

CROSSROADS CHRISTIAN ACADEMY



FACULTY HANDBOOK 2017-2018

This manual reflects current policies and practices and supersedes all previous editions of the manual. This handbook is a work in progress and will be updated as necessary.

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Statements and General Objectives

MISSION STATEMENT

The mission of Crossroads Christian Academy is to assist the family and the Church by developing students academically, spiritually and socially under the leadership of Jesus Christ, and to support and encourage the spiritual and professional growth of the faculty and staff.

CORE VALUES

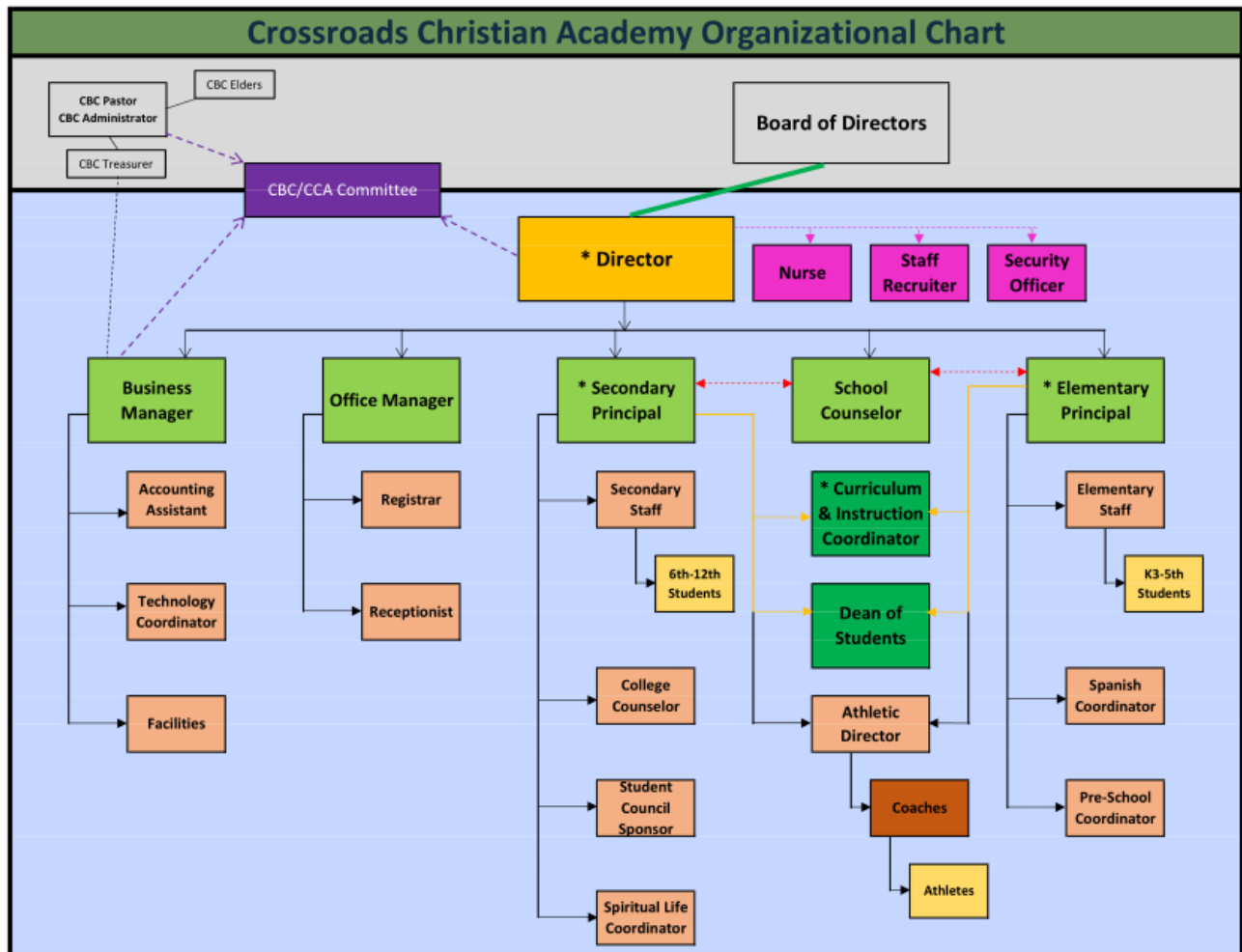
1. **Academic Excellence:** CCA will provide a standards-based U.S. academic education adapted to the needs of our diverse student body that prepares students to be global, critical thinkers able to adapt to a changing world.
2. **Biblically Centered:** CCA will provide a Christ-centered environment, with faculty and staff who are committed Christians, who disciple students in Christian doctrine and principles, yet allow all students the freedom to make their own choices.
3. **International Awareness:** CCA will challenge students to appreciate cultural diversity and, as servant-leaders, to seek ways to improve their community and to actively support endeavors to meet the needs of others worldwide.
4. **Caring Community:** CCA will provide a safe and secure environment in which each child can develop as God has designed them.
5. **Church-Related:** CCA, as a ministry of Crossroads Bible Church, will fulfill its mission in accordance with the policies of Crossroads Bible Church, its sponsoring body.

STATEMENT OF FAITH

1. We believe that full and final authority rests in the Scriptures, both Old and New Testaments that they are the inspired revelation of God's truth to man, completely trustworthy and the only and sufficient rule for faith and practice (II Timothy 3:15-17; II Peter 1:19-21).
2. We believe that the Godhead eternally exists in three Persons: the Father, the Son, and the Holy Spirit; that these three are one God, having the same nature, attributes, and perfection; and that all three are worthy of the same homage, confidence, and obedience (Matthew 28:19-20; John 14:6-17; Colossians 1:13-19; Hebrews 1:1-3).
3. We believe that man was originally created in the image of God to worship and serve God in His creation that he fell from this high calling, and that through his sin man lost all spiritual life and became subject to the power of the devil. This fallen human nature has been transmitted to all men everywhere, with the exception of the man Christ Jesus, so that every child of Adam is alienated from God and is in need of saving grace (Genesis 1:26-28; Psalm 8; Romans 1:18 and 3:23; Ephesians 2:1-3).
4. We believe that the eternal Son of God became incarnate to reveal God to men and to reconcile men to God, that in historical fact He was born of the virgin Mary, lived on earth, was crucified and buried, rose from the dead, and ascended into heaven (John 1:1-14; Acts 2:22-36; Philippians 2:5-11).

5. We believe that salvation for men has been provided by the sacrifice of our Lord Jesus Christ, who died as our substitute, shedding His blood for the remission of our sins (Romans 5:6-21; Colossians 1:11-14 and 19-22; I Peter 1:18-23).
6. We believe that salvation is received by faith and that those who trust Christ as Savior receive forgiveness and are born again, passing from spiritual death unto everlasting life (John 3:1-18; Romans 5:1-5; Ephesians 2:4-10; Titus 3:4-7).
7. We believe that the true Church is composed of all who are born again, that the Holy Spirit baptizes all believers into one Body, endowing the Church with the gifts needed for its work. We are, therefore, to rise above personal and sectarian differences and to maintain the unity of the Spirit in love and peace (Romans 12:4-19; I Corinthians 12:1-27; Ephesians 4:1-16).
8. We believe that the Church has the responsibility to carry out the Great Commission of Jesus Christ, that is, to make disciples of all nations (Matthew 28:18-20; Mark 16:15; Romans 10:14-15).
9. We believe in that blessed hope, the personal return of Christ for His Church. At death the redeemed enter into the presence of Christ and, after the resurrection of the body at His coming, they shall forever be with Him in His glory. Unbelievers after death await the final judgment when they shall be punished with everlasting separation from the presence of the Lord (I. Corinthians 15:19-58; Philippians 1:20-23; I Thessalonians 4:13-18; Revelation 20:11-15).

Organizational Structure



Employment and Labor Guidelines

Definitions:

Full Time:

- Full-time employment as a teacher is defined as having full responsibility over a self-contained classroom or having five subject area preparations per day, 40 hours per week. The work day is from 7:15 a.m. to 4:00 p.m.
- Full-time employment as support staff or auxiliary staff will normally be defined as 7:15 a.m. to 4:00 p.m. although some positions may have other arrangements based on responsibilities and type of work.

Half Time:

- Generally, half-time is defined as teaching three (3) five day a week classes or working 4 hours a day or more.
- Half-time employees must be available to students 20 minutes prior to as well as 20 minutes after any of the classes they teach.
- Faculty or staff moving from full time to half time will experience a salary reduction.

Part Time:

- Part-time employment would be anything less than what is described above.
- Part-time staff are not responsible for duties although one's willingness to volunteer would be greatly appreciated.
- Faculty or staff moving from a full-time or half-time position to a part-time position will experience a salary reduction.

Board Involvement and Appeal Process

If a problem of major importance arises between an employee and the Director and cannot seem to be resolved after the two have discussed the issue, help may be requested by either of the two from the Board.

A teacher has a right to appeal any disciplinary action.

- A formal written appeal must be submitted to the Director within three working days of receipt of the disciplinary action.
- The Director will review the appeal and provide an answer within three working days.
- If the teacher is not satisfied with the Director's final decision, the teacher can appeal to the Board.
- Teachers are not to bypass the administration to discuss these matters with the school board, parents, or friends.

Any appeal to the Board must be made in writing to the Chairman. If an appeal is heard, it will be reviewed at the latest at the next regularly scheduled meeting. The Board has the prerogative of hearing or not hearing an appeal. If the matter is brought before the Board it will be reviewed and a written response will be issued. If a parent cannot abide by the decision of the Board, they will either drop their appeal and cooperate with the school authority or withdraw their child from the school. If a teacher cannot abide by the decision of the Board he/she will resign at the end of the contract period. If parents or teachers bring concerns about individuals in the school, or the day-to-day operation of the school to the Board, the Board will redirect these individuals to the administration or specific teachers, as appropriate.

Bank Account (Local) Instructions and Documentation

- In order to apply for a bank account, individuals must have established residency within the Republic of Panama. Once residency has been established, banks will have different criteria regarding what is needed to open a bank account. Typically banks will want to see one or more letters from financial institutions confirming that one's account is in good standing from the home country. Typically these documents will not be accepted by the bank if they are more than 30 days old.

Contracts (Ministry Agreement and Panamanian Labor Agreement)

- All new staff and faculty members will receive and sign two documents.
- The Panamanian Labor Agreement is reflective of Panamanian labor regulations. This contract is required by all employees and must be printed in Spanish and signed at the beginning of service. The Panamanian Labor Agreement is indefinite unless stated otherwise. Original agreements must be signed and returned within 10 days. Indefinite contracts are renewable annually without a new signature.

- The Ministry Agreement places in writing the expectations, commitments, and obligations that all staff must attain to regarding conduct and fulfillment of responsibilities. This document includes the position's job description as well as items that define us as a Christian school. Specifics will be listed based on individual duties and work responsibilities. Any housing benefits will be delineated in this document. This document will be renewed and signed annually before the new school year begins, typically in conjunction with your end of year meeting with the Director.
- It is up to the administration to designate and assign teaching responsibilities that fulfill the part-time, half-time or full-time criteria.
- It is the administration's prerogative to arrange classes and schedules for all faculty and staff in a way that most effectively accomplishes the mission and goals of the school in conjunction with an individual's talents, abilities, and passions.
- Letters of Intent are distributed at the beginning of November and should be returned before teachers leave for Christmas break. The school will list and begin recruiting for any positions that are vacated or for positions where teachers are undecided.
- If a candidate is found that matches a position for which a teacher is undecided the teacher will be informed by the Director before the new candidate is hired.
- The Director will confirm the renewal of all positions and any staff or faculty member who will not be issued a contract will also be notified by the Director.
- All contractual questions or requests must be presented to the Director for consideration before a teacher leaves for Christmas Break. The Director will respond to questions or requests as soon as possible.

Driver's License (Panamanian) and Owning a Vehicle

- Foreigners may drive on a tourist visa for up to 90 days, so long as the individual has a current driver's license from another country. Once a missionary carnet or other valid visa is received, the teacher must also obtain a Panamanian driver's license. A driver's license may be obtained at the local Transit office. The driver's license will be issued for the length the carnet is valid (3 months, 1 year, etc.) It is necessary to obtain a new driver's license with each new visa. More detailed information can be provided if you choose to obtain a license.
- Checkpoints - Local police often stop vehicles and ask for proper identification. If the teacher's paperwork is being processed in immigration and he/she does not have a valid carnet and/or driver's license, this may be difficult to explain to a policeman. It is recommended that all teachers keep the school's legal representative's number handy, so he can explain the situation, if necessary, to the local authorities. Ruben Ortega is CCA's legal representative (for visas). He is happy to do this. His number is 6512-7106. If a teacher does not have proper legal paperwork he/she may be given a large fine or be detained.
- If you are pulled over you must present valid identification and valid license. Traffic police may ask for a bribe if they think they can get away with it.
- If you own a vehicle it must be insured and you must keep your tags and plates current. The *Revisado* (annual inspection) is due every year within 30 days prior to the expiration month. If your tags are not renewed on time you will be charged a late fee for every week that the tags are overdue.
- If you are involved in a minor fender bender, fill out the form (which details the accident) with the other party involved in the accident. This form should be kept in your car at all times.
- If you are involved in a major accident but not injured you may need help. The process involving a major accident will take time. Call an administrator or the school nurse for help, if needed.
- The following items must be present in every car: proof of insurance, the current revisado, the book of driving rules, and an accident form.

Employment Outside of School

- According to Panama visa regulations, faculty and staff who have Missionary visas are not permitted to work outside of CCA, including those on a part-time or half-time basis. This includes tutoring for pay. Missionary teachers are allowed to receive donations. It is not recommended that you tutor your own students unless it is done as extra help and without pay. It's important to be aware of tax implications. Local hire employees with work permits, may tutor for pay, but must adhere to local tax regulations. School materials and work time should never be used by faculty and staff for personal financial gain.

Housing Policies

Housing policies are delineated in the Ministry Agreements which are signed annually.

