

COMMUNITY CHRISTIAN ACADEMY



FACULTY & STAFF HANDBOOK 2018-2019

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Mission

Community Christian Academy's mission is to offer safe Christ-centered, academically challenging education to prepare students to become Kingdom leaders.

Philosophy

Christian education is designed to impart the truths and principles of Christian living according to the Holy Word of God so that every student knows the reality of who they are in Christ and what they are to become through Him. Community Christian Academy was founded on the truth that Jesus Christ is to be the center of every part of an individual's life. We believe the first years of a child's life are critical in forming a Christ-centered worldview. At Community Christian Academy, parents are given the opportunity to partner with Christian educators to provide quality, safe, Biblically-sound education.

Goals

CCA's goals are to nurture and challenge students to:

- Grow in their walk with Jesus Christ as Savior and Lord (II Peter 3:18)
- Adopt a Biblical worldview (Psalm 111:10)
- Love one another as themselves (Matthew 22:37-39)
- Achieve academic excellence (II Timothy 2:15)
- Become Christ-like as they grow spiritually, emotionally, socially and physically (Luke 2:52)
- Serve Jesus through evangelism and discipleship of all nations (Matthew 28:19-20)
- Bring glory to God by service to our Lord and others through Godly character, spiritual integrity, and Holy Spirit-led leadership (1 Corinthians 10:31)

Faculty and Staff Employment Policies

Hiring

Requirements of Applicants:

Each member of the faculty and staff (employees) of CCA must be a BORN-AGAIN believer, committed to the fundamentals of the Christian faith, and agree to the CCA's Statement of Faith. All teachers must have a bachelor's degree and/or preparation and experience for the positions they hold and for the work to which they are assigned. We desire Christian role models who will pattern, as well as teach, Biblical truths. Our hiring practices support the concept of being unapologetically Christian and yielding to God's divine leadership. We desire each staff and faculty member to be one who would be both blessed and be a blessing.

Once the Principal, CCA Board, and applicant are convinced that God is ordaining their joint service, the applicant will be hired. The CCA School Board has final authority over staff selections but has delegated this authority to the Principal for daily operations. Any questionable or controversial choices are subject to Board review.

Discrimination:

CCA does not discriminate on the basis of race, color, sex, age, or national origin. As a religious employer, we are permitted to discriminate in our hiring on the basis of religion as under Title VII of the Civil Rights ACT of 1964 and 1967.

Placement:

The Principal assigns employee positions based on the needs of the school and the qualifications of the employee. Requests for specific assignments or re-assignments will be granted when possible, provided it enhances the effectiveness of the school as a whole. CCA elevates those employees who demonstrate over time the qualities needed for specific leadership positions. By promoting from within our ranks rather than going outside our organization, we are better able to maintain a unified philosophy and leadership approach.

Contracts:

Employees are enlisted on a contract basis. Therefore, there is a mutual written agreement to work together, to be guided by the Word of God, and to adhere to the policies stated in the current Faculty Handbook. Each party must continue to work cooperatively with the other or discontinue the relationship. If an employee chooses to discontinue the relationship, a 30-day written notice is required. As stated in the signed contract, the CCA SCHOOL BOARD or SENIOR PASTOR of TRINITY BAPTIST CHURCH reserve the right to terminate any employee if it becomes necessary in the best interest of COMMUNITY CHRISTIAN ACADEMY because of decrease of enrollment, or for any other reason determined.

Conflict Resolution

Biblical Procedures:

Good and open communication among the staff is essential to a healthy working environment. It is important that we support each other. We are all on the same side, working toward the same goal of preparing a generation that is strong in the Lord. Petty grievances and resentments have no place here and should be worked out in the biblical procedures given in Matthew 18:15-17.

“Moreover, if thy brother shall trespass against thee, go and tell him his fault between thee and him alone: if he shall hear thee, thou hast gained thy brother. But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established.

And if he shall neglect to hear them, tell it unto the church: but if he neglect to hear the church, let him be unto thee as a heathen and a publican.”

This means that if you have a problem with someone, it should be addressed with that person first. If that meeting does not resolve the issue, then you should go to the Principal and ask him/her to mediate. In cases where the conflict involves two staff members or one of their children, it is often helpful to seek counsel from the Principal before talking to the other person. The Principal can provide a safe outlet to vent and offer additional insight.

All faculty and staff are expected to remain loyal to the leadership of CCA. Our organizational structure serves to guide and protect us corporately. Look talk, gossip, and emotional statements of opinion only make us a part of any problem. Our commitment is to be a part of the solution by working in cooperation with others.

The Bible gives us several additional verses to consider:

1. Check your facts. Don't take a complaint at face value but find out all the facts.

Proverbs 18:17 – “He that is first in his own cause seemeth just; but his neighbour cometh and searcheth him.”

2. Check your own heart first. Our job is not to play judge; that is God's role. If our desire is to accuse, convict, or punish the other person, then we may be usurping God's authority.

Matthew 7:1-2 – “Judge not, that ye be not judged. For with what judgement ye judge, ye shall be judged: and with what measure ye mete, it shall be measured to you again.”

3. Remember your own weaknesses

Matthew 7:5b – “...first cast out the beam out of thine own eye; and then shalt thou see clearly to cast out the mote out of thy brother's eye.”

4. Overlook minor offenses.

Proverbs 19:11 – “The discretion of a man deferreth his anger; and it is his glory to pass over a transgression.”

