



CORNERSTONE

CHRISTIAN ACADEMY

KNOWLEDGE | FAITH | CHARACTER

*“...Christ Jesus Himself being the cornerstone.”
Ephesians 2:20*

Faculty and Staff Handbook 2024-2025

5107 Oak Street
Eastman, GA 31023
478-559-1499

Section 1 – Introduction

Hello, CCA Family, and welcome to the 2024-2025 school year! I am indeed blessed to be your head of school, and I look forward to working with you to make this year a great one for the little ones we are entrusted with and for one another. Our staff is highly qualified to offer our students a rigorous curriculum that is centered around our Lord and Savior, Jesus Christ. I trust that you will share His love daily as you educate His precious children. Thank you for the incredible job I know you will do this year, and remember to always “make it a great day at CCA”!

Sincerely,

Kathy Cranford

Section 2 – Identity of Cornerstone Christian Academy (CCA)

2.1 Mission Statement

Cornerstone Christian Academy exists as a ministry of Eastman First Baptist Church for the purpose of providing academic excellence through a Biblical worldview with a desire to develop students who become complete in Christ, build critical thinking skills, and grow in Christ-like character; while providing a loving, safe, and nurturing atmosphere in a structured educational environment.

2.2 Objectives and Philosophy

Eastman First Baptist and Cornerstone Christian Academy hold that Christian education is a directive from God for the Christian family (Prov. 22:6; Deut. 6:6-9). We believe that the process of education should be designed to encourage holistic growth by increasing knowledge and faith as well as developing character. Students should be grounded in a biblical worldview, patriotism, citizenship, moral character, and superior academic knowledge. These are our goals

- To encourage children to think clearly, logically, and independently.
- To achieve mastery in the tools of learning and communication.
- To lead children to a personal knowledge of Christ as Savior.
- To prepare children to serve God effectively throughout their lives.
- To prepare children to be responsible and productive citizens of our community and nation.

2.3 Our Core Values

Knowledge—producing life-long learners by

- Offering a comprehensive academic foundation from a biblical worldview for students at various ability levels.
- Developing critical thinking skills in our students.
- Equipping students to effectively apply acquired knowledge.
- Preparing students for the ever-changing cultural challenges in our world.

Faith—creating disciples by

- Assisting students in developing a personal relationship with Jesus Christ.
- Teaching students to articulate the biblical foundations of the faith.
- Providing service opportunities that will impact others for Christ.

Character – developing strength, humility, and integrity by

- Insisting on honesty and integrity inside and outside the classroom.
- Teaching students the importance of treating each person as a fellow image-bearer.
- Developing an others-centered ethic of service in the home and community.

2.4 Philosophy of Cornerstone Christian Academy

The goal of this School is to help develop godly individuals who are usable for God's service in His church and in the world. The ultimate authority and textbook for this process is the Holy Scriptures of the Old and New Testaments. The School will focus on two areas of development.

1. The school proposes to develop Christ-like character in attitudes and in actions. Such character will be seen, for example, in respect for God and for each human individual, in perseverance, in submissiveness, in self-sacrifice, in cooperation, in loyalty, and in honesty.
2. This school proposes to develop intellectual competence by helping each student to achieve the maximum academic success of which he is capable. This school shall strive for academic excellence, presenting studies from a Christian perspective.

This goal will be achieved in three ways:

3. The home will be enlisted for support since the School is, in reality, only an extension of the teaching ministry of the home. During the student admissions process, at least one parent of each student enrolling in this school must publicly profess to be a Christian.
4. Committed Christian teachers will exemplify the Christ-like character expected of their students. They will also display the dedication to academic excellence for which this school stands.
5. The students will study the normal educational courses in comparison with and submission to God's Word, seeking to integrate God's Word with God's World.

2.5 Statement of Faith and Doctrine

ARTICLE I

We affirm that the sole authority for the Church is the Bible*, verbally inspired, inerrant, infallible, and totally sufficient and trustworthy.

We deny that the Bible is a mere witness to divine revelation, or that any portion of Scripture is marked by error or the effects of human sinfulness.

ARTICLE II

We affirm that the authority and sufficiency of Scripture extends to the entire Bible, and therefore that the Bible is our final authority for all doctrine and practice.

We deny that any portion of the Bible is to be used to deny the truthfulness or trustworthiness of any other portion.

ARTICLE III

We affirm that the Bible reveals God to be infinite in all his perfections, and thus truly omniscient, omnipotent, timeless, and self-existent. We further affirm that God possesses perfect knowledge of all things, past, present, and future, including all human thoughts, acts, and decisions.

We deny that the God of the Bible is in any way limited in terms of knowledge or power or any other perfection or attribute, or that God has in any way limited his own perfections.

ARTICLE IV

We affirm that the doctrine of the Trinity is an Christian essential, bearing witness to the ontological reality of the one true God in three divine persons, Father, Son, and Holy Spirit, each of the same substance and perfections.

We deny the claim that the Trinity is not an essential doctrine, or that the Trinity can be understood in merely economic or functional categories. We further deny that the doctrine of the Trinity can be compromised without serious injury to the Gospel or denied without repudiating the Gospel.

ARTICLE V

We affirm that Jesus Christ is true God and true Man, in perfect, undiluted, and unconfused union throughout his incarnation and now eternally. We also affirm that Christ died on the cross as a substitute for sinners, as a sacrifice for sin, and as a propitiation of the wrath of God toward sinners. We affirm the death, burial, and bodily resurrection of Christ as essential to the Gospel. We further affirm that Jesus Christ is Lord over His Church, and that Christ will reign over the entire cosmos in fulfillment of the Father's gracious purpose.

We deny that the substitutionary character of Christ's atonement for sin can be compromised without serious injury to the Gospel or denied without repudiating the Gospel.

ARTICLE VI

We affirm that salvation is all of grace, and that the Gospel is revealed to us in doctrines that most faithfully exalt God's sovereign purpose to save sinners and, in His determination, to save his redeemed people by grace alone, through faith alone, in Christ alone, to His glory alone.

We deny that any teaching, theological system, or means of presenting the Gospel that denies the centrality of God's grace as His gift of unmerited favor to sinners in Christ can be considered true doctrine.

ARTICLE VII

We affirm that the Gospel of Jesus Christ is God's means of bringing salvation to His people, that sinners are commanded to believe the Gospel, and that the Church is commissioned to preach and teach the Gospel to all nations.

We deny that salvation can be separated from repentance toward God and faith in our Lord Jesus Christ.

ARTICLE VIII

We affirm that salvation comes to those who truly believe and confess that Jesus Christ is Lord.

We deny that there is salvation in any other name, or that saving faith can take any form other than conscious belief in the Lord Jesus Christ and His saving acts.

ARTICLE IX

We affirm that sinners are justified only through faith in Christ, and that justification by faith alone is both essential and central to the Gospel.

We deny that any teaching that minimizes, denies, or confuses justification by faith alone can be considered true to the Gospel. We further deny that any teaching that separates regeneration and faith is a true rendering of the Gospel.

ARTICLE X

We affirm that the righteousness of Christ is imputed to believers by God's decree alone, and that this righteousness, imputed to the believer through faith alone, is the only righteousness that justifies.

We deny that such righteousness is earned or deserved in any manner, is infused within the believer to any degree, or is realized in the believer through anything other than faith alone.

ARTICLE XI

We affirm that Man is the special creation of God, made in His own image. He created them male and female as the crowning work of His creation. The gift of gender is thus part of the goodness of God's creation.

We further affirm that Scripture reveals a pattern of complementary order between men and women, and that this order is itself a testimony to the Gospel, even as it is the gift of our Creator and Redeemer. We also affirm that all Christians are called to service within the body of Christ, and that God has given to both men and women important and strategic roles within the home, the Church, and the society.

We deny that the distinction of roles between men and women revealed in the Bible is evidence of mere cultural conditioning or a manifestation of prejudice against women. We also deny that this biblical distinction of roles excludes women from meaningful ministry in Christ's kingdom.

ARTICLE XII

We affirm that Christianity is the faith of enlightenment and intelligence. In Jesus Christ abide all the treasures of wisdom and knowledge. All sound learning is, therefore, a part of our Christian heritage. The new birth opens all human faculties and creates a thirst for knowledge. An adequate system of Christian education is necessary to have a complete spiritual program for Christ's people.

In Christian education there should be a proper balance between academic freedom and academic responsibility. Freedom in any orderly relationship of human life is always limited and never absolute. The freedom of a teacher in a Christian school is limited by the pre-eminence of Jesus Christ, by the authoritative nature of the Scriptures, and by the distinct purpose for which the school exists.

*The Bible consists of the 39 books of the OT and 27 of the NT. The books of the Apocrypha, not being of divine inspiration, have no authority over the church.

2.6 School Affiliations

Cornerstone Christian Academy is currently unaccredited, however, we are working towards accreditation by the Georgia Independent School Association and Advanced.

