AI tools aligns with this policy.
- Students must acknowledge the use of any AI tools in their assignments, specifying the type of assistance received (e.g., grammar and mechanics check).

#### 4. Academic Integrity

- Using AI tools to generate content and submitting it as one's own work constitutes academic dishonesty.
- Any breach of this policy will be subject to the school's academic integrity procedures, which may include disciplinary actions such as a failing grade on the assignment, a formal warning, or further academic sanctions.

#### 5. Instructional Support

- Teachers and academic staff will provide guidance on how to appropriately use AI tools in accordance with this policy.
- Resources and training sessions may be offered to help students understand the ethical use of AI in their academic work.

#### 6. Review and Updates

- This policy will be reviewed periodically to ensure it remains relevant and effective in the face of evolving AI technologies.
- Students and staff will be notified of any changes to the policy in a timely manner.

#### Enforcement

Failure to comply with this policy will result in actions as outlined in the school's academic integrity procedures. Students are encouraged to seek clarification from their teachers if they are unsure about the appropriate use of AI tools.

## AI POLICY EXAMPLE FOR STUDENTS

EXAMPLE	COMMENTS
<b>Posing an essay question to an AI and then passing this off as your own work</b>	This is plagiarism and is unacceptable
<b>Posing an essay question to an AI and making edits before submitting this to your teacher</b>	This is still plagiarism (although better than the example above). In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.
<b>Providing the AI with some bullet points to include and asking it to create an essay</b>	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.
<b>Ask AI to provide statistics or evidence to back up your arguments</b>	Caution required here. AI can hallucinate and it is often difficult to find out where it is getting its information.
<b>Write a first draft of an essay, ask AI to critique and give feedback, then rewrite the essay based on the feedback</b>	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
<b>Use AI to generate retrieval practice questions</b>	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it hadn't made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.
<b>Asking an AI to translate a passage into English</b>	This depends on the purpose. If this translation has been set by your French teacher to assess your understanding of French, then this would be unacceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.

EXAMPLE	COMMENTS
<b>Asking AI to produce a summary of longer texts</b>	This would be a good way to do some initial research, for example for EPQ or EE in the sixth form to find out whether the longer texts are appropriate. However, it is then important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
<b>Asking AI to produce a summary of longer texts</b>	This would be a good way to do some initial research, for example for EPQ or EE in the sixth form to find out whether the longer texts are appropriate. However, it is then important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
<b>Using AI as a dictation tool</b>	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you don't understand the summary it produces, you probably don't have as good a grasp of the concept as you think.
<b>Use AI as a way of generating multiple different ideas</b>	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
<b>Ask AI to provide some suggestions for further reading around a topic</b>	This would be a good use of AI, particularly if you give it some detailed prompts.



## ATTENDANCE

### ➤ Absence

Flaming Sword Christian Academy believes that regular and punctual attendance is very important for students to achieve academic excellence. Punctuality is a sign of respect for oneself and others and is a sign of accountability. Excessive and/or unnecessary absences (tardiness and leaving early consistently) encourage poor work habits and make it difficult for students to keep up with their academic requirements. Therefore, all students should be in school and in class daily unless physically unable to attend and this is documented by a physician.

All absences must be substantiated with a written excuse from the parent or legal guardian. Notes should include the date of absence, reason for absence and the signature of parent or legal guardian.

Students who have unexcused absences will receive a grade of "0" in all classes for that day. This work cannot be made up and students will not receive credit. If student had an excused absence, they must still complete the work they missed.

When parents need to take students out of school for a family trip or other extended absence, they should send a note to the CEO/Director at least one (1) week before the absence starts. The note should include the reason for the extended absence and the inclusive dates. Please discuss this absence with the student's teacher to see if there is any work to be completed. It is the student's responsibility to get a list of work missed from his/her teacher. Students need to check with the teacher for the due dates on missed assignments. This information is also on greadelink for review by students and/or parents.

When parents need to check out students for appointments, please go through the office and sign students out in the check-in/check-out logbook.

Students who check-in before 11:30 a.m. are considered present for that day. Students who leave before 11:30 a.m. and do not return to school are considered absent for that day. To be eligible for promotion, students must not be absent more than 15 days per semester or a total of 30 days for the entire school year. This is the law!

### **Part 1. Compulsory Attendance**

#### **§ 115C-378. Children required to attend.**

- (a) Every parent, guardian or custodian in this State having charge or control of a child between the ages of seven and 16 years shall cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. Every parent, guardian, or custodian in this State having charge or control of a child under age seven who is enrolled in a public school in grades kindergarten through two shall also cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school.
- (b) No person shall encourage, entice or counsel any child of compulsory school age to be unlawfully absent from school. The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child, in accordance with local school board policy.

- (c) The principal, superintendent, or a designee of the principal or superintendent shall have the right to excuse a child temporarily from attendance on account of sickness or other unavoidable cause that does not constitute unlawful absence as defined by the State Board of Education. The term "school" as used in this section includes all public schools and any nonpublic schools which have teachers and curricula that are approved by the State Board of Education.
- (d) All nonpublic schools receiving and instructing children of compulsory school age shall be required to make, maintain, and render attendance records of those children and maintain the minimum curriculum standards required of public schools. If a nonpublic school refuses or neglects to make, maintain, and render required attendance records, attendance at that school shall not be accepted in lieu of attendance at the public school of the district to which the child shall be assigned. Instruction in a nonpublic school shall not be regarded as meeting the requirements of the law unless the courses of instruction run concurrently with the term of the public school in the district and extend for at least as long a term.
- (e) The principal or the principal's designee shall notify the parent, guardian, or custodian of his or her child's excessive absences after the child has accumulated three unexcused absences in a school year. After not more than six unexcused absences, the principal or the principal's designee shall notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education. Once the parents are notified, the school attendance counselor shall work with the child and the child's family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem. The attendance counselor may request that a law enforcement officer accompany him or her if the attendance counselor believes that a home visit is necessary.
- (f) After 10 accumulated unexcused absences in a school year, the principal or the principal's designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If the principal or the principal's designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the principal shall notify the district attorney and the director of social services of the county where the child resides. If the principal or the principal's designee determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the principal may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse. Upon receiving notification by the principal or the principal's designee, the director or social services shall determine whether to undertake an investigation under G.S. 7B-302.
- (g) Documentation that demonstrates that the parents, guardian, or custodian were notified, and that the child has accumulated 10 absences which cannot be justified under the established attendance policies of the local board shall constitute prima facie evidence that the child's parent, guardian, or custodian is responsible for the absences.

➤ **TARDINESS**

Students should be in their classrooms ready and prepared for school on time, which is 8:15 am. It is disruptive to the class when students come in late. Being tardy is excusable but only in cases of illness or emergencies. Oversleeping, failures to set the alarm clock, traffic or running errands are not valid excuses for tardiness. Students who arrive late must bring a signed note from a parent and go through the office before going to class and sign-in with the office. Three (3) unexcused tardies constitute an absence.

## ➤ APPEALS

Students in jeopardy of class failure due to excessive absences may request an appeal of the teacher's decision if the student believes there are conditions which may justify a waiver of the rules. In the appeal, students are required to provide documentation or other written evidence. Any appeal to be considered must be made in writing no later than the last day of the grading period. The Appeals Committee will consist of the CEO, student's teacher, and a member of the Board of the Academy. The only acceptable reasons for an excused absence are:

- Illness or injury
- Quarantine
- Medical or dental appointments
- Death or serious illness of the immediate family

## BEHAVIOR MANAGEMENT

FSCA uses the token economy for behavior management, which is positive behavior management. We want to make sure that we are in agreement that we reward behavior and effort, NOT grades. This ensures that we are not punishing or treating anyone's disability differently, and in fact we will reward anyone's EFFORT who has a disability as fairly as we reward those who do not have a disability. The tokens (The Secondary Reinforcers to be exact) can be whatever staff wishes to use. When choosing what to use as tokens, staff will be creative and salient. They will be creative enough that their students will have a hard time counterfeiting, stealing, or extorting the tokens they choose to use. If staff uses some form of paper token (tickets, fake money) student's initials will be written on the back of the paper so that another child can't say that that token was originally theirs. All children/parents need to fill out a reinforcement survey. These surveys give teachers an idea of what your child likes, what it is they really want to earn. In the beginning when teachers first introduce the "Good Behavior Chart" and the token economy, teachers will be lavish with the tokens. Anything and everything they do that is a good behavior will be rewarded right away.

The following is a list of good behaviors that teachers may recognize and for which to give tokens:  
"Everyone put your things away and have a seat quietly."

If the students listened to exactly what the teacher said, the teacher may say – "Good job (and call the students out by name), you had quiet feet walking to your seat, and here is a token. You had good hands **when you sat down, and here is a token.**"

If everyone listened to the teacher and did exactly what they were told to do except one child, then the one child DOES NOT get a token and is NOT rewarded. There are no exceptions.

**"Good job (call students out by name), you did awesome, here is a token. Johnny, you did not listen, you did not earn a token. Let's try harder next time."**

We will never take tokens away. Once that child has earned them, negative behavior will not influence whether they keep those tokens. It will only allow or not allow them to earn more throughout the day.