5. Sin should not be ignored. Confrontation is stressful, but it is good for the person and the body of Christ. If we allow known sin to continue, we are saying it's acceptable.

6. Confront in kindness and love.

Ephesians 4:29 – “Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers.”

7. Forgive and reconcile.

Ephesians 4:32 – “And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ’s sake hath forgiven you.”

8. Be submissive.

Hebrews 13:17 – “Obey them that have the rule over you, and submit yourselves: for they watch over your souls, as they that must give account, that they may do it with joy, and not with grief: for that is unprofitable for you.”

9. Be a peacemaker.

James 3:17-18 – “But the wisdom that is from above is first pure, then peaceable, gentle, and easy to be intreated, full of mercy and good fruits, without partiality, and without hypocrisy. And the fruit of righteousness is sown in peace of them that make peace.

In these verses regarding conflict among brothers and sisters in Christ, God seems to be saying that we should let go of minor offenses and be forgiving, not judgmental. However, if the conflict is because of a sinful attitude or action, the issue must be addressed out of a loving desire to restore the brother or sister. This is a difficult teaching because it is counter to our culture. Our world prefers to ignore sinful actions and attitudes and take offense at misunderstandings and matters of preference. It is our desire to be like Christ by loving people and hating sin.

Harassment:

Community Christian Academy is committed to a work environment where faculty and staff treat each other with kindness and respect, free from all forms of harassment including but not limited to intimidation, exploitation, or sexual harassment.

Definitions and Prohibited Conduct:

For purposes of this policy, “Harassment” means unwelcomed or persistent conduct of a verbal, physical, written, or visual nature that is based upon a protected class and creates an intimidating, offensive, or hostile working environment or that unreasonably interferes with an individual’s work performance. Examples of harassment may include physically touching in an offensive manner; making suggestive or derogatory comments such as racial slurs or ethnic jokes; name calling; or other similar conduct. Harassment may include conduct perpetrated between individuals of the same gender, race, or other protected class.

Complaint and Reporting Procedures:

Any person who feels that he/she has been subjected to harassment, who is aware of an incident or conduct prohibited under this policy or who feels that he/she has been retaliated against for reporting or opposing harassment, is encouraged to report the issue promptly to a member of Administration or the School Board. All allegations of harassment will be promptly and thoroughly investigated. If the complaint is substantiated, disciplinary action will be issued, up to and including mandatory education, disciplinary warning, additional training or termination. Every effort will be made to keep the matter confidential; however, the school must investigate the complaint and notify the appropriate parties. CCA will not punish or retaliate against faculty or staff who files such complaints.

General Requirements

Biblical Integration/Doctrinal Issues:

Teachers should look for opportunities to teach all of their subjects with Biblical truths and strive to connect all truth back to God in a way that makes sense to the student. CCA uses the New King James Version of the Bible as the standard for all teachers and students. Strict adherence to the Statement of Faith and confinement within them is required of all faculty and staff. Proven violations of this tenet may result in dismissal.

Evaluations:

All faculty and staff will be formally evaluated on an annual basis. The Principal may at any time visit classrooms outside of scheduled evaluations. All new teachers will be required to participate in a mentorship program and all teachers will undergo observation every nine weeks. Observations will determine if employment with CCA will be continued or if a Performance Improvement Plan is necessary.

Performance Improvement Process (PIP):

Faculty and Staff of Community Christian Academy are expected to meet the performance expectations established for their positions. When an employee's performance falls below expectations, the Principal of the Academy is committed to working collaboratively with the individual to provide notice of the deficiencies and a reasonable opportunity to improve. It will be the responsibility of the Principal to counsel employees when issues with regard to their performance require improvement. When an employee's performance deteriorates to such an extent that work is deemed unacceptable, the **Performance Improvement Process** should be initiated.

Performance Improvement Process may include several steps designed to let the Employee know of any performance or other deficiencies and encourage improvement, including, but not limited to, verbal (informal) performance counseling, verbal or written warnings (in the form of memoranda or educational intervention), and a written performance improvement plan.

Verbal (Informal) Performance Counseling. When Administration identifies performance issues, they should discuss those issues openly and candidly with the Employee. Any such discussion should be accompanied by proper written documentation to be placed in the Employee's personnel file. Ongoing performance issues and counseling should be documented as verbal or written warning, to be placed in Employee's personnel file as well.

Written Performance Improvement Plan. If the Employee fails to improve or address the performance issues that have been discussed and/or documented, or begins to exhibit additional performance deficiencies, the Employee may be placed on a written improvement plan for a specified length of time (usually not to exceed 30 days) during which improvement must be obtained and sustained.

The written plan will include:

1. A dated memorandum to the employee explaining the deficiencies and a process to administer the plan.
2. A Performance Improvement Plan document with a detailed description of poor work performance/conduct observed, why it is a problem and when it occurred; specific expectations that must be met and a timeframe in which to meet them; and an agreement on specific action to be taken with a follow up date; and
3. Regular (weekly or periodic) follow-up meetings to assess the employee's progress against the goals and requirements set forth in the plan document.

The plan should be delivered to the employee during an in-person meeting attended by a member of Administration. The plan should be discussed, allowing the employee to have input and make suggestions. Both parties will sign and date the plan document. The plan document should make clear the consequences of the employee's failure to meet the requirements set forth in the plan, up to and including termination. Follow up appointments should be scheduled when the plan is first delivered. During the follow up meetings, Administration should review the employee's progress, and clearly document which goals have and have not been achieved.