Immigration Issues

- The school assists all foreign-hired employees with the application and renewal of a missionary visa. After several years with the missionary visa, the teacher may receive a Panamanian cedula for foreigners (denoted with an "E" for extranjero, on the card). The length of the visa term varies with each employee depending upon date of entry, length of contract, expiration of personal passport, etc.
- It is the responsibility of the employee to maintain a valid visa. The office as well as CCA's legal representative will monitor the expiration dates of missionary visas. Sponsored employees must maintain a valid passport at all times. If a carnet (temporary immigration card) is set to expire while a teacher is out of the country, s/he must renew the carnet before leaving Panama for their trip.
- Local hires are responsible to maintain the proper visa and work permit allowing them to be employed by the school.
- Exit visa – The teacher must check with CCA's legal representative at least 2 weeks in advance of the departure to see what is required in each case.
- It is highly recommended that teachers carry their passport with them at all times until they are issued a carnet (especially if they will be driving). After they have a carnet, they should carry that at all times and leave their passport at home. It is wise to carry a copy of your passport even after you have received your carnet.
- If the teacher plans to travel to other countries while in Panama, it is the teacher's responsibility to make sure he/she has a valid passport and that his/her visa status is current so as not to inhibit their re-entry to Panama. It is recommended that your passport be valid for at least six months. (This is required for travel between the U.S. and Panama.) Renewal of U.S. passports can be done at the U.S. Embassy. Check online (<http://panama.usembassy.gov/service.html>) for current procedures.

Insurance

- All employees of Crossroads Christian Academy must have adequate health insurance coverage. This typically means they are enrolled in a private local or international plan.
- Panamanian Social Security provides national health coverage for anyone contributing to the social security system.
- The use of national services is strictly up to the employee's discretion.
- The school covers the cost of the coverage for all half-time or full-time employees as defined by their contract.

- If a staff or faculty member chooses to obtain alternative coverage it must be approved by the administration, and they must submit to the business office a copy of their policy each renewal period.
- Employees may choose to add family members to their personal plan at their own expense.
- Employees covered by another health plan provided by a family member through a different employer will not receive a health insurance stipend. (i.e., spouse's health coverage)
- Plan Details
 - Employees may need medical exams, medical history documentation or lab tests to qualify.
 - Pre-existing conditions are not covered. Documentation of pre-existing conditions may need to be verified by medical records.
 - There is a waiting period for certain medical conditions such as pregnancies.
 - The plan is not available to new employees that are 65 years old or older.
 - The plan coverage ends at age 70.
 - The local plan provides coverage in Panama and Central America only.
 - Plan details will be present by a representative from the Health Insurance Company. The date and time will be announced by the administration at the beginning of the school year for both new and returning recipients.
 - Co-pays may be necessary. Using a medical provider outside the PPO will require full out-of-pocket payment and a claim must be submitted to the Health Insurance Company for any reimbursement.
 - Be sure you have a current brochure outlining the details of the plan.
- Traveler's Insurance - Because local coverage can take several months before it becomes effective, the school will cover the premiums for traveler's insurance for qualified employees. This coverage will be initiated prior to the teacher leaving the U.S., so that the teacher is covered as soon as they arrive in the country. Once coverage with the local plan becomes effective, then the travelers insurance will be dropped.
- The school also recommends that anyone traveling outside of Panama consider "Trip Insurance" as a supplement to the Health Plan. This is solely an individual decision and the employee bears any additional costs.
- Although the Health Insurance Plan provides a minimal Life Insurance plan the school recommends that employees consider obtaining additional Life Insurance.

Leave

Funeral Leave

- Sick days are taken for funeral leave.
- Staff members needing additional time must make their request directly to the school Director. Additional time may result in compensation reduction.
- Funeral leave is reserved for immediate family members – mother, father, grandparents, children, brother, sister, cousins – must be legally related.
- All Panamanian Labor regulations will be applied to each situation.

Maternity Leave

- The School adheres to all Panamanian labor codes regarding maternity leave.
- If a teacher plans to continue teaching full time after childbirth, then the teacher will qualify for 14 weeks of paid maternity leave divided into two periods – six weeks prior to delivery and eight weeks after delivery. The start dates are specified by a doctor.

- If a teacher will not continue teaching full time after childbirth, then all pay and benefits (including such things as housing and insurance coverage) will cease the last day of maternity leave. Unused accumulated sick leave may be used at this time.
- If desired by both the teacher and the school, a new contract may be negotiated under the new conditions.

Miscellaneous Leave

- Faculty and staff who have visa and immigration issues that are not school related must fill out a Request for Leave of Absence Form and turn it into the office. If a substitute is needed, please submit the Substitute Information Form to the appropriate Principal.
- Faculty and staff whose visa is sponsored by CCA will be notified when they will need to leave campus for immigration related issues.
- If a faculty or staff member is leaving campus to take care of school business please sign out/in with the school office.
- For things like “family emergencies” (*not related to medical*), running home to get something or leaving campus to purchase lunch, please sign out/in with the office.
- It is requested that the employee returns to school as soon as possible. It is assumed that an employee’s absence is only for a short period of time, generally less than one hour. If the situation requires extended leave please contact the school office as soon as possible.
- When an employee returns after an unexpected, extended period away from campus a Request for Leave of Absence form is to be submitted to the school Director otherwise the time will be counted as personal time.

Personal Leave

- Two personal days are allowed per year. Only in extenuating circumstances may these days be taken within one week of the end of a grading period or in conjunction with scheduled school breaks and holidays either before or after. Employees choosing to use these days outside of these parameters will lose future benefits and experience salary deductions for not showing up for work.
- Personal days can be divided into half days as well. A half personal day would be leave from 7:15 to 11:30 or from 11:30 to 4:00. Leave time of an hour and a half or more will be counted as a half day. Leave time less than an hour and a half can be cumulative.
- Employees must fill out a Request for Leave of Absence form clearly providing the requested information and turn that into the school office. Approval must be given by the Director. In the best interests of the school, the requested personal leave may be denied. When personal days are used, it is strictly up to the discretion of the Director. If a substitute is needed for the absence, the Substitute Information Form should also be submitted to the appropriate Principal.

Sick Leave

- The calculation of sick leave is based on the Panamanian labor regulations.
- Sick leave for full-time employees is 18 days per year.
- Sick leave is cumulative for 2 years. Sick leave “left over” after the first year of service can be used during the second year. Apportioned sick leave that is not used during the second year (but not the first) can be used in the third year and so on. Maximum amount of sick days is 36 in one specific year.

- Sick leave is to be used for illness of the teacher or one of their immediate family members, medical appointments, dental appointments, medical emergencies, funeral leave or psychological reasons.
- If eighteen days of sick leave are used up before the year is over, the cost of a substitute for any additional time may be deducted from teacher's salary. Teachers may appeal to the Director for additional time off in case of extended illness.
- If an employee becomes sick prior to the start of a school day they must contact the Director as soon as possible, preferably before 6:30 a.m.
- If an employee is ill and anticipates that he/she will be not be able to attend the next day, he/she should notify the Director as soon as possible.
- Teachers may send a text, Whatsapp or email, but if confirmation is not received, the teacher must call to confirm awareness of the absence. If the Director does not confirm the absence, the teacher must contact the appropriate Principal.
- All substitute plans should be sent by email to the appropriate Principal.
- Employees becoming sick during the course of a work day must report to the school nurse for permission to leave. The school nurse will then contact the school office to request coverage for the individual being sent home.
- According to Panamanian law, teachers need to bring a doctor's waiver/note the day they return. Without a medical waiver from a doctor employees cannot contest any salary deduction as a result of an unverified sick day. It is required that a doctor's note be obtain for sick leave that extends three (3) days or longer. Waivers can be obtained from visiting Social Security doctors or the doctors at Clínica Albrook. Clínica Albrook's phone number is 315-0773. It is open from 7 a.m. to 10 p.m. Monday to Friday and 7a.m. to 9 p.m. on Saturday.

Marriage While Under Contract

- Foreign-hired teachers who marry a local Panamanian while under contract with CCA will automatically void their current ministry agreement and missionary visa. A new agreement will be initiated reflecting a new employment status.
- Foreign-hired teachers who marry a local Panamanian must obtain the appropriate documentation to work in Panama as a local employee as their missionary status will terminate. CCA will work with each individual who possesses a current contract with the school as he/she moves through the immigration process.
- A foreign-hired teacher who marries will be responsible for the Panamanian visa process for their spouse.
- CCA housing will no longer be available. Please discuss your situation with the Director.

Salary/Stipend

- Teachers are paid on a monthly basis beginning August 15th. Final pay for teachers leaving CCA who have completed their contract will be deposited on July 15th. Faculty or staff who have been terminated or dismissed will receive their final pay within two (2) weeks after their final day, provided all required paperwork is submitted.
- All Faculty and Staff are required to maintain a Panamanian or U.S. bank account to receive their direct deposit salary/stipends.
- In accordance with Panamanian law, the annual pay is divided into 13 payments with 12 regular monthly payments and three additional payments equivalent to one month's salary/stipend in August, December, and April. The initial 13th month payment for new hires is only the August 1st -15th portion of their extra pay.

- CCA will provide any income information needed for individual taxes. Employees of CCA, whether local or foreign, are responsible to file personal income taxes as required for Panama or their home country. For the purposes of filing income taxes, the employee should use their December paystub as proof of payment for the calendar year.
- Salary/Stipend is based on years of experience, advanced degrees, and/or level of responsibility.
- Other non-monetary benefits may apply depending on employment status and level of responsibility. Such benefits are outlined in the employment contract if applicable.

Tax Filing (Local and Home Country) and Panamanian Social Security

- It is not necessary for foreign hires to file an annual tax form in Panama, but s/he must stay up to date with Home Country requirements.
- Citizens of the United States must file Federal Income tax forms and Foreign Earned Income tax forms. All income whether from Panama or the United States should be included on your Federal Income tax form. In most cases there will be no taxes to pay.
- U.S. citizens must keep in mind that as long as they work abroad in any local institution or organization they are not contributing to the U.S. social security system. Local contributions are being made by the school but only to the Panamanian Social Security system.
- For U.S. citizens, all benefits received from the school (housing, kids' tuition, etc.) should be declared on your U.S. taxes each year.
- It is highly recommended that you seek knowledgeable assistance with your taxes, especially in the first year.

Termination of Employment

- Employment may be terminated because of criminal activity and may require involvement by the local authorities.
- Employment may be terminated because of inappropriateness toward students and may require involvement by the local authorities.
- Employment may be terminated because of a lack of professional improvement.
- Employment may be terminated because repeated non-compliance with school policy, insubordination, or an unwillingness to uphold and promote school policy and spirit.
- Employment may be terminated because of an unwillingness to resolve issues and work out differences. Refusing to meet and discuss issues can be seen as insubordination.
- All termination of employment will be in accordance with Panamanian law.

Tuition Discount Benefit

CCA provides tuition discount benefits to all employees. Employees must meet the stipulations in this policy in order to qualify for the benefit.

All full-time foreign-hired faculty or staff who are on a missionary visa sponsored by CCA will receive a full tuition discount for two legal children. If both parents are full time and are on a missionary visa sponsored by CCA, the tuition discount applies to three children.

All full-time, local hired, certified* teachers and administrative personnel who are residents of Panama or obtaining residency but are not sponsored by CCA will receive a 50% tuition discount for the first year of service, and a 100% tuition discount for the second year of service. The benefit applies to two legal children. If both parents are full time, the tuition discount applies to three children.

All full-time, local hired, staff members (non-teaching or non-certified teachers) and part-time certified* local hire teachers will receive a 25% tuition discount for the first year of service, 50% tuition discount for the second year of service, 75% tuition discount for the third year of service, and a 100% tuition discount for the fourth year of service. The benefit applies to two legal children. If both parents are full time, the tuition discount applies to three children.

*Certification is defined as U.S. state certification or an ACSI Standard Certificate.

Additional Considerations:

- Entrance fees are waived for all children receiving a tuition benefit.
- The following types of fees are the responsibility of the employee: registration fees, supply fees, uniforms, lunch fees, technology fees, field trips, etc. Any fee that is not considered tuition is to be paid by the employee.
- Any local hired faculty or staff who is also a corporate paying client is not eligible for the tuition benefit.
- Full-time local faculty/staff who return to CCA after departing under positive circumstances will be credited any previously earned tuition discounting assuming they remain full time.
- All tuition benefits are forfeited should the staff member no longer be employed by the school.

Professional Development

Purpose of Professional Development at CCA:

“Whatever you do, do your work heartily, as for the Lord rather than for men, knowing that from the Lord you will receive the reward of the inheritance. It is the Lord Christ whom you serve.” Colossians 3:23-24

At Crossroads Christian Academy we believe in pursuing excellence in education for we believe that God has called us to this endeavor and as such we are working for the Lord.

We believe in hiring, training, and providing opportunities for growth and development for all of our staff such that they are Spiritually strong, Physically strong, Relationally balanced, Culturally informed, Missions minded, and Academically adept.

Being an international Christian school with the majority of our staff from outside the school’s host country, it is incumbent upon us to provide for the wellness of our staff as well as cultural training, since they are away from their home country, in addition to providing training in Christian worldview, Biblical integration, curriculum/instruction/best practices, and technology.

Procedure for Professional Development at CCA:

In order to accomplish our purpose for professional development (PD), CCA has determined that PD will occur based upon five training strands; (1) Biblical Integration & Worldview, (2) School Community, (3) Inter/Cross Cultural, (4) Curriculum and Instruction, and (5) Technology. A combination of all staff, departmental, and individual training will occur in order to ensure that staff are developing in the above five strands. Specific PD days will be set aside for all staff training in one of the strands, or possibly divided up by departments or grade levels or other groups as appropriate. Additionally, individual staff members can pursue professional development on their own.

A point system has been set up for staff to keep track of the training and participation in the various strands. Twenty points per each of the five strands is required per year per staff member. CCA will provide opportunities for many of those points to be earned via the all staff and departmental PD meetings. The remainder of the points will be earned based upon the individual staff member's involvement in various activities and training sessions.

Administrators will be responsible for collecting and recording the evidences for the various staff members' involvement in PD activities and training sessions. In addition, follow-up communication or classroom observation will occur such that administration and/or other staff can see how particular PD activities and training sessions are actually being implemented in the classrooms for the betterment of our students.