Section 3 – Instructional Policies

3.1 Code of Ethics

The following list is selective, not exhaustive. Items are not ranked, for each is important:

- Be a member in good standing of an evangelical church, leading a mature Christian life.
- Be active in seeking to follow and please Jesus Christ, having had a personal experience of salvation and an on-going life of worship and service to Him.
- Consistently perform teaching responsibilities with an attitude of ministry.
- Use sound judgment in all circumstances.
- Demonstrate a sincere desire to serve.
- Attend and serve in outside-classroom activities.
- Be prompt for all meetings, classes, social functions, programs, and activities of the school.
- Seek to grow personally in relationship to Jesus and professionally through study, conferences and conventions, realizing that perfection is heavenly and each individual has imperfections to overcome.
- Realize our Lord wants and deserves the best. The school being established under the authority of the Lord Jesus Christ, therefore, also wants and deserves the best of all employees.
- Develop a working rapport with each student.
- Demonstrate a personal sensitivity to the spiritual needs of students.
- Teach with materials meeting students' individual needs.
- Maintain appropriate and fair discipline.
- Be Christ-like in lifestyle toward students, personnel, administration, Board members and parents.
- Exhibit good discernment and professionalism when issues arise involving students, parents, teaching peers, support personnel or administration.

3.2 School Culture

CCA provides an environment for students and families that is characterized by:

- A warm, supportive and positive spirit:

Tone of voice
Grace
Quick to forgive
Open-minded
Gentleness
Honesty
Presumed innocent
Thankfulness

Dependence on Christ
Encouraging
Loving
Quiet strength
Humility
Unity
Relational
Communicative

Courteous

- Other-centered attitude of service:

Serve, not be served
Jesus first, others second, self-last
Tender-hearted

Demonstrate servant leadership
Empathizing
Show mutual respect

- Willingness to provide cooperative assistance:

Cooperate with parents/students
Work together
Walk in their shoes
win/win Pursue reconciliation

Go the extra mile
Find solutions
Look for

- Personal encouragements toward individual fulfillment and excellence:

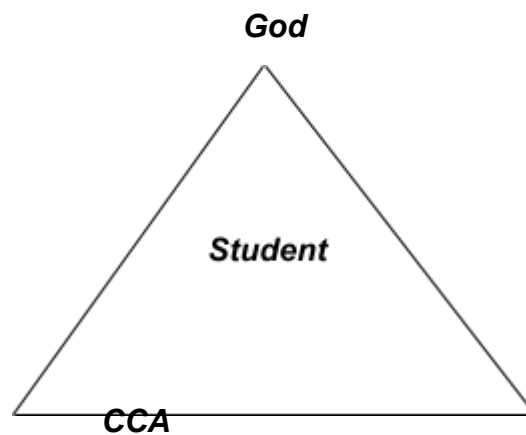
Seeing and nurturing potential in each student
Third party confirmation/affirmation
good

Take a genuine interest
Catch them doing

- Nurturing, spiritual guidance that consistently demonstrates the heart of God:

Appreciate differences
Respect dignity of student
Encourage not discourage
Lead rather than push
Loving discipline

Emphasize God's grace and mercy
Reinforce identity in Christ
Focus on internals not externals
Build trust
Mentor relationships



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Three-way partnership between the
parent, CCA and the Lord.

The goal:

3.3 General Treatment of Students

CCA believes that children are made by God to reflect Him and that God calls them to be His disciples. Teachers are used by God to lead these children to obey Him. Discipling them is the heart of discipline. To carry out that mission, use the following principles:

- Promote and maintain an atmosphere in which students can be disciples of Jesus Christ.
- Pay attention to your students' interests, abilities, co-curricular activities, and best methods of learning.
- Help all students to take personal responsibility for their behavior.
- Model discipline by being well-prepared for class, keeping a well-ordered room, and using your authority as a teacher to help children learn.
- Set clear and high expectations early in the year and in each class for behavior and learning, and consistently maintain them.
- Use language that "builds others up according to their needs," that it may benefit the one hearing.
- Begin classes promptly; engage students' attention quickly by connecting the lesson to students' lives; and keep students on track with a clear outline and persistent monitoring of your classroom.
- Accept supervisory responsibility of students at all times.
- As an example to students and parents, professionally address fellow colleagues with titles: Mr., Mrs., Miss, Dr., etc.

3.4 Responsibility to the Students

A warm, open spirit should prevail to help each student do his or her best. The heart's desire of every child is that the significant adults in his or her life love and affirm him or her. A teacher becomes a Christian teacher when he or she is able to genuinely love and warmly relate to each child that God places in his or her care.

Some teachers have a natural tendency to be more inflexible in their expectations of students while others tend to be unduly yielding to students; neither extreme is appropriate nor is either beneficial to children.

A balanced approach in working with children is to have definite standards and expectations and to adhere to those standards, but not as an end in themselves. The focus of a teacher's instruction and disciplining efforts is to take on the character of Christ. Therefore, the teacher's concern should be to nurture each child's spirit and personal growth in Christ.

Teachers need to take great care not merely to enforce and regard their rules as their primary concern. CCA teachers must first exhibit an allegiance to Jesus Christ and, following that, a regard for ministry to people and a love for one another.

3.5 Interaction with Students

CCA encourages you to know your students well by greeting them warmly, offering to help them learn in every situation, and listening to their interests and their concerns. The proverb "I don't care how much you know until I know how much you care" pertains to Christian teaching. The practical guidelines for professional interaction with your students, below, are helpful and to be followed:

- Do not meet with students behind closed doors, unless the meeting is clearly visible through glass windows to others.
- When listening to students, be aware of surroundings and use discretion so other students do not overhear personal information.
- Given the immorality that is present in general culture, avoid situations others might construe as inappropriate.
- Communicate with parents as often as possible.
- If a student reveals information that in the teacher's opinion and discretion raises concerns for the safety and/or emotional stability of the student, that information may be revealed to appropriate officials and/or the parents; in that case, inform the child of to whom you plan to reveal the information. i.e. Tell the child that you plan to inform the headmaster.
- Avoid communicating personal comments of your students to others, including colleagues.
- If you suspect child abuse, contact the headmaster immediately and do not seek to remedy the situation yourself.
- If a child begins to reveal potentially embarrassing details about their family or a person within your class, offer to privately discuss that situation later.
- Do not transport students in your personal vehicle without express permission from their parents. Employees should not transport students of the opposite gender in their personal vehicle under any circumstances, unless accompanied by another employee.

3.6 Professional Responsibility to the Parents

CCA considers the Word of God clear in making Christian parents responsible for the education of their children. Education is not simply in the counsel of God revealed in His Word, but also in the counsels revealed in His world. The parents desire their children to be educated at home and in school with the consciousness that all truth is God's truth. The parents have placed their children in CCA so that you, as a Christian teacher whose teaching will be "Christ centric", may stand in the parent's place and aid in the development of courtesy, truthfulness, punctuality, prayerfulness and a controlled temper.

The child is given to the parents by God. This places a heavy responsibility upon the parent. The teacher should be sympathetic and understanding when working with the parent. The teacher should be frank but polite and tactful at all times. If a parent seems irate or overly concerned, please refer him/her to the headmaster.

3.7 Non-Custodial Parents

Divorced and separated families are realities of contemporary life, which affects CCA's responsibilities to its students. The following guidelines have been adopted to assist the school in situations where a non-custodial parent wishes to become involved in school-related activities of a child or wishes to have contact with or take custody of the child while that child is at school:

- Ordinarily, the school will not resist or interfere with a non-custodial parent's involvement in school-related affairs, with access to the parent's child, or to the child's records unless the school is presented with a court order or comparable legal document restricting such involvement or access.
- A non-custodial parent may not take custody of a child or remove the child from school premises unless the parent presents either a written court order or a written authorization signed by the custodial parent permitting such custody.

- If the actions of parents, custodial or non-custodial, become disruptive to the operations of the school, the school reserves the right to restrict access by such parents and to take other necessary action.
- Concerning student activities that require parental consent, the school will accept consent only from the custodial parent unless authority to grant consent is given to the non-custodial parent by a court order or comparable legal document.

3.8 Responsibilities to Faculty, Staff and Administration

CCA teachers and support staff seek to be a Christian community of servants called to assist children to take their place and use their gifts in Christ's kingdom.

The following standards govern your relationships with professional and school colleagues:

- Offer to help other staff members and be willing to be helped by others as Christ's co-workers (sitting down to listen, offering or receiving a teaching idea, picking up paper, etc.).
- Believe that your responsibility before God for your work as a teacher is no greater or less than the administrator's responsibility to lead or a custodian's responsibility to clean for the glory of God.
- Support in public, in private, and in practice any decision arrived at by the faculty, the school administration or the Board, despite your personal objections.
- Offer differences of opinion by speaking and writing honestly and carefully, by listening fully, and by choosing the appropriate place for doing so.
- Refrain from criticizing students, colleagues, parents, administrators, or Board members; gently stop other teachers' or students' criticisms of another person.
- Behavior between male and female employees must be above reproach.
- Follow the Matthew 18 principle of going directly to the person whenever you have an objection or disagreement with his or her words or practices.

3.9 Responsibilities of Teachers

A teacher at CCA affirms that he/she believes that working in this Christian school is consistent with what they believe is pleasing to God and represents a good stewardship of their time, talent, and professional abilities. A teacher at CCA also agrees to the following:

Teaching

The teacher has the major responsibility of instruction in the assigned curriculum area and is responsible to the administration. In the implementation of this responsibility, the teacher is expected to:

- Integrate biblical truth with all instruction.
- Teach regularly scheduled classes as assigned on the master schedule within the bounds of the curriculum guides and the philosophy of CCA.
- Be knowledgeable of the spiritual, academic, physical, social and emotional development of each of his/her students.
- Employ those instructional aids, methods and materials that will provide for effective teaching.
- Provide a secure and nurturing learning environment.