At or before the expiration of the PIP, Administration should decide if the employee has sufficiently and consistently satisfied the requirements set forth in the plan document. If the employee has sufficiently improved the performance issues identified, the process should be completed with notation in the employee's employment file. If some objectives have been met, but the Administration is not fully satisfied with the employee's progress, the plan period may be extended, once, for a reasonable (30 day) period. If the employee fails to achieve and maintain the goals set forth in the plan, a determination should be made regarding the employee's continued employment and acted upon promptly.

New Teacher Orientation Program:

All new teachers to Community Christian Academy will be required to participate in a mandatory mentorship/orientation program. The Principal will assign all mentors to the new faculty and staff who will be entering the mentorship program. The entire CCA Mentorship program is contained at the end of this Staff Handbook.

CCA School Hours:

Preschool K3-K4 – 8:15 – 3:15

Elementary K5 – 5th Grades – 8:15 – 3:15

6th – 12th Grades – 8:15 – 3:15

All students are permitted a five-minute grace period before being marked tardy. ALL students will be marked tardy if arriving after 8:20 a.m. Any student that is tardy will be required to sign in at the front desk before being allowed entry into their classroom.

Regular Scheduled Hours for Faculty and Staff are 7:40 am – 3:45 pm.

The above listed times are the school hours that consist of classroom time. However, all employees are expected to be in the school no later than 30 minutes before their class begins.

Teachers should arrive at 7:40 am and are expected to attend faculty prayer at 7:45 am.

Teachers are allowed to leave the school at 3:45 pm provided all of their duties are complete.

All faculty and staff are expected to arrive on time to prepare for daily responsibilities. Failure to be prompt during work hours could result in disciplinary action.

Personal Time Off (Leave and Sick Days):

Teachers and full-time paid staff are allotted 11 personal/sick leave days per school year. Part-time staff is allotted 5 days. These days may not be carried over from year to year. (*This includes pre-planning and post-planning days*). If more than 11 personal/sick leave days are needed, permission must be granted by the Principal (a notice of two weeks is required). A **personal leave request form** must also be completed and approved by the Principal and placed in your personnel file. *Extra days will require staff to pay for a substitute. Any unused PTO days will be paid out.* Please note, time missed because of jury duty or military service will not count against personal or sick days. Maternity leave is available for full time salaried staff. *Up to 6 weeks of unpaid leave is available with prior arrangements.* Additionally, up to 12 weeks of unpaid leave may be available in some circumstances under the Family and Medical Leave Act. Three days Bereavement Leave is available to funerals of immediate family (spouse, child, parents, grandparents, or siblings).

Calling in Sick:

Faculty and staff should notify Mrs. Sifre at 239-601-0846, as soon as possible in the event of an illness. After a substitute is enlisted, it is important for the teacher to communicate to the substitute concerning responsibilities of the day. For planned absences, teachers will be responsible for enlisting their own substitute. Schedule for the day should be emailed to the lead teacher and a substitute folder should be updated and readily available.

Substitute Folder:

Each teacher is responsible for submitting a substitute folder to the office. The following information should be included in the folder:

1. Daily class schedule
2. Class Rules
3. Class Lists
4. Seating Chart (if applicable)
5. Extra class work/worksheets, etc.
6. Attendance form
7. List of class helpers (if applicable)

The substitute folder must be updated after each use.

No Fault Attendance Policy:

Faculty and staff are expected to report to work at the scheduled time. Reliable and punctual attendance is essential to facilitate the orderly and efficient operation of the Academy. The purpose of this no fault attendance policy is to establish a uniform and clear standard for monitoring attendance that treats all faculty and staff equally and ensures that each Employee is aware of how attendance will be handled. This policy will also enforce "leading by example." If we expect the students to be on time, our faculty and staff should be on time also.

Absence Occurrence:

When a faculty or staff member is absent or tardy two or more times within a 30-day period, it will be considered an absence occurrence. If a faculty or staff member is absent consecutive days for the same reason, such as for illness, it will be counted as one absence occurrence.

Faculty and staff who acquire multiple absences within the school year will be subject to the following disciplinary action, a copy of which will be placed in the Employee's personnel file;

Two (2) Absence Occurrences:	Documented counseling
Three (4) Absence Occurrences:	Written warning
Six (6) Absence Occurrences:	Final written warning
Eight (8) Absence Occurrences:	Termination

Extended absences due to illness, military duty, jury duty, or other circumstances will be considered on a case by case basis and must be discussed with Administration. A copy of Jury Duty summons must be provided to Administration. All full-time employees are given 11 days of PTO, part time 5 days.

Notification Procedures for Unscheduled Absences:

Any time a faculty or staff member has an unscheduled or unplanned absence occurrence, he/she must notify Mrs. Sifre at 239-601-0846 at least 2 hours prior to the occurrence in order to secure a substitute in a timely manner. It will be employee's responsibility to communicate to the substitute concerning responsibilities of the day.

Lunch Breaks:

Since student supervision is required at all time, lunch, planning periods, and breaks will vary greatly. All employees will receive a 45 minute lunch break. Teachers will almost always have a planning period as their break time. For others, breaks will occur at more flexible times. Check with the Principal or your Lead Teacher for specific details.

Leaving Campus:

Faculty and Staff must receive approval from the Principal or Lead Teacher before leaving campus any time during the school day. This is a privilege and should not be abused. You must clock in and clock out when leaving campus.