At the end of each school year, awards will be given for the top three point earners in professional development, with a minimum of twenty points in each category. First place will be awarded \$100, second place \$75, and third place \$50. All points must be submitted by the final Friday in May. Courses completely paid for by CCA (certification renewal or graduate credit) will not count toward the cash award at the end of the year, though points will be issued.

External Professional Development

The School Board commits to budget and fund professional development on a yearly basis in consultation with the Director. The amount available for disbursement will vary from year to year. Teachers must request approval from the Director before pursuing a professional development opportunity in order to receive reimbursement or funding.

Professional development options for teachers:

- The participation in a seminar or training related to their area of teaching. The school may only cover registration and materials.
- The purchasing of materials, such as DVD's, software licenses, etc., that are directly related to the teacher's area of responsibility. If the teacher leaves, the materials are the property of CCA.
- The enrollment in classes to maintain credentials, renew certificates or gain certification/training in a specialty area can be submitted for approval.

If a teacher attends a professional development event that the school has funded, he/she will be asked to share what has been learned with the rest of the faculty/staff so all can benefit from the experiences.

Funding for Seminars, CEU's, Conferences and Other Forms of One-Time Training

CCA requires teachers to keep credentials up to date and encourages on going professional development.

Staff and Faculty desiring to attend a professional development event must submit in writing the following:

- description of the event
- how this will enhance them professionally
- what the costs are
- how this professional development will benefit CCA

If the request is approved by the Director, the business office will inform the individual of the amount the school will cover. The awarding of financial assistance will be based on longevity, professional commitment and appropriateness to the vision and direction of CCA.

A maximum of \$400 per year may be awarded for classes necessary for the renewal of state or ACSI teaching certificates. If the teacher does not return the following year, s/he will be asked to reimburse 50% of the amount awarded.

At times, the school administration may plan specific professional development events into the school calendar. In most cases the school will cover the majority of the cost although some of the costs might be the responsibility of the faculty/staff member. If a teacher will not be returning the following year but chooses to attend the conference or event, the faculty/staff member may be responsible for 50% of the total cost of the event.

In cases where the administration is asking a staff member to attend a specific conference, all costs related to the event will be covered by the school. Housing, travel, event costs, and a reasonable food allowance will be provided (including taxi fares to and from the airport and \$10/day -- \$30 maximum per day-- for food). All receipts must be turned into the business office attached to a Reimbursement Form within thirty (30) days of returning from an event in order to receive any reimbursements.

Reimbursement for Graduate Tuition

CCA encourages faculty and staff to consider further studies in their area. It is felt that continual learning not only improves you professionally but also improves the school. It is the desire of the CCA leadership that all faculty and staff are working on advanced degrees. CCA is committed to setting aside funds each year for the purpose of helping faculty and staff accomplish advanced degrees. We believe that a faculty/staff member with fresh concepts and cutting edge ideas help to move the school forward.

If you are considering graduate work or continuing your graduate studies please fill out the Financial Assistance Application so you can be considered for financial reimbursement.

The Financial Assistance Application is not to be used to request financial assistance with CEU's, seminars, conferences or other forms of one-time training. The funding is specifically for graduate work and must be used within the time period designated. The graduate degree must be relevant to your field and the needs of CCA. If you fail to accomplish your requested classes you will not receive any funding.

Available funds may vary from year to year. Seniority, longevity, job performance, and work load will be determining factors. Funds will be distributed in the form of a "loan" and will be distributed once a passing grade has been issued. You must have a valid contract with CCA to receive funds. The maximum award per year is \$2,000. One additional year of service is required for each \$1000 awarded. If the teacher does not return the following year, s/he will be asked to reimburse 50% of the amount awarded.

Faculty Appraisal and Evaluation Policy

The purpose of classroom observations is to provide feedback that can help enhance the instructional process, improve the learning environment, and assure that curriculum objectives are being achieved.

In general, all faculty members will be observed twice a year. All new teachers to CCA will be formally observed twice. Formal observations will be conducted by the Principals and/or the Director. At least one of these observations will be announced; the second may be unannounced. The Principals and Director will also visit classes randomly for informal observations and feedback. Teachers are encouraged to request observations from the administrative staff to gain feedback on certain students or situations in the classroom.

General Evaluation Process

- At the beginning of the school year, the Principals and/or Director will review the observation process with the faculty.
- New teachers will be matched up with mentors to help them with day to day issues as well as guide them through school wide events that new teachers have not experienced.
- Observations will begin sometime in September for first semester and sometime in February for second semester. The Principals will confirm the schedule.
- Post-observations meeting will be scheduled. Reviewing of goals and the setting of new goals will take place during these meetings as well.
- The teacher should sign the observation report and return it to the Principal for filing.
- Faculty will be asked to complete a self-evaluation form at a minimum at the end of each semester and will review goals from the previous year if returning.
- The Observation Criteria can be found in Appendix A of the Faculty Handbook.

Internal Processes and Facility Guidelines

Accepting Gifts

- Gifts of excessive value should not be accepted by an individual teacher.

Budgets (Classroom and Organization)

- The Classroom budget can be used to purchase prizes or supplies for a special project or things for the classroom (printer, ink, stampers, stickers, etc.) The classroom budget is not intended to fund activities such as parties or field trips.
- Items purchased from the classroom budgets must have a valid invoice/receipt and can be turned into the business office for reimbursement using the Reimbursement form.
- Materials/Supplies that are purchased without proper approval may not be reimbursed.
- Materials/Supplies purchased for a particular class using the classroom budget must stay with that classroom unless approved by the Principal or Director.
- From time to time, you will need to purchase items for your classroom that you believe may not be available in Panama or you believe will be much cheaper if ordered from the U.S. Even if you plan to use your classroom or organization (i.e., Student Council) budget, please send an email to the Curriculum & Instruction Coordinator and your Principal before making any purchases from the U.S. While prices may be cheaper in the U.S., we pay a very high price for shipping. Sometimes, if the item is available here, it is cheaper overall to buy it here even though the item is more expensive. Sometimes shipping can cost more than the item ordered! We will be able to let you know if the item is better purchased in Panama, if there is a substitute item here, or if it is not available here. Please attach the approval email to your Reimbursement Request Form.

Classroom Space Shared with CBC

- Because we share our facilities with Crossroads Bible Church, we need to be constantly aware that others will/may be using the same space we do (especially in the evenings and on the weekends).
- On Fridays especially, please put away anything that might be interesting for “little hands.” Make sure that all desk tops are completely cleaned off.
- Please post a map of your classroom near the classroom door (as detailed as possible), so that the janitors will know how to rearrange your room after activities. The clearer you are, the more likely your room will be as you expect it on Monday morning!
- Contact your Principal if you have any questions about church/classroom use. The Principal will contact the Nursery, Children’s or Youth Director at CBC regarding your questions.

Copy Machine Usage

- Instruction will be given on the use of the copier during Orientation. Please direct questions that arise throughout the year to the office.
- Teachers will be given a copy code by the office at the beginning of the school year to make copies and to remote print.
- Teachers are encouraged to utilize the copy center for the bulk, if not all, of their copy needs.
- Teachers must submit their copy requests 48 hours before they are needed to ensure they are ready in time. A two-day notice is preferred, but typically the copy center can make copies on shorter notice.
- Tests should follow the same guidelines, BUT tests should be submitted to the office, not to the Copy Center itself. This will prevent any unnecessary temptation.
- Teachers must fill out a Copy Instructions Form and attach it to each original document.
- The teacher should then place the form attached to the original document into the “to be copied” bin in the copy area.
- The scheduled copy employee will place the copies in your mailbox or deliver them to your classroom if the amount of copies is too large to fit in your mailbox.
- If the copy machine is not functioning properly please notify the office immediately. Please do not attempt to perform maintenance on the machine yourself.
- Students are not allowed to use the copier. If an emergency arises, a student should be sent to the office to ask the secretary if she can help make copies for you.
- The copiers should not be used during morning devotions, all-faculty meetings or other times that interfere with a staff members’ participation in expected activities.

Event Planning and Advertising

- All events and the advertising of these events must be approved by the Director or a designated member of the administration.
- All non-CCA announcements or posting about events in the community, must be approved (dated and initialed) by the school office. The bulletin board near the front gate is where these announcements may be posted. Expired events/announcements should be removed as soon as possible after the event. Announcements may not contradict the mission, vision, and core values of CCA.
- If the event requires the use of church facilities, see the Sanctuary and Fellowship Hall Usage section below.

Faculty Workroom/Office Area

- This area is for teacher use only. Students are not permitted in this area.
- Several teachers have their offices in this space. Please be respectful of them if you need to use the die cut machine, laminator, or copier. Please talk with colleagues quietly.
- Teachers need to clean up after themselves and be mindful of others needing to share that space.
- Report issues or needs that arise in the lounge to the office so appropriate action can be taken.

Kitchen

- The kitchen is under the jurisdiction of the church.
- The kitchen is off limits to all students unless the teachers accompany them. Teachers wanting to use the kitchen for class projects must coordinate in advance with the school secretaries in order to reserve the area.
- The use of the outdoor kitchen requires administrative approval.
- The kitchen should be cleaned by those who use it. Ensure that your food items are either removed or clearly labeled so they are not discarded.
- Do not store personal items or food in the kitchen or refrigerators for long periods of time.
- Food or leftovers that are available to other staff and faculty members must be cleaned up and put away at the end of the lunch period or day. Any food items left on the counters will be thrown away at the end of the day.
- All cups, mugs, silverware, plates, etc. should be washed immediately after use and not left in the sinks.
- Personal plates, silverware, and other utensils/items should be kept with the teacher.
- The refrigerators will be cleaned out on Friday afternoons.

Ordering, Mailing and Shipping

- Personal mail – Mail may also be received through the school as a complimentary service; however, all reimbursements for packages must be made in a timely fashion. Teachers will be billed for all costs pertaining to the personal packages they receive. You will be billed \$2-4 for each magazine issue that you receive. Mail will be delivered to CCA on a weekly basis by Airbox.
- Distribution of mail - In order to keep track of costs, all mail will be sorted and distributed only by the school office.
- Junk mail - If a teacher or the school receives junk mail, please let the receptionist know, so that the mail can be returned to the courier for a credit to our account.
- Ordering of things for the classroom or to enhance the curriculum must be approved by the Principals.
- Orders for textbooks, workbooks and other major items for the classroom will be ordered in December through the Principals for use the following school year.
- There are 2 different addresses you can use depending on what is being sent:

Correspondence (letters): Crossroads Christian Academy PTY 768 P.O. Box 25207 Miami, FL 33102-5207	Packages (sent via air freight): Crossroads Christian Academy PTY 768 7801 NW 37th St. Doral, FL 33195-6503 Tel. (305) 735-8551
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Personnel Files

The school will maintain a professional file for all teachers. It is the responsibility of the teacher to submit teaching certificates, transcripts and Continuing Education Units (CEU) for that file. From time to time, the office will request documentation and other information in order to keep your file current. Please turn the requested documents or information in as soon as possible.

Reimbursements and Payments to Vendors

Reimbursements should be submitted using the "CCA Disbursement Request Form." If at all possible, we prefer to make reimbursement payments or payments to vendor via bank transfer. For bank transfers, please provide the following information on the form: Name on the Account, Bank Name, Account Number, and whether it is a checking or savings account.

If a check is requested, please note that it may take up to 5 business days for a check to be ready. To expedite the process, please submit the factura, invoice, or quote as soon as possible, even if the item has not yet been received, so that the check can be ready when the delivery is made.

Sanctuary and Fellowship Hall Usage

- The use of the Sanctuary or Fellowship Hall must be requested at least two weeks in advance.
- Faculty and staff must fill out a request form (CCA Facilities Usage Request form) and turn it into the appropriate Principal.
- On the Facilities Usage Request form, indicate everything you intend to use, anything you would like moved, and any other details that would help the setup go smoothly. You must include things like moving furniture, tablecloths, risers, janitorial, sound booth, translation equipment, etc., if you are expecting these things.
- A request must be submitted to the office regardless of whether or not the event is only for one class or is an event for the entire CCA community.
- School personnel should not go directly to the janitorial staff for help. The school office will help coordinate the details of the usage request.
- All maintenance requests should be submitted online through School Dude. Training will be provided during orientation. Small items, or immediate items like needing batteries for a clock or paper towels in a bathroom, should be brought to the school office.
- Only designated and trained individuals are to use the audio and visual equipment in the auditorium. Each year those qualified to operate the audio/visual equipment will be announced to the faculty for their reference.
- The use of these areas is very hectic around Christmas time and at the end of the school year. Planning ahead to use these areas will allow things to go smoothly.
- The Sanctuary is off limits to all students unless a teacher accompanies them and there is a specified purpose to be there.
- Guidelines for Events held in the sanctuary:
 - Please do not use tacks on the doors, columns or walls.
 - Please do not serve any red or similar colored punch (sanctuary or Fellowship Hall). This is to keep the carpet from being stained.
 - Remember that CBC/CCA only has a small number of chairs. Often, chairs will need to be rented for events.
 - Make arrangements to have someone at school to receive deliveries (food, chairs, etc.) and someone to be there for the pick up of those items as well.
 - Someone needs to lock up the building at the end of an event. Please make sure this detail is followed up upon.

- Take care to protect all church equipment that is on the stage. Generally, the church sound technician should be responsible for moving all music equipment.
- Be sure to have a “certified” sound technician in the sound booth, and make arrangements for translation (using the booth), if needed.

Teaching and Learning Guidelines

Academic Caution and Warning

Academic Caution (internal distinction)

If a student maintains a “D+” average or lower in any subject (academic caution), the parents must be notified at least four weeks before the end of each quarter or as soon as the grade becomes a D+ or lower. *Do not assume that parents will check RenWeb and see that their child has a D+ or lower. The teacher must communicate this, preferably in person or on the phone. A conference may be scheduled and should be scheduled if improvement is not seen.* Please include suggestions as to how the student can improve.

Academic Warning

Students receiving an “F” in any subject at the end of the quarter will be placed on Academic Warning. A letter of warning will be sent to the parents by the Principal. The grade must be brought up to at least a “D” in order to be removed from Academic Warning. Weekly or bi-weekly progress will be monitored and conferences may be required. Strategies for improvement will be discussed with the student and/or parents in conferences. If the grade does not improve, alternative ways to obtain a passing grade will be presented to the parents and student by the Principal. Some of the suggested items may be the following:

- Retention or the repeating of the class
- Additional course requirements over school breaks
- An alternative class that will meet requirements but place the student in a different environment
- An on-line option for credit recovery
- Tutoring

Any costs associated with these options will be the responsibility of the parents.

