

Atlanta Classical Christian Academy

2012-2013 Staff Handbook

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PROFILE

Atlanta Classical Christian Academy (ACCA) is a non-profit (501(c)(3), nondenominational, evangelical Christian school currently offering grades pre-kindergarten (K4) through eighth grade to Christian families in the Atlanta, Georgia area.

Established in 2004, the school continues in its commitment to assisting parents in the biblical training of their children by offering academic instruction that is distinctly and consistently Christ-centered and classical. Our central focus is to extend the work of the Christian family and Church in the task of educating covenant children (children of Christian parents). Utilizing classical tools of learning and a distinctly Christian worldview approach to education, we desire to graduate young men and women who, as servants of Christ, are equipped spiritually, intellectually and artistically to engage and shape the culture with the claims of the gospel to the glory of God.

ACCA is a member of the Association of Classical Christian Schools (www.accsedu.org) and a candidate for accreditation with the Southern Association of Independent Schools (www.sais.org) (anticipated approval November 2012).

ACCA makes no distinction concerning any individual's race or ethnic background, because we believe that all persons are created in God's image, and He makes no such distinctions in His redemptive plan for all mankind.

MISSION

Approved by the ACCA Board of Directors October 18, 2011

Atlanta Classical Christian Academy exists to glorify God by cultivating truth, goodness, and beauty in students through a distinctly Christ-centered classical education.

VISION

Approved by the ACCA Board of Directors October 18, 2011

ACCA aims to graduate young men and women who:

Love God with all their heart, soul, mind, and strength;

Evaluate all human knowledge and experience in the light of the Scriptures;

Are equipped to engage and shape the culture with the Truth of the Gospel;

Listen carefully, reason soundly, speak precisely, and articulate persuasively;

Have mastered a core body of knowledge and are capable of discussing great ideas;

Possess a life-long passion for learning and know how to apply the tools of learning;

Lead and serve with humility, gratitude, and grace.

FOUNDATIONAL COMMITMENTS

Approved by the ACCA Board of Directors October 18, 2011

The foundational commitments of ACCA distinguish it as an institution and are the standards against which all new ideas and practices are tested. They are the core values to which the Board of Directors is committed and for which it is responsible on behalf of present and future constituents. The administration, faculty, and staff are likewise committed to and responsible for implementing these foundational commitments in all policies and practices of the School.

Christian Worldview: *We believe that every aspect of our children's education must be intentionally founded upon biblical truth.*

At ACCA we believe the focal point of all that is, has been, and ever will be is the person of Jesus Christ. We believe that the education of our children begins with this reality. God reveals Himself not only specially in His Word, but also generally in every facet of His creation. All knowledge is therefore interrelated and teaches us about God's character, wisdom, and power. Ultimate reality exists only in Him, the Creator and Sustainer of all things, and therefore truth can be understood only as it relates to Him, the God of Truth and Sovereign Lord over all. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge. We believe therefore that every aspect of our children's education must be intentionally grounded in and integrated with biblical truth.

Classical Liberal Arts: *We are committed to the traditional and long established, exemplary forms and standards in education handed down from ancient and medieval educators.*

At ACCA we are committed to a classical liberal arts education; the traditional and long established, exemplary forms and standards in education handed down from ancient (Greek, Roman) and medieval educators. We follow the methodology of the Trivium, seeking to identify appropriate analogies of Grammar, Dialectic (Logic), and Rhetoric in all subjects and to teach all subjects in a manner consistent with the appropriate developmental stage of the child. We understand that the liberal arts of antiquity denoted the education "worthy of a free man" (Latin *liber*, "free") –an education intent upon cultivating wisdom, virtue, and eloquence through the pursuit of truth, goodness, and beauty. We emphasize and seek to preserve and pass on to successive generations the richness of our Western cultural heritage.

Wisdom and Virtue: *We believe that true education culminates in wise and virtuous students who are being conformed to the image of Christ.*

At ACCA we believe each child is a living and eternal soul to be nourished, not a product to be manufactured. The purpose of education is not instilling knowledge alone, nor is it merely providing vocational skills. The purpose is inculcating wisdom and virtue in the life of each student. We seek true wisdom that begins with the fear of the Lord,

is rooted in the Scriptures, and encompasses all of human experience. We aspire to virtue that reflects the moral excellence of Christ, expresses itself in faithful obedience to God, and demonstrates love to others. Wise and virtuous students will become understanding, thoughtful, and courageous leaders in our homes, churches, and communities.