**Teacher will NEVER** take away bathroom breaks or eating time as discipline.

## CHAPEL & HONORS TO COUNTRY

Flaming Sword Christian Academy will begin each day with chapel, including proper honors to our nation. Chapel is a daily requirement for all students and faculty. The Pledge of Allegiance will be said by ALL students and faculty daily and all will demonstrate respect for the US flag and country through proper positions of standing. Students in middle and/or high school will lead the Pledge of Allegiance and Morning Prayer in the Name of Jesus Christ. Elementary students may have a bible story and prayer lead

by their teacher daily for chapel. There is not an opt-out option – this is a requirement of all who attend FSCA.

## CLASS PERIODS

The Academy operates on a regular 6x1 class period schedule; however, we also offer the 4x4 for high school students who are in transition from another school, and we offer extended class time for students in transition to help them catch up.

Students assigned to the first-floor classrooms of the main building are released each afternoon beginning at 3:15 pm. Students assigned to the second-floor classrooms of the main building are released each afternoon beginning at 3:30 pm.

After school programs of sports, clubs and driver's education will begin at the end of the school day.

## CONDUCT EXPECTED

Since educational citizenry is essential to teaching and learning, Flaming Sword Christian Academy requires the maintenance of good order in the school. Therefore, all students must comply with the Code of Conduct as set forth. This code applies to any student who is on school property, representing the school, or whose conduct at any time or place has a direct effect on maintaining order and discipline. Flaming Sword Christian Academy's acceptable behavior operates within the parameters of the Ten Commandments (Exodus 20:1-17 NIV).

The environment which Flaming Sword Christian Academy provides is nurturing and disciplined and reflects that Christianity is stronger than the many negative influences that challenge our students. The Ten Commandments provide the boundaries of acceptable behavior within the Academy for students, faculty, and parents. Respect for each other is necessary in maintaining an environment that is conducive to learning. **Attendance at this school is a privilege and not an entitlement. Therefore, all students should perceive** Disruptive conditions and unrestrained behavior provoke a lack of respect for others, education and lead to disrespect for oneself. Should this behavior continue, the student will be removed from the Academy. Instilling a love for learning is a primary goal of faculty, parents and students. Flaming Sword Christian Academy provides an environment that is best suited for learning and attaining good habits to be used throughout our students' lives.

The Academy and its grounds have been their education at Flaming Sword Christian Academy as a privilege and not something due them.

FSCA is declared a drug, tobacco, and alcohol-free environment; therefore, their use and/or possession is strictly prohibited. Safety is of prime importance for all of our students. They have the right to work, play and learn in an environment that assures their families of their safety. No intimidation or horseplay will be tolerated. More specific instructions are listed in the Code of Conduct. The Code of Conduct and specific Classroom Rules will be displayed in each room

## STATEMENT OF PURPOSE

An educated citizenry is essential to good government in this country and cannot exist without effective schools. A democracy is only as strong as the character of its individual citizens. The Board earnestly solicits the cooperation of every student, every parent, and the community at large in its effort to develop positive character and to maintain order and safety at Flaming Sword Christian Academy. Students are expected to treat others with respect, behave in a responsible manner and demonstrate high standards of integrity. Flaming Sword Christian Academy Board of Directors supports the policy that no student will continuously fail to comply with the rules of the school system or continuously engage in behavior that impedes the ability of others to learn. If this happens, that student will be

removed from FSCA.

## GENERAL PROVISIONS

All students will comply with the rules governing behavior and conduct. It is the responsibility of the CEO/OPSO/Director to investigate fully the cases of students appropriately referred to his/her office for misbehavior, to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the principal such as corporal punishment.

Unless otherwise specified, this code shall apply to all students in the system before, during, and after school hours, at school, in any school building, and on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; bus stops; off school property at any school-sponsored or school-approved activity, event, or function; and during any period of time when students are subject to the authority of school personnel. This policy applies to all students.

The Code of Conduct and associated disciplinary actions are provided to ensure that parents and students understand responsibilities and the policies of the Academy. Parent and Student must sign the form and return it with the application. Flaming Sword Christian Academy's acceptable behavior operates within the parameters of the Ten Commandments (Exodus 20:1-17 NIV).

The CEO/OPSO/Director of Flaming Sword Christian Academy (FSCA) where student is enrolled shall be responsible for imposing any disciplinary action upon the student for rule violations occurring away from the student's home school.

Any student who drives a vehicle onto any Flaming Sword Christian Academy property is responsible for the contents of that vehicle. Prior to coming onto Flaming Sword Christian Academy property, students should ensure that the vehicle does not contain any contraband which would violate the law or any school rule. Possession shall be defined as the prohibited item being on the person, in the student's personal effects, vehicle, locker, desk, or in the immediate control of the student. During the period that a student is suspended, he/she is prohibited from entering the grounds of any building in the Flaming Sword Campus and from attending any school-related functions, including graduation exercises. During a period in which a student is long-term suspended or disciplinarily reassigned to an alternative program, the student is prohibited from any FSCA property other than the alternative school/program to which the student has been reassigned. Violation of Board policies, this student Code of Conduct, any behavior management plan or regulations issued by FSCA may result in disciplinary action including removal from FSCA.

## VIOLATIONS & CONSEQUENCES

Violations of the Student Code of Conduct shall be dealt with in accordance with the guidelines established in the school's behavior management plan.

## MANDATORY REPORTING OF OTHER SERIOUS VIOLATIONS

In addition to the 10 reportable offenses listed above any Class III, IV, or V violation must be immediately reported to the Principal/CEO.

## AUTHORITY TO SEARCH

School officials (CEO/OPSO/Director) have authority to conduct reasonable searches and seizures in accordance with FSCA policy for the purpose of maintaining a safe, orderly environment and of upholding standards of conduct established by the Board of Directors or school.

## QUESTIONING OF STUDENTS BY SCHOOL PERSONNEL

The CEO/OPSO/Director possess legal authority to question students in any reasonable manner in order to investigate possible student misconduct, student health, safety or academic issues, possible child abuse, neglect, or dependency, or possible violations of Code of Conduct.

## QUESTIONING OF STUDENTS BY LAW ENFORCEMENT, DSS, OR HEALTH DEPARTMENT PERSONNEL

Law Enforcement, Department of Social Services, or Health Department personnel may question students to discharge their official duties, with or without parents present as allowed by law, and those personnel are responsible for protecting the constitutional rights of the students who are questioned. Parents are advised that authorities may question students in a variety of situations, including when a student is suspected of committing a crime, when a student may have been a victim of a crime or child abuse or neglect or dependency, or when a student may possess information regarding criminal activities.

## CODE OF CONDUCT

The Code of Conduct and associated disciplinary actions are provided to ensure that parents and students understand responsibilities and the policies of the Academy. Parent and Student must sign the form and return with the application. Flaming Sword Christian Academy's acceptable behavior operates within the parameters of the Ten Commandments (Exodus 20:1-17 NIV).

### CONDUCT PROHIBITED:

1. Dress: Deviation from handbook policy on acceptable dress appearance is prohibited.
2. Verbal Abuse/Disrespect: Participation in any verbal action that prevents an orderly and peaceful learning environment is prohibited. Cursing, using vulgar, obscene, or abusive language including racial, gender, religious slurs or insults intended to mock another person are specifically prohibited. Per the Bible, the Lord's Name is not to be used in vain at any time.
3. Ungodly Speech: Lying or deception of any type is prohibited. Gossip, slander, and any other unwholesome speech is prohibited.
4. Peer Relations: Engaging in behavior which is immoral, indecent, overly affectionate, or sexually harassing while in the school setting or when on school trips and/or activities is prohibited.
5. Integrity: Engaging or attempting to engage in cheating, plagiarism, violation of AI policies, falsification, violation of software, copyright laws or violation of computer access is strictly prohibited.
6. Disruption: Using passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct that causes the disruption of any lawful function, mission, or process of the Academy, or urging other students to engage in such conduct is prohibited.
7. Disruptive Materials: Possessing or distributing materials, illustrations, or music that is obscene or that disrupts the classroom, are prohibited.
8. Electronic Devices: Electronic devices such as cellular phones, ipods, CD players, tablets, etc. are prohibited from being in student's possession during school hours. These items must be turned into the home room teacher in the morning when student gets to class. They will be returned at the end of the school day.
9. Skipping School: Failure to attend or leaving the Academy grounds during the instructional day without prior written consent from parents, faculty, or administration is prohibited.
10. Fire Alarms: Setting off, attempting to set off, or abetting anyone setting off a fire alarm is prohibited. This is now considered an act of terrorism and will be treated as such. Pyrotechnics are prohibited. In addition, bomb threats or communicating a hoax of any kind is prohibited and is punishable by law.
11. Assaulting Students: Hitting, shoving, scratching, biting, or throwing objects at another person or the threat to cause bodily harm in any way is prohibited. Any aggressive physical contact of another student is considered assault.
12. Theft: Stealing, attempting to steal, or knowingly being in possession of stolen property is prohibited.
13. Damage to Property: Intentionally or unintentionally damaging or attempting to damage or deface the Academy's property or private property belonging to others is prohibited.