Students on Academic Warning will be ineligible for CCA Sports or other CCA-sponsored extra-curricular activities according to the Extra-Curricular Activities Ineligibility Policy.

Attendance/Absences

Marking Attendance in RenWeb

First period attendance should be recorded in RenWeb by 8:00. If all students are present, it is still important to mark all “P” in RenWeb. Any students that come in tardy to 1st period must come in with a tardy slip. Secondary students who arrive after 8:00 a.m. must check in with the Dean of Students before heading to class.

At secondary from 2nd period on, students who arrive after the bell, but within the first five minutes should be marked in RenWeb with an unexcused tardy (unless they have an “excused” pass from

the office). Students who arrive after five minutes must go to the office for a pass (student should have already been marked with an unexcused absence). Every three unexcused tardies will equal one unexcused absence.

Elementary teachers should not have to change attendance once it's entered. Elementary tardies will be entered by the office.

The following codes are used in RenWeb:

- P Present
- UA The student does not come within the first five minutes of class. The office will change this to excused if a change needs to be made.
- UT The student arrives late to class (within the first five minutes) with no note.
- ET The student arrives late to class and has a note from the office.
- SA *School Activity – Student is at school, but is not present in class due to a school activity, field trip, athletics, extra-curricular event or testing (**this will only be added by the office staff**)*

Please mark attendance VERY carefully and at the beginning of every class period or day (for elementary).

Make Up Work (Absences)

The student is responsible for requesting and accomplishing all make up work. Generally, for each day of absence, a student has one day to make up the work to receive full credit.

Work assigned before the absence, which is due the date of the absence or the following day, should be turned in on the day the student returns to school.

If a student returns to school on the day of a quiz or test, the student is responsible for taking the assessment IF it was announced when the child was in class AND no new material is on the assessment that was covered while the student was absent.

Students, who are absent for a test or exam, will have the opportunity to make up their tests/exams after school on Wednesdays ONLY. All other tests will need to be made up during Directed Studies.

The following steps are to be used to proceed with Wednesday make-up tests:

- 1) Teachers must fill out the Make-up Notification for Tests and Exams form, listing the test, the day it will be offered, and any instruction for the student to follow.
- 2) The form will then need to be signed by the parent/guardian and returned to the teacher.
- 3) The teacher is then to place the form, the test and any instructions into a manila envelope and turn it into the office.
- 4) The packet will then be in the office for the student to pick up and head to the designated area for the proctoring of the test. The area will be verified by the office.
- 5) The proctor/monitor will sign off on the form and once the test/exam is finished place it back in the envelope and place it in the teachers mail box.

Smaller missed assessments (quizzes, etc.) will need to be made up during a student's lunch period, study hall or during directed studies.

Bell Schedule (Secondary)

M, T, R, F Schedule			Wednesday Schedule		
Period	Time	Minutes	Period	Time	Minutes
1	7:40 – 8:33	53	1	7:40 – 8:11	31
2	8:37 – 9:27	50	Chapel	8:15 – 9:00	45
Break	9:27 – 9:35	8	Break	9:00 – 9:10	10
3	9:35 – 10:25	50	2	9:10 – 9:40	30
4	10:29 – 11:19	50	3	9:44 – 10:14	30
Lunch	11:19 – 11:44	25	4	10:18 – 10:48	30
5	11:48 – 12:38	50	5	10:52 – 11:22	30
6	12:42 – 1:32	50	6	11:26 – 11:56	30
7	1:36 – 2:26	50	7	12:00 – 12:30	30
Directed Studies	2:30 – 3:00	30			

Chapel

Chapel is divided into separate elementary and secondary divisions. Periodically, chapel will be combined with students from K3-12th grade. Class sponsors/teachers will sit with their classes during chapel and monitor their behavior. At secondary, other teachers will be assigned a class to sit with. At the secondary level, when small groups meet during the chapel hour, faculty are expected to lead and/or attend a group.

Students should not be playing with anything, doing schoolwork, talking, or fooling around during chapel. They should participate in the singing if they know the songs. While we can't force them to do motions or actively participate, positive encouragement may help some of the shyer ones. Students should not be sliding down/slouching in their chairs because it makes it easier for them to sleep and is not a respectful posture for those leading. Students and staff members should stand at attention with hands down at their sides during the singing of the Panamanian national anthem.

Classroom and Instruction

- Teachers are responsible to keep their rooms attractive, neat, and well organized. Bulletin boards should be changed regularly. Some teachers/departments will be assigned hallway bulletin boards as well. Desks, equipment, and books must be used with care.
- Secondary Teachers: Be intentional to conclude the lesson and promptly dismiss students at the bell at the end of each class. Students should not be held after class. If you need to discuss something further with a student, please give them a pass to meet you during Directed Studies.
- Do NOT under any circumstances, let your class out early. This causes huge distractions.
- If you are sharing a classroom, please be sure to clean up your materials (especially at the front of the room), so the next teacher can begin promptly at the bell.
- Class time is valuable time that needs to be used wisely. It should be well planned to maximize the education offered. A teacher should not frequently have “free time” or “homework time” during class. In order to teach the curriculum of the school, class time needs to be used for instruction. Class activities should have the objective of communicating the lesson for the day. While instructional methods and learning styles may vary, the content that students need to learn in a given class does not. Most experienced teachers will tell you that to effectively teach their curriculum they need more instructional time, not less!

- Class time is not for a teacher to tell personal stories and simply entertain. A good rule of thumb – if students come out of your class and can repeat the stories you tell but can't tell anything they learned about your subject, you need to reexamine your use of instructional time.
- Students respect teachers who engage them immediately when class begins and keep them involved in the learning process for the entire period. Students like teachers who allow much of class time to slip by without accomplishing educational objectives, but they don't respect them as good teachers.
- Teachers are expected to be the authority and adult in the classroom. A teacher's job is not to treat students as peers. An appropriate relationship needs to be maintained both in and out of the classroom. Decisions need to be made based on what is fair and best for a student, not on feelings for the student.
- Parent contact is imperative. While communicating difficulty in the classroom is most typical, please be sure to take time to notify parents when things are going well. Set a goal at the beginning of the year for positive contacts with home. This will help to keep you accountable.

Community Outreach

If you know of a good opportunity that we can make available to our students for service, please contact the Spiritual Life Coordinator. Teachers and staff members are encouraged to participate in Community Outreach Opportunities (COOPs) as they are available.

Curriculum Guides

Teachers are expected to follow the assigned curriculum and course descriptions/outlines provided by the school.

All curriculum guides will be updated in Curriculum Trak. Access to Curriculum Trak for new teachers will be sent at the beginning of the school year. Any significant changes to the curriculum guides should be discussed with the Curriculum & Instruction Coordinator and/or Principal in advance. Units should not be deleted or moved around without first consulting with an administrator.

Directed Studies (Secondary)

CCA recognizes the importance of investing in the lives of students outside the academic setting and understands that not all learning is academic learning. Therefore, CCA is committed to providing opportunities to enhance student learning with a variety of club-style meetings sponsored by teachers, administrators, and even parents and members of the community at large when possible. Directed Studies will run during the last 30 minutes of the school day.

Each full time teacher is required to participate in 2 Helps Sessions during Directed Studies time. These sessions operate as "office hours" where students can come in to perform make up work, make up labs, take missed quizzes, get extra help, finish tests/projects/other assignments. Additionally, each full time teacher is responsible for either sponsoring or co-sponsoring one other Directed Studies time.

The depth and breadth of these Directed Studies times cannot fully be detailed as there will be an ever shifting variety of offerings dependent upon student interest and sponsor availability. However, there will be some Directed Studies (D.S.) that meet on an ongoing basis like our Middle School "Preparing for Adolescence" D.S. whereby we aid parents in discussing issues related to adolescence, in a safe environment, and encourage parents to continue these discussions at home.

Another mainstay for D.S. time will be the opportunity for students to participate in Study Hall time. Additionally, struggling students are encouraged to meet with teachers during Helps Sessions that teachers hold.

Chapel Creative Team and Chapel Band will be ongoing D.S. for our students and staff involved with the planning and executing of our weekly chapel times. Student Council meetings will occur during this time with the sponsors.

Some examples of D.S. that have been/could be done are: Pinterest, Running Club, Extended Lab Time for Science Classes, Improvisation, Bible Studies, Woodworking, Nun Chucks, No Bake Cooking, NHS/NJHS meetings, Guitar Lessons, Vocal Ensemble, Athletic Decathlon/Pentathlon Preparation, and a variety of other options given the creativity of teachers and students to put together an appropriate gathering. Contact the Secondary Principal with your ideas on how you can be involved.

Discipline Plan (School-Wide)

CCA's school-wide discipline plan is based on the principles from "Love and Logic" <https://www.loveandlogic.com>. "The Love in Love and Logic means that we love our kids so much that we are willing to set and enforce limits. This Love also means that we do so with sincere compassion and empathy. The Logic in Love and Logic happens when we allow children to make decisions, make affordable mistakes and experience the natural or logical consequences. When we balance this with sincere empathy, they develop the following logic: *The quality of my life depends on the quality of my choices.*" (Description taken from the *Love and Logic* catalog.)

Core beliefs outline the actions and attitudes of all staff members at CCA in regards to campus and classroom discipline. CCA's core beliefs are as follows:

- We believe that every attempt should be made to maintain the dignity of both the adult and the student (Gen. 1:27).
- We believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world.
- We believe that there should be a logical connection between misbehavior and resulting consequences.
- We believe that students should have the opportunity to tell their side of the story when consequences appear to be unfair.

Teachers will be expected to handle basic classroom management as long as it is in line with these core beliefs. Guidance in developing your classroom's system and procedures will be provided in teacher orientation at the beginning of the school year and throughout the year as ongoing professional development. Teachers must communicate with parents regarding behavior prior to contacting the Elementary Principal or Dean of Students, unless the issue needs immediate attention. Emphasizing the positive is essential for your classroom "culture."

Additional Information:

- More information regarding the discipline plan can be found in the Parent and Student Handbook.
- Generally students should not be sent into the hall as a disciplinary measure. Doing so means that the student is missing important instruction and there is no one in the hall to supervise the student.

- Teachers should confront any student who is going through another student's locker, bag or personal belongings.
- Teachers are responsible to report discipline issues in RenWeb. The Principals and/or Dean of Students should be copied on all significant correspondence regarding discipline. Teachers must choose whether or not parents will be informed of the incident or if it is simply being recorded for historical data. Information is entered under "Students" → Behavior; then + (add an event). Be sure to save and email to parents as appropriate.

Educational Evaluation Referrals

From time to time, you will identify students who are struggling academically. Generally, you should try several different strategies before making contact with the Principal. If you are not seeing the results that you would expect, please complete the CCA Initial Educational Evaluation Referral form. If you have not yet talked with parents but would like to have some input from the Principal before doing so, please fill out the form and mark "no" for having talked to parents. That will indicate that you would like to talk about the issues first before contacting the parents. You will be encouraged to talk with parents and work on some specific areas of weakness (with that particular student and his/her parents) before any other testing/intervention takes place. In some cases, the students have been tracked through the years with certain issues highlighted ... in these cases, the process may go faster, but we will still try to keep with the established process. If after some time, the issues still persist, a follow up form will be sent to you. Please complete the form electronically and email it to the Principal. You should plan to be a part of all conferencing that takes place.

More detail will be provided during orientation.

Exams (Secondary)

- Secondary exams are required in Bible, English, Math, Science, Social Studies/History, and Spanish. Formal exams are worth 20% (HS) and 10% (MS) of the student's final semester grade, and this is calculated within RenWeb. See the Syllabus Information and the Parent and Student Handbook for more information.
- During exam week, you should have quiet activities planned for when students have finished the exam. If the entire class finishes the exam early, you could take them outside, but please be mindful of others taking exams and elementary classes. Students should be with the teacher at all times. Please do not send any students outside without supervision.

Field Trips

- Field trips are planned by the individual teacher as an integral part of the classroom curriculum and are recommended on a limited basis.
- All trips should include a justified curriculum goal. Often students have visited area attractions several times over the years. It is worthwhile to consult with experienced staff to find the most valuable field trip for your area.
- All field trips should be requested no less than two weeks (a month or more is even better) in advance by completing and submitting a Field Trip Request form. You must clearly state the educational purpose of the trip on the request form. At the secondary level, no field trips should be scheduled in December (before exams) or after May 1st. Exceptions must be approved well in advance by the administration. When possible, please try to schedule field trips to cause the least disruption in the class schedule as possible.

- Transportation will be secured after the Request Form has been submitted and approved. Once this has taken place, you may communicate the trip to parents and send home permission slips.
- Entrance fees and transportation are paid by the student and costs will be charged via RenWeb. Please do not accept cash in the classroom for field trips or other things. Signed permission slips must be in hand before the student will be allowed to participate in the field trip.
- Students should always wear their school uniform (not PE uniform) on a field trip, unless there are specific reasons to wear something else.

Homework

Homework serves a variety of purposes including student accountability/responsibility, review for automaticity (math facts, etc.), strengthening reading skills, and targeted reinforcement of content taught in class. Homework assignments should have a focused objective and should not be just “busy work.”

An overall general guideline for total homework should be 10 minutes of homework times the grade level of the students. Therefore, the daily homework load should strive to follow this simple formula: 5th grade = 50 minutes; 12th grade – 120 minutes per day. Homework includes any assignments requiring time for completion outside of class. It is understood that students in advanced level classes will have homework above and beyond these averages. Most secondary students have seven classes, which averages to 15-20 minutes per subject per night. This can be difficult to maintain, so please evaluate the value of assigned homework very carefully. Please remember that students work at their own pace and what takes one student 20 minutes might take another student one hour. Teachers choose assignments based on the average time expected.

Teachers should not assign more work than they can grade. Timely grading gives students feedback and helps them to learn from the assignment. With the exception of major projects, if a teacher can't grade and return an assignment within 5 school days, then it shouldn't be assigned. We expect our students to manage time and work so we must be positive role models of this.