Faculty Meetings:

Faculty meetings will be held on a weekly basis, unless otherwise noted. All teachers are required and expected to attend and arrive in a timely manner. Prior approval from the Principal or Lead Teacher must be obtained to miss a required meeting; failure to attend will result in disciplinary action. Appointments should be avoided on these days. These meetings are necessary to maintain unity, openness, and communication. If you are unable to attend, you must notify Administration within 24 hours of the meeting. It shall be your responsibility to follow up with Administration to obtain a copy of the meeting minutes if possible.

Work Rule Violations:

Community Christian Academy has developed reasonable rules of conduct in order to ensure the orderly and safe operation of our school and to provide exceptional education to our students and customer service to all parents and other family members. When those rules are violated, or employees display performance issues, Community Christian Academy strives to administer discipline in a consistent and progressive manner, where appropriate, in an effort to provide the employee with the opportunity to correct unacceptable behavior and performance issues.

Category I Rules:

Category 1 violations are considered less serious in nature. Penalties for violating Class 1 rules may include:

First Offense:	Documented Counseling
Second Offense:	Written Warning
Third Offense:	Three day leave without pay
Fourth Offense:	Termination

1. Faculty and Staff must follow all departmental policies and procedures.
2. Faculty and Staff must perform the responsibilities of their positions as assigned in an appropriate manner and at assigned times.
3. Faculty and Staff must comply with the Dress Code and Personal Appearance policy.
4. Faculty and Staff must attend mandatory faculty meetings
5. Faculty and Staff may not eat food or refreshments in undesignated areas or at inappropriate times. This would include front desk, classrooms where children are present. If eating in classroom, door must be closed.
6. Faculty and Staff must comply with the notification procedures of No Fault Attendance Policy.
7. Faculty and Staff must provide lesson plans within designated time frame to Administration.
8. Faculty and Staff must promptly carry out general and specific instructions.
9. Faculty and Staff must cooperate with fellow associates and Administration.

Category II Rules:

Category II rules are of a more serious nature and will generally result in more serious discipline, even for a first offense. Penalties for a Category II violation may include:

First Offense:	Final written warning
Second Offense:	Termination of employment

1. Faculty and Staff must display good customer service and maintain acceptable standards of respect for students, parents, visitors to CCA, and vendors of CCA.
2. Faculty and Staff must comply with signing in and out.
3. Faculty and Staff must comply with Cell Phone and Personal Digital Assistants policy.
4. Faculty and Staff may not make false or cruel statements about a student, parent, visitor, co-worker, or vendor of CCA.
5. Faculty and Staff must comply with acceptable use of internet policies and acceptable use of email policies.

Category III Rules:

Category III rules are considered very serious, and violations may subject an employee to immediate suspension without pay pending an investigation and/or immediate termination. Internal investigations will be attempted to be completed within five (5) business days, however, in the even the investigation requires additional time, the suspension period may be extended. Category III rules include:

1. Faculty and Staff may not engage in inappropriate or reckless conduct that could result in a danger to students, parents, visitors, co-workers, or vendors.
2. Faculty and Staff may not engage in conduct that can be construed as verbal, physical, emotional, or sexual abuse.
3. Faculty and Staff who observe or suspect or otherwise have knowledge of possible abuse must report it immediately to Administration or a member of the School Board.
4. Faculty and Staff may not engage in form of insubordination toward leadership. This includes, but is not limited to the following: refusal to comply with policies and procedures of CCA, refusal to follow the directives set forth by Administration and/or the CCA School Board.
5. Faculty and Staff must comply with the confidentiality of all CCA students, coworkers, and CCA business.
6. Faculty and Staff may not engage in conduct that is unprofessional, improper, or inappropriate and/or that may put the School's reputation at risk.
7. Faculty and Staff may not engage in conduct that is in violation of federal or state law, or the Covenants of the School.
8. Faculty and Staff must fully cooperate with a school-initiated investigation and may not make false accusations or statements in connection with any ongoing investigation.

Cell Phone Policy:

Faculty and Staff are expected to exercise discretion when using personal cell phones. During working hours, cell phones should be kept put away. Personal phone calls should be limited. Flexibility will be provided in extenuating circumstances that demand a teacher's immediate attention. If an emergency call needs to be made during class time, please step outside of the classroom. It is prohibited to use personal cell phones for unacceptable purposes or in any manner that would violate the policies set forth by CCA. Faculty and Staff should alert friends, family, schools, and child-care providers of this policy and instruct them to call the school if an emergency arises. This will allow the administration to provide someone to supervise the students in the classroom while you step out to take the call.

Inclement Weather Policy:

CCA follows the Columbia County Board of Education's lead for school closings due to severe weather. CCA Faculty and Staff are not required to report to work when the schools are closed due to severe weather.

Chapel:

Weekly chapel services are a time to allow the student body of CCA to worship the Lord and learn from His precious Word. All employees should set the right example by attending and being on time for all chapel services. Homeroom teachers are expected to sit with their class during chapel.

Pre-Planning and Post-Planning:

All staff are expected to attend all pre-planning and post-planning sessions, as well as special planning sessions during the school year. These days are considered regular work days.

Open House and Orientation:

Attending Open House and Orientation is **mandatory** for all CCA faculty and staff. Your presence shows support for the school and the students.

School-wide Functions/Fundraisers:

All Faculty and Staff are expected to support all fundraising functions through their participation and attendance. Your presence at fundraising functions, school-wide events, and music programs shows support for our school and the students.