God-Honoring Excellence: *We are dedicated to teaching and learning with excellence as unto the Lord.*

At ACCA we believe that all instruction must encourage students to love and honor God through their academic endeavors. God commands us to love Him with all our heart, soul, mind, and strength. Students must be challenged at all levels to do quality academic work "heartily, as unto the Lord" because God is worthy of their best. We employ gifted teachers who possess a passion for learning, a passion for teaching, and a passion for Christ. We want our students to possess a love of learning and be well equipped for their future callings.

Appropriate Forms and Habits: *We believe that true education recognizes that hearts and minds are shaped not only by ideas and knowledge, but also by practices, habits, routines, and liturgies.*

At ACCA we seek to deliberately develop a culture in the school in which every idea, truth, and concept has its fitting visible expression. We seek not the artificial formality of the arrogant, nor formality for formality's sake, but rather a wise attention to form that continually favors appropriateness over casual and comfortable complacency. We believe that true education recognizes that hearts and minds are shaped not by ideas and knowledge only but also by practices, habits, routines, and liturgies.

In Loco Parentis: *We seek to assist parents in their God-given task of educating their children in the Lord.*

At ACCA we believe God has granted to parents the responsibility and authority for raising their children, including the responsibility of educating them. ACCA seeks to assist parents in this God-given responsibility. ACCA purposes to be an extension of the home --educators who function as agents and servants of the parents. We are committed to fostering a supportive community of like-minded families, who, with our faculty and staff, encourage one another in their calling to bring up their children "in the discipline and instruction of the Lord."

Engaged and Committed School Community: *We believe parents should actively participate in the life and community of the school.*

We strive to cultivate in our parents a sense of responsibility for the school and to see them well informed about the goals of our classical and Christ-centered approach. Parents are encouraged to actively participate in the life and community of ACCA. As we cultivate wisdom, virtue, and eloquence through the pursuit of truth, goodness, and beauty in the lives of our students, we expect to see our parents grow in the same. We believe our school community should reflect God's Kingdom in its racial, ethnic, and economic make-up.

We desire to exemplify unity in the body of Christ through support and cooperation with area churches.

STATEMENT OF FAITH

As an evangelical Christian school, we hold to the central doctrines of historic Protestant Christianity.

1. We believe the Bible alone to be the Word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, eternally existent, in three Persons: Father, Son, and Holy Spirit. He is omnipotent; that is, He can do all things. He is omnipresent; that is, He is present to all creation and has under His immediate authority all things which are in Heaven, in the earth, and under the earth. He is omniscient; that is, He knows all things. He readily exercises His power which is present everywhere, and to Him there is nothing that is impossible or unknown, that is, He knows what has been from eternity, what now takes place everywhere, and what will be to all eternity.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus.

NON-DISCRIMINATION POLICY

ACCA admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, financial assistance and loan programs, athletic programs, and other school administered programs and activities.

ACCA does not discriminate in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment on the basis of race, color, national and ethnic origin, age or sex.

DOCTRINAL IDENTITY

The substance of the ACCA Statement of Faith is that which will be considered primary doctrine at the School. Secondary or potentially divisive doctrines and issues will not be presented as primary doctrine. Beyond the primary doctrines articulated in the Statement of Faith above, we respect and acknowledge the primacy of local churches and families and refer any secondary doctrinal questions to local churches and parents for final authority.

We embrace the historic tenets of Biblical Christianity as articulated in the creeds of the early church and the major confessions of the Protestant Reformation.

It is mandatory that all board members, school administration, school faculty and staff subscribe without reservation to the Statement of Faith and actively serve Christ under the authority of a local Evangelical Protestant church that is in essential agreement with this Statement of Faith.

THE ASSOCIATION OF CLASSICAL AND CHRISTIAN SCHOOL (A.C.C.S.)

The primary mission of the Association of Classical & Christian Schools (A.C.C.S.) is to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian world view grounded in the Old and New Testament Scriptures.