All major projects as well as quizzes and tests should be posted on RenWeb at least one week in advance. Students are responsible for knowing when assignments are due and budgeting their time rather than saving all the work for a major assignment until the night before it is due.

It is advisable to monitor homework at the beginning of the semester/year by having all homework assignments initialed by parents and including the number of minutes required to complete the assignment. This would be effective any time “mumbling” about homework is heard. Sometimes certain activities take longer than we expect they will. We must be flexible and adjust, if necessary. If you have doubts about a student's homework habits, please talk with the student (and his/her parents, if necessary).

Homework should be entered in your lesson plans in Curriculum Trak, but may need to be updated on a daily basis. Homework will sync with RenWeb automatically once per day, but if you make a change to homework in Curriculum Trak, please be sure to press the “Sync Now” button. Incorrect homework on Curriculum Trak/RenWeb will only lead to parent and student confusion. Homework should be updated each day by 3:30 p.m. prior to your departure from school, at the latest.

Late work should be accepted, but within limits. Be sure late work penalties and policies are clearly outlined in your syllabus (secondary) or in writing to parents (elementary) at the start of the year.

Honor Roll

Honor roll and high honor roll will be calculated by the Principals. Elementary teachers will be asked to confirm the lists. The Principals will print the certificates and honor roll will be announced in chapel following the end of each semester. Second semester honor roll for secondary will be presented at the beginning of the following school year.

Lesson Plans and Emergency Plans

- Weekly lesson plans must be prepared before the beginning of the week. Lesson plans should be completed in Curriculum Trak no later than 8 a.m. on Monday morning for secondary and midnight on Friday the week before for elementary. The basic purpose of the lesson plan is to give the teacher a daily working guide. With lesson plans on Curriculum Trak, hard copies do not need to be submitted.
- If a teacher is absent from class, the lesson plan is a valuable aid to the substitute teacher. It also gives a complete record of what is being taught in the class each day. Lesson plans are archived for future teachers to give an additional resource as they plan their classes.
- Please be clear in your plans. If you are giving a test, what chapter/section is it over? If you are giving a quiz, what pages are being covered? What problems are you assigning? Is there a specific lesson number referenced?
- At the beginning of the school year, teachers should prepare a supplementary activity plan/emergency plan for substitute teachers. This should be revised during the year as necessary and its location should be submitted to the appropriate Principal.
- It is the responsibility of the teacher who is absent to provide adequate lesson plans for a substitute. If the absence is last minute due to an unavoidable circumstance, your supplementary activity plan/emergency plan will be used. Once it is used, please send new emergency plans to the Principal.

Plagiarism

See Parent and Student Handbook and “Turn It In” Information (to be distributed at the beginning of the school year). All subject areas should utilize “Turn It In” for all papers, even if just paragraphs. Teachers must intentionally teach this topic. Do not assume that students know how to avoid plagiarism.

Student Records

- A cumulative record folder is maintained for each student. The school secretary and/or registrar will prepare the folder at the beginning of the year and will be responsible for maintaining it throughout the year.
- Faculty and staff members may view student cumulative files on a “need to know” **basis with the approval of the Principal or Director**. Staff members are not to peruse student records just for their information unless they have direct supervision or oversight of the students. Records must be viewed in the office and are not to be taken to classrooms and **at no time are they to be taken out of the building or kept overnight**.
- Confidentiality is of highest importance. Information viewed in permanent student records may only be shared in a professional “need to know” situation.
- Student records may not be duplicated for any purpose other than transcripts without the written consent of the Registrar, Principal, or Director.

Student Supervision

- Teachers are responsible for their students for the entire class period. If you want students to respect your time, you need to model this behavior and respect their time. All teachers should begin class on time, when the bell rings and should release students on time when the bell rings. Teachers should not start class early or release students late, this includes if a student is taking a test. Alternate arrangement should be made for finishing tests. Additionally, students should not be released early from class. The time between classes is time for the students to take care of their business so respect that time and your fellow teachers by following the schedule. Teachers should NOT leave a class unattended except in case of emergency. In case of an emergency, a teacher should alert the teacher in the class next door or call the office on the intercom to get someone to cover for them.
- When monitoring a study hall, be sure to keep students quiet and on task. Assigned seating is encouraged to promote a quiet learning environment.
- During breaks and between classes, teachers should monitor student activity in the hallways and restrooms. If the classroom is unused during a class period and you need to leave, please lock the door behind you to avoid unsupervised students in the classroom.
- Teachers should also periodically check bathrooms (men – boys' room and women – girls' room) during break times, between classes, at lunch, and before and after school. Most bullying occurs in the bathrooms.
- All students must have a pass if they are in the hallways.
- If you are sending a student to the nurse, please use a paper pass and be sure the pass states the time, date and reason for the visit.

Syllabus Preparation and Course Maps

Every middle and high school course must have a syllabus. A syllabus for each class must be posted on RenWeb before the first day of school. A copy should also be given to each student and a copy sent home to parents at the beginning of the course via email or hard copy. See Appendix C for the Syllabus format.

Course maps are required for all courses K3 through 12th grade. Course maps provide a general overview of what curricular topics and objectives will be covered over time. At the secondary level, a modified course map could be included in the syllabus for each class.

Testing

- **Measures of Academic Progress (MAP):** Students in grades K5-5 will be evaluated three times a year using MAP. Use of the computer lab may be restricted during MAP evaluation weeks.
- **TerraNova 3 Achievement Testing:** Students in grades 6-12 will be tested each spring. All full-time secondary teachers will be expected to proctor exams on a rotating schedule.
- **Preliminary Scholastic Aptitude Test (PSAT):** The PSAT must be taken by all freshmen, sophomores, and juniors each October. The PSAT is administered at CCA on the date set by the College Board, usually mid-October.
- **College entrance tests:** The Scholastic Aptitude Test (SAT) and ACT are the major college entrance exams that are required by most colleges and universities in the United States. These exams are administered off-site, and students must register online. There is a fee for the tests and registration must be completed by a given deadline.
- **Advanced Placement (AP) tests:** Generally, juniors and seniors may take these tests, which are offered by the College Board and administered at CCA. Scores of 3, 4, or 5 on an

AP exam earn advanced credit/standing at many colleges/universities in the U.S. There is a fee for the tests and registration must be completed by a given deadline.

Textbooks

Textbooks help to guide instruction and as such, should be used as part of the curriculum. The curriculum guide should guide the content to be covered in any given class. You, as the teacher are responsible to supplement the textbook as necessary in order to cover the information in the curriculum guide. Additional topics (within the scope of the subject) may be taught if all required curricular elements have been taught and assessed.

Please make every effort to encourage students to treat their textbooks carefully. Books are more and more expensive, and we must be good stewards of what we've been given.

The New International Version of the Bible is to be used for all CCA-related classes and activities. Generally, all scripture memory should be from the NIV.

Teachers will issue textbooks to students, recording the student's name, textbook number, and condition on the Textbook Distribution form (distributed electronically at the beginning of the school year). The student's name and the school year must also be printed IN INK on the label of the inside cover of the book. Please see the Principal if your textbooks are not numbered. All students should be assigned a textbook number, even if the books are only used in the classroom. Any books not assigned should be locked up to prevent students from helping themselves to a book that has not been checked out to them. This will help us to protect our inventory and will help us to apply charges for damage or loss at the end of the year.

The Textbook Distribution forms should be submitted electronically to the Principal as soon as the books are issued. Please be sure to update your copy any time you issue an "additional" textbook or if a textbook has been lost. Please be sure to keep your own copy for updates as they happen throughout the year.

At the end of the year, the teacher should see that all of the books are returned, note the condition of the book on the textbook distribution form and in the front of the book (please note any significant damage), and report to the office (using the Missing-Damaged Textbook Report) any loss or excess wear to the textbook. Students may be assessed fines for loss, abuse, or unjustifiable wear. **Please print a hard copy of the Missing-Damaged Textbook Report at the end of the year and submit it as part of your check-out procedures. We must have an accounting of every textbook.**

Miscellaneous Reminders

- You may only use EXPO whiteboard markers on the whiteboards. The whiteboards may only be cleaned with water or with specific EXPO whiteboard cleaner. **You may request additional white board markers when you use up the ones issued at the beginning of the school year.**
- The big, blue erasers have layers which can be peeled of when dirty or leaving a residue on the white boards.
- You should email parents through RenWeb so that there is a copy of your email in the system, but if for some reason you need to email parents from your personal email account, please be sure to BCC (blind carbon copy) all parents so that emails are not unintentionally given out.
- Hard copy grade books and plan books are available at your request.
- **Please do not use tape on the walls of the classroom** – it removes the paint. You may use sticky tack, but you must remove that carefully or it will also remove the paint. Generally the

bulletin boards should be used for posting items. If you need more space to post things, please contact the office.

- If you need help contacting a parent because of language issues, or if you need a translator for a conference, please contact the office.

Grading Policies and Procedures

Grading Information

- The school endeavors to give the parents a realistic appraisal of both the academic progress and the effort the student displays in the classroom environment. A variety of methods may be used by the teacher to assess student progress. Grades are *earned* by the student, rather than *given* by the teacher.
- Teachers will be given class rosters before the first day of classes by the registrar.
- How frequently a teacher records grades is a very important issue to think about. Grading categories with only one or two grades gives a child with a poor grade very little opportunity to redeem him/herself. Try to project your assignments throughout each quarter, then set your categories based on these assignments. If you only plan one test, then you need to consider combining tests with another category (projects or written assignments, etc.). At a minimum, categories should have at least 4 or 5 grades in them. At the secondary level, three (3) tests in a test category should be the absolute minimum. If you can't guarantee that, combine some categories. The shorter first semester will require that you think through this carefully or you will be stuck at the end of the quarter with very few grades recorded.
- At secondary, you should have a goal to collect two to three grades per week. Elementary guidelines are more clearly laid out in the elementary handbook.
- Assessment items (such as quizzes or tests) should NEVER be left out for students to see. Assessment items should be kept in locked filing cabinets or similar locations. Stacks of graded or ungraded papers should not be left laying around for students to see or take. Always secure your papers in a safe place that students do not have access to.
- Students should never be left alone when taking an assessment or evaluation. Doing this gives them an opportunity to cheat and opens the teacher up for questioning on major issues of integrity and fairness of the assessment.

Weighted Percentages vs. Mixed in RenWeb Gradebook

- **Weighted Percentage**

This gradebook setup does the following within the context of a category:

- It changes EACH individual assignment grade to a percentage
- Averages all the assignments within that category AS IF they were all out of 100
- For example, if the grades earned on 3 assignments are as follows:
 - 100/100
 - 80/100
 - 3/5
 - Then the overall grade will average to be 80%
 - $100/100 = 100$
 - $80/100 = 80$
 - $3/5 = 60$

- $100 + 80 + 60 = 240$
 - Out of a possible 300
 - Equals 80%

If this is the way you want it done, then leave it be at Weighted Percent/Percent.

- **Mixed**

This gradebook setup does the following within the context of a category:

- Adds up all the total points earned and divides by the total points possible to come up with an average for the category
- So using our example grades above
 - 100/100
 - 80/100
 - 3/5
 - Then the overall grade will average to be 89%
 - $100 + 80 + 3 = 183$ earned
 - $100 + 100 + 5 = 205$ total
 - Equals 89%

So if you are making assignments worth different points inside of a category because they are small or you WANT them to be worth less than other assignments, then MIXED is the gradebook setup to use.

Reminders

At the end of each quarter:

- All grades must entered and up to date by the posted deadline.
- Secondary: All Citizenship grades must be entered by the posted deadline. Citizenship Grades are listed under “Comments”, not “Citizenship.” Please make sure the Citizenship grades reflect tardies as communicated by the Secondary Principal.
- Secondary: Finals must be added after 2nd and 4th quarters.
- Elementary: All classroom teachers must enter Behavior grades each quarter.
- K3, K4 and K5 specials grades are generally due one week before the end of the quarter and are entered in a Google documents received from the Elementary Principal.

General Information

Accident/Injury Procedure

A staff person who witnesses, or is the first to the scene of an accident, should do the following:

- Stay calm and assess the situation.
- If the injury/illness is minor, care for the injury or send to the nurse’s office, accompanied if necessary.
- If the injury or illness is more serious, send someone else to get help first and foremost from the school nurse. Use the intercom if you are in a classroom to call the office and give the

nature of the injury/illness. Do not leave the accident scene until an adult with first aid skills superior to yours assumes responsibility.

- If the situation is life threatening, the nurse or office personnel should call 911 for emergency help. When calling for emergency help tell them:
 - The nature of the accident or illness (victim not breathing, unresponsive, bleeding, etc.) and what is happening now (CPR has been started, pressure for bleeding, etc.)
 - Location where victim is located – be very specific.
 - Number of people injured and approximate ages.
- Contact the parents, or the emergency contact person, to inform them of the accident/ injury.
- Report the incident to the school nurse and make sure it is recorded in RenWeb. You may be asked to provide additional information.
- Make sure a copy of the child's medical record accompanies the child if it is necessary to transport him/her to the hospital.

Attendance and Absences (Faculty/Staff)

Teachers are required to be at school by 7:15 a.m. to attend morning devotions, and are required to remain at school until 4:00 p.m. Teachers may leave at 3:30 if they have no scheduled meetings.

Teachers are required to attend morning devotions, weekly faculty meetings, chapel, teacher in-service days, parent/teacher conferences, student assemblies, graduation, and any other scheduled school events according to the official school calendar.

If you are going to be absent for any reason (personal day, immigration, sickness, etc.), please be sure to do the following:

- Complete a Leave of Absence Form and submit it to the Director as soon as the absence is known.
- If you know in advance, and if you are going to need a substitute for any classes or duties, please complete a Request for a Substitute Form and submit it to your Principal (with the requested documentation) within 24 hours of your departure.
 - Give detailed instructions regarding classroom procedures/management
 - Print class rosters for attendance purposes (for all classes missed) and instruct sub to submit the checked rosters to the office
 - Post or include a seating chart
 - Submit detailed lessons plans to the Principal
 - Make provision for any technology needed (extra laptops aren't always available), or change your plan to reduce the need for technology.
- If you are sick, please send detailed (altered, if necessary) lesson plans to your Principal. Don't assume that your RenWeb plans are understandable for a substitute not trained in your area of expertise. The Principal will ensure the substitute has rosters for attendance
- If you are going to be absent due to your child's participation in CCA athletics, please make every effort to keep the absences to a minimum. Teachers who are without teaching responsibilities at the time needed for departure, may fill out the appropriate leave form and arrange themselves for any coverage of duties, clearly communicating that duty coverage to their Principal. Teachers who need substitute coverage must request it at least 48 hours in advance (or as soon as the need is known) so as to ensure time to find a substitute.