14. Possession of Weapons: Possession of any type of weapon is prohibited. Handling or transmitting any firearm, knife, razor, explosive or facsimile or other object that could be considered a weapon or dangerous instrument is prohibited and is punishable by law.
15. Drugs: Possessing, using, transmitting, selling, or being under the influence of alcohol, inhalants, tobacco, prescription drugs, or illegally controlled substances including paraphernalia possession is prohibited.
16. Assaulting Employee: Assaulting, causing or attempting to cause any physical injury or behaving in such a manner that could reasonably cause physical injury to any Academy employee is prohibited.
17. Bullying: The continued negative or intimidating actions or speech is deemed bullying and is prohibited.
18. False Accusations: Proven false accusations made against another student or employee is prohibited and is punishable by school disciplinary action and by law.
19. Toileting Policy: Students enrolled at Flaming Sword Christian Academy must be independently able to take care of all their bathroom needs, to include: Utilizing the toilet, recognizing the need to use the toilet, getting to the toilet in a timely manner without having any “restroom accidents”, and the wearing of traditional underwear (pull-ups are not authorized). FSCA understands “restroom accidents” will happen at the lower elementary school level (with a 3-strike policy before student will be removed from FSCA). However, “restroom accidents” are unacceptable at the upper elementary, middle school, and high school levels.

#### DISCIPLINARY ACTIONS

***Disciplinary Actions:*** For violation of any of the conduct prohibited mentioned above, a student may be given any one of the following disciplinary actions:

- Verbal warning, verbal redirection
- Time-out or “thinking” chair
- Loss of free time, recess, etc.
- Silent Lunch
- Removal from class
- Student counseling with CEO, OPSO, Director
- Parental counseling with teacher, CEO, OPSO, Director
- Military PT
- Short term suspension (1-3 days)
- Long term suspension (4-10 days)
- Expulsion
- Corporal Punishment
- Contact of law enforcement
- Other approved punishment the administration deems necessary

If you are familiar with Cumberland County public school disciplinary regulations, you may notice that FSCA’s disciplinary actions are not as harsh as the public school’s policy. It is a privilege to come to FSCA, not an entitlement, so rules and policies are expected to be followed by students and parents. *Students or parents who are not in harmony with the policies, procedures, or rules of the Academy will be asked to leave the Academy.*

#### CORPORAL PUNISHMENT

Parents and students must acknowledge and understand the CEO/AD/OPSO may deliver corporal punishment if it should become necessary in the administration’s opinion. The parent will be notified through electronic means or written note by the end of the day of the incident.

## NORTH CAROLINA REGULATIONS FOR CORPORAL PUNISHMENT

<b>Applicable North Carolina General Statutes Code Sections</b>	<ul style="list-style-type: none"> <li>• 115C-288: Powers and Duties of Principals</li> <li>• 115C-390.3: Reasonable Force</li> <li>• 115C-390.4: Corporal Punishment</li> <li>• 115C-391.4: Permissible Use Seclusion and Restraint.</li> </ul>
<b>Individuals Permitted to Discipline Students</b>	Principals and teachers
<b>Reasonable Force</b>	Authorized individuals may use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order. Local school boards may not prohibit the use of such force but are allowed to adopt policies governing the administration of corporal punishment.
<b>Corporal Punishment</b>	<p>If a school board permits corporal punishment, the following policies must be adopted:</p> <ul style="list-style-type: none"> <li>• Other students may not be present during the punishment;</li> <li>• Only a principal, assistant principal, or teacher may administer the punishment and it must be in the presence of one of those authorized adults.</li> <li>• Notification of the punishment must be given to the student's parents;</li> <li>• Record of the corporal punishment must be kept at the school;</li> <li>• No excessive force may be used (excessive force is that which causes an injury requiring medical attention beyond simple first aid).</li> <li>• Corporal punishment may not be used on a student whose parents have stated in writing that corporal punishment may not be administered. <b>Note: Since Flaming Sword Christian Academy is a private school, parents who do not agree with this form of punishment for their student will be denied admittance.</b></li> <li>• Each year the local school board must send a report to the State Board of Education regarding the number of times corporal punishment was used.</li> </ul>

## FSCA RULES FOR CORPORAL PUNISHMENT

<b>Introduction</b>	FSCA views corporal punishment as a deterrent for negative defiant behaviors. FSCA believes for every negative behavior their needs to be a strict negative consequence to eliminate those defiant behaviors. Corporal punishment serves as a last resort and replaces the traditional student suspension or expulsion consequences option.
<b>Negative Defiant Behavior</b>	Full of or showing a disposition to challenge, resist, or fight
<b>Individuals Permitted to Discipline Students</b>	The CEO, OPSO, and Academy Director are the only administrators authorized to administer corporal punishment. One of the administrators will administer the corporal punishment and one of the other administrators will serve as a witness.
<b>Student Disciplinary Guidelines</b>	<ol style="list-style-type: none"> <li>1. Academic Instructors will use positive reinforcements and negative consequences within the classrooms, to try and control negative defiant behavior(s).</li> <li>2. Negative defiant behavior(s) that cannot be controlled by the academic instructor(s) will be reported to the Academy Director and to the student's parent(s) via email.</li> <li>3. When three incidences of the same defiant negative behavior have occurred, corporal punishment will be implemented. (Please note: Parent will be notified via email each time the child has defiant behavior(s).</li> <li>4. Please note: For extreme cases (assault (on another student or an adult), bodily injury, having weapons on premises, initiating threats, etc.), corporal punishment will be administered immediately and/or student may be expelled from FSCA and law enforcement contacted.</li> </ol>



## **PROGRESSION OF DISCIPLINARY ACTIONS**

FSCA employees will use positive behavior management consistently (15C-391.1(a)(5)) to help correct maladaptive behaviors. If used correctly, it takes about two to four weeks to instill the positive behavior desired.

If the desired behavior is not reached within four weeks, and at least three electronic communications have been sent to parent(s) through Gradelink advising them of the maladaptive behavior(s) the student is exhibiting and what has been done to help student overcome the behavior, parent will be advised if the maladaptive behavior continues, student will be sent to Administration for disciplinary action.

Teachers have the authority to administer discipline several ways before a student is sent to OPSO/CEO/AD:

- a. Verbally redirect- Student may be redirected no more than two (2) times for the same incident,
- b. Younger students may be placed in time-out in the classroom,
- c. Remove student from the classroom,
- d. Remove student from a desired activity (PE, art, music, etc.), and/or
- e. Teacher may ask parent for conference appointment to discuss behavior and seek parents' advice and see if they have any ideas.

There will be a Disciplinary Action Report (DAR) completed when teacher must contact administration or send a student to administration for negative behavior. OPSO/CEO/AD will review the emails which teacher has sent to parent about the behavior, including parents' responses, what the teacher states in their emails has been done to help stop this negative behavior, and any suggestions from parents. When teachers respond to parents or parents initiate an email, Academy Director or CEO must be copied on the parental email, so administration is aware of parent's response.

If the student is not in their homeroom and their maladaptive behavior is during an elective class, the student will be sent back to their homeroom. The elective teacher should communicate with homeroom teacher and parent electronically via Gradelink about the negative behavior.

Further discipline must be substantiated through emails before corporal punishment or stronger disciplinary action is taken.

## **PERMISSIBLE USE OF FORCE BY FSCA PERSONNEL (OPSO and/or his Designee)**

OPSO and/or his designee may legally restrain a student when there is a fear of student hurting himself or hurting others, who is combative, who is non-compliant with directives from OPSO, and/or who may leave the premises without permission. Parents and/or law enforcement will be immediately notified so student may be removed from FSCA premises.

## **PERMISSIBLE USE OF FORCE POLICY – TIME-OUT, ISOLATION, SECLUSION RESTRAINT (PHYSICAL & MECHANICAL)**

- (a) It is the policy of Flaming Sword International Ministries, Inc. DBA Flaming Sword Christian Academy commonly considered as Flaming Sword Campus (FSC) to:
- (1) Promote safety and prevent harm to all students, staff, and visitors in the campus,
  - (2) Treat all students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law;
  - (3) Provide school staff (security officer) with clear guidelines about what constitutes use of reasonable force permissible;

- (4) Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner; and
  - (5) Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.
- (b) The following definitions apply in this section:
- (1) "Assistive technology device" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability;
  - (2) "Aversive procedure" means a systematic physical or sensory intervention for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following:
    - a. Significant physical harm, such as tissue damage, physical illness, or death;
    - b. Serious, foreseeable long-term psychological impairment;
    - c. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or shower; slapping, pinching, hitting (excluding corporal punishment), or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; eating one's own vomit; or denial of reasonable access to toileting facilities.
  - (3) "Behavioral intervention" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others;
  - (4) "Isolation" means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.
  - (6) "Security officer" means an employee of FSC who is trained in techniques to subdue combatants in an educational environment;
  - (7). "Mechanical restraint" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove;
  - (8) "Physical restraint" means the use of physical force to restrict the free movement of all or a portion of a student's body;
  - (9). "School personnel" means:
    - a. Employees of a governing body of a private educational unit;
    - b. Any person working on campus grounds or at an educational function under a contract or written agreement with the private educational unit to provide educational or related services to students;
    - c. Any person working on campus grounds or at an educational function for another agency providing educational or related services to students;
  - (10). "Seclusion" means the confinement of a student alone in an enclosed space from which the student is:
    - a. Physically prevented from leaving by locking hardware or other means; and/or
    - b. Not capable of leaving due to physical or intellectual incapacity.
  - (11). "Time-out" means a behavior management technique in which a student is separated from other students for a limited period in a monitored setting.
- (c) Physical Restraint:
- (1). Physical restraint of students by school OPSO (security officer) shall be considered a reasonable use of force when used in the following circumstances:

- a. To obtain possession of a weapon or other dangerous objects on a person or within the control of a person;
  - b. To maintain order or prevent or break up a fight;
  - c. For self-defense;
  - d. To ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
  - e. To escort a student safely from one area to another; and/or
  - f. To prevent imminent destruction to school or another person's property.
- (2). Physical restraint is considered a reasonable use of force when used solely as a disciplinary consequence.
- (4). Nothing in this subsection shall be construed to prevent the use of force by school security officer in the lawful exercise of their duties of protection.
- (d). Mechanical Restraint:
  - (1). Mechanical restraint of students by school security officer is permissible in the following circumstances:
    - a. To obtain possession of a weapon or other dangerous objects on a person or within the control of a person;
    - b. For self-defense, and
    - c. To ensure the safety of any student, school employee, volunteer, or other person present.
  - (2). Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices such as handcuffs by school security officer in the lawful exercise of their duties.
- (e) Seclusion:
  - (1). Seclusion of students by school personnel may be used in the following circumstances:
    - a. To respond to a person in control of a weapon or other dangerous object;
    - b. To maintain order or prevent or break up a fight;
    - c. For self-defense;
    - d. When a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property.
      - 1. The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times;
      - 2. The student is released from seclusion upon cessation of the behaviors that led to the seclusion;
      - 3. The space in which the student is confined has been approved for such use by FSIMI Board of Directors;
      - 4. The space is appropriately lighted;
      - 5. The space is appropriately ventilated and heated or cooled; and
      - 6. The space is free of objects that unreasonably expose the student or others to harm.
- (f). Isolation. - Isolation is permitted as a behavior management technique provided that:
  - (1). The space used for isolation is appropriately lighted, ventilated, and heated or cooled;
  - (2). The duration of the isolation is reasonable in light of the purpose of the isolation;
  - (3). The student is reasonably monitored while in isolation;
  - (4). The isolation space is free of objects that unreasonably expose the student or others to harm;
- (g). Time-Out. - Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.

(h). Nothing in this section modifies the rights of school security officer to use reasonable force or modifies the rules and procedures governing discipline for FSC.

(i). Notice, Reporting, and Documentation. -

(1). Notice of procedures. -FSC shall provide copies of this section and all policies developed to implement Use of Force to school personnel and parents or guardians at the beginning of each school year.

(2). Notice of specified incidents:

a. School personnel shall promptly notify the CEO/AD (Academy Director) or their designee of:

1. Any use of mechanical restraint;
2. Any use of physical restraint; and
3. Any use of seclusion or seclusion that exceeds 10 minutes or the amount of time.

b. When a CEO/AD or their designee have personal knowledge or actual notice of any of the events described in this subdivision, the CO/AD shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.

(3). As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of following workday.

(4). The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period, but in no event later than 30 days after the incident. The written incident report shall include:

- a. The date, time of day, location, duration, and description of the incident and interventions;
- b. The events or events that led up to the incident; and
- c. The name of a school employee the parent or guardian can contact regarding the incident.

(5). No Board of Director member of this private school shall discharge, threaten, or otherwise retaliate against another employee of the governing body regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of force unless the employee knew or should have known that the report was false.

(k). Nothing in this section shall be construed to create a private cause of action against the Board of Directors of this private school, its agents or employees, or any educator preparation programs or their agents or employees or to create a criminal offense.

#### **TOILETING POLICY (COMPLETE POLICY)**

Students enrolled at Flaming Sword Christian Academy must be independent in taking care of all their bathroom needs. Specifically stated:

- Children must wear traditional underwear to school, not pull-ups or other absorbent undergarments, unless there is a documented medical condition. Please note: FSFA requires a copy of the student's documented medical condition.
- Children must be able to independently recognize the need to use the toilet and get to the toilet in a timely manner without having "restroom accidents".
- Children must be able to get on and off the toilet without assistance from an adult; children must be able to use the toilet provided by Flaming Sword Christian Academy.
- Children must be able to pull their pants up and down on their own.

Please Note: Flaming Sword Christian Academy understands "restroom accidents" will occur at the lower

elementary school level (K-2<sup>nd</sup>), however, “restroom accidents” will not be tolerated at the upper elementary (3<sup>rd</sup> -5<sup>th</sup>) level, middle school, or high school level.

## TOILET POLICY ENFORCEMENT

**1<sup>st</sup> Incident:** If a student (K-12<sup>th</sup>) has a “restroom accident” at school, a report will be sent home indicating the date of the accident and a reminder of the toilet policy as written above. The incident letter will be signed by the teacher and an administrator. The parent/guardian will receive a copy of the letter and they are to sign the letter, acknowledging they were notified of the “restroom accident”. The parent/ guardian will also be advised of further consequences, should another “restroom accident”, and return the incident letter to school the next business day.

**2<sup>nd</sup> Incident:** The same procedure will follow if a second “restroom accident” occurs from a lower elementary (K-2<sup>nd</sup>) school student. Note: **If the student is in Upper Elementary (3<sup>rd</sup>-5<sup>th</sup>), Middle School or High School, they will be removed from FSCA.** FSCA will not tolerate these actions, nor are we equipped to handle these types of situations.

**3<sup>rd</sup> Incident:** In the event a lower elementary student (K-2<sup>nd</sup>) has a third “restroom accident” or the recognition that one of the above policy criteria are not being met, **the student will be removed from Flaming Sword Christian Academy**, as we are not equipped to handle this type of situation.

While open communication with parents and students is desired, there will not be a “bending” of the rules for any student or parent. While this may seem harsh, parents are placing their most precious possessions - their children - in our care and at no time will any student be subjected to inappropriate behavior or speech by another student, staff member or parent that may influence them in a negative manner, when the offending student or parent will not comply with the rules of the Academy.

All parents are required to sign a statement on the application which states, “We have read, understand, and agree to the Parent and Student Handbook, Code of Conduct and Prohibited Conduct. We understand that if we, parent, or student, break the rules of conduct for FSCA, then my student may be subject to any and all of the disciplinary actions as described herein.”

## COMMUNICATION

Open communication is needed by all parties concerned. If at any time, there is something which you do not understand and you want further clarification concerning your child, please contact their teacher for an appointment to discuss the matter. Should you and the teacher not be able to agree on any issue, or if you are still unclear on an item, please feel free to ask the CEO/AD for an appointment to discuss your concerns, which will be investigated by the CEO/OPSO/Director.

There will be many times when a parent will not have all the information about various situations and the CEO/OPSO/Director will make decisions on all the information available, without divulging the confidence and privacy of other students involved. Please remember, doing something differently from you does not necessarily make someone else wrong. If at any time you feel your child is being influenced negatively, feel free to contact the CEO/OPSO/AD for an appointment so that we may discuss the issue and come to a solution.

When parents are dissatisfied about the decisions made, they may become derogatory in their attitude and speech about the CEO/OPSO/AD and/or the school in general. Just as you would not want your child’s issues or difficulties exposed to other parents, other parents feel the same way and the school may be prohibited from giving out all the information on occasion.

Any relationship will die if there is not open communication. While we may not always agree, we should

be able to at least communicate one with the other. Please remember the Academy is not designed for just your child, but is here for all children. Because of its mission and outlook, the Academy enrolls children from Christian and non-Christian homes alike. As students come to the Academy, there will be many varied doctrines and beliefs. We must be balanced in our acceptance of one another and maintain the unity of the Spirit through the bond of peace and love.

## COURSE OFFERINGS

The following courses are offered at the Academy for grades 9<sup>th</sup> - 12<sup>th</sup>:

Math (1 credit each):

- ☐ Algebra I (Math 1)    ☐ Algebra II (Math 2)    ☐ Geometry (Math 3)    ☐ Advanced Math (Math 4)
- ☐ Integrated Math I    ☐ Integrated Math 2    ☐ Integrated Math 3    ☐ Integrated Math 4

SCIENCE (1 credit each):

- ☐ Physical    ☐ Biology (Genetics, Neurobiology)    ☐ Environmental    ☐ Earth
- ☐ Physics    ☐ Chemistry

ENGLISH (1 credit each):

- ☐ English I
- ☐ English 2
- ☐ English 3
- ☐ English 4

HISTORY (1 credit each):

- ☐ U.S. History I
- ☐ U.S. History II (Government)
- ☐ World History & Geography
- ☐ Civics & Economics

- ☐ Social Sciences (1 credit each). ☐ Psychology – General    ☐ Psychology – Abnormal
- ☐ Psychology – Developmental

- ☐ Digital Media (1 credit each) ☐ Gaming I-IV    ☐ Coding I-II    ☐ Computer Applications

- ☐ Visual Art Education I- IV (1 credit)

- ☐ Social/Emotional Life Skills I – IV (1 credit each)

- ☐ Culinary Arts I-IV

- ☐ Performing Arts (1 credit each)    ☐ Chorus I-IV    ☐ Drama I-IV    ☐ Choreography I-IV

- ☐ World Language (1 credit each)    ☐ Spanish I -II    ☐ German I –II    ☐ French I –II.    ☐ Italian I-II

- ☐ Health & Physical Education I-IV

- ☐ Occupational Courses I-IV

## CURRICULUM

The curriculum used by Flaming Sword Christian Academy is a combination of Abeka, Saxon, and typical curriculum used by public school. The materials are designed to be academically challenging and thought provoking. Students who cannot access typical curriculum may have specialized curriculum purchased for their use. The types of curriculum needed will depend upon the student's abilities and cognitive development.