Lesson Plans:

A copy of the current week's lesson plans **must** be emailed to the Principal or Lead Teacher by 8:00 am on Monday of each week for review. Lesson plans should be neat and detailed enough for a substitute to step in last minute if an emergency situation should arise. *Grades should be posted no later than 5 days after the assignment is completed.* This policy will be strictly enforced.

Office Policy:

The school office is the hub of the school. Teachers, parents, and students have contact with the school office making it the busiest place in the building. Faculty and Staff will **not** be allowed to take breaks or conduct long conversations at the front office. The Office Administrator and other office personnel have many duties and may not be available at any given moment. Please be sensitive to this. Teachers should make all copies **prior** to the day that they are needed.

Confidentiality:

The confidentiality of all students should be observed at all times. All Faculty and Staff should be very mindful of their surroundings when discussing students. All employees will be expected to sign a confidentiality agreement. Any breach of confidentiality will result in disciplinary action. This policy also includes any form of communication on social media.

Faculty/Staff Dress Code:

The Faculty and Staff of CCA are expected to be good role models before the student body. Therefore, all employees should lead by example. All attire should present the appearance that is at least equal to the student uniform standard.

Female Attire:

1. Skirts, dresses, blouses, sweaters, full length slacks, or professional Capri pants may be worn. Skirts and dresses must not be more than two (2) inches above the knee when seated.
2. Low cut or sleeveless tops, tight fitting clothes of any kind, sweatpants, and shorts are **not allowed**.
3. Christian T-shirts and modest jeans are only allowed on special occasions and on Fridays.
4. Leggings will only be permitted if covered with something that falls no more than 2 inches above the knee when seated.
5. All facial and/or tongue piercings must be removed or covered during school hours and during all school functions.
6. Tattoos must be covered during school hours and during all school functions.
7. Sandals, heels, casual shoes, and tennis shoes are permitted. Flip flops are **not allowed**.
8. Jewelry should be modest in size.

Male Attire:

1. Business casual – khakis, polo or collared shirts, ties if desired.
 2. Shorts and sweatpants are not allowed.
 3. Christian T-shirts and modest jeans are only allowed on special occasions and on Fridays.
 4. Casual footwear such as tennis shoes, and dress shoes are allowed. Flip flops are **not allowed**.
 5. Tattoos must be covered during school hours and at school functions.
 6. All facial and/or tongue piercings must be removed or covered during school hours and during all school functions.
 7. Facial hair should be kept properly groomed.
- The PE teachers, athletic coaches, and other specials teachers may be allowed a variation in their dress. This will be determined by the Principal. Employees may wear modest jeans when going on outside field trips. All employees will be given one school shirt (others may be purchased at a reduced price).
 - Final decisions on dress code will be determined by the Principal or Lead Teacher.

Electronics Use:

Community Christian Academy will provide various electronic equipment for job-related purposes and reserves the right to monitor all Faculty and Staff's work performance and use of electronics including

telephone, voicemail, computer, internet, and email messages. Misuse of such equipment may lead to disciplinary action.

Social Media:

Faculty and Staff may not at any time post pictures, images, or videos of students on any social media website, without the written consent of the student's responsible party. In addition, faculty and staff are discouraged from "friending" and/or communicating students of Community Christian Academy on any social media platform (including Facebook).

It is critical that all faculty and staff have boundaries which separate being an authority figure and being a friend to the students. This is to protect the relationships of teachers and their students.

Academic Procedures

Curriculum:

CCA is a Christ-centered school. We believe Scripture should be an integral part of all curricula and should be included in every area of training of life. We use Bob Jones, Purposeful Design, and Positive Action for Christ as our core curriculum with other supplemental materials. These publishers are recognized as the leaders in Christian school curriculum.

Grading Policy For 1st – 12th Grades:

Teachers should have a minimum average of 2 grade items per week for each student for each major subject taught. There should be no less than 3 tests per quarter in any given subject. All assigned work including test, reports, and projects must be graded and posted to Renweb.com within 1 school week. All those teaching grade levels in which students have more than one teacher must work with fellow teachers to plan tests so there is not an abundance of tests given on the same day.

Teachers are to notify their students of grades privately so as to not embarrass them in front of their classmates.

Grading Scale

- A 90-100
- B 80-89
- C 74-79
- D 70-73
- F below 70

Grading Opportunities

- Daily Class-work/Daily Homework
- Quizzes/Small Papers or Projects
- Tests/Large Papers or Projects
- Class Participation (Teacher Discretion)

Homework:

At CCA our goal is to keep written and time-consuming homework to a minimum. Students can expect age-appropriate nightly studying for Bible verses, spelling and other tests, as well as projects, and make up work. Teachers may also occasionally send home extra practice on certain subjects or skills as they see fit. Research does not support the notion that hours of tedious written homework each night is beneficial to your child's academic development. In fact, our desire is that your child's evenings be reserved for relaxed family meals and devotions, outdoor play, church groups, reading, and extracurricular activities or interests. We strongly believe that these activities are absolutely essential for spiritual, emotional, and physical development of your children. Our hope and prayer is that you use your evenings intentionally to enjoy quality time with your family.

Honor Roll:

Academic honors have been established to recognized students who have demonstrated excellence in academics. These honors are determined and awarded every spring. A/B honor role will be determined by the average of all four quarters.

Incompletes:

An incomplete may be recorded on a report card when a student has been absent several days during the last two weeks of the grading period. An extension of two weeks into the new grading will be given to make up the incomplete. If it is not made up within that time, the student will receive a zero for any missing assignments, and the zero will be averaged in with his other grades for the course.