Certification

All teachers must maintain valid state certification. In cases where that is impossible, teachers will need to apply for and receive ACSI certification. All teachers must complete ACSI's philosophy requirement within the first three years at CCA, regardless of which type of certification he/she holds. Information about the means to do this will be provided during orientation. It is the teacher's responsibility to keep his/her certification current and on file at CCA.

Civil Days

- From time to time, the Student Council will plan Civil Days. On these days, students may wear "civilian" clothing (or regular, non-uniform clothes). Students may wear any color pants, jeans, capris, shorts (boys only), or skirts. No hipsters or low-riders that allow for the exposure of the midriff, boxers or undergarments. Pants/jeans may not have holes, patches or torn areas. Shirts and t-shirts should be modest and completely cover both shoulders. Skirts must be no less than 1" above the knee and boys' shorts should be appropriate length (mid-thigh or longer). Appropriate shoes still need to be worn. Hats are allowed only when specified. Typically, Civil Days are on Fridays, and if a student is not participating in the Civil Day or Civil Day theme, he/she should wear regular Jeans' Day attire. If the Civil Day is on a weekday, and a student chooses NOT to participate in the Civil Day or Civil Day theme, he/she should wear regular Uniform attire.
- Students' accounts are charged \$1 for the privilege of not wearing their uniform. Elementary teachers will be given a roster to mark students participating, and should put the roster outside their door first thing in the morning. Secondary participation will be marked during the beginning of first period. Occasionally, these Civil Days will have a theme (like wear red, white and pink for Valentine's Day). Students may always wear jeans and wear a CCA or CBC t-shirt on Fridays. There is no charge for this.

Computer Lab Usage/Guidelines

- Teachers in the portables may send small printing jobs to the lab. You must retrieve the documents yourself, please do not send a student to get them as the lab will be locked when not in use.
- Students may not be in the computer lab without teacher supervision. DO NOT send any student to the lab unless you are going to accompany them. To use the lab, a teacher needs to arrange use of the lab in advance (procedural information to follow).
- No food or drink is allowed in the computer lab. Please leave the lab set up as instructed. Replace all headphones, mice, etc.
- Students may not check e-mail, do social networking, or chat without teacher supervision during class time.
- Any student viewing inappropriate content on the internet will be banned from using school computers for a period of time established by the teacher or the Dean, depending on the offense. The ban may include class time. In order to regain privileges, a meeting may be required with the student, parents, Dean, and Director.
- Teachers may check out a mobile lab through the office.
- Additional guidelines will be provided by the Technology Coordinator.

Devotions

All full-time staff are expected to participate in faculty devotions each morning from 7:15 to 7:30 a.m. Every effort will be made to dismiss by 7:30 a.m. so that teachers have a minimum of five minutes

to get to their classrooms and be ready to receive students. Each Friday, the Director will distribute the Bulletin and will go over items pertaining to the coming week. Teachers will sign up for the remaining devotional slots, Monday through Thursday. Sometimes scheduled duties will interfere with your attendance at devotions. If this is the case, please be sure to check with a fellow teacher to get caught up on any announcements that were made. We want to begin each day with the Lord and ask for His help and strength.

Dress for Teachers

Teacher dress should be a model for students and should meet the biblical criteria for modesty.

Administrators and administrative support employees are expected to project a professional image and should dress appropriately for an office/business environment.

Teachers, volunteers, and support personnel are expected to project a professional image that sets positive dress and grooming examples for students and shall adhere to standards of dress and appearance that are compatible with an effective learning environment.

- Men: Business Casual or better (save denim and t-shirts for Fridays)
- Women: Business Casual or better; please keep skirt length no more than 1" above the knee; please refrain from wearing tank tops/camisoles as a top, short skirts, tight clothing, and midriff revealing clothes (save denim and t-shirts for Fridays). Sandals are allowed; casual beach flip-flops are not.

Physical Education teachers, coaches and athletic volunteers should wear the appropriate athletic attire necessary to meet the requirements of their job responsibilities.

Clothing must be neat, clean, in good repair. Employees shall not wear on the outside of their clothing anything that is distracting or may cause disruptions to the educational environment. Shorts should not be worn unless required for a field trip or during teacher work days.

Duties (Before/After School and Lunch)

- Duty is not a social time for teachers. Those on duty should not be standing together talking, whether it's before or after school or lunch/recess time.
- Teachers are responsible for duty before and after school on a rotating basis. For morning duty, teachers should be outside from 7:15 a.m. until 7:40 a.m. For afternoon duty, teachers should be outside from 3:00 p.m. – 3:20 p.m. monitoring students.
- It is understood that not every teacher will know every student's name, but it is assumed that anyone on duty becomes very familiar with what takes place during their duty time. It is necessary that each individual is proactive in supervising and assuring the safety of students at all times.
- Please be on time to your duty station. If you are not able to be on time at your duty station, please inform your Principal. If you have duty and something is preventing you from getting it to school on time in the morning, please call the office and inform them of your status so that someone else can cover for you.
- If you have switched duty with someone, please notify your Principal as well.
- This is a time for you to have your full attention on the students and events going on around you! Please refrain from taking or socializing with students or parents.
- Please wear your ON DUTY lanyard when on duty.

- The playground is closed during duty times.
- Students should remain outside during morning arrival, except to use the bathroom with permission.
- For Lunch Duty:
 - Specific information will be provided at department meetings during orientation.
 - Teachers are responsible for monitoring lunch each day on a rotating basis. This includes being outside with the students for the lunch period. Teachers should monitor behavior and be sure students clean up their messes. Specific information will be given to teachers along with a schedule of duty times at the beginning of the school year.
 - For secondary lunch duty, there are 3 duty locations: bathroom, office, and roaming. The office door duty person is also responsible to check off students as they get their lunches and to disperse cups and silverware to those buying lunch. Cups, Drink, and silverware are not available unless lunch has been purchased. Secondary students should not be playing on the playground equipment or be in the bleachers/gym area.
 - For elementary lunch duty, there will be at least two people on duty. Sometimes the responsibilities will be split between the playground and the cafeteria area. Duty assignments will be made at the beginning of the school year.

Morning Duties Expanded	Afternoon Duties Expanded
<p>Pedestrian Gate: (stand at gate)</p> <ul style="list-style-type: none"> • Greet students and parents as they come in • After all the students waiting come in, check outside around the corner of the building to make sure ALL students are in. • Be observant of students and parents coming in. If someone seems unfamiliar or strange, ask how you can help or who they are bringing in. 	<p>Pedestrian Gate: (stand at gate)</p> <ul style="list-style-type: none"> • Elementary students exiting through this gate should be accompanied by an adult. • If a secondary student is walking out on his own, or in a group of friends, ask how he/she/they are getting home. • Be observant of parents coming in and who they take with them. If someone seems unfamiliar or strange, ask how you can help or who are they picking up.
<p>Cafeteria: (stand by office glass doors)</p> <ul style="list-style-type: none"> • Supervise secondary students in this area • Make sure they are not sitting on tables or outdoor kitchen counter • Be aware of number of students going to secondary bathrooms. • K3 & K4 students and their parents are allowed in the building. • Elementary students may come in to use the bathroom. (1 boy and 1 girl at a time) • Other students may come in only if they need to talk to the office and on wed. If they are in the chapel band. (no lockers, talking to teachers or delivering something to a room) 	<p>Cafeteria: (cafeteria and open area)</p> <ul style="list-style-type: none"> • Make sure ALL students make their way to the pickup area. • No one should be hanging out at the tables or in front of the office unless they have practice, club, or an afterschool activity. Please tell the students to go to the pick-up area if they do not have a valid reason to be there.
<p>Open Area: (One by 4th/5th room and one near lining up area)</p> <ul style="list-style-type: none"> • The playground is closed, please keep all students on open area in front of you. • No balls allowed during this time. • The open area is small and all the elementary students are there at the same time; therefore, there should be no running and encourage less active games. • Direct any K3 & K4 students coming from the drop off area to the main school doors to go to the classroom. • If a student gets hurt, send him/her to the school's office. 	<p>Bus Dismissal:</p> <ul style="list-style-type: none"> • Two duty individuals are assigned to bus dismissal. • One individual is to be posted at the gate and the other in the bus parking area. • Do your best to maintain eye contact with the other bus duty person. • Any issues with whether or not someone is to ride the bus should be directed to the office.
<p>Drop-Off: (In the gym)</p> <ul style="list-style-type: none"> • Open car door, greet students and parents. • If needed direct students where they should be. • Keep cars moving along 	<p>Pick-Up: (In the gym)</p> <ul style="list-style-type: none"> • Elementary students should be seated (lower bleachers) and secondary students (yellow benches or upstairs' bleachers) • Be proactive in calling a student if you see his/her car approaching • If you are able, open/close car door for student to speed process. • This is not a time to talk to the students or socialize with each other. Remember that the car line is long, so the more active about getting the students in their cars we are, the quicker the line will move.

Email Protocol

When you are writing an email to parents or students, please clearly address the audience in the subject line of the email and in the email itself. “Dear Parents” doesn’t help a parent who has a child in grade 6 and 8 and the same teacher teaches both classes. Is the email for their 6th grader or their 8th grader? “Dear Parents of 6th Grade Girls” or “Dear Parents of HS Biology 3rd period” make sure that communication is clear. Try to imagine yourself receiving the email. Is it clear? Is all the information included? Is there anything else that parents need to know?

Faculty Meetings

- The afternoons will be used for professional development, planning time, department meetings, updating RenWeb and Curriculum Trak, Community Outreach and other professional activities. This time will provide teachers opportunities to participate in curriculum planning and review, standards examination, collaborative planning, and opportunities to develop, master, and reflect on various approaches to education. Regular staff meetings will normally occur on Wednesdays but may move to other days depending on the schedule. All faculty meetings will be announced in the weekly bulletin.
- All full-time teachers and staff members are required to attend and engage in scheduled training.
- Personal time should not be scheduled during this time unless it is absolutely unavoidable, and in these cases should be discussed with the Director prior to scheduling.

Fiestas Patrias

November is the month to celebrate Panama. There are many holidays in November that can interfere with normal class schedules. Please do your best to be flexible during this time, and work hard to get solid grades in your gradebook prior to November.

High school students will be involved in a parade that will require attendance on the days of the parade and practice time prior. Sometimes practices may be scheduled during class time. A rotating schedule will be used to avoid any one teacher losing too much class time. Elementary students will be involved in a presentation at CCA. Practice times will be scheduled.

First Aid/CPR Training

A first-aid seminar will be given during teacher/staff orientation before the beginning of the school year or during January in-service. There will be a review on first aid, choking, accidents/injuries, medicine administration, and sick room procedures annually.

A first aid kit will be given to each teacher which will include at least:

- 2 pair of latex gloves
- Band aids
- Large gauze for nose bleeds or for applying pressure to a wound

Contents should be restocked by the teacher from the sickroom when used.

Letterhead

CCA letterhead is designated for authorized communication from CCA. Please do not use letterhead for personal or classroom use without permission from an administrator. The digital form of the letterhead should not be sent out without converting the document to a PDF.

Library Use

Please see the librarian if you are interested in checking out a book for personal use or for your classroom use. Most of the secondary library books are in the secondary classrooms. Elementary books are in the elementary library.

Maintenance/Janitor Requests

Any needed maintenance in classrooms, around the school, or in school apartments, should be communicated online using School Dude. Teachers who need tissues, or need emergency clean up, etc., can call via intercom, send a student with that request, or send an email to the office staff. Batteries for clocks can be requested in the school office. Teachers should not make any requests of the janitorial staff. All requests must go through School Dude or the office first.

New Student and Parent Orientation

K3 and K4 new student and parent orientation will generally be held on the day before classes begin. K5 – 12th grade new student and parent orientation will be held on the Tuesday before classes begin from 1:00 – 3:00. The student council and selected faculty members will help to oversee this orientation. Students will participate in tours, activities and time to meet teachers. Parents will hear important information and will have an opportunity to meet the teachers as well. Please plan to have as much classroom preparation ready as possible by this time, so you are free to interact with new students and parents.

Nurse's Station

The nurse's station is available all day for student and teacher needs. Please be aware that if the door is closed, you should not enter without first receiving permission. If a teacher is "visiting" with the nurse on an off period and a student enters for care, the teacher should leave the nurse's station so that the nurse can be focused on the child's needs. Teachers should refrain from spending excessive personal time in the nurse's station, but of course can always consult the nurse for medical or school-related issues.

Open House

The administration will plan an Open House evening for elementary and secondary at the beginning of the first quarter.

Elementary teachers will have approximately 20 minutes and will present for two sessions. At the secondary level, parents will follow their child's schedule and will "attend" classes for about 7 minutes. During these few minutes, you are encouraged to share information about your class that would be helpful for parents. Do you require specific parental participation in certain areas? How can parents best help their child in your class? Are there any special requirements that parents should know about? Any regular assignments (i.e., verse quiz every Friday)? What are your classroom expectations? It is very helpful if you can give the parents a handout if you have not already done so, especially if you do not have time to cover all that you want to. It also allows you to communicate with the parents who were not able to attend (the handouts should be sent home the next day with students whose parents were unable to attend open house, so please take attendance). You should plan to give out the syllabus or give instructions on accessing it via RenWeb.

For secondary, seven minutes is a very short time, so please plan carefully and include the main points in a handout that you can email to all parents after the open house is over.

Parent – Teacher Conferences

Parent-Teacher Conferences will be scheduled during the first quarter. These conferences will be required at elementary and optional at secondary. The teacher or the parent may request a conference during this time. It is your responsibility to contact parents if you have ANY concerns about a student's progress (related to grades, conscientiousness, attitude, behavior, etc.). Conferences must be scheduled if a student has a D+ or below in your class. You must take the initiative. Please take advantage of these conference times.