Requirements for all member schools:

1. All member schools must subscribe to the Confession of

Faith adopted by the A.C.C.S. This must be affirmed on the application form by the signature of an authorized agent of the school.

2. All member schools must demonstrate conformity to the *Trivium* as set forth in the A.C.C.S. Mission statement.
3. All member schools must demonstrate a commitment to furthering the work of the A.C.C.S., its goals, purposes, mission, and objectives.
4. All member schools must pay annual dues.

ACCA is a member of A.C.C.S., and as such enjoys the full benefits of membership. ACCA will seek accreditation when it becomes eligible. The web address for ACCS is www.accsedu.org.

SUGGESTED READINGS IN CLASSICAL AND CHRISTIAN EDUCATION

The Case for Classical Christian Education, by Douglas Wilson

Recovering the Lost Tools of Learning, by Douglas Wilson

The Lost Tools of Learning (essay), by Dorothy Sayers

On Secular Education, by R. L. Dabney

The Well-Trained Mind, by Jessie Wise and Susan Wise Bauer

Repairing the Ruins, edited by Douglas Wilson

The Seven Laws of Teaching, by John Gregory

Why Johnny Can't Read (or *Why Johnny Still Can't Read*), by Rudolf Flesch

Ideas Have Consequences, by Richard Weaver

Of Education, by John Milton

Classical Education, by Gene Edward Veith, Jr. and Andrew Kern

Education, Christianity and the State, by J. Gresham Machen

Foundation of Christian Education, by Louis Berkhof and Cornelius Van Til

The ACCA of God, by Douglas Wilson

On Christian Doctrine, by Augustine

Wisdom and Eloquence, by Robert Littlejohn and Charles Evans

Association of Classical and Christian Schools (www.accsedu.org)

Veritas Press (www.veritaspress.com)

TRIVIUM APPLICATION CHART

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers. It illustrates the application of the classical Trivium at ACCA.

Beginning Grammar (Pre-Polly)	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
Student Characteristics	Student Characteristics	Student Characteristics	Student Characteristics
1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative	1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds 6. Easily memorizes 7. Can assimilate another language well	1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults	1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods	Teaching Methods	Teaching Methods	Teaching Methods
1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips	1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research project 6. Recitations, memorizations 7. Drills, games 8. Oral/written presentations	1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips	1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussion and written papers

CURRICULUM GOALS

This section summarizes the ACCA curriculum goals for various subject areas. Please note that these goals are broad and general goals that apply to various subjects across grade levels. More detailed curriculum goals and objectives for specific grades may be found in our curriculum guides.

I. Bible: We seek to:

- A. Teach the students to understand the Bible as God's Word.
- B. Have the students read the complete actual text of Scripture for themselves versus only prescribed verses.
- C. Teach the events of Scripture in the context of overall Redemption History.
- D. Encourage the students to understand Scripture verses in their context, using good interpretation principles.
- E. Let the Scriptures speak for themselves, having Scripture interpret Scripture, with clarification and illustration by the teacher only as needed.
- F. Encourage each student to come to the Father, through the Son, by the power of the Holy Spirit, and grow by faith in his knowledge and love of God.
- G. Teach the concepts of Creation, Fall, and Redemption, which are essential components of a Christian worldview.

II. English: We seek to:

- A. Equip every student with the skills necessary for good writing and speaking, including correct spelling and grammar, pleasant style, clarity, proofreading, editing, presentation, articulation, etc.
- B. Put a major emphasis on good writing and speaking by requiring the students to write and give oral presentations often and correctly in each subject area.
- C. Encourage clear thinking by the students by requiring clear, focused writing.
- D. Introduce the students to many styles of writing using the Bible, classics, and other high-quality literature.

III. Reading: We seek to:

- A. Teach students to read correctly beginning in Kindergarten using phonics as the primary building -blocks for instruction.
- B. Introduce the students to high quality children's literature and Great Books beginning in first grade. Have students read a wide variety of classics.

- C. Carefully monitor the students' reading abilities to ensure a reasonable level of proficiency, adequate comprehension, and fluency in oral and silent reading. This includes the proper use of word-attack skills (the skills to pronounce and read a new word encountered while reading).
- D. Integrate, wherever possible, other subjects into reading, such as history and science.
- E. Foster a life-long love of learning and high-quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature.