Pass/Fail Policy:

Students who fail 2 or more basic subjects (math, science, history, language, reading, phonics) must repeat the grade level. Applies to 1st – 8th grades. In order to receive credit for the semester, grades 9th – 12th must receive a grade of 70 or higher in core classes.

Academic Probation:

A student who is attending CCA must maintain a grade average of "C" or above. This is determined by averaging his/her grades on a report card during a single grading period. If the student falls below a "C", he may be placed on academic probation for the next semester of the school year. If there is no improvement, the student may not be allowed to return to CCA the next school year.

Report Cards:

Teachers should consult the school calendar in the handbook for the dates report cards are scheduled to be sent home. We will have four 9-week grading periods. K3 and K4 Students will receive progress reports at the end of the 2nd, 3rd, and 4th nine weeks. **ALL STUDENTS GRADES MUST BE SUBMITTED ON OR BEFORE THE DATES REQUESTED. NO EXCEPTIONS WILL BE MADE.**

COMMUNITY CHRISTIAN ACADEMY



FACULTY & STAFF MENTORING PROGRAM 2018-2019



Teachers are the most important school-related factor in determining student success. Research suggests that one effective teacher can accelerate students' learning over more than one grade level, while an ineffective teacher can cause students to fall irreparably behind. Moreover, strong induction processes ensure effective teachers stay in the classroom and ineffective teachers are supported to either become effective teachers or be counseled out of the classroom.

Induction programs help beginning teachers make a successful transition into teaching by providing extensive support through the first two years of teaching. These programs rely on the expertise of veteran teachers through mentoring to provide a clinical, real-world training process. Professional learning is job-embedded and specific to the needs of each teacher. Community Christian Academy (CCA) by providing effective support attract the most capable candidates, who remain on the job and improve student performance. Additionally, new teachers exposed to induction practices develop better planning skills, handle discipline problems more effectively, conduct more productive classroom discussion, and remain in the profession longer.

Successful induction programs begin at the local level, and strong leadership and management characterize effective programs. The benefits of induction programs show a direct correlation to their intensity, i.e., the more programs provided, the greater their success. Programs that are not carefully planned and conducted can be counterproductive. Half-way measures create unnecessary stress for beginning teachers and a regression to less effective teaching habits.

Induction in CCA will focus upon:

- Retaining effective teachers
- Improving beginning teachers' skills and performance
- Supporting teacher morale, communications, and collegiality
- Building a sense of professionalism, positive attitude
- Facilitating a seamless transition into the first year of teaching
- Putting theory into practice
- Preventing teacher isolation
- Building self-reflection

DEFINITION OF TERMS

New Teacher Induction (NTI) Coordinator – The coordinator for the induction program will be appointed by the CCA School Board. This person will be responsible for ensuring that all components of the program are met annually.

Induction Phase Teacher – The Induction Phase Teacher is defined as any teacher who has been hired into a new position at CCA. Teachers are considered to be “induction phase” until they successfully complete the CCA induction program. The CCA induction program will be tiered to provide differentiated support based on the individual needs.

- Phase I – Year one teachers
- Phase II (if needed) – Year two teachers who successfully completed Phase I requirements.

Teacher Induction Support Team – The Teacher Induction Support Team is comprised of the immediate supervisor or designee, a Mentor, and when possible, an external support provided by the CCA School Board.

Professional Learning Plan – The Professional Learning Plan is developed collaboratively with the Induction Phase Teacher and the Mentor to drive the professional learning of the Induction Phase Teacher. The plan will be based on CCA and/or school’s teaching and learning goals, identified developmental needs, prior preparation and experiences, and assessment results.

Mentor – A Mentor is highly committed to supporting the personal growth of the induction Phase Teacher. The Mentor provides guidance, shares knowledge and experiences, and supports the Induction Phase Teacher in making a positive impact on student growth and achievement.

Coach – A Coach supports the performance of the Induction Phase Teacher in reaching a specific goal(s). It could be the Mentor, but it is not required to be the Mentor.

Guide – A Guide supports experienced teachers as they acclimate to CCA.

MENTOR ROLES AND RESPONSIBILITIES

ROLES

- Assist with coordination/facilitation of interventions and professional learning experiences to guide growth and development of Induction Phase Teachers.
- Endure a strong start to the year. Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials and by explaining the routines and schedules that pertain to them.
- Provide instructional support.
 - Provide regular opportunities for Induction Phase Teachers to observe the Mentor teaching.
 - Participate in discussions following observations that encourage reflective thinking.
 - Conference with Induction Phase Teacher prior to and following observed lessons.
 - Maintain open communication with the Induction Phase Teacher either face to face or electronically.
 - Support the learning of standards and curriculum frameworks by assisting the Induction Phase Teacher in unpacking standards.
 - Assist the new teacher in refining various teaching strategies.
 - Address issues such as classroom management and community effectively with parents.
 - Work with the Induction Phase Teachers in recognizing and addressing multiple learning styles and individual student needs.
- Provide professional support
 - Inform Induction Phase Teachers of the school policies and procedures relevant to their content area and role.
 - Be a resource for information on evaluation and professional practice.
 - Assist the Induction Phase Teacher in determining appropriate professional development.
- Provide personal support
 - Introduce new teachers to other faculty members.
 - Be a sounding board for Induction Phase Teachers to help them put problems in perspective and enable them to work through issues professionally.