Throughout the school year, the teacher should invite the Principal or Dean of Students to any parent-teacher conference in which especially sensitive issues will be discussed. The Director is available to attend conferences as well, but generally that should not be the first conference about a situation. A written report in RenWeb should be made after every conference. This is especially important if the discussion includes possible retention or other major issues. *It is extremely important to document (including dates) all conferences, noting the content discussed and any actions to be taken (by parents, teacher, student, or school).* Please do not neglect to document "hallway" conferences as well. Much pertinent information may be discussed in passing, and keeping a good "paper trail" of these conversations is very important. See Parent Teacher Conference Planning Guide in Appendix D of this handbook.

Teacher of the Year and Staff Member of the Year

All full-time faculty and staff are eligible. Teacher of the Year includes all full-time classroom teachers. Staff Member of the Year includes administrative personnel and part teaching/part administrative personnel.

Criteria:

- Genuine Christian testimony in life and work
- Contribution to harmony and team work at Crossroads Christian Academy
- Reflection of genuine love for the young people of the school
- Excellence in performance of the tasks relating to the employee's job
- Support of the school in its extra-curricular endeavors
- Good attendance and punctuality (has minimum and justified absences)
- Complies with deadlines
- Supports CCA's vision, mission, and core values
- May only win this award once every four years (teachers who have won in the previous four years will not be included on the voting list).

Incentives:

- Plaque (individual)
- Name added to CCA Teacher of Year / Staff Member of the Year Annual Plaques
- Performance Bonus of \$250.00

Procedure:

- In early May of each year, the list of eligible staff members and faculty members will be sent to teachers via a Google document.
- Teachers will be given one week to vote for each award.
- The Director announces the winner at the annual despedida.

Teacher Tub

Each teacher will receive a “tub” full of supplies at the beginning of the school year. These are for your classroom use. Returning teachers will be given an opportunity to request refills for their tubs at the end of the school year. Once the provided items are used up, replacements may be purchased by using your classroom budget and submitting a receipt for reimbursement. The only exception to this is white board markers. You may request additional white board markers from your Principal when you run out, as we only use EXPO markers and we generally have to import those from the states. Please be sure to keep the plastic bin you receive your supplies in, as you will need to return those supplies when your time at CCA is completed.

Volunteer Policy

A non-instructional volunteer may be a parent or an outside volunteer who works directly, or indirectly, with students or in the school building (office, library, shop, kitchen, etc.) Parent volunteers, teacher’s aides, and administrative helpers are types of non-instructional volunteers. An instructional volunteer is someone who works directly with students in the learning environment (i.e. elementary specials, MS/HS electives, music lessons, substitute teachers).

All volunteers (both instructional and non-instructional) must complete a “Volunteer Application” and all volunteers working directly with students must also complete a background check form (if from the U.S. or submit a local police report). A Volunteer Manual is available in the school office.

Safety and Security

Emergency Evacuation

- All non-resident or non-Panamanian teachers are highly encouraged to register with their embassies. Typically a teacher will be assigned to a Warden appointed by the embassy. In the event that an embassy deems it necessary to evacuate its citizens, the warden will notify citizens and make the necessary arrangements for evacuation. Registration of U.S. citizens with the Embassy can be done online.
(http://panama.usembassy.gov/smart_traveler_enrollment_program.html).

Fire Drill Procedures

- Each room should have a fire escape plan posted by the exit as well as student rosters for each class that meets in that room. There should also be 2 laminated cards – one red and one green. Teachers should advise the school office if any of these are missing.
- When the bell rings, everyone on the first level should proceed to the playing field, where they will line up from left to right. K3 will be the first class lined up on the left hand side, then K4 to their right, K5, 1st, 2nd, etc. Everyone on the second level of the building should proceed to the gravel parking lot on the west side of the building. Secondary students should stay with the class they just exited the building with. Once everyone is accounted for, teachers

- will lead students from the west side (gravel parking lot) towards the grass field, where the rest of the students are located. The fire marshal from upstairs will lead the group. The fire marshal from the portable units will provide support in case there is a need.
- CCA will have a fire drill at least once per semester. The first fire drill will be announced to teachers to ensure they have had an opportunity to explain the procedures to the students. Ensuing fire drills will be unannounced.
 - Five fire marshals are designated to ensure that everyone has cleared out of their area's respective classrooms and bathrooms. The following is a list of marshals and their respective areas:
 - HS Hallway: Counselor (alternate: College Counselor)
 - MS Hallway: High School Principal (alternate: Spiritual Life Coordinator)
 - Elementary Hallways: 1st/2nd/K5 – Registrar; K3/K4 - Elementary Principal (alternate: Music Teacher)
 - Portables – C&I Coordinator (alternate: Nurse)
 - The church secretary will be sure all church office space is clear.
 - Teachers are responsible to do the following:
 - Immediately cease all activity in class and escort students to the exit route.
 - Take the class rosters and laminated green and red cards being sure to use the appropriate exit. Students should exit quickly and quietly.
 - Ensure that everyone is out of the classroom, the lights are turned off, and the classroom door is closed. Turn off fans and split unit air conditioners, if possible.
 - Reassemble the class outside and call roll. Teachers must be able to account for everyone in their class.
 - If everyone is accounted for, display the green card. If someone is missing, display the red card. This will alert the respective fire marshal that someone is missing.
 - Remain outside until the “all clear” signal is given. At that time, teachers will escort students back to class.
 - The Director, the Business Manager, or person in charge will give the “all clear” signal.

General Security Procedures

- All visitors are required to sign in and enter through the front pedestrian gate.
- School personnel who notice someone on campus without a visitor's badge should report it to the office immediately.
- A security guard will be posted when school is in session and will issue a visitor's badge to all known visitors. If an unknown visitor seeks entrance to the school, the security guard will communicate with the front office via radio for approval to issue a badge and admit the visitor.
- If an aggressive visitor is at the Gate we will go into “Lockdown Procedures” and the security guard will enlist the assistance of the on-duty police officer and notify the school office as soon as possible. Students and teachers should move as far away from the situation as possible.
- The teacher should do the following if an aggressive visitor (hostile intruder) gains access to the school campus, a building or a classroom.
 - Any faculty or staff encountering the visitor should immediately attempt to notify the office, another teacher, security guard or police officer.
 - Attempt to isolate the visitor from students. Move students as far away from the intruder as possible. If students can enter another classroom or another building send them immediately.
 - Continue to engage the visitor in conversation asking questions and responding calmly and non-aggressively.

- In the case of a Lockdown students and teachers should enter the nearest classroom and secure windows and doors.
- Teachers should attempt to take roll and notify the office of any students that might be missing.
- All announcements of a lockdown will be made through the intercom system and Whatsapp.
- Students outside should enter the nearest classroom regardless of where the rest of their classmates might be.
- When the All Clear Code is transmitted, rooms may be unlocked and class activities may resume.
- A full report of the incident will be reported to Parents, Teachers and Students once things have returned to normal.

Lightning Policy

- If you see lightning, count how many seconds before you hear the thunder. If it's less than 30 seconds, take cover. Wait 30 minutes after the last flash of lightning or sound of thunder before resuming any outdoor activity.
- If in doubt, always error on the side of safety and bring the kids into the gym or all the way inside.

Policy on Moral Purity and Child Protection 6-15-16

The nature and mission of CCA requires that its staff members relate to others on a basis of trust. These relationships call for personal holiness, integrity, and sensitivity toward others in the spirit of Christian love. As a Christian school, CCA recognizes the Bible as the final authority for all of life, and staff members commit themselves to positively and fervently promote the cause of Christ and to avoid that which will hinder it. We do, however, recognize that this is a fallen world and acknowledge the reality that sexual misconduct in this organization and by its staff members and students is possible.

The Bible's final authority includes matters relating to moral purity. Therefore, all staff members are expected to act according to Biblical standards of purity, faith, and conduct. This applies to refraining from such activities as the use of illicit drugs, the use of vulgar and profane language, gossip, the abuse of alcohol or tobacco (or any addictive behaviors), stealing, lying, pornography, extramarital sex, transgender lifestyle, and homosexuality (Deut. 5:18; Lev. 18:22, 20:13; I Cor. 6:9-11, I Thess. 4:3-7; Rom. 1:24-27). This includes sexual faithfulness within marriage and sexual purity for those not married. The Biblical mandate for sexuality is one man with one woman within the marriage bond as set forth in Scripture (Genesis 2:24).

If a staff member (including Board or any personnel) violates Biblical mandates regarding moral purity, that person will be subject to immediate removal and possible dismissal from CCA. CCA is committed to the following "Good Practice Guidelines."

Good Practice Guidelines:

1. As far as possible, employees should not be alone with a child or young person where their activity cannot be seen. This may require leaving doors open, having two groups working in the same room, having another adult or teacher present, or being in a place where others can observe your practice.
2. Employees should treat all children and young people with respect and dignity befitting their age, and should watch language, tone of voice and physical proximity.

3. Employees should not engage in any of the following:
 - a. Invading the privacy of children and young people when they are using the restroom (unless help is imperative)
 - b. Rough, physical or sexually provocative games
 - c. Making sexually suggestive comments about or to a young person, even in “fun.”
 - d. Inappropriate and intrusive touching of any form
 - e. Any scapegoating, ridiculing or rejecting a child or young person.
4. Employees should not let children or young people involve them in excessive attention-seeking that is overtly sexual or physical in nature.
5. In the event of a child or young person visiting the home of an employee, the employee should invite a group, or ensure that another adult is in the house.
6. In the event of an employee visiting a child or young person in their home, the employee should ensure that another adult or young person is present.
7. Employees should avoid giving rides to children or young people on their own. If unavoidable, and they are alone, employees should secure parental permission and ask the young person to sit in the back seat of the car. When giving rides to 2 or 3 young people, as far as possible, volunteers and/or employees should arrange rides so that the person in front is dropped off first.
8. Employees should not share a bed with children or young people in any situation or in an activity involving overnight stays. Certain “camp type” situations may require an adult presence in a cabin or room, but in separate sleeping accommodations.

Sexual Harassment:

CCA is committed to providing a work, learning, and growth environment in which all staff members and students are treated fairly and with respect, and are free from harassment and intimidation.

The following are definitions and examples of different types of harassment:

- Verbal Harassment (epithets, derogatory comments or slur with a sexual implication) Examples: sexually explicit jokes, comments about a person’s anatomy or dress, etc., with a sexual implication
- Physical Harassment (assault, impeding or blocking movement, or any physical interference with normal movement directed at an individual) Examples: inappropriate touching, pinching, patting, brushing against, etc.
- Visual Harassment (derogatory or sexually inappropriate posters, cartoons, drawings or letters) Examples: displaying sexual pictures, staring at another person’s anatomy, etc.
- Sexual Favors: (unwanted sexual advances) Examples: propositioning an individual, making threatening reprisals after a negative response to sexual advances, etc.

Plans for Prevention:

- CCA condemns any conduct under the definition of sexual harassment and will investigate and seek to resolve all complaints. Every effort will be made to protect the reputation of all those involved.
- Staff members are expected to adhere to modesty in dress and demeanor (see Faculty Handbook).
- Orientation for staff members will include awareness information on abuse and harassment as potential problems.
- Every staff member will read and sign the policy on moral purity, sexual harassment and child abuse. A copy will be distributed to each staff member at the beginning of the year, and evidence that they have read and understand the policy will be kept on file in the school office.
- Orientation for middle school and high school students will be held annually with separate sessions for boys and girls. It will include awareness information on abuse and harassment as potential problems and positive ways to treat members of the opposite sex.
- Middle and high school students will sign a statement that they have participated in beginning of the year training on the topics of sexual harassment and abuse.

Procedure for Handling Complaints:

- Complaints and accusations of sexual harassment should be reported to the Director. (If the staff member, student or parent feels the Director is involved in any way, the Board Chair is to be notified.)
- All complaints and accusations will be investigated promptly by the Director. All relevant facts, including the context in which the alleged incident occurred, will be evaluated in determining whether the action does, in fact, constitute a violation of this policy. The Director will involve the appropriate parents when a complaint is received.
- All information that relates to such a complaint or accusation shall be kept absolutely confidential among the individuals directly involved in the process.
- Staff members and students are expected to cooperate fully in the investigation of a complaint or incident that might involve sexual harassment. Anyone who conceals information or knowingly provides false or misleading information will be subject to disciplinary action, up to and including dismissal.
- Any staff member or student found to have engaged in sexual harassment will be subject to disciplinary action, based on the facts and circumstances of the particular case. Such action will be determined by the Director and the Board Chair, and may include counseling, a reminder of this policy, and issuance of a warning in writing. Depending on the frequency or severity of the behavior, dismissal may be appropriate. Where disciplinary action is taken, a record is kept in the Director's confidential file. Depending on the extent of corrective or disciplinary action, parents of students and/or other authorities may be involved.

Child Abuse

Child abuse is criminal behavior whether it is violent or non-violent. Realizing that child abuse occurs in all demographic, racial, ethnic, socio-economic and religious groups, CCA deems it necessary to present a policy for prevention of, as well as procedures for dealing with any form of child abuse.

Child abuse is a general term to describe inappropriate, immoral, and/or unethical behavior by an adult towards a minor of 18 years or younger, or of one child towards another child where there is a difference

in power based on age, size, intellectual, or emotional capacity. Child abuse is recognized under four categories:

- Physical Abuse - inflicting physical trauma with the conscious or unconscious intention of hurting, controlling, or subduing a person.
- Emotional Abuse - threats, intimidation, acts of injustice or indignity by verbal and/or physical means.
- Sexual Abuse - physical and/or emotional sexual stimuli or acts of an individual with or without consent, when the person is considered to be outside the limits of normal sexual rapport. It includes touching and non-touching offenses.
- Neglect – failure, refusal or inability to provide care, instruction, food, clothing, basic medical service, and shelter so as to seriously endanger the well-being of an individual.