Instructional Tasks

In order to accomplish the above, the teacher will perform the following:

- Maintain adequate records of attendance and grades to meet GISA accreditation standards, the requests of the administration, and one's own need for knowledge of student progress.
- Implement instructional aids and materials for classroom use.
- Plan, through approved channels, the use of field trips, guest lecturers, and other media for effective and interesting teaching.
- Take advantage of those opportunities that will improve professional development by continuing to study both within and outside one's own area of teaching.

Non-Instructional Tasks

Each teacher is directly responsible to the administration for extra-curricular responsibilities as assigned:

- Always be available to be used by the Holy Spirit for the spiritual encouragement of students and of one's colleagues.
- Assist in the overall enforcement of school policies and procedures in and out of the classroom.
- Show care and good stewardship toward the use of school facilities, materials and equipment.
- Conduct oneself in a professional and courteous manner in all dealings with students, parents, teaching peers, support personnel, administration and Board members.
- Perform all duties and responsibilities assigned by the administration.
- Supervisory tasks as assigned:
 - Before-school and after-school duties
 - Special events
 - Chapel
 - Lunchroom
 - Recess and school grounds
 - Hallways/bathrooms
 - Transportation
- Timely completion of required classroom administrative duties:
 - Attendance, lunch count, FACTS grades, lesson plans, textbook distribution, etc.
 - Physical orderliness of the classroom
 - Classroom management of bulletin boards and their aesthetic and instructional value
 - All forms required by administration for the day-to-day operation of the school
- Continue professional development, such as attending conferences and workshops, visiting other teachers and schools, reading professional publications, or writing articles.
- Fulfill all contractual and administrative obligations as outlined or implied in this Faculty Employee Handbook.
- Maintain and promote the moral and ethical standards of Christian living supported by Scripture.

Physical Requirements

The following are the physical requirements to fulfill the essential functions of this job:

- Site requirements:
 - The teacher must be able to gather his/her students together and move in a cohesive unit from one place to another.
 - Elementary faculty must organize students into units and accompany them outside onto the playground. Teachers must be able to keep up with the students, control them until reaching the playground and supervise the students at recess.
 - On occasion, elementary faculty should participate with students in organized games and activities.
 - Teachers must also supervise students at the close of each day as students are dismissed for their rides. Typical weather in our area may require the teacher to be outside during inclement weather, including times of excessive heat, cold, wind and rain, to assist with carpool.
- Building Requirements:
 - Several of the classrooms are located on the second floor of the school buildings.
 - Teachers must be able to climb stairs to reach their classroom.
 - Students in each individual classroom are required to move about in the building and from building to building on campus. Teachers must be able to accompany students in the hallways and from building to building as they move from one location to another location.
- Classroom Requirements:
 - Teachers must be able to write on whiteboards and prepare bulletin boards between 4 and 7 feet in height so that students, particularly in the back of the room, can see the necessary information.
 - Teachers must have sufficient vision and hearing to allow for active supervision and interaction with students.
 - Teachers must walk around and supervise students.
 - Teachers must be able to stand for extended periods of time as required to teach a lesson.
- Teaching Requirements:
 - Teachers must be able to demonstrate lesson concepts using whiteboards, media, and hands-on material.
 - Teachers are required to prepare evaluation reports, fill in records, and on numerous occasions, communicate with parents in writing.
- Emergency Requirements:
 - A teacher must be able to quickly summon help when an emergency arises either in the classroom or on the playground.
 - Teachers are required to render minimal first aid to students who may be injured while in the classroom or the playground.
 - Teachers are to be alert for potential hazards in the school and on the playground, reporting any questionable circumstances (equipment, facility hazard, etc.) to the headmaster as quickly as possible.
 - Teachers must be able to safely, quickly & effectively lead students to a safe & secure area.

3.10 Operating Hours and Employee Attendance

Regular Operating Hours

The school's regular operating hours are from 7:40 a.m. to 3:45 p.m.

Faculty & Salaried Employees

Full-time salaried faculty and employees are normally scheduled to work during the school's regular hours of operation from 7:35 a.m. to 3:45 p.m. each day unless special circumstances have been approved by the headmaster. Timing of faculty and staff lunch breaks and other scheduling details are set by the employee's immediate supervisor in conformance with policies below.

Morning duty assignments start at 7:40 A.M. as the school begins to receive students.

As a salaried professional, there are no set number of hours that define the cumulative amount of time that might be needed on any day teaching, grading, fulfilling additional assigned duties or preparing for the next day. However:

- Teachers should remain on campus until 3:45 p.m., unless a different time is approved by the headmaster.
- All teachers are required to attend faculty or divisional meetings, before-school or after-school special functions, and occasionally meetings and other functions in the evening.
- All pre-planned absences must be approved in advance by the headmaster.

Standard Salaried Employee Lunch Times

Teachers are assigned lunch times that correlate with their teaching class schedule. For non-teaching salaried employees, school policy assumes a regular workday of eight (8) hours or until the completion of the salaried individual's responsibilities, and a typical lunch break of approximately 30 minutes.

(However, this is meant as a general guide as the responsibilities of each salaried employee vary, and therefore time that a lunch break is taken, and length of the break period, may also vary per individual and their responsibilities.)

Hourly Staff

Full-time hourly staff are typically scheduled to work during the school's general hours of operation from 7:35 a.m. to 3:45 p.m. each day. Timing of lunch breaks and other scheduling details are to be approved by the headmaster. Hourly employees must also obtain supervisor approval prior to working over 40 hours per week, working evenings or working weekends.

Standard Hourly Employee Lunch Times

For non-teaching full-time hourly employees, school policy assumes they will have a regular eight (8) hour workday, with a 30-minute break for lunch, unless specified otherwise.

If part-time hourly employees take a ‘lunch break’, it should be for approximately the same time or less as their full-time hourly counterparts for sake of scheduling, appearance and minimization of distraction to others during their work hours.

3.11 Fostering Christian Growth

As a Christian School, CCA places a high priority on the development of Christian character, and the growth of each student’s relationship with the Lord Jesus Christ. While classes devoted to the study of the Bible and chapels are an important part of this effort, the school believes that the influence, encouragement and example of each staff and faculty member are also vital in this area.

Therefore, every teacher and staff member is free and encouraged to:

- Lead students in prayer (or encourage students to lead) at the beginning of classes, formal meetings, and major athletic activities.
- Share with students how the Lord Jesus Christ has been at work in your life, or how God has used the truth from His Word to benefit your life.
- Be a model of thankfulness to God.
- Encourage students to read their Bibles, to pray, to be a witness for Christ, to attend church, to be involved in Bible study with other believers, to be kind to others, and to be active in their community. Follow up with examples from your own life how you too are trying to do these things.
- Lead by example by actively participating in chapels, singing, and prayer, and times of worship as a school body.

3.12 Curriculum

CCA has established a kindergarten through sixth grade curriculum with a consistent format, a cyclical timetable for revising subject areas, and clear connections between our school’s mission, goals, and objectives for learning. Each teacher has the major responsibility of instruction in the assigned curriculum area. Each teacher must faithfully teach the objectives for his/her particular grade level or subject, participate in any revisions for that area, and design measures that match the objectives.

3.13 Teacher Selected Materials

At CCA all textbooks, outside speakers, printed articles and electronic media used in the classroom must be approved in advance by the administration.

Materials must be chosen which:

- Present the subject from a biblical worldview if those materials are available.
- Best carry out the school’s mission and goals and are consistent with its stated philosophy.
- Do not champion an immoral worldview or portray evil or unbelief in an approving or deceptive manner, so as to lead participants (speaker, reader, or audience) to distorted conclusions about the Christian faith.
- Are age-appropriate and maturity-appropriate for the audience.

Failure to follow these guidelines may lead to disciplinary action, including termination of employment.

3.14 Homework

Homework is given to teach students responsibility and independence in learning. Furthermore, homework reinforces skills and concepts taught in school, and it affords parents a natural opportunity to be involved in their student's education. The amount of time a student needs to do homework varies from day to day and from student to student. Teachers attempt to keep all homework assignments reasonable.

Suggestions for Homework:

- Some class time should be designated to make sure homework is begun and understood, but homework is not to take the place of teaching.
- Short-term or long-term projects should be budgeted into daily homework time.
- Explain assignments. Have students write assignments down.
- Be sure the purpose of every homework assignment is clear in your own mind. Ensure there is a clear educational purpose and benefit for work assigned.
- Keep parents informed and up-to-date about homework via FACTS or emails. Cooperation between parents and teachers is essential to effective home study.
- Be aware of conditions that affect home study; e.g. give plenty of time for assignments that call for reference books if students do not have access to them.
- Teachers should not assign excessive homework in a mistaken attempt to help students succeed in a class.
- Teachers should avoid assigning any homework during holiday breaks when the school encourages families to enjoy vacation time together. In the same manner, long term projects should not be due on the first day of school after a school break.

3.15 Testing

Tests are a vital tool to measure a student's understanding of newly learned materials. All teachers will notify the students of upcoming tests (and post to FACTS) a minimum of four (4) days prior to the test. Teachers should also communicate this information verbally and/or in a designated spot in the classroom. In an effort to gain the best results, tests will be limited to two subjects per day, unless otherwise approved by the headmaster.