- Maintain a confidential relationship with the Induction Phase Teacher. It is important that the beginning teacher is confident that the conversation they have with their Mentor is safe and secure and that they will get nurturing and supportive feedback from their Mentor.
- Participate in a support process for maintaining the Mentor/Mentee relationship. If an unresolvable issue arises in the relationship, the Induction Phase Teacher will request to meet with the New Teacher Induction Coordinator and Mentor to reach a resolution to the issue.
- Serve as a liaison. The Mentor should have the knowledge and skills to refer the Induction Phase Teacher to other teachers and educational resources, so that the Induction Phase Teacher is exposed to a variety of perspectives and instructional practices.
- Serve as a resource. Inform the Induction Phase Teacher of opportunities and supports provided by various professionals.

RESPONSIBILITIES

- Meet with the New Teacher Induction Coordinator for training.
- Attend scheduled Mentor meetings with the Induction Coordinator throughout the year.
- Complete the quarterly logs by the last day of each quarter and return to the New Teacher Induction Coordinator.
- Prepare the new teacher to write a personal letter to himself/herself outlining the feelings, emotions, aspirations he/she is experiencing at this time.
- Assist the new teacher in completing the Professional Learning Plan prior to the Pre-Conference.
- Check in with the Induction Phase Teacher at least once per week.

MENTOR SELECTION

Mentors must be classroom teachers whose proficiency is without question. Mentors may not be assigned more than three teachers at any time. The following criteria must be considered when selecting a Mentor:

- The recommendation of the school principal (required).
- The completion of Mentor training (required).
- Three years of successful teaching experience (required).
- A history of outstanding performance.
- Recognition as an outstanding teacher who maintains positive peer relations.
- Understanding of beginning teacher development.
- Ability to discuss assessment information and share instructional ideas and materials with beginning teachers.
- Demonstration of effective interpersonal and collaborative skills.
- Commitment to their own professional growth and learning.

INITIAL MENTOR CHECKLIST REQUIREMENTS (PRE-PLANNING OR WITHIN THE FIRST TWO WEEKS OF START DATE)

Orientation/Familiarization

- Attend New Teacher Orientation (Mentor and Mentee).
- Familiarize the new teacher with facility/school and introduce mentee to team members, key resource people, media specialist, bookkeeper, office staff, counselors, custodians, cafeteria manager, etc.
- Demonstrate how to access and operate relevant technology programs.
- Guide the new teacher through the CCA website, including links to policies and procedures.
- Share location of instructional materials including location of grade level standards (web-based and school-based).
- Review expectations regarding lesson plans.
- Assist the new teacher in room arrangement.
- Distribute supplies and assist in obtaining/ordering other needed supplies.
- Share with any daily or special scheduling requirements such as daily reviews, silent reading, computer lab, media center visits, etc.
- Explain Open House procedures.
- Discuss how to properly receipt and account for school monies.
- Review safety plan.

Policies and Procedures

- Homework policy
- Classroom grading policy
- Recess/Classroom Break policy
- Communication with parents
- Cell phone use for teachers and students
- Substitute coverage and reporting teacher absences
- Student attendance policy
- Arrival and dismissal times
- Drills and evacuations

- Discipline policies and procedures
- Drug and alcohol
- Bullying policy and actions

Curriculum and Instruction

- Review master schedule and class schedule
- Review permanent records
- Textbook check-out procedures

Professional Learning

- Review Data Team process and related responsibilities of the new teacher.

Coaching and Observations

- Schedule two-three observations by the Induction Phase Teacher of master teachers (non-mentor) during the first semester.
- Meet with the new teacher prior to the observation and following the observation using the pre/post observation guidance form.
- Schedule two-three coaching visits with the Instructional Coach (can be the mentor) during the first semester.

QUARTER 1 MENTOR CHECKLIST REQUIREMENTS
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Policies and Procedures

- Review grading policies and practices

Curriculum and Instruction

- Develop 3-day emergency plans for substitutes
- Assist with entering grades into the grading platform and discuss the importance of timeliness, particularly at the middle and high school levels
- Demonstrate how to prepare progress reports and report cards
- Discuss comments on progress reports and report cards

Coaching and Observations

- Begin observations of master teachers for the first semester (2 required annually)
- Meet with the new teacher prior to the observation and following the observation using pre/post observation guidance form
- Begin three coaching visits with the Instructional Coach (can be the mentor) during the first semester (3 required annually)

QUARTER 2 MENTOR CHECKLIST REQUIREMENTS
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Policies and Procedures

- Discuss delayed openings and inclement weather policies
- Review the school's retention and failure policies
- Discuss exam policy and last week of semester schedule

Curriculum and Instruction

- Review curriculum map and pacing guide and adjust as necessary
- Discuss best practices surrounding classroom management and instructional strategies
- Discuss testing schedule and review strategies to prepare students

Coaching and Observations

- Continue observations of master teachers (2 required annually)
- Meet with the new teacher prior to the observation and following the observation using the pre/post observation guidance form
- Continue coaching visits with the Instructional Coach (one or two should be completed during first semester – 3 required annually).

QUARTER 3 MENTOR CHECKLIST REQUIREMENTS

Policies and Procedures

- Discuss budget process for teachers

Curriculum and Instruction

- Review curriculum map and pacing guide and adjust as necessary
- Discuss best practices surrounding classroom management and instructional strategies
- Discuss testing schedule and review strategies to prepare students

Coaching and Observations

- Schedule and begin observations of master teachers for the second semester (2 are required annually)
- Meet with the new teacher prior to the observation and following the observation using the pre/post observation guidance form
- Continue coaching visits with the Instructional Coach (one or two should be completed during first semester – 3 required annually).