## DRIVER'S EDUCATION CERTIFICATE

The Academy works with the state and county public schools to provide driver's education training for all qualifying students. DEC's will be issued by the Academy as students qualify.

## **DRIVING PRIVILEGES**

Some students may have their own transportation to school. They must fill out the appropriate paperwork which can be found in the administrative office. Students are not allowed to leave school grounds unless they have checked out through the office with written permission from parents. Seniors may leave school grounds during lunch time as long as there is written permission from the parent in file. At the end of the school day, students may not ride with driving student unless there is appropriate documentation of parental permission on file.

## **DRUG TESTING**

Students must be willing to submit to random drug testing by administration. These are urine tests and if the test comes in positive for marijuana the parent will be notified. If the drug test comes in positive for other drugs, the parent will be immediately contacted and will meet the CEO/OPSO/AD and student at an Urgent Care to retake a drug test. On a positive drug test, the parent will be responsible for repayment of the drug test to FSCA and the student will be subject to disciplinary action as determined by the CEO/OPSO/AD.

## **EMERGENCY PROCEDURES**

Fire Drills/Severe Weather/Tornado Drills:

Periodic emergency drills to include fire drills, severe weather and tornado drills, shelter-in-place and lockdowns are required by state law. FSCA will explain and practice all procedures to use in an emergency.

Shelter-in-place/Lockdown/Evacuation

Procedures for shelter-in-place, lockdown, and evacuation are in our Emergency Response Plan (ERP). Procedures, emergency codes and contact information will be given to parents at the beginning of each school year. This information is of a sensitive nature and not made for just anyone to read. Please do not try to pick up your children when we are closed due to a shelter-in-place, lockdown, or evacuation order. We will not come to the door as this is unsafe. We are here to protect your children at all times.

If FSCA must evacuate the students from its location, the emergency and location codes provided will alert parents as to what is going on and where their children have been evacuated to and where parents may pick up their children.

## **FIELD TRIPS**

Field trips are planned to enrich the curriculum as an extension of the classroom. All field trips will meet a teaching objective for a unit of study in the classroom. We will provide information on all field trips well in advance, and a more specific field trip release form. A permission slip signed by a parent must be on file for students to be allowed to go on field trips. There will be no exception to this rule.

If a field trip is scheduled which requires a charter bus, the fees will be equally divided among the students participating in the trip. An adequate number of adults will accompany each field trip.

The Academy's students take field trips to enhance their learning experience. Field trips are a privilege and students who abuse this privilege due to unacceptable behavior will stay at school or home and miss the trip. Parents are notified when students lose their privilege before the trip is taken. Parents may be asked to assist in transportation and/or chaperoning trips.

Some of the planned field trips may include museums in Raleigh and Fayetteville, Planetarium, Oceanography in Wilmington, etc. Should there be an additional cost involved for the trip, parents will be notified well in advance.

## **GRADING SCALE**

### K - SECOND GRADE (10-point system)

O- Outstanding

S –Satisfactory Performance

N- Needs Improvement

U- Unsatisfactory

### **GRADES 3-12 (7-point system)**

FSCA uses a 7-point system and not the 10-point system as the public schools do. We make this distinction on each student's transcript so there will not be any confusion. The points awarded per letter grade are as follows:

➤ A	93-100	4 points
➤ B	85-92	3 points
➤ C	77-84	2 points
➤ D	70-76	1 point
➤ F	69 and below	0 points

The University Program may provide several Honors Classes on a 5-point scale as follows:

➤ A	100-93	5 points
➤ B	92-85	4 points
➤ C	84-77	3 points
➤ D	76-70	2 points
➤ F	69-below	0 points

Dually enrolled students, who attend FSCA and the local community college, will receive credit for the college courses on their high school transcript with the appropriate corresponding higher value.

FSCA gives your student what they really make, even if it is a -0-. We do not give points, modified grading, or adjust their grades. We also let you know what functioning grade level they are really working on and where they are successful. We will provide extra accommodations and help so students may be successful. However, students and parents, must also do their part.

## **GRADE REQUIREMENTS**

Grades K -5<sup>th</sup> grades comprise the elementary; grades 6<sup>th</sup> - 8<sup>th</sup> comprise the Middle School, and grades 9<sup>th</sup>- 12<sup>th</sup> comprise the high school at the Academy. The class requirements cover Language Arts, History & Geography, Science, Health, Mathematics (including Pre-Algebra), and Electives.

High School requirements, grades 9<sup>th</sup> - 12<sup>th</sup>, run congruent with graduation requirements from the N.C. University System's requirements for completing high school and entering the next level of education or work. FSCA has established its requirements and the minimum courses needed for a North Carolina High School Diploma. FSCA has four (4) distinct diplomas: University Ready, Typical, Occupational and IEP Diplomas. FSCA requires 24 credit hours to graduate on all of its diplomas.

## **GRADUATION REQUIREMENTS**

Students graduating from Flaming Sword Christian Academy must be a student in good standing and have earned a total of the necessary hours as indicated by the graduation track chosen by each student. Each



course is worth one (1) credit hour. If a student fails a class, the class may be retaken if germane to graduation. Students will need to take a minimum of 24 courses during the 9<sup>th</sup> - 12<sup>th</sup> grades to fulfill their educational obligation. An official transcript is available to all graduates of the Academy.

For students to earn the University Ready Diploma or the Typical Diploma, students will also need to pass the 11<sup>th</sup> Grade Exit Exam with a minimum of 70% composite score. If a student is in the Occupational Program, they need at least a 50% for their composite on their exit exam. If a student does not pass the exit exam the first time, it will be given again the next semester during the fall, and parents must pay for the second test. If a student fails the exit exam the second time, it may be given a third time (February or March) and the parent must pay for this test. If the student still doesn't pass the exit exam, the student may not graduate that year and must attend the 12<sup>th</sup> grade one more year. Some students in the Intensive Bridges Program may be able to pass the required exit exam; however, they may be in school a year or two longer so that they can gain all of the knowledge as students in the other two programs.

Students in the Intensive Bridges program may not be able to pass the exit exam and will receive an IEP Diploma. If this is the case, the student may be exempt from taking the exit exam.

## **HOLIDAYS**

Flaming Sword Christian Academy observes the following holidays each year:

- Labor Day Monday
- Columbus Day
- Veteran's Day
- Thanksgiving Day – the Wednesday before and the Friday after
- Christmas Vacation – students are off for 2 weeks for Christmas and New Year holidays
- MLK Holiday
- Presidents' Day
- Good Friday and the week following Easter Sunday
- Memorial Day Monday

Please review the calendar each year for the list of dates the school will be closed and for special events held throughout the year.

## **HOME STUDY REQUIREMENTS**

Home study or homework is an integral part of the school program and faculty members will give assignments to aid students in advancing their academic achievements. Students are expected to complete each and every assignment. Parents are asked to help their students, but to allow students to do their own work. Failure to do home study assignments will seriously affect the grades of the students. All assignments not completed in class are then assigned for homework and will be listed on electronic gradebook so that parents and students may keep up with what work is required of them. This also allows parents to see if their student is not doing their work. The electronic grade book is the parents' responsibility to check. Teachers will not contact parents to let them know if a student is failing, not doing their work, or having behavioral issues in any other way, except through electronic grade book.

## **INCLEMENT WEATHER**

Should we encounter inclement weather, please check the TV stations listed below. Should inclement weather occur while children are in school, parents will be contacted via email through Gradelink, the electronic gradebook. At no time will any child be left or put out of the building until parents arrive. Should you not be able to come and retrieve your child because of early closing, please call the school and let us know. At that time your next emergency contact available will be called and asked to pick up your child. Your child's safety and welfare are the most important factors to us, and we will work with the family until you can pick-up your child. The Academy will call the local television stations WRAL -5, WTVD-

11, and advise them of our status. It will also be posted on FSCA's Homepage on Gradelink. So, if weather turns bad, please check at least one of the four options:

WRAL, WTVD, email from Gradelink,  
or [www.flamingswordcampus.org](http://www.flamingswordcampus.org)

### **INDIVIDUALIZED EDUCATIONAL PLAN (IEP'S)**

As instructors notice learning challenges for students, parents will be notified. The CEO/Director along with the instructors will develop individualized educational plans to help students compensate and overcome any challenges and succeed in school and life itself. Some learning challenges include ADD, ADHD, autism, reading difficulties, short term memory challenges, auditory command processing, societal adjustments to mobility caused by military/civilian moves, homelessness, or dysfunctional families. We are here to help your student and in turn to help you at home. Learning challenges will not only be evident in school but will also be evident in the home. Sometimes what we may consider to be rebellion or disobedience, could very well be a learning challenge that has never been recognized. We ask that all parents keep an open mind about these issues. We are not labeling your student; we are simply trying to help them feel good about themselves and succeed.