3.16 Summative and Formative Assessments

Summative assessments (Assessment of learning) are given periodically to determine what students know and do not know at a particular point in time. This type of assessment summarizes how well students have learned what has been taught. Summative assessment at the classroom level is an accountability measure that is generally used as part of the grading process. Some examples of summative assessments:

- End-of-unit or chapter tests
- End-of-term or semester exams
- Major projects or papers

The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards. Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are spread out and occur after instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process. It takes formative assessment to accomplish this.

Formative assessment (Assessment for learning) provides descriptive feedback to improve learning and the learning process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.

One distinction is to think of formative assessment as "practice" or "check for understanding." Feedback is provided immediately to students and teachers. We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. A good analogy for this is the road test that is required to receive a driver's license. What if, before getting your driver's license, you received a grade every time you sat behind the wheel to practice driving? What if your final grade for the driving test was the average of all of the grades you received while practicing? Because of the initial low grades you received during the process of learning to drive, your final grade would not accurately reflect your ability to drive a car. In the beginning of learning to drive, how confident or motivated to learn would you feel? Would any of the grades you received provide you with guidance on what you needed to do next to improve your driving skills? Your final driving test, or summative assessment, would be the accountability measure that establishes whether or not you have the driving skills necessary for a driver's license—not a reflection of all the driving.

3.17 Classroom Preparation

Teachers at CCA will use the following guidelines to measure their preparation:

- Have all handouts, extra equipment and furniture ready before the students arrive.
- Begin class work promptly.
- Have students pick up all trash on the floors prior to the close of each period and before the close of school at the end of the day, thus holding them responsible for leaving the room in a state of readiness for educational pursuit. If a classroom is used by more than one teacher, this becomes the responsibility of all teachers using the room. On leaving the room for the day, teachers should turn out all lights and close and lock all doors.
- Display attractive and appropriate bulletin boards and change them on a regular basis.

3.18 Instruction Preparation

Lesson Plans

Teachers are expected to plan ahead and record in advance the outline of lesson plan activities for their class as directed by the headmaster.

Substitute Folders

(See Appendix A)

3.19 Grading

CCA expects all teachers to grade the work each student does. Students are not to grade major projects or summative exams. All teachers will use achievement of learning objectives as the primary grading criterion, but they will also consider demonstrated effort, noticeable differences in ability, and commitment to learning as compared to other students.

Elementary School Faculty

- There is a minimum requirement of grades per subject - at least one grade per subject each week.
- Each grade level will work together and with the headmaster to be sure they have similar grade expectations. They will also check with the previous and following grade levels to ensure appropriate expectations throughout the grades.
- It is preferred that teachers use a point system rather than enter individual percentages per assignment. The quarter grades are then determined on a total point basis and converted to a final percentage grade.

3.20 FACTS (Online Grades)

Homework, test, quiz, and daily grades must be posted at least every five (5) school days into FACTS. Major project grades must be posted within ten (10) school days of the due date. There is a minimum requirement of at least one grade per week per class.

On the day an assignment is due, a grade of '0' should be entered for all students present that do not turn it in. A teacher cannot hold a student accountable under our late work policy until this step has first been completed. For example, if Herman Smith has a math assignment due on Monday but does not turn it in, his math teacher should enter a grade of '0' and then if Herman turns it in on Tuesday, he receives 75% of the grade earned.

3.21 Discipline

CCA expects its teachers to consistently and persistently guide children in social behavior and learning. The code of conduct for students and the prescribed penalties for misbehavior are contained in the Parent/Student Handbook. We expect all teachers to carry out this code faithfully by observing students both in and outside the classroom. Students have difficulty knowing the right path when teachers are inconsistent in carrying out correction or model the opposite of what they profess.

The following standards describe the teacher's responsibilities for discipline:

- Follow the discipline policy as outlined in the Parent/Student Handbook.
- Display standard CCA classroom rules. Additions to standard classroom rules should be emailed to the headmaster for approval.
- All disciplinary infractions must be documented on FACTS. Behavior events (tardies, discipline referrals, etc.) must be posted daily to FACTS. If an offense occurs and there is no appropriate drop-down option, a teacher should develop an appropriate comment with the headmaster prior to posting on FACTS.
- Any recurring discipline problem should be referred to the headmaster via email. There should be documentation on FACTS of the offenses.
- These four criteria for good biblical discipline should be followed: instruct, correct, make restitution, and reconciliation.
- Show no favoritism; be as fair, firm, and consistent as you can be in both encouraging and correcting students.
- Generally, a student should be corrected in private; however, when public correction is necessary, do everything possible to maintain the student's dignity.
- Correct and encourage your students; consult the headmaster for advice as you see the need.
- Parents should be contacted when classroom issues continue or escalate. The earlier the parents are brought into the partnership, the greater the likelihood the child will make the necessary changes in his/her behavior.

- Consistently explain the biblical reasons for discipline: it honors Christ; it serves other people (courtesy, caring, and listening); it demonstrates obedience to God and His appointed authorities; and it witnesses to others what true peace is.
- Corporal punishment is not allowed.
- Physical restraint of a child is only appropriate to prevent them from harming themselves or others.
- Group reprimand and/or punishment is rarely, if ever, appropriate for discipline. Only those students directly responsible should be disciplined.
- Sarcasm and/or yelling is not an appropriate means of communication with a student in any circumstance.

3.22 Supervision of Students

CCA expects all teachers to bear mutual responsibility for caring for the school and children during the school day. Teachers are responsible to maintain appropriate supervision over their students at all times. Teachers are not to leave their classes unattended without arranging for another staff member to supervise the class in their absence. Additionally, all teachers have supervisory authority and requirements outside their classrooms that include the following responsibilities:

- Model and uphold the school's rules beyond the classroom – in hallways, on the playground, in the lunchroom, at carpool, and at school events.
- Observe, greet, direct and correct students in the hallways.
- Be in or near your room at least two minutes before the class period begins to monitor student conduct and to support students through greeting, answering questions, or complimenting.
- Routinely and by assignment, check restrooms, hallways, play areas, and lunchrooms to discourage wrong behavior and to report to the administration potential or actual problems with student behavior or the facility.
- Monitor all study periods and study halls with consistent and firm administration of rules that promote quiet study by all students.

3.23 Student Backpacks and Personal Items

CCA strives to keep as safe and healthy an environment as possible on campus to help achieve its primary goal of building Christian character and academic competence. To maintain this environment, the school may conduct random or scheduled health, safety, and welfare inspections of backpacks, purses, gym bags, lockers, cars or any other personal items. A student may also be asked to empty the contents of the pockets of their clothing.

Since backpacks and other personal containers should only contain appropriate items, the school believes such inspections should not cause hardship on any student, parent, visitor or employee. The following procedures will be used when conducting inspections.

Teachers should contact the headmaster prior to inspections when practical.

Backpacks or Other Bags/Containers

- A student will be requested to present an item to a school staff member for the purpose of inspecting the item and/or the contents of the item.
- If a student declines to present an item for inspection, the student's parent will be called and the

student will be placed in In-School Detention until the parent arrives. Upon the parent's arrival, if the item is still not presented for inspection when parent(s) are present, the student will be placed on Out-of-School Suspension pending a decision on whether or not to dismiss the student from enrollment.

- If any banned items or substances are found during the inspection, such prohibited items will be confiscated, and appropriate disciplinary actions will be taken.

Clothing Pockets

- A student will be requested to empty the contents of their pockets for the purpose of a school staff member inspecting the contents.
- If a student declines the request for inspection, the student's parent will be called, and the student will be placed in In-School Detention until the parent arrives. Upon the parent's arrival, if the inspection is still declined, the student will be placed on Out-of-School Suspension pending a decision on whether or not to dismiss the student from enrollment.
- If any banned items or substances are found during the inspection, such prohibited items will be confiscated, and appropriate disciplinary actions will be taken.

3.24 Parent Communication

Parent Notification

When a teacher notices any significant change in academic or behavioral performance, parents shall be notified in a timely manner. No faculty member shall give a failing grade on a report card without prior communication with the parents/guardians regarding their student's performance and/or conduct.

Parent Conferences

CCA holds formal parent-teacher conferences in the fall. The purpose of these conferences is to encourage parents to discuss their child's progress in learning and to exchange support for one another in jointly caring for the child. These guidelines ought to shape the way teachers conduct these conferences.

Teachers will:

- Plan for conferences carefully by gathering important work of the child and reading available information about the family.
- Make brief notes for each student and select one or two questions you want to ask the parents. The key question to ask is, "What can you tell me about your child that will best help me teach him or her?"
- Welcome the parents promptly and graciously, offer them a seat, and begin with positive comments (behavior that you have specifically noticed) about the child.
- Seek an even balance between telling and listening. Accept the parents' comments with interest but not judgment. Ask questions that lead parents to give examples, and show your appreciation for learning the parents' dreams and fears for their child.

- Be frank but objective with parents about the child's progress or lack of it in any area of learning that concerns you: relations with other children, work habits, character or personality features, physical development, etc.
- Communicate test scores but be careful about making predictions or judgments about the child's future. If you notice a gift or talent, however, communicate that to the parents and to the child.
- Redirect all parental criticism about the school, the administration, other students or other teachers by quickly advising the parents to take that up with the person they are criticizing.
- Offer to continue the conversation later by telephone or during another appointment, if more time is needed.
- Don't make promises that you cannot keep. Act quickly and report back to parents on decisions or conclusions you make about working with their child.
- Make no comments about the child's class placement.
- If you have concerns about a student's progress, make no referrals for medical/ psychological testing without prior discussion with the headmaster.
- Direct all possible student retention notifications to the headmaster before parent notification.