QUARTER 4 MENTOR CHECKLIST REQUIREMENTS

Policies and Procedures

- Discuss procedures for closing out the year and explain school checkout procedures
- Review collecting money for lost, damaged, or stolen books
- Demonstrate how to update cumulative records (if applicable)
- Review exam policies and procedures and schedule for the last week of the semester
- Assist with final report cards
- Explain how to complete inventory (textbook, classroom)
- Review summer room arrangement and other year-end procedures

Curriculum and Instruction

- Discuss the importance of continued instruction during the last few weeks of school

Coaching and Observation

- Complete observations of master teachers for the second semester
- Meet with the new teacher prior to the observation and following the observation using the pre/post observation guidance form
- Complete three coaching visits with the Instructional Coach (one or two should have been completed during the first semester)

**OBSERVATION GUIDANCE FORM
(FOR USE IN MENTOR AND COACHING VISITS)**

STEP 1: Select a Topic for the Visit (Selected by the Mentee and returned to the Mentor)

- Professional Knowledge – Content
- Support for Lesson Planning
- Planning for Differentiated Instruction
- Instructional Strategies and/or Delivery
- Differentiated Instructional Strategies
- Using Assessment Data to Plan for Instruction
- Classroom Management
- Academically Challenging Environment
- Other: _____

STEP 2: Assign a Coach or Mentor

Coach's Name: _____

STEP 3: Plan for the Visit (To be completed by the assigned coach)

- Set a meeting date/time for a brief pre-observation visit
 - Define the specific need
 - Establish confidentiality
 - Discuss the lesson to be observed
 - Discuss the desired outcome of the lesson
 - Collect any necessary data or documents, including lesson plans

STEP 4: Conduct the Visit (To be completed by the assigned coach)

- Provide specific feedback to the teacher regarding the agreed upon need
 - Focus on strengths and areas of improvement
 - Give specific examples
 - Be prepared to offer resources and suggestions for enhancing the lesson or skill

STEP 5: Reflecting Together (To be recorded by the coach)

- Set a time to reflect upon the visit – Date: _____ Time: _____
 - Restate the original need or area to be addressed
 - Review specific data collected
 - Teacher and coach ask and answer questions regarding the observation
 - What do you think would happen if...?
 - How do you decide...?
 - How do you come to a conclusion about...?
 - What is the impact of _____ on students?
 - What is another way you might...?
 - What criteria do you use for...?
 - Other resource suggestions
 - Some teachers have tried...
 - Research shows that...
 - A recent article said...
 - Let's research some solutions together...
 - I can model _____ for you. Let's set a date.

STEP 6: Reflecting Alone (To be completed by the mentee on a separate sheet of paper and returned to the mentor)

- Spend some time follow the coaching visit to reflect upon the lesson and conversation following the lesson
 - Overall, how was your lesson?
 - What is one strategy you can try in your classroom?
 - Was the feedback helpful?
 - How will you explore this area future?
 - Do you need additional support in this area?

INDUCTION/MENTORING VERIFICATION FORM

Community Christian Academy
 Induction/Mentoring Verification Form
 Induction Phase I - II

Induction Phase:	Teacher's Name Circle one: Q1 Q2 Q3 Q4	Grade Level/Position: Mentor's Name:
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Types of Activities: OR – Orientation/Familiarization, PP – Policies and Procedures, CI – Curriculum/Instruction, PL – Professional Learning, CO – Coaching/Observation, MC – Mentor Checklist Requirements (Completion of the Self-Assessment and Professional Learning Plan with the Mentor are required).

Date	Type of Activity	Specifics	# of Hours Participation	Mentor's Initials	Induction Phase Teacher's Initials

Induction Coordinator's Signature _____ Date: _____

PEER TO PEER CLASSROOM OBSERVATION FORM
(For New Teacher Use as Directed by Mentor)

Observer: _____ Teacher Observed: _____

Date: _____ Time: _____ Subject: _____

Respond to the following checked item(s) on separate paper

Focus on Planning

How does the teacher plan for differentiated instruction?
How do you know that the teacher links the activity to the standards?
How can you tell that the teacher has high expectations for all students?
What else do you see that lets you know the teacher has planned well for the lesson?

Focus on Instructional Delivery

How does the teacher engage the students?
How does the teacher build upon the students' existing knowledge?
What teaching strategies does the teacher use to ensure mastery of content?
How does the teacher use technology?
How does the teacher promote higher-order thinking skills? Questioning? Activities?
How does the teacher differentiate for learning? Content? Process? Product? Learning Environment?
Does the teacher use flexible grouping? If so, how?

Focus on Instructional Delivery

How does the teacher use informal assessments to monitor progress?
How does the teacher use assessment results to adjust instruction?
How does the teacher encourage the students to use assessments?

Focus on Learning Environment

How does the teacher respond to disruptions?
How does the teacher establish clear expectations?
How does the teacher model respect, caring, fairness, respect, and enthusiasm for learning?
How does the teacher arrange the classroom and materials to facilitate learning?
How does the teacher maximize instructional time?
How does the teacher convey the message that mistakes are a valuable part of learning?
How does the teacher communicate high expectations for learning?

Reflection

What did you find most valuable?
What additional questions or areas of clarification do you have for the teacher?
What do you plan to try in your classroom?
What do you already do that the visit validated for you?