The State of North Carolina Public School System is required to provide a thorough evaluation of any student from age 3-21. A psychological-educational evaluation, speech, eye, and hearing evaluations must be completed by the public school within 90 days after you notify them of your desire to have your student evaluated. Please send your request in writing to them and have it dated and get a copy back with a signature and date of when they received it for your records. Some schools are fantastic, and some schools are more difficult to work with, but it is still the law. If you run into opposition from any public school, please let us know and we will give you further guidance.

An IEP from the public school is the only IEP accepted by NCSEAA for state grants. FSCA's IEP is used from class to class for teachers to use to help students be successful.

If your student has been prescribed medication by their physician for various learning disabilities, i.e., ADD, ADHD, mood regulation, etc. and you choose not to give it to your student, FSCA's instructors are not obligated to provide modifications or exceptions for assignments or behavioral issues.

### **LOST AND FOUND**

Lost and found articles will be brought to the office where they will be held for two (2) weeks. If items are not claimed by that time, we reserve the right to dispose of them. All items confiscated by faculty members will remain property of the Academy until the end of the school year.

### **LUNCH PROGRAM**

The Academy does not provide lunches. Therefore, students should bring lunches from home. Refrigerators are provided to keep lunches and drinks cold, along with microwaves to warm or cook foods. Parents are to provide plasticware and microwavable dishes for their student. FSCA does NOT provide these items. If a pattern is noticed of a child not bringing lunch, we will feed the child, but after two (2) times, parents will be contacted to bring food for their student. If not bringing food continues, after three (3) times, administration is required to report this to *DSS Child Protective Services* as this is considered neglect. Please make sure they eat so they can think.

Students are expected to use good table manners. Talking should be in a conversational tone and limited to the people at one's table. Each class is responsible for leaving the table and chairs clean. Trash or food dropped on the floor must be picked up and tables wiped with a damp cloth. Each class will also wipe out the microwaves before the class leaves the cafeteria. Each student must push his chair/bench up to

the table before leaving. Lunch boxes should be labeled with the child's name. Students who misbehave will be isolated from their class and have a silent lunch.

### **SNACK SHACK AND FOOD TRUCK**

The Snack Shack provides coffee, hot tea, hot chocolate, soft drinks, and food snacks (chips, candy, cookies, crackers) for students to purchase during specific hours of the day. Students are only allowed two (2) snacks per day. One Friday per month, will be Food Truck Friday. Students, staff and parents may buy a hot lunch from the food truck.

### **MAKE-UP WORK**

Students who are granted an excused absence will be responsible to make-up work. It is the student's responsibility to see that work is finished within FSCA's deadline. Students have 24 hours after they return to school to bring in missed work. If a student is out for an extended period, with a doctor's note, they will be given more time to make up work. This will be an agreement between the teacher and student. Parents and students may check electronic gradebook for missed assignments.

### **MEDICATION**

All medication must be registered and held in the office. It should be in an original pharmaceutical bottle, labeled with the student's name and directions for administering. Parents are responsible for keeping their medication log updated in their student's file. The school will not administer any medication (including Tylenol or aspirin) unless the medication permission form is filled out and signed by the parents. Students will not be permitted to give any medication to another student, and this includes prescription medicine, vitamins, food supplements, aspirin, Tylenol, etc.

### **METHODOLOGY**

While the Bible is not used as the textbook in every subject, it is the foundational handbook for every course and the standard for teaching. To accomplish this, we must have a methodology that guarantees its biblical character. Therefore, the proper method is to use the Bible in every course, both directly and indirectly. It is applied directly when we derive our understanding of each topic from the actual statements of the Bible. It is applied indirectly as we work out the implications of biblical truth for the proper framework in understanding every subject.

Not only will students be taught to reason in a consistent, biblical, organized manner, but they will also be taught how to exercise proper discipline to reach their goals. The following is an overview of how biblical world view education is taught.

- *Language and Literature.* Because language is thought expressed, and thoughts are never neutral, all literature has a religious point of view. When reading any kind of literature, the following questions are asked: "Is the author Christian or non-Christian? If non-Christian, from what religious point of view is he/she writing? Most importantly, how does the author's message compare with what the Bible teaches?" Students learn to read and evaluate all human literature from the perspective of biblical truth.
- *Mathematics.* As students study the creation of the universe, they will begin to understand the unity and diversity in creation, which is the basis for unity and diversity in mathematics. Mathematic principles never vary; formulas and equations always exhibit flawless consistency. Mathematics helps discover God's creation laws and patterns and is a tool to help mankind rule over the earth. All callings in life demand planning, calculating, and evaluating in order to carry out our responsibilities. Mathematics play an important role, whether it is business, medicine, engineering, art, science, etc. Mathematics provides students the wonderful gift to master the natural realm.

- *Science.* Science is the study of God's creation. By studying science, students learn to see God's awesome power, the beauty of His handiwork and His design reflected in every creation. Early in the Bible, God commanded mankind to cultivate the soil, plant and dress the trees and vegetation, and study the animals. To have dominion over the earth, students must acquire organized and systematic scientific knowledge. By studying physical laws, students learn how to apply this knowledge for daily living and how to subdue the natural side of earth.
- *Health and Physical Education.* The purpose of health and physical education is to care for our bodies. A healthy body enables one to serve others and to perform the duties required of oneself. Principles of proper diet, exercise, and rest are taught for maintaining good health.

Physical education helps prepare students for responsible leadership and effective work. Physical exercise and sports play an important role in developing self-discipline. Through competitive sports, students are taught the importance of playing by the rules, accepting direction from those in authority, using skills in harmony with others, and being gracious in victory as well as in defeat.

- *Geography.* For humanity to rule the earth, students must have a practical knowledge of geography. The study of geography consists of separate but interrelated parts which form a unified whole. Students learn about the great continents and oceans, their characteristics, their many natural resources, the variety of climates and weather patterns, and the ingenious ecological balance over all of the earth.

Students also learn about various nations, both ancient and modern. Students study their locations, natural resources, physical environments and general climates and they learn how these geographical traits affect the nations' economies, their position in world trade, their military defense capabilities, and their independence and/or dependence on other nations.

- *History.* History has been planned by God and proceeds according to His purposes. All history -- ancient, medieval, and modern -- is studied. History is more than a chronicle of dates, names, places, and events. History is the study of moral or covenant relationships in time. History study focuses on the unfolding of world history with special emphasis placed on the shaping of Europe and America.
- *Sociology (Social Studies).* The Bible stresses God's unity and plurality as equally ultimate and we find that it does not place the human individual or the corporate society above each other. Christianity provides the solutions to the problems of humanism in its careening between individualism and collectivism. Students will study the divine order of relationships instituted by God in the beginning. The fundamental social relationship is family. From the family all other social orders have developed. Each social sphere of the state, church and family has rights that must function within the sphere of authority given to it.

A biblical presentation of the social order is taught so that students may effectively address the current corruption of society. Biblical laws provide tools for analyzing various social structures of different nations and peoples.

After analyzing God's original divine order and the perversion of that social order, students are able to investigate and begin to restore proper relationships between men, women, children, races and nations. The Christian family and the Christian community -- the church -- are presented as an alternate society in the midst of chaos now exhibited in social orders.

- *Government (Political Science).*

In studying civil law and government, students need an infallible standard to distinguish justice from injustice. Civil government enacts laws, which is concerned with deciding right and wrong, which have to do with morality and morality is religious. This means that by its very nature, civil government is a religious institution.

Students will study the Old Testament of the Bible, which reveals God's system of law for civil government. In this Decalogue is a complete system of law with due process, a federal system of government with three branches at each level, and separation of powers with a system of checks and balances.

Students learning this system have the proper criterion by which to analyze human governments of the past and present as to their structure, laws, and policies. This knowledge provides students with the understanding necessary for intelligent voting and will stimulate them to promote a responsible government.

- *Economics.* The Bible teaches that God owns all things, but He has ordained laws to govern human economics. He has given humanity the right to own private property, the right to choose an occupation, the right to make a profit, and the right to decide how earnings should be spent.

Students are taught that it is not the duty of the civil government to regulate the economy, except against stealing. The Bible provides guidelines for an economic system that is based upon hard work, competition, the risks of the marketplace, and shows charity towards the needs of others. These factors compel sellers to use their skills and economic resources more carefully, which produces a higher quality of goods and services at reasonable prices. The proper role of civil government is to serve as a referee, praising good and punishing evil in the marketplace.

Economic prosperity is possible because of the lawful use of labor and profit. Productive harmony in the marketplace is possible. Students learn how to respect each other's property, refuse to steal from or cheat one another, abide by contracts, and when in charge of a corporation or elected to public office, they will not use their power for their own selfish gain.

- *Culture, Art, and Technology.* Because the arts and technology create works that express thought and emotion, they exert a moral influence on one's behavior. The arts and technology can be powerful forms of religious fellowship because thoughts, emotions and actions are always moral and fellowship because of the sharing between artists and audience. This imposes serious responsibilities upon the students.

## **COURSE OVERVIEW**

### **LANGUAGE ARTS**

FSCA's Middle School Language Arts Program encompasses reading Instruction and written language Instruction. These classes will be back-to-back. Students work at their current instructional reading level. Instruction emphasizes the study of word attack, vocabulary, comprehension, and literature. Literal, inferential, and critical thinking skills are addressed through multi-sensory exercises.