3.25 Faculty and Divisional Meetings

CCA holds meetings on a regular basis. Attendance at these meetings is required unless excused by the administration. The administration may call the faculty together at times other than these scheduled meetings. The headmaster may hold divisional faculty meetings on an as-needed basis. Attendance is required for full-time and part-time faculty unless excused by the headmaster.

3.26 Dress

Professional attire is required to be worn by all employees as is appropriate for our professional academic environment. An employee's clothing should be functional, nice-looking, modest and a good example for students. The following guidelines are to be followed to help achieve this goal:

- Female employees may wear skirts, dresses, suits, slacks, sweaters or blouses. Capri-style pants may only be worn if they fall below the calf, are well-fitted, professional in appearance and are worn with professional blouses/sweaters/jackets and dress shoes.
- If leggings are worn, outer garments must still meet skirt-length requirements. Overly tight or stretch pants are not allowed. Appropriate modesty for all garments is expected. Necklines should be conservative. Skirts and dresses should not be overly tight, and skirt lengths should be no shorter than four inches above the crease at the back of the knee.
- Female shirts and blouses are to have sleeves – meaning a sleeve goes around the circumference of the arm below the shoulder and underarm. Sleeveless garments and cap sleeve garments are not allowed unless worn under a garment with sleeves.
- Both men and women should wear footwear appropriate for a professional workplace. Casual flip flops are not allowed.
- Both men and women should be neat and professional with high standards of personal grooming and hygiene.
- Male employees may wear suits, ties, slacks, dress shirts, collared sport shirts or polo shirts. Beards and mustaches are allowed if neat in appearance, and hair should be worn above the eyebrows, not past the top of the ears and off the shirt collar in the back. Uneven shirt tails should be tucked in.
- Tattoos are to be covered.
- Body piercings are prohibited, except for reasonable ear piercing by female employees only.

- On Fridays, jeans may be worn by staff and faculty with any shirt with a collar or a CCA Spirit t-shirt. CCA Spirit t-shirts may be worn on special event days as designated by the administration.

Certain lab experiments, field trips, dramatic presentations or other activities may have other dress guidelines approved by the administration suitable for the activity or occasion.

3.27 Cell Phone Usage

Teachers and other employees should not make or receive calls on a personal cell phone, or text, while in view of students. If an emergency arises, notify the office to get a temporary “substitute” before leaving the room to place your call. Teacher workrooms should be used for such conversations.

3.28 Social Media, Texting, Emailing

Policies governing social media and other forms of communication with students are as follows:

- Communication between faculty/staff and a student is to always be professional, and not personal, in nature.
- Special care should be given when communicating with students and the student’s parent or another teacher/administration member must be copied. A student’s parents should have access to all forms of electronic communication. All forms of communication, including outgoing email, to students should have another employee or parent copied.
- Employees are to recognize the distinction between their personal and professional roles and relationship, and are therefore encouraged to consider separating personal social media from professional contacts and connections.
- Teachers may maintain their own personal social media sites, but are not to interact with students currently enrolled at CCA through such personal social media. (Note: The school may allow for administration supervised social media capabilities that would be appropriate for teacher-student communication.)
- Social media sites should not be used to discuss school business. Do not discuss student behavior, discipline or anything that would reflect poorly on the school.
- Any moral code misconduct by an employee that becomes public knowledge through social websites or other means will be a valid reason for disciplinary procedures to be implemented, up to termination.
- Students and teachers may interact through phone texting or other electronic means only if necessary, on school outings or field trips for purposes of logistics and safety concerning the trip but must have another teacher, administrative employee and/or parents copied.
- Text messages of an administrative nature going to students as a group text must have another administrative employee copied.

3.29 Professional Development

Professional growth is expected to be continuous. Each faculty member is encouraged to pursue a program of professional development in consultation with the administration.

3.30 Book Care and Issuing Procedures

Teachers are responsible for all books and material checked out to them and placed in their care. Every teacher must complete a textbook check-in/check-out procedure for each set of books he/she distributes. Information required includes: name of the student, textbook number assigned to that student and condition of the book when issued if the copy is a school copy.

At the end of the year, it is the teacher's responsibility to collect from each student the same-numbered book that was issued, as well as noting the condition of the book when returned. Teachers may periodically be required to give the business office a list of all students who have missing textbooks.

3.31 Inappropriate Classroom Activities

Students should be told by the teachers that any unauthorized games, material or media in their classrooms may lead to disciplinary action. Unauthorized devices or materials will be confiscated. Teachers are to ensure that student internet use is appropriate for a school-assigned project, as non-academic internet use ("surfing") is not allowed on classroom/school computers.

Section 4 – Relational Policies

4.1 Human Dignity/Harassment

CCA intends to provide its employees and students with an environment that is free of offensive kinds of behavior. Conduct, whether intentional or not, that subjects another person to unwanted attention, comments, or actions because of race, national origin, age, gender, physical characteristics, or disability is not permitted. Instead, we expect all persons to treat each other with respect because they are made to reflect God Himself.

- All students and school employees are expected to conduct themselves with respect for the dignity of all others.
- We do not condone or allow harassment of others by teachers, administration, support staff, students, or other persons present in our facilities.
- Sexual harassment includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive learning or work environment.
- Any form of ridicule of others based on but not limited to race, gender, physical characteristics, ability, family background or similar features is harassment. Persons engaging in this misbehavior will be disciplined.
- Any person who believes he or she has been the subject of harassment should report it immediately to an appropriate superior. Students may report to a teacher or headmaster. Employees should report to the headmaster.
- Reports of harassment and subsequent investigations will be handled discreetly to avoid embarrassment of the person making the report or a person who may be unjustly accused.
- Any person who is determined to have violated this policy will be subject to corrective action and discipline, including the possibility of termination (for employees) or expulsion (for students).

4.2 Communicating with Administration

CCA has established the following means and principles for communicating with the administration.

- Make an appointment to see the administration unless the reason for the visit is a clear emergency.
- Supply the administration, upon request, copies of tests, directions for assignments, seating charts, routines, etc.
- Submit in writing any items you wish addressed at a faculty/divisional meeting.

4.3 Grievance Procedure

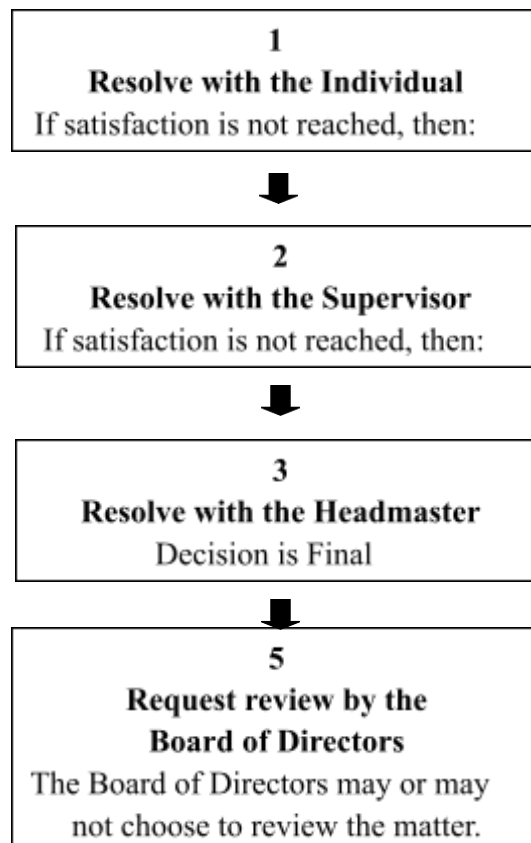
If a student, parent, or staff member has questions or concerns regarding the behavior of another (including disciplinary action by teacher or administrator or the policy under which an action is taken), he/she shall follow the principles given in Scripture as outlined below.

The school believes that all matters should be resolved in a spirit of candor and grace and that the procedure below follows the principles found in the 18th chapter of the Gospel of Matthew.

- First, bring the concern, question, or grievance directly to the person involved, and in good faith, try to resolve the matter.

- Second, if the matter cannot be resolved by discussion with the other person directly involved in the matter, take the matter to the next level of authority and management.
- Third, if the matter still cannot be resolved, the matter may be brought to the headmaster for review. A summary of the matter, and the attempts already made to resolve the matter, must be tendered in writing prior to the matter being reviewed. The headmaster may review and conduct a hearing on the matter personally, or he may refer the matter for review by a grievance committee appointed by the headmaster, in order to come to a final decision on the matter.
- Fifth, if the aggrieved party is not satisfied with the decision rendered by the office of the headmaster, they may appeal the final decision to the Board of Directors. Such a request must be in writing and explain the reasons why the party believes the decision should be reviewed or changed. If the Board of Directors declines to review the matter, any decisions rendered by the office of the headmaster will be considered final. If the Board of Directors decides to review the matter, any decision rendered by the Board of Directors will be considered final.

GRIEVANCE PROCEDURE STEPS TO FOLLOW
(ALL STEPS ARE TO BE FOLLOWED IN SEQUENCE)



Section 5 – Procedural Policies

5.1 Absence Notification

Reporting Absences

Any time a teacher is not on campus to perform his/her normal responsibilities, that absence must be reported on by filling out the appropriate form, whether a substitute is required or not. This absence form may be picked up at the front office upon request.

Planned Absences

An employee who knows in advance that he or she will not be at school for an entire day or part of a day due to doctors' appointments, personal leave, professional growth, field trips, athletic events, etc. must first get approval from the headmaster and then complete the appropriate absence form.