Plans for Prevention

- CCA will maintain strict guidelines for its staff members and students in order to reduce the risk of potential child abuse situations. These guidelines include the following:
 - Careful screening and selection of faculty and employees with regard to any history of child abuse.
 - Required orientation for staff members about child abuse and its prevention.
 - Required reading and signing of the policy statement, which will be kept on file.
- Precaution: Staff members and students are advised to use discretion and care when involved in any one-on-one situations. Careful reporting/feedback on any questionable or inappropriate behavior should be made in writing to be given to the Director or Board Chair

Procedure

- When a staff member, student, or anyone closely associated with CCA becomes suspicious or has knowledge that a student at CCA has been abused (inside or outside the school setting), that person must immediately communicate with the school nurse who will communicate with the Director. Then he/she will keep careful, confidential documentation of the entire situation from the first indication of a problem. It is the responsibility of the Director to inform the parents and to work as quickly and sensitively as possible. Absolute confidentiality must be observed among the individuals involved.
- CCA will take all accusations of abuse seriously, with an attitude of respect and belief, and will try, if at all possible, to protect the identities of the alleged victim(s), the accused, and their families.
- Upon receiving a report of actual or suspected abuse, the Director will immediately initiate an investigation to determine the veracity of the report.
- The Director, in consultation with the Board Chair and other appropriate authority will determine if the accused will be removed immediately from contact with children, or any situation where potential abuse may occur, and if the accused will be re-assigned or suspended during the investigation period. They may also consult with local law enforcement authorities.
- If evidence indicates the accused is guilty, whether that person admits or denies the allegations, the Director will discreetly try to determine if there are other victims. The Director

will contact the parents of other children who have had or might have had contact with the accused, and without naming the accused, will attempt to determine whether such children have experienced abuse or know of other victims.

- The Board Chair and Director will seek appropriate legal counsel.
- CCA will create a crisis team that will be prepared to deal with the situation if needed. The crisis team will include, if possible, a counselor and a designated staff person, with both genders being represented. CCA will attempt to offer competent professional care and assistance to all victims and their families as determined necessary by the crisis team. CCA will work in conjunction with appropriate personnel in order to determine what appropriate legal authority should be contacted. Confidentiality will remain a high priority.
- If it is determined that the accusations are false, the accused - under the guidance of the Director, may return to the ministry where he/she was when the accusations began.
- If it is determined that the accusations are false, the one making the accusation will be subject to severe disciplinary action, including expulsion or dismissal.
- If it is determined that the accusations are true, beyond reasonable doubt, the accused will be dismissed from CCA and the appropriate law enforcement authorities will be notified. CCA will show sensitivity and concern for the spiritual and emotional welfare of the individual dismissed.
- If the accused is never determined guilty while the alleged victim's testimony remains unchanged, the accused will remain under the close supervision of the Director for such time as deemed necessary.

Appendix A OBSERVATION CRITERIA

Content Organization

1. Developed a lesson plan which evidenced careful, thorough planning and preparation
2. Made clear statement to the class of the purpose/objective of the lesson
3. Presented topics with a logical sequence
4. Paced lesson appropriately/Used class time effectively
5. Assessed the lesson to determine student comprehension of the learning objective(s)

Presentation

1. Beginning of period: activity, housekeeping, attendance, routines
2. Projected voice so easily heard
3. Listened to student questions and comments
4. Defined unfamiliar terms, concepts and principles
5. Presented examples to clarify points
6. Related new ideas to familiar concepts
7. Varied explanations for complex and difficult material
8. Used humor appropriately to strengthen retention and interest
9. Used the English language correctly
10. Moved around the classroom appropriately
11. Summarizes/closes lesson adequately

Instructor-Student Interaction

1. Encouraged student questions
2. Encouraged student discussion
3. Maintained student attention
4. Gave satisfactory answers to student questions
5. Responded to nonverbal cues of confusion, boredom & curiosity
6. Asked probing questions when student answer was incomplete
7. Encouraged questions/activities which promoted higher order thinking
8. Suggested questions of limited interest to be handled outside of class
9. Showed care and concern for both the academic and spiritual well-being of students.

Instructional Materials and Environment

1. Prepared students for the lesson with appropriate assigned readings
2. Supported lesson with useful classroom discussions and exercises, including a variety of techniques (whole group instruction, drill and practice, role plays, small groups, individual work, etc.)
3. Presented helpful audio-visual materials or used technology some way to support the lesson
4. Provided relevant written assignments
5. Provided a classroom environment conducive to learning and where learners were willing to take risks
6. Demonstrated awareness of and sensitivity to cultural differences and ESL.

Content Knowledge and Relevance

1. Presented relevant material
2. Presented material appropriate to student knowledge & background
3. Presented divergent view-points when appropriate
4. Demonstrated command of subject matter
5. Used appropriate biblical integration
6. Assignments given were valuable for the topic and clear in design and due dates.

Classroom Management

1. Used specific praise and acknowledgement of students.
2. Effectively and frequently assessed student understanding.
3. Recognized "teachable moments," adapted to new situations that arose, and accepted correct alternative answers
4. Allowed an adequate period of quiet wait time for learners to process information and respond to questions
5. Set clear expectations for classroom procedures and behavior. Expectations were posted in the room.
6. Maintained discipline that was fair and consistent. The classroom atmosphere was orderly and students followed classroom procedures and routines.

Appendix B CITIZENSHIP SCALE

Each secondary student at CCA will receive two grades for each subject. Students will receive an academic grade and a citizenship/character grade for each class. The citizenship/character grade at CCA is based on the following behavioral and attitudinal descriptors included with each letter grade to better communicate to the student and parent/guardian, the meaning of the assigned grade. Citizenship/character grades do not affect GPA.

- An "A" grade in citizenship/character should represent the standard of good classroom citizenship. This standard indicates that the student is attentive (for example, does not complete homework from that class or others), stays on task, complies with teacher requests, is courteous to others, treats equipment well, contributes positively to the class learning climate, follows class rules and procedures, consistently follows dress code and is on time to class. Students may have no more than 3 tardies in an individual class per quarter to qualify for an "A."
- The "B" student demonstrates occasional transgressions of the expectations listed in the standards for the "A" student but makes an effort not to repeat them. Students may have no more than 3 tardies in an individual class per quarter to qualify for a "B."
- The "C" student demonstrates occasional transgressions of the expectations listed for the "B" standard and may be inattentive (for example, completing homework from that class or others), off task, unprepared, out of dress code, or occasionally tardy. The student may require reminders from the teacher to remain on task. Students may have no more than 6 tardies in an individual class per quarter to qualify for a "C."
- The "D" student is disruptive to the class and learning environment and makes little effort to correct his/her behavior even after disciplinary actions are taken. The "D" student occasionally refuses or fails to comply with teacher requests and fails to follow class rules on procedure and policy. He/she may exhibit unacceptable or rude interpersonal behavior. This student may consistently challenge the dress code. The "D" student accumulates many tardies per class during the quarter (7 or more).
- The "F" student persistently disrupts the class learning environment. The "F" student habitually fails to follow class procedures and policies, often disrupts those around him/her and fails to respect individual rights and property or school responsibilities. This student may consistently challenge the dress code. The "F" student is chronically tardy to class (7 or more per quarter, per class).

A major infraction may result in a more dramatic drop in the citizenship/character grade after conferencing with the student, parent/guardian and/or administrator.

Citizenship/character grades will not be reflected in academic grades.

Citizenship grades are a factor in the selection of valedictorian and salutatorian.

Appendix C SYLLABUS FORMAT

Every middle and high school course must have a syllabus. The syllabus must be turned in (preferably by email) **by the day prior to the first day of school**. A copy should also be posted on RenWeb) and given to each student. You should send a hard copy home to parents (paper or email) or let them know how to access it on RenWeb.

REQUIRED ELEMENTS:

- **Request for Syllabus in Spanish:** Please add this complete statement in Spanish at the TOP of each syllabus: **Si desea una copia de este documento en español, por favor póngase en contacto con el maestro(a) de su hijo(a).**
- **Course Overview** - This should be taken directly from the course description for the course.
- **Course Objectives** - These should be taken from the “essential objectives” section of the course description.
- **Textbooks and Supplies** - List textbooks that will be used and other supplementary material. List any supplies that students will be required to have.
- **Grading and Assessment** - How should students expect to be graded? Determine categories and percentages/points for each area of evaluation, *for example:*

Daily Work/Small Assignments	20%	(HW, daily written assignments, etc.)
Quizzes/Medium Assignments	30%	
Tests/Projects/Large Assignments	50%	

Classes that meet every other day may want to combine categories (like tests and projects) due to having less grade opportunities.

- **Final Exam** - Please indicate in your syllabus if you plan to give a final semester exam for your class. All HS core classes (English, Math, Science, and Social Studies/History) are required to give exams. All other secondary classes are optional. Students should know at the beginning of the semester whether or not they will be taking an exam.
- **Citizenship Grade Information** - Please indicate the Criteria for Citizenship Grades this way: The citizenship/character grade at CCA is based on behavioral and attitudinal descriptors included with each letter grade (in the Parent and Student Handbook) to better communicate to the student and parent/guardian, the meaning of the assigned grade. Citizenship/character grades do not affect GPA.
- **Policies** - Describe any specific policies to your class. Your late assignment policy, your classroom expectations, and your use of technology in the classroom policy must be clearly stated. You may also want to include information on (re)scheduling exams, neatness on assignments, etc. Please consider the unique needs of middle schoolers and make adjustments in these policies as necessary.
- **Schedule of Activities for the Semester** - Minimally, this should include what topics will be covered in each unit for the semester, with readings and other assignments listed if you desire. Although you will probably want to include a statement allowing yourself a little “wiggle room,” aim for as much detail as possible in the calendar. This enables students to plan ahead and will save you having to constantly field questions from students who weren’t in class or for some other reason didn’t get the assignment.
- **Contact Information** - Please list your preferred email should students or parents need to contact you.

SUGGESTED/OPTIONAL ELEMENTS:

- **Major Assignments and Exams, with dates (if you choose)** - You may wish to include a description of each major assignment here, or indicate that it will be provided at a later date.
- **Helpful Supplementary Materials** - You may wish to include items such as a glossary, bibliography, list of useful web sites, information about available academic support.
- **Brief Teacher Testimony** - Include a one or two paragraph describing your testimony. This is not intended to be a long discourse, but rather just an introduction to who you are as a believer.

Appendix D PARENT TEACHER CONFERENCE PLANNING GUIDE

Conference Preparation:

- Prepare a folder of each student's work to share with the parents.
- Note in writing the various skills and attitudes that you want to discuss during the conference.

Conference Techniques:

- Thank the parents for their time in coming to the conference.
- Begin and end the conference with a positive comment about the student.
- Tell the parent you are going to take notes during the conference.
- Listen to the parents; they often have good suggestions about their children.
- Try to put yourself in the place of the parent and try to imagine what effect your remarks will have.
- Be truthful.
- Combine truth with tact.
- Don't get bogged down in generalities.
- It is usually possible to evaluate a student's progress without being critical.
- When you offer suggestions to the parent, try to offer alternatives so that the parents may make the decision as to which to use.
- If a parent tells you why he thinks his child is acting a certain way, accept it and lead the conversation on to the possible causes.
- Avoid any tinge of argument.
- Don't take for granted that parents want your help.
- Be sensitive to a parent's reluctance.
- Avoid prying questions about extremely personal matters, but do be willing to discuss an issue if the parents bring it up.
- Try to avoid overusing educational terminology.
- Provide paper and pencil for parents to use in taking notes if they wish.

Conference Suggestions:

The *timid parent* usually has a very high regard for teachers and is speechless before you.

- Offer several sincere compliments.
- Ask questions which cannot be answered with a "yes" or "no."
- Be as friendly as possible without overdoing it.

The *worried parent* usually worries about a lot more than his child.

- If worry is expressed, recognize it and respect it.
- If the child is doing satisfactorily, assure the parents of this immediately.
- Assure the parents that most problems in their child's adjustment or learning are solvable.
- With the parents, plan a joint "attack" on the problem. This step usually relieves a worried parent's mind.

The *critical parent* comes in with "expert" opinions on how to teach children, especially his or her own.

- Gently discuss problem issues; you don't want to put the parents on the defensive.
- Acknowledge the student's abilities.
- Use the parent's ability to the advantage of the student, and possibly as a resource person for the entire class.
- Don't argue, but try to inform by using both facts and an appeal to emotions.
- Talk about only those areas in which you are well equipped to speak.
- Admit that educators don't have all the answers.
- Thank them for their perspective and for their time.

Conference Evaluation:

- Was it a cordial meeting? How could it have been more so?
- What were the parents' reactions?
- What did I learn that will help me in future interactions with this student?
- Has the conference really supplemented the regular report card?
- Did I plan with, rather than for, the parents?
- Did the parents learn a little more about their child?
- Was I free from bias?
- Did I waste time?
- Did I praise the student in some way?
- Did I give the impression of prying?
- Did the parents leave with a friendly, optimistic attitude?
- Did we emerge with specific ways to help the child?

Conference Follow Up:

The final step in good conference procedure is no less important than all the others. The most rewarding benefits of a parent-teacher conference often come from a simple follow-up step. For one thing, you'll want to record what took place in the conference so that you'll be prepared for the next conference. As a professional, you'll be anxious to help a student's future teacher by having the information down in a written record. Here are some recording tips:

- Jot down pertinent points of this discussion in RenWeb. Go to Student Data, then the P/T Conference tab.
- Be sure this information is on your report: the student's name, grade, your name, the parents' names, school, the student's strong points and needs, plans for helping him, the parents' attitude toward their child, as well as their attitude toward the school.

Checklist for a Good Conference:

- Make careful preparation.
- Insure privacy.
- Have an informal setting.
- Set a time limit.
- Establish rapport.
- Begin on a positive note.
- Encourage parents to talk.
- Listen attentively.
- Develop an attitude of mutual cooperation.
- Delay making numerous definite suggestions yourself.
- Encourage the parents to use your suggestions as a springboard for action.
- Use the practical suggestions of parents as a springboard for action.
- Summarize points covered.
- Make plans together for future progress.
- End on a note of continuing cooperation.
- Make additional notes after parents leave.
- Be informed about school purposes, methods, and achievements.
- Communicate effectively so that the parents leave feeling that they have definite ideas about how to help their child.
- PRAY with the parents.