Students follow a planned program which emphasizes instruction for handwriting, spelling, grammar, and composition. Spelling emphasizes a multi-sensory approach utilizing words that follow the phonetic patterns introduced in Reading.

FSCA's High School Language Arts Program allows students the opportunity to move towards competence in vocabulary acquisition, reading comprehension, composition, literature study and other language skills by proceeding through an individually designed sequence of skills reinforcing development of

independent readers and proficient writers.

Materials chosen are based on reading levels and student's interests, and exposure to a variety of genres and writing styles through class assignments and required independent reading are implemented.

## **MATH**

Middle school math skills are designed around a multi-sensory approach which includes numeration, whole number calculations, decimals, fractions, geometry, measurements, ratios, proportions, percentages, graphing, basic equivalents, with some units extending basic operations and problems solving.

High school math students are introduced to a variety of courses including four levels of Integrated Math including Consumer Math, Geometry, Advanced Math Calculations, Algebra 1, Algebra 2, and Advanced Math with Trigonometry.

## **SCIENCE**

Middle school science utilizes a combination of topical units to conduct review and development of concepts in the areas of Life Science, Earth Science, and Physical Science. The units incorporate various text sources, including newspaper and magazine articles, library books and Internet printouts. Emphasizing content reading strategies as well as hands-on experiences and application projects reinforce connections between science and the everyday world. High school science courses include Physical Science, Biology (genetics and neurobiology), Earth and Environmental Science, Chemistry and Physics.

## **SOCIAL STUDIES**

Our Middle and High schools' Social Studies Programs follow the North Carolina mandated curriculum, such as World History & Geography, US History, Economics, Legal and Political Systems, American Government, and current events. Primary social studies focus on concepts of Geography, map skills, World History, US History, and NC state history.

## **PHYSICAL EDUCATION & HEALTH**

Middle school students attend physical education and health education classes five (5) times a week. High School students must have one (1) year of physical education and health. They will attend these classes five (5) times a week to fulfill North Carolina graduation requirements. Emphasis is placed on skill development, knowledge and understanding of the rules of various games, sportsmanship, and developing a level of wellness at all grade levels. Teamwork is emphasized throughout the program at all levels of participation.

## **DIGITAL MEDIA & COMPUTER APPLICATIONS**

Digital Media includes coding, gaming, and computer applications. In coding class, students learn how to develop, design and code programs. In the gaming, students learn how to play computer games individually. Computer application courses are taught at all grade levels, beginning with the fundamentals of computers, terminology, and keyboarding skills. Our students are exposed to a variety of software programs including Office 365, with Word, Excel, Power point, etc.

## **VISUAL ARTS EDUCATION**

This class covers photography, painting, and drawing, both by hand and by electronic means.

## **PERFORMING ARTS**

Drama, chorus, and choreography are offered through Performing Arts Education. Students are exposed to a variety of performing arts scenarios, development of plays, and design costumes and fashion. They will also perform in a Christmas and Easter Program.

## **FOREIGN LANGUAGE**

Spanish, German, French and Italian I-II are offered to our high school students through Duo Lingo with an in-house instructor.

## **ACADEMIC PROBATION**

Students who fail any two (2) subjects or fail one subject and do not maintain an overall average of 77, will be placed on academic probation on a quarterly basis until the problem is corrected. Part of the correction may be the requirement of tutoring after school.

## **PROGRESS REPORTS**

Progress reports are readily available to all parents and students through the student's Gradelink account. Since we have the electronic grade book, it is not necessary for FSCA to send home paper progress reports.

## **PROMOTION AND RETENTION**

Promotion or retention of a student is the decision of the teacher and CEO/Director. The classroom teacher will inform parents as early as possible about the possible retention of a student. The final decision to retain or promote a child rests with the CEO/Director. Retention is usually based on the following criteria:

- Failure of two or more vital, required academic subjects, such as math, language arts, science, or history; or
- Two or more years academically behind their intended grade level. Retention at this point will provide the student intensive work so they can catch up. It would be unfair to the student to socially promote him as he will only get further behind and not be able to graduate on time. Normally when placed in Intensive Bridges for one year, a student can catch up about two years' worth of education and then can be promoted the following year, and
- The CEO/Director may grant exceptions to either of the conditions for retention.

## **SAFE AND DRUG FREE SCHOOL**

In an effort to create in each of our schools an environment highly conducive to learning and in compliance with Safe and Drug-Free Schools Act of 1994 – Title IV, Flaming Sword Christian Academy provides comprehensive, age-appropriate, developmentally based drug abuse and violence prevention education for all students from preschool level through grade 12.

## **SAFETY AND HEALTH**

In case of injury, the teacher will contact the OPSO, who will assess your child, notify the parent, and complete an incident report form. A student who becomes ill at school and is too ill to remain in class is to report to the teacher and the front office administrator will call the parents. If you are called by the school and advised that your child is sick, you must come within an hour and pick-up your child. Please check in through the school office.

Prior to administering any medication, the Academy must have on file a signed release form from the parent or guardian, authorizing administration of the medication. Detailed written instructions on the



Academy's form must be submitted by the parents as to the proper administration of all medication for their child and all medication must be labeled with the student's name.

The Academy will not administer any medication, including Tylenol or aspirin, unless the medication permission form is filled out and signed by the parent. Students are not permitted to give any medication to another student. This includes prescription medicine, vitamins, food supplements, or over-the-counter drugs.

For the protection of other students and to facilitate prompt recovery of a sick student, parents of sick students are not to permit them to attend school because the school is not equipped to care for them. Please keep sick students at home. All students must be fever free for 24 hours, and/or free from vomiting or diarrhea for 24 hours before they may return to school.

All students are required to have health insurance coverage, whether it is private insurance or Medicaid. Please present a copy of the front and back of your insurance card with your application package.

### **SCHOOL ARRIVAL AND DEPARTURE**

The Academy building opens at 7:15 AM for faculty members only. Students may arrive no earlier than 7:45 AM without signing up for Before School Care. Classes begin promptly at 8:15 AM. Please make sure your student is on time for school. Constant tardiness indicates a lack of respect for members of FSCA and of oneself. Tardiness disrupts the entire classroom and if this type of behavior remains constant, the student may be removed from FSCA by CEO/Director.

School dismissal is 3:15 PM for first floor students and 3:30 PM for second floor students. Students must be picked up no later than 15 minutes after the designated departure time each day, unless they are attending a school club meeting, sports program, or tutoring. At no time will students be allowed to stay in the building without faculty being present. Please make arrangements to carpool with other parents or take turns picking up students.

Should you allow your student to walk home, or if they are allowed to ride with someone other than a parent, please indicate this in writing. We will contact you via phone or email to verify your written note. Students with driving privileges need to notify the office and have parents complete the necessary paperwork allowing their student to have a vehicle on school premises. If the CEO/Director believes that it is unsafe for other students, the privilege of driving on campus may be denied. Other students may not ride with them unless there is written permission in the student's file.

### **SCHOOL PROPERTY**

It is important that we take good care of our buildings and grounds. When a student damages any part of the school building, equipment, etc., the repair costs will be added to the parents' account. Please walk on the sidewalks rather than taking shortcuts across the lawn. Keep your trash picked up at all times. Do not slam doors putting holes in the walls or other doors.

### **SECURITY ISSUES**

The OPSO is responsible for the complete security of FSCA, including the cyber functions. Classes are monitored through audio and visual surveillance. OPSO will verify students' appropriate use of in-house computers, tablets, etc.

In the event of any threat or act of violence, the entire school will be locked down immediately! OPSO is responsible for the protection of all students, personnel, and buildings. His directions must be followed completely by all concerned. Proper authorities will be notified immediately. Parents will be notified by either the office or by cell phone from the school. We will not release your children to you until the lockdown is lifted, so please do not come, and try to get them. These security measures are for the safety



of your children.

Fire extinguishers are located throughout the building according to regulations. In the event of a fire beginning in the building, all people will follow fire evacuation exercises. Please help our students understand that the pull stations are not items with which they may play. False security threats now fall under Homeland Security and are serious federal offenses.

In the event of severe inclement weather, OPSO will direct students and staff to follow shelter-in-place exercises for this type of weather.

## **SPORTS**

The Academy offers a variety of sports for students during the PE class. FSCA is in process of developing an intramural sports program for 2024-25 school year. More information will be forthcoming once it is established.

We provide contracted karate instruction with Sgro Karate twice a week for a beginner class and upper belt class. This activity is sponsored by FSCA and there is an upcharge of \$100 per month to participate.

Strength & Conditioning training consists of a mixture of entry-level weightlifting and calisthenics. Training is conducted twice a week (Monday & Wednesday). There is an upcharge fee of \$100 per month to participate.

## **STUDENT ACTIVITIES**

The Academy encourages students to form special interest and service organizations to complement academic and physical programs. Make sure you indicate your interest on your application for admission. The Academy offers the following student organizations:

- Arts & Crafts Club
- World Language Club
- STEM
- Recreational Sports Club

## **TELEPHONE USE**

The administration will call and speak w/ parents, not the student, in the event of an emergency/. Students may not use their cell phones. Key telephone numbers will be sent home at the beginning of the school year.