For planned absences, prepare well enough in advance that:

- Substitutes have all the needed material and information. (See Appendix A for a complete listing of items to be included in the Substitute Folder.)
- Students get the best use of the day, assuming a substitute's limitations—schedule a test, group work, research, etc.

Unplanned Absences

Employees who become ill or have an unexpected situation requiring them to be absent must report their absence on the appropriate absence form when they return. They must call either the officer manager or the headmaster giving as much notice as possible.

NOTE: Teachers who face an emergency during school hours that requires them to leave their class (such as illness, conference, emergency, etc.) should contact the headmaster for permission to leave. The employee is then responsible to enter his or her absence on the appropriate absence form in a timely manner.

5.2 Employee Absence and Leaves

Sick Days

As an employee of CCA, you are expected to carry out your responsibilities every scheduled day. However, there may be times that illness prevents you from doing so.

- Each school/contract year, full-time employees are granted ten (10) days for paid sick leave.
- Part-time employees receive their FTE of the 10 days. For example, .60 FTE = 6 days.
- Full-time employees joining the faculty/staff for the second semester are granted 5 sick days. Part-time employees receive ½ of their FTE of the 10 days.
- Absences are in ½ or full day increments only. Full-time employee must work a minimum of four (4) hours to be considered ½ day. Part-time employees must work a minimum of ½ their normal work day hours to be considered ½ day.
- Sick days may be used for illness of the employee or the employee's spouse, child, parent, grandparent or parent/grandparent-in-law.
- Sick days may be used for doctor's appointments for the employee or the employee's spouse, child, parent, grandparent or parent/grandparent-in-law when the appointment cannot be scheduled after school hours.
- CCA reserves the right to require substantiation including verification from an attending physician for illnesses of three (3) or more days' duration.

- Employees may use two (2) of their ten (10) sick days for personal leave.
 - All ten days are actually sick days. If you do not use the two sick days that are available to you as personal days they will carry over as sick days, and those accumulated days cannot be used as personal leave.
 - Except when necessitated by emergencies, employees are required to schedule personal leave with the administration in advance (preferably two weeks in advance).
 - As is possible, employees should schedule personal leave so as to have minimal impact on school operations.
 - The administration can refuse a request for personal leave if the timing of the requested leave would, in his/her opinion, be detrimental to school operations.
 - All personal leave is subject to prior approval of the headmaster.
- Employees using more than their total allowed sick days will have a per diem reduction in salary. Hourly employees will receive no compensation for these additional days.
- CCA does not pay for unused sick days, but unused days may accumulate up to 30 days to be used in case of an extended illness—but not for personal leave.

Vacation Days

- Full-time 12-month employees are entitled to paid vacation days calculated according to their FTE.
- Annual vacation days must be used between August 1 and July 31.
- CCA does not pay for unused vacation days, and unused vacation days do not accumulate or roll over to the next school year (“use it or lose it”).

Jury Duty

To enable a CCA employee to fulfill Christian and civic duties, the employee will be granted time off with pay for a jury or trial witness. Days spent serving jury duty will not be counted as personal days. An individual needs to follow these procedures:

- Notify the headmaster as soon as dates and times of service are known and enter the absence on the appropriate absence form. (The headmaster may write a letter requesting release if jury duty would be detrimental to CCA.)
- Upon your return, forward copies of your certificate of attendance to the administrative assistant. The employee will retain any jury compensation paid by the court.

Professional Development (Absence)

In the event the administration approves an employee’s request to be absent to attend a professional development event or class, a professional day will be granted. A professional day will not count as a personal day.

Bereavement

The death or imminent death of an immediate family member may warrant special consideration. An immediate family member is considered to be a spouse, child, parent, sibling, grandchild or grandparent. Your spouse's immediate family is also included.

Full-time salaried employees may be allowed up to five days of absence without it counting as a personal day. Under unusual circumstances, should a salaried employee need additional days over the five days given, they may use sick days as available and approved by the headmaster.

Hourly employees may request unpaid time off or may use sick days. Each request is subject to review and recommendation by the headmaster.

5.3 Substitutes

Each teacher must place a current Substitute Teacher folder in their classroom where it can easily be accessed. This folder contains all the information a substitute teacher will need in order to ensure the success of his/her day and the students' day. The folder will include a general outline of the school day, information concerning keys, materials, teacher editions, class list for attendance, and any other pertinent, helpful information. The office supplies each teacher with a new substitute folder during Teacher Orientation each year.

At least 15 minutes before the start of the school day, the teacher will have the following material in the hands of the substitute teacher:

- An up-to-date seating chart.
- Clear instructions of and time estimates for what is to be taught for each subject.
- A description of adequate group or individual class work or homework.
- Exact descriptions of textbook readings and location of books.
- Enough copies of all handouts for all subjects.
- Specific instructions about supervisory responsibilities for that day and school procedures such as bells, absence notations, etc.

Instruct the substitute teacher to:

- Collect all homework papers as you indicated.
- Carry out your instructions, including the giving of assignments.
- Take and record attendance, completing the Class Absentee Form for each period.
- Take and report lunch count.
- Insist that students behave and address their work diligently.
- Leave a report of what was accomplished and any other helpful information.

5.4 Keys and Codes

Employees are responsible for the keys issued to them.

- Do not give your key to students, but physically go with them should they need to enter a room or building.
- If you lose a key, please report this to the office immediately. A new key will be issued and a replacement fee will be assessed.
- If you use the building after school hours, make sure the doors are locked and secured when

you leave and the alarm is set.

- When you enter a building during non-working hours, please keep the doors locked while you are in the building.
- Do not share alarm codes with students or with any non-employee.

5.5 First Aid

The CCA officer manager or other designated staff will provide first aid in the front office, located in the Elementary Building, to students who become ill or injured.

- For serious injury or illness, the office staff will contact the parents, verbally and in writing.
- If students become ill or there is a need for them to leave school, the parents will be contacted.
- Appropriate documentation will be maintained in the front office.

NOTE: Please consider all student health issues to be confidential and discuss them only with the officer manager, administration or the particular student's family.

5.6 Blood Borne Pathogens

Take all of the following precautions in handling possible pathogen transmission:

- Treat all blood and body fluids containing blood as potentially infected.
- Use disposable gloves when treating a student who is bleeding or has breaks in the skin.
- Wash your hands before and after touching the student.
- Dispose of all contaminated waste in approved containers.
- Use a fresh bleach solution or other approved cleaner for cleaning bodily spills.

5.7 School Emergencies and Evacuations

All employees are expected to review and understand the Crisis Management Plan. Additionally, CCA expects you to carefully assist students whenever there is a potential for harm from fire, severe weather, or natural disasters.

- Each teacher must have an emergency evacuation plan posted in the classroom close to the door. Teachers should review the plan with their students periodically.
- The fire drill signal will be either be one long, sustained ring or an announcement stating that this is a "CODE RED FIRE ALERT"
- The signal for other natural disasters will be intercom announcements.

Teachers will make clear to their students the details they need to know to efficiently reach safety. Expect unannounced drills; expect students to follow the proper procedures you have detailed to them in advance. These are the procedures:

- Students leave the room silently, in single file, and proceed to the area designated for that purpose, walking as quickly as possible without running.
- Teachers follow their class from the room, taking with them a class roster, turning off all lights, making sure all windows are closed; and closing the classroom door as they leave.
- When the designated area is reached, make sure that all students are present and standing quietly in order to hear further instructions.
- You will be instructed when you can return to your room.

- In the case of a tornado watch, classes will remain in session.
- In the case of a tornado warning, students will take cover in designated areas. Parents who wish to pick up children may do so without penalty for absence.

5.8 Library Use

The CCA library is a place for learning. Teachers ought to regularly recommend materials and equipment that will enhance learning. So that all students can get the best benefit from the library, observe the following standards for its use:

- Become familiar with and enforce all campus library rules and procedures during student use.
- Become familiar with its resources so that you can advise students what will be helpful to their learning and how they can use the library.
- If you decide to bring your whole class to the library for research, accompany and supervise the students even though the librarian will also be assisting them.
- Sign passes for individual students to use the library only if you are certain that their work there is necessary.
- Supervise students' use of materials to guarantee that the students check out, replace, and arrange materials appropriately and efficiently.
- Check out books to be used in the classroom for unit studies.

5.9 Use of office/Workroom Areas

CCA's policy for the use of the office and work area gives employees and students a guide for appropriate use of these areas.

Students:

- Teachers may allow students to go to the office during classes only if they have a hall pass from the teacher.
- Teachers should remind students, parents and/or faculty children they are not permitted in the faculty workrooms.
- Students may not use any school phone without prior employee permission. Faculty and staff are asked to use discretion in allowing students to use school phones.
- Students (and parents) are not permitted to make long distance phone calls.

Employees:

- Approved staff may consult students' cumulative records, but may not remove them from the office area or copy any documents without permission of the administration.
- Employees should follow established procedures when using school telephones. School telephones are maintained for the primary purpose of conducting school business. Conversations should be as brief as possible.

NOTE: Only in cases of emergency will teachers or students be called to the phone during class time.

5.10 Tutoring for Compensation

The teacher to whose class a student is assigned may not tutor that student for money in that subject, unless the teacher is part of an additional special learning assistance program, specifically authorized by the school administration. Such programs are not designed to replace the occasional extra assistance that all classroom teachers typically provide to their students.

5.11 After School/Summer Clubs, Enrichment Programs, Services for Fee

Generally, only school and church programming is allowed on campus. The Administration must give specific approval for any clubs, enrichment programs, academic tutoring sessions or other programs that charge a fee and are conducted by any third party or an individual in their private capacity.

5.12 Scheduling Events and Master Calendar

Prior to planning or promoting any event, approval must first be obtained through the master calendar process. See the headmaster for additional information.

5.13 School Sponsored Trips

The headmaster must approve any school sponsored trip prior to a school employee contacting parents, raising and/or soliciting funds, and/or making any arrangements, including hotel and travel reservations. In addition, if the employee uses a travel agency, travel agent, or tour company to assist with a trip, the headmaster must sign any agreements or contracts pertaining thereto. When requesting approval by the headmaster, the employee must submit documentation that includes an itinerary, destination information, dates, costs, number of students, educational objectives, and tentative plans for fundraising. If these steps are not followed, the employee will be legally responsible for any cost incurred and will be subject to school discipline.

5.14 Purchasing

CCA maintains general supplies for employees to use. When an employee is in need of an item(s) that is not readily available, they may use one of the following methods to obtain the item(s). Prior approval must be obtained when using any of these methods. CCA expects employees to order materials for the school prudently (as if you were spending your own money).

- Office Supply Requisition Form: General supplies are kept by the officer manager. When elementary faculty and staff are in need of supplies that are not available, they should contact the officer manager by email listing the items needed.

- Purchase Order Forms: Use a 2-part Purchase Order form to requisition all other items. All purchase orders require approval from the headmaster before the items can be ordered. Send both copies of the completed form to the office manager.

Be sure to include all of the following information on the purchase order form:

- Complete mailing address
- Phone and fax numbers
- Vendor numbers for each item along with a complete description of the item
- Cost per item (estimated costs are fine)
- Total for all items on the purchase order (before shipping). This can be approximated.
- Shipping and handling charges
- Total amount including shipping and handling

PLEASE NOTE THE FOLLOWING:

- Plan ahead. Allow one (1) week for processing purchase orders.
- Upon approval by your supervisor a purchase order number will be assigned, and the white copy of the PO will be sent back to you. Be sure the purchase order number is included when submitting your order.
- The office will notify you when the order arrives.
- Order should be checked to ensure it is complete. Sign and date the packing slip clearly indicating any missing items. Forward this document to the office in a timely manner.
- In special circumstances, you may pick up the items yourself once the Purchase Order has been approved. Forward your receipt (or packing slip) to the office in a timely manner.
- Packing slips, invoices or any other documentation showing the item/items were purchased before receiving all the necessary approval may require you to assume responsibility for payment of the purchased items.

5.15 Equipment and Supplies

CCA expects all employees to use what the Lord has provided in school equipment and supplies to help children learn. All employees are to use available equipment with full respect for the needs of students and colleagues. The following criteria for the use of equipment apply:

- Schedule and reserve equipment, returning all equipment promptly after you use it.
- Obtain all necessary equipment and supplies before school or during prep times.
- Notify the office by email whenever equipment needs to be repaired.
- Obtain permission from the headmaster before taking any of the school's equipment off campus.
- Use the copier for school needs only.

5.16 Facilities Upkeep

Employees are expected to:

- Make every effort to preserve and maintain the building, grounds and equipment.
- Submit a written report to the headmaster if they discover that school property is missing or suspect that a break-in has occurred.

- Teach good housekeeping and respect of property as an important part of education.

- Use lights whenever needed, but turn them off whenever not needed. Make maximum use of natural light where it is possible.
- Immediately report any plumbing, heating or cooling problems to the office via e-mail. For problems that pose impending damage to property, please immediately contact the headmaster.

Faculty members should encourage students to take pride in their school—its buildings, hallways, grounds and furnishings.

- Do not permit students to put their feet on the furniture or to sit on the tops of tables or desks.
- Do not permit students to throw paper on the floor; expect them to leave the classroom, hallways and outside areas neat and free from trash on the floors, furniture and grounds.
- Expect students to be considerate and pick up unwanted items that may be lying on the floor or grounds as they walk around campus.

5.17 Facilities Use

CCA facilities are to be used for CCA programs only. Any exceptions must be approved by the headmaster.

5.18 Security Guidelines

All visitors must sign in and out at the front office and obtain a visitor's tag. This tag must be worn the entire time they are on campus. A visitor is defined as anyone who is not a student or employee. All employees, substitutes, visitors, and volunteers must wear ID tags while on campus.

5.19 Security Guidelines and Campus

Visitation

Doors Locked and Secured:

- The doors will always remain locked, unless a staff member is present at the door for arrival and pick-up.

If a student arrives earlier to make up a test, the teacher is responsible for allowing the student to enter.

Section 6 – Employment Regulations

6.1 Confidentiality Agreement

All employees and individuals associated with Cornerstone Christian Academy (CCA) will treat student and employee information as confidential.

Student Confidentiality

At no time is any privileged student information to be discussed inside or outside the school except in discussions related to those with a right and a need to know.

“Confidential Student Information” includes, but is not limited to, the following:

- Pre-admission records
- Admission records
- Test results
- Consent forms
- Lists
- Documentation in student records
- Financial information
- Disciplinary procedures & actions
- Academic records

Employee Confidentiality

All individuals associated with CCA will treat staff information as confidential to protect the individual's personal matters. Employee information will not be released without written approval of the affected employee.

Confidential employee information includes, but is not limited to, the following:

- Medical records
- Payroll information
- Performance appraisals
- Information contained in personnel files

It is the policy of CCA to protect confidential information. Inappropriate access, review and/or disclosure of such information are considered breaches of confidentiality and will result in disciplinary action, up to and including termination of employment.

6.2 Conditions of Employment

CCA employees will strive to develop Christ-like character in its students and that as a means of achieving this goal, “committed Christian teachers will exemplify the Christ-like character expected of their students.”

- Maintaining on and off campus behavior consistent with being a Christian role model as defined by the Bible and CCA's Philosophy and Statement of Faith and Doctrine and stated behavioral expectations is a bona fide occupational requirement of all employees of CCA.

CCA is an equal opportunity employer and, therefore, does not discriminate based upon age, gender,

national origin, race, or color when hiring, promoting, establishing wages, or providing benefits.

6.3 Employment Requirements

General Qualifications

Contractual and non-contractual employees of CCA must:

- Be a “born again” believer in Jesus Christ
- Be in agreement with the mission statement, policies, Statement of Faith and Doctrine, the Philosophy and the conditions of employment designed for CCA
- Be of good moral character as evidenced by appropriate references
- Be of good health so as to be able to properly assist, serve and care for students on campus

Teacher Qualifications

- Meet all General Qualifications
- Hold at least a bachelor’s degree from a recognized college or university
- Be formally interviewed and approved by the headmaster
- Consideration may be given to such factors as: second major and minor, commitment, academic record, training, experience, communication, knowledge of student development and attitude

Staff Qualifications

- Meet all General Qualifications
- Be formally interviewed and approved by the headmaster

6.4 Evaluations

CCA believes that evaluation, essentially taking inventory of all the practices of a school, helps the school to carry out its mission. Because teachers are the main agents for carrying out this mission, the school has established the policy of evaluating teachers. Non-teaching staff members are also evaluated. We believe that God examines our work against the standard of complete obedience to Him. God expects us to use our gifts in the best way possible, and the Bible clearly shows that we benefit from hearing the advice of others. The focus of this evaluation policy is to help teachers grow in their effectiveness as Christian teachers. We assume that teachers grow as Christian teachers through self-evaluation and by being evaluated by the administration.

The criteria by which all teachers are evaluated are listed in the job description for the teachers.

Informal evaluations and advice are provided by the headmaster throughout the year. Formal or written evaluations may also be provided by the administration.

6.5 Compensation Information/Payroll Procedures

- Payroll is processed according to the pay schedule determined by the business office each year but typically is paid on the 10th of each month.
- Payroll is direct deposit for all employees.
- Pay Stubs and W-2's are available online and through the main office.

6.6 Social Security

Employees and CCA are both required by law to contribute amounts toward federal social security taxes from the first day of employment. Contributions by employees are made by automatic payroll deduction. The rates are established by law and represent a percentage of individual earnings. Social security provides four basic benefits: retirement income, disability, death and retirement health care benefits.

6.7 Workers' Compensation

CCA pays the entire cost of workers' compensation insurance even if you are temporary, which provides benefits for injury and illness that arise in connection with your employment at CCA. Eligibility automatically begins on the first day of employment with benefits as established by law. If you are injured at school, please notify the office immediately to determine if a claim should be filed.

NOTE: The office files all Workers' Compensation claims for employees.

6.8 Family Medical Leave Act (FMLA)

The FMLA provides an entitlement of up to 12 weeks of job-protected, unpaid leave during any 12 months for the following reasons:

- Birth and care of the employee's child or placement for adoption or foster care of a child with the employee
- To care for an immediate family member (spouse, child, parent) who has a serious health condition
- For the employee's own serious health condition
- To care for an injured service member in the family
- To address qualifying exigencies arising out of a family member's deployment

6.9 Mandatory Leave of Absence

The administration reserves the right to require an employee to take a leave of absence without pay when it deems such to be in the best interest of the employee, student(s), or other faculty/staff members.