Many students have their own cell phones. Please do not call or text your student during the school day even in the event of an emergency, as they are not allowed to use their phone during class time. Please call the school office. All cell phones and other electronics must be turned into the home room instructor at the beginning of the day to be kept until the end of the day. If a student is caught with a cell phone or other electronic device, the phone/electronic will be taken and held by administration until the end of the school year. If a student's electronic item (cell phones, tablets, etc.) is taken by administration and the parent insists on retrieving the item before the end of the school year, there will be a \$50 administrative charge. Should the student bring the item to school a second time, the parent has a choice of leaving the item in the care of the school until the end of the year or moving their student to another school.

Students may use their cell phones after school hours.

## TESTING

All students will be administered an annual end-of-grade test each spring for the grade levels required by the State of North Carolina, which are 3<sup>rd</sup>, 6<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> for private schools. For all students who are receiving state grants, Opportunity Scholarship and/or ESA+, students are required to be tested annually and their scores reported to NCSEAA. If your child is not required to take a year end test, but you would like for them to, please let the CEO/Director know as soon as possible so that it can be ordered. Parents must pay for the test if it is not required by the state. Parents will be provided a copy of the test results. All tests are scored by an outside agency to maintain the integrity and validity of testing results. FSCA also does evaluations at the end of the year for all its students to make sure they are ready to go to the next grade level.

## TEXTBOOKS/LITERATURE BOOKS/LIBRARY BOOKS

All textbooks, literature books and library books are the property of the Academy and are assigned to students for their use as rental property. Parents pay an annual rental fee for the textbooks, which is included in your annual tuition fees. Students are responsible for the care of all books and will be held accountable for any that are damaged beyond normal wear and tear or lost. All other books from FSCA are also the students' and parents' responsibility to return them to school without damage. However, all workbooks are for the use of the students and no fees will be charged if the books are damaged.

## TRANSFERRING STUDENTS

The Academy maintains an open enrollment policy so students may enroll at any time during the school year. We accommodate the needs of transferring students by making available any help they may need in order not to lose credits and to help them succeed. Please read the Local Action Plan with Fort Bragg concerning these issues for military dependents. Additional help also applies to all students who are in transition.

## TRANSITION/CATCH-UP LABS (TUTORING)

These labs are provided after school to help students who have been in transition to catch up on any work, they may have missed or in which they are behind. CEO/Director will advise students and parents if your student needs this assistance.

## TRANSPORTATION

Students may drive their own vehicles to school with parental permission and approval by CEO/OPO/Director. Vehicles must be operated in a safe manner at all times. Students who fail to operate vehicles in an acceptable manner will lose the privilege of driving to campus. Students must park in the designated parking area. All vehicles must be parked within the confines of a single parking space. Students are not to enter the parking area during school hours unless they have received permission from the office or supervising teacher. Students are not to "hang out" in the parking lot at any time.

### ➤ CARLINE

Parents, you are asked to maintain your composure and grace in the parking lines for drop-off or pick-up of your student. Please do not yell, curse or swing your vehicle into the road because someone is not moving fast enough for you. All drivers must follow the directions of OPSO for operating a vehicle on FSCA premises, and this includes daycare drivers also.

Do not drop your student off any place except in front of the school where teachers will be standing. This allows for 3-4 cars at a time to drop off and pick up children. If parents violate these safety procedures, you will receive a warning and fine from OPSO. There is a progression of fine amounts for up to three (3) warnings. After three warnings, you will not be allowed to drive on FSCA property, a trespassing warrant issued by Cumberland County Sheriff's Office, not allowing

you on the premises, and your student will have to have another means of transportation.

### **TUITION/ADDITIONAL FEES**

Flaming Sword Christian Academy is dedicated to making quality education as affordable as possible for parents. We believe that we can offer a high-quality education with extra activities for students with special needs, for less than \$25,000 per child annually, with help from our parents and the community.

Tuition payments are due the 1<sup>st</sup> of each month, with a deadline of the 3<sup>rd</sup> day of the month. All payments not in the school office by 5:00 PM on the 3<sup>rd</sup> of each month will be considered late for the purpose of collection and attachment of late fees. A late fee of \$25.00 will be added to your child's account. Should any account still be delinquent by the 5<sup>th</sup> of the month, parents will be contacted, and the child removed from the school. All deadlines must be met by parents. Should it become necessary to seek legal action to collect monies owed to the Academy, parents will be responsible for legal fees also. Payment programs are listed on the Financial Contract for your convenience.

Tuition cost from June – December will be the same amount. Any student enrolling from January – May, will receive a prorated amount. Tuition will be billed for the entire month regardless of when during the month a student actually enrolls and begins school. Tuition account must be paid prior to the first day of attendance.

#### **➤ REFUNDS:**

No partial or full refund of tuition of any month will be made for expulsion or withdrawal (whether by parent or administration, or for excessive absences). If student receives a grant from NCSEAA, refunds will be returned to NCSEAA according to their schedule if there is early withdrawal.

Payments are due the 1<sup>st</sup> of each month, but no later than the 3<sup>rd</sup> of the month by 5:00 P.M. Should the account not be paid by this date and time, you will be charged a late fee of \$25. If the account is not current by the 5<sup>th</sup> of the month, your student may be removed from the Academy.

Flaming Sword Christian Academy participates in the Opportunity Scholarship and Education Savings Account Plus Programs offered through NCSEAA. If you have applied, but have not yet received written approval, you will be responsible for the tuition payments until your grant money is received from NCSEAA.

If your student's name does not appear on the Certification List for FSCA, you will be responsible to continue payment for your child's account. If we receive your student's name at a later date on our Certification List, you will be reimbursement any monies you have paid, when we receive the grant money.

**TUITION AND ADDITIONAL FEES:**

Initial Application Fee for New Applicants:	\$250 (non-refundable) \$100 is due with application and the balance is due when applicant is accepted
Pre-Registration Fee for Existing Students:	\$100.00 (Non-refundable)
College Ready/Typical Program Tuition:	\$8500
Occupational/Supportive Program Tuition:	\$9000 (requires only accommodations and student has documented average or above average cognitive development)
Intensive Bridges Program	\$10,000 (accommodations and modifications, student has documented average or below average cognitive development, and is 2 years or more behind academically)
Early Termination Fee:	\$500 (If a student is removed by the administration or by you, there will be a \$500 early termination fee. However, if you receive military or civilian orders, please provide us a copy and the fee will be waived.)

There is an upcharge for any of the items listed below.

**Before/After Care Fees:**

Morning only	\$200
Afternoon only	\$250
Morning/Afternoon	\$350
Emergency Care	\$25
Late Pick-up	\$25

**Extra-Curricular Activities-Monthly:**

○ Music	\$100 per month (4 sessions a month, during school)
○ Strength & Conditioning	\$100 per month (2 sessions a week, after school)
○ Karate (monthly)	\$100 per month (2 sessions a week, after school)
○ Intramural sports	TBD
○ Tutoring	\$50 per 1 hour session (after school)

**Other Fees:**

○ Credit Card Fees	Exact charge as shown by Intuit
○ Specialized Curricula	Exact cost when student cannot use typical curricula
○ Nationally Standardized Test	\$100 (when not required by private school, state, NCSEAA)

## **VISITORS**

All visitors must check in with the office before visiting any other area of the school and receive a visitor's pass. Parents and visitors to the school are asked to dress in a manner that complements the dress code of the school.

## **WITHDRAWAL**

Because FSCA contracts faculty members and outside resources based on the number of students enrolled each year, we have parents sign a financial contract with us. Should your student be withdrawn by you or terminated by the Administration before the end of the school year for any reason other than military or civilian orders, you will be charged a \$500 early withdrawal/termination fee.

Tuition is due for the complete month in which withdrawal/termination takes place. School records, including report cards, transcripts, and any annual testing results will be held until financial obligations are met. If it becomes necessary to file legal action in order to obtain money owed, you will also be responsible for court costs and any legal fees.

Any family planning to withdraw a student from the academy should notify the Academy Director and/or CEO in writing as soon as possible, but not later than one day prior to withdrawal. All tuition/fees must have been paid up to the time of withdrawal. In addition, all textbooks, library books, and school materials must be returned, and lost book fees must be paid. Report cards and school records will be released only when all financial obligations to the Academy have been fulfilled. If you paid in advance, a refund will be mailed within 14 days of withdrawal/termination.

## CONTACT INFORMATION

### FLAMING SWORD CHRISTIAN ACADEMY

910-764-3500  
3230 Legion Road  
Hope Mills, NC 28348

Administration Office  
[admin@flamingswordcampus.org](mailto:admin@flamingswordcampus.org)

Wanda Hatmaker, Chief Executive Officer  
[wanda@flamingswordcampus.org](mailto:wanda@flamingswordcampus.org)

Anthony Widner, Operations Officer  
[anthony@flamingswordcampus.org](mailto:anthony@flamingswordcampus.org)

Kari Hunter, Academy Director  
[kari.hunter@flamingswordcampus.org](mailto:kari.hunter@flamingswordcampus.org)

### SCHOOL ADMINISTRATION HOURS

8:00 a.m. – 4:00 p.m. Monday-Friday

### SCHOOL ADMINISTRATION SUMMER HOURS

8:00 a.m. – 3:00 p.m. Monday - Thursday

Please visit us at:  
[www.Flamingswordcampus.org](http://www.Flamingswordcampus.org)