6.10 Outside Employment

Although CCA recognizes that time away from work is personal time and is to be used at your own discretion, we expect that outside employment will not:

- Conflict with your work schedule, duties, and responsibilities at school;
- Create a conflict of interest or incompatibility with the mission of CCA;
- Create a detrimental effect upon your work performance at CCA; or
- Involve conducting business during hours of employment at CCA.

Our integrity as a Christian organization can be adversely affected when personal interests conflict, or even appear to conflict, with the interests of our work and school system. CCA employees are expected to bring any potential conflict of interest to the attention of the headmaster, who will decide if a real conflict exists.

6.11 Service in Other Organizations

If, as an employee of CCA, you are elected to a position of leadership in a Christian or public not-for-profit organization and attending necessary meetings will require attendance out of the classroom during normal working hours:

- Request an absence in writing from the headmaster. If approved, your time away from work will be paid by CCA.

- However, if personal attendance would cause a hardship on the work of the school, the request will be denied.

6.12 Absence without Notification

If an employee is absent from duties for three (3) consecutive days without the supervisor's/ administrator's approval, the employee will be deemed to have resigned and will be terminated.

6.13 Serious Misconduct

CCA recognizes the complete forgiveness through Christ available to Christians for all wrongdoing. However, there are still violations of policy and wrongdoing that disqualify an individual for specific responsibilities or employment at CCA. The following acts of confirmed serious misconduct are examples of those that will likely result in the release of an employee:

- Theft of property or money
- Willful insubordination pertaining to assigned tasks
- Willfully falsifying information on employee forms, work reports, or other dishonesty
- Immoral conduct or indecency
- Deliberate destruction of school property or a co-worker's property or equipment
- Consuming or being under the influence of alcoholic beverage on school premises
- Possessing or using illegal drugs
- Breach of confidentiality of information
- Deliberately teaching material or philosophies known to be inconsistent with those of CCA
- Actions or communications that ridicule or disparage the reputation, mission, or values of CCA
- Other conduct or violations of policy deemed serious by the Administration

CCA will always be careful to weigh its concern for individuals with its concern for the school community. In the cases listed, the Board of Directors has determined that the honor of Christ and the integrity of the school's mission will take pre-eminence in making these decisions. Should an employee ever be released for one of the above reasons, CCA is committed to being instrumental in promoting forgiveness and healing inside and outside of the school.

6.14 Media, Network/Internet Use Policy

Technology resources (hardware and software) are the property of CCA and are provided for the purpose of advancing the educational mission of the school.

Employees are not to deliberately access or create any obscene or objectionable information, language or images.

Possession or distribution of media that is immoral, vulgar, pornographic, or indecent (this includes written media or electronic material on laptops, cell phones, cameras, etc.) is a violation of school policy.

There is no privacy granted to employees when using CCA computers and network resources, and employees should not assume any level of privacy in email or other forms of electronic

communication. CCA reserves the right to monitor and inspect all content and all use of school owned computers, email accounts, Wi-Fi and internet access, servers, software and all other aspects of the school's network. Misuse of technology resources may result in disciplinary action, including termination of employment.

6.15 CCA'S Email Policy

The purpose of this policy is to ensure the proper use of CCA's email system. CCA reserves the right to take disciplinary action if users do not adhere to the guidelines set out in this policy.

Email Usage

Personal Use

Although the email system is meant for business use, CCA allows personal use if it is reasonable and does not interfere with work.

Email Actions

Forward

Do not forward messages without first obtaining the permission of the original sender. If you forward email, state clearly what action you expect the recipient to take.

Reply to All

Do not use Reply to All unless your message needs to be seen by each person who received the original message.

Carbon Copy (cc)

Do not reply to people in the cc field unless you have a particular reason for wanting them to see your response. In most cases you should not reply to those listed in the cc field.

Blind Carbon Copy (bcc)

When mass emailing the parents of a class, group, team or grade, use the Blind Carbon Copy (bcc) field. This will prevent unauthorized disclosure of private email addresses and will reduce the chances of viruses or spammers obtaining those email addresses. In most cases, the use of FACTS to email parents is preferred.

Email Content

Style

The CCA email style is informal. This means that sentences can be short and to the point and your email may start with "Hi" or "Dear" and use appropriate closing terminology.

Subjects

Write a short, descriptive subject for all email. Many email systems treat messages without subjects as spam.

All Capitals

If you write in capitals, it seems as if you are shouting, and it is more difficult to read because all the

words are the same height. Do not write email using all capital letters.

Proofread

Reading your email through the eyes of the recipient will help you send a more effective message, avoid misunderstandings, and find grammar and punctuation errors.

Spam (Unsolicited commercial email, also known as junk email)

By replying to spam or by unsubscribing you are confirming that your email address is real (which will only generate more spam). Just delete spam email.

Junk Folder

CCA has several (imperfect) layers of spam prevention in place. Occasionally messages that are not junk mail end up in your “Junk” folder (the one below your Inbox). Please check the Junk folder at least every other day for no-junk messages.

Libelous, Defamatory, Offensive, Racist, or Obscene Remarks

By sending or forwarding such content in an email you make yourself and CCA liable to severe penalties.

Virus Notices and Chain Letters

Do not forward emails warning of viruses, chain letters promising wealth or blessings, or political calls to action, as these messages consume bandwidth, storage space, and others' time.

Section 7 – Volunteers & Parent-Teacher Involvement

7.1 Parent Volunteers

Elementary school teachers may select a homeroom parent to act as a main contact and coordinator of other class parent volunteers for the year. Parent volunteers then seek to find other parents to fill volunteer positions needed by the class. Some of the needs of the class may include individuals to assist with communications, make phone calls, assist with fundraisers, provide classroom assistance, coordinate drivers/chaperones for field trips/competitions, plan parties/special events, etc.

NOTE: All class activities must be approved in writing by the administration. A minimum of two weeks' notice is necessary to gain approval.

7.2 Field Trip Chaperones

All parent volunteers who assist on field trips by driving and/or chaperoning must sign and abide by the rules of the CCA Driver/Chaperone Agreement Form and submit a background check. The driver's current driver's license and insurance information must be on file in the main office prior to each trip.

7.3 Volunteer Appreciation

Throughout the year, please remember to thank those who assist you or the school as a whole.

Section 8 – Advancement/Development

8.1 Giving Opportunities

Financial contributions beyond tuition make a meaningful difference for our students, faculty and staff. CCA offers a variety of giving opportunities throughout the year to promote the development of our staff and faculty, school programs and the enhancement of our facilities. CCA is a non-profit 501(c)(3) organization, and donations are tax-deductible as allowed by law. Details of giving opportunities are communicated to friends and families of CCA throughout the year.

8.2 Donation & Fundraising Guidelines

Anyone using the Cornerstone Christian Academy name, logo, images, or resources to solicit funds, gifts in kind, or raise money from the sale of a product must follow the guidelines below. Please contact the headmaster if you have any questions.

- 1. Before you begin to communicate about or conduct a solicitation or fundraiser, the headmaster should be contacted for pre-approval.**
- 2. Recordkeeping** In order to keep proper record of donations and in order to send receipts to the donors so they can claim appropriate tax deductions, the following information should be recorded and turned in to the advancement/development staff: donor name, business name, full mailing address, description of donation, and donated amount/fair market value.
- 3. A member of the staff/faculty must be present at all fundraising events.** Designated sponsor(s) should oversee the event/fundraiser. If a sponsor is not available, another divisional faculty member may take the place of the sponsor at the event after approval has been granted by the headmaster.
- 4. Students must be monitored by an adult at all events.**
- 5. All community contacts must be coordinated with the Main office.** We want to be sure that we are not contacting the same businesses/individuals several times with multiple requests.
- 6. Student Behavior during Fundraisers**
 - Courtesy and good manners are important and expected at all times when conducting fundraisers and soliciting ads and/or donations from the community.
 - Students are not allowed to stand in the esplanade or in other heavy traffic areas while advertising for fundraisers.
 - Modest and appropriate dress is required – on and off campus. Dress Code Guidelines apply.
 - Guidelines set forth in the Parent/Student Handbook are to be followed at all times.
- 7. Flyers for Distribution to Students or Community**

All flyers associated with any fundraising event must be approved by the advancement/development staff. Please allow two weeks for any possible changes and final approval.

Section 9 – Advancement, Promotions & Communications

The role of the advancement/development and communications staff is to lead and support the school's promotion, communication, and improvement efforts for the purpose of supporting the school's mission to honor the Lord Jesus Christ by providing students an education based upon academic excellence and biblical values. The advancement/development staff are responsible for:

- Implementing/administering programs that enable school advancement in the areas of marketing, publications, public relations, student recruitment, and parent/alumni relations
- Consistently and professionally communicating to current and prospective families/supporters and the community
- Assisting in efforts to coordinate all public and private means of soliciting financial support
- Planning and implementing program and physical plant improvements designed to advance the mission of the school.
- Coordinating efforts to update the school website on a regular basis.

Appendix A – Substitute Folder Contents

Substitute folders should contain:

- Attendance slips
- Seating chart
- Class schedule
- Injury Reports (Send students directly to the office if injured or ill)
- Lessons plans
- Substitute log
- Copy of pledges
- Class list
- Discipline Notice forms
- Class procedures
- Class discipline plan
- List of students who leave the class for special classes
- Map of school
- List of teacher duties (lunch, carpool, etc.)
- Extra worksheets for free time
- List of students with special needs
- Student rewards that may be used