IV. Latin: We seek to:

- A. Instruct students in the vocabulary, grammar and syntax of the Latin language, equipping them to read Latin texts extemporaneously by the twelfth grade.
- B. Reinforce the student's understanding and application of the principles of proper grammar being taught in our traditional English grammar classes.
- C. Cultivate learning skills and logical thinking skills inherent in the study of Latin.
- D. Enhance the student's understanding of the history and writings of the early church and Western Civilization through the reading of Latin texts.

V. History/Geography: We seek to:

- A. Teach the students that God is in control of history and its ultimate outcome.
- B. Enable the students to see God's hand in the history specifically by illustrating the effect that God's people have had on history.
- C. Broaden the students' understanding of history and geography by gradually deepening their level of exposure and research into various topics and source documents as the students mature from kindergarten through elementary school into high school.
- D. Encourage the study of history through exposure to original texts and source material rather than foster dependency on third party commentary in textbooks. Promote honest debate of historical issues.
- E. Make history and geography "come alive" for the students through the use of many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, food, architecture, etc.

VI. Mathematics: We seek to:

- A. Ensure that the students have a thorough mastery of basic mathematical functions and tables.

- B. Emphasize a conceptual as well as practical understanding of math through the frequent use of story problems.
- C. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

VII. Science: We seek to:

- A. Teach that God created the Heavens and the Earth *ex nihilo* (out of nothing) in six 24-hour days, allowing that Christians may reasonably differ on their interpretation and application of Genesis chapter one.
- B. Teach that God created man specially in His image and that Darwinian evolutionary theory is false.
- C. Teach the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into Creation.
- D. Teach that the worldviews of scientism and naturalism are inconsistent with a Biblical worldview. Teach that Scripture and Science, and Faith and Reason are not contradictory or conflicting matters, but are entirely compatible within the Christian worldview.
- E. Treat the study of science as a "means to an end", not an end in itself. That is, curiosity, experimentation, demonstration, and research, etc. should be emphasized as the process and way of using science, as opposed to the study of facts. Scientific data and concepts should be attained primarily as the result of research and discovery, versus lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.
- F. Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, field trips, guest speakers, etc.

VIII. Art: We seek to:

- A. Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
- B. Encourage the students to appreciate and imitate the objective beauty of the Creation in their own creative works.
- C. Introduce the students to the works of the creative masters in Western culture.
- D. Equip the students to knowledgeably use a variety of art media and techniques.

IX. Music: We seek to:

- A. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
- B. Systematically instruct students in the fundamentals of vocal and instrumental music.
- C. Nurture an understanding of and appreciation for vocal and instrumental music of the highest spiritual and musical integrity from throughout history.
- D. Encourage the students to select some area of music, vocal or instrumental, to pursue on their own.

X. Physical Education: We seek to:

- A. Teach fundamental loco-motor and manipulative skills through exercise, games and activities.
- B. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- C. To enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

CODE OF STUDENT ETHICS

ACCA has developed a Code of Student Ethics based on a practical mixture of 1) the principles of virtue from Scripture, 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. All students are expected to abide by the Code of Student Ethics. Upper school students will be required to sign the code at the beginning of each school year. Each teacher will use a system of classroom management to encourage compliance with this code. Students who do not follow the code will be subject to disciplinary action.

1. Since God is holy and since His name is to be revered, students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name, character, or institutions with triviality are not permitted.
2. Since appropriate response to authority is biblically mandated and critical to the shaping of a child's life, students must obey their parents, school policy and all instructions from the ACCA staff and its supporting adults, promptly, willingly, completely and cheerfully. Talking back, arguing and undue familiarity with ACCA staff will not be tolerated. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
3. Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, students

will demonstrate honesty in all their dealings with one another and the staff. Students will respect the property and belongings of others.

4. Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male students will show honor for female staff and students by demonstrating gentlemanly etiquette at all times (e.g. Boys shall hold doors open for female staff and students.) and female students will show respect for male staff and students by exhibiting ladylike etiquette at all times. Romantic attachments between male and female students will not be encouraged at ACCA. Co-educational competitive sports involving significant physical contact between players will be prohibited at the school.
5. Since whatever we do, we are to do it heartily, as to the Lord, and not unto men, students will work diligently on all of their school work, striving to do their best at all times. Items and devices that distract students from their educational pursuits, such as personal electronic musical devices, games, toys, roller skates, skateboards, and the like are not permitted on school grounds. Cell phones are permitted on school grounds, but must be turned off during school hours. Laptops are permitted for academic use only.
6. Since working with others involves self-discipline and gratitude, students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic pursuits and refrain from harmful and rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
7. Since ACCA cares about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds.
8. Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, students will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind. Teasing, criticizing, put-downs, insults and name-calling are not permitted.
9. Since our physical facilities and school materials exist as God's provision and since some activities are inconsistent with responsible stewardship, students are expected to treat all school materials (e.g. textbooks) and facilities with respect and care. Students are expected to be aware of and avoid the off-limits areas of the building and grounds. Students are expected to keep the school's campus neat and clean. Chewing gum is prohibited on school grounds.

10. Since students are to conduct themselves in a manner consistent with biblical principles of purity and holiness, students shall refrain from all forms of inappropriate sexual behavior. All immoral sexual activity, including fornication, viewing of pornography, immodest dress, and homosexuality, is forbidden among ACCA students. Public displays of affection in the context of boy-girl relationships (e.g. holding hands, kissing, etc.) are not permitted on school grounds.
11. Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all students will strive to maintain a faithful daily walk with Christ and be active in a local church.
12. Since our students serve as ambassadors for Christ and representatives of the school, it is expected that students will conduct themselves accordingly at all times, whether they are at school or away from school.

COMMUNICATION AND GRIEVANCES GUIDELINES

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with Scripture (Matthew 18 and James 3). We believe Scripture teaches that conflicts should be handled respectfully, graciously, discreetly and carefully, while believing and speaking the best about each individual involved. ACCA staff, administration and board will abide by these same principles in communicating with parents and students.

Parents to Teacher: If an issue should arise regarding an individual teacher's behavior, rules or procedures, the parents should speak directly to the teacher. If the issue is not satisfactorily resolved, the parent may bring the concern to the Head of School.

Parents to Head of School: If an issue should arise regarding school rules, procedures or curriculum or the Head of School's behavior, the parents should speak directly to the Head of School. Parents may also present concerns about individual teacher's behavior, rules or procedures directly to the Head of School, if the matter was not resolved with the specific teacher. If the issue is not satisfactorily resolved, the matter may be taken before the school Board.

Parents to Board: If an issue regarding any policy, curriculum, program, or staff member has not been satisfactorily resolved with the administration, the parents may present their concerns to the Board at the regularly

scheduled Board meetings. Parents should communicate with a Board member to schedule such a hearing.

Teachers to Head of School: If an issue should arise regarding school rules, procedures or curriculum or personnel matters or the Head of School's behavior, the teachers should speak directly to the Head of School. Teachers may also present concerns about individual staff member's behavior, rules or procedures directly to the Head of School, if the matter was not resolved with the specific staff member. If the issue is not satisfactorily resolved, the matter may be taken before the school Board.

Teachers to Board: If an issue regarding any policy, curriculum, program, or staff member has not been satisfactorily resolved with the administration, the teachers may present their concerns to the Board at the regularly scheduled Board meetings. Teachers must present their concerns in writing to the Board and should communicate with a Board member to schedule a hearing with the Board.

While clear communications between the board and staff and families can break down with negative issues, they can break down with positive issues as well. Often parents or teachers will have an idea on how to improve the school, but are not sure how to share it. In this case the same principles should be applied. If a parent has an idea about how to improve a classroom, he or she should talk to the teacher. If a parent has an idea about how to improve the school in general, he or she should talk to the Head of School. It is always best to communicate directly with the person primarily in authority over the issue at hand. The Board will not serve as the initial contact on school related issues. No individual Board member may speak on behalf of the Board unless specifically authorized by the Board to do so on a specific issue.

STUDENT DISCIPLINE GUIDELINES

All discipline will be based on biblical principles (e.g. confession, repentance, reconciliation, restitution, forgiveness, law and grace, etc.). Misbehavior shall be viewed from a spiritual and Scriptural perspective with the goal of shepherding the child's heart toward a God-pleasing life. It is also understood that parents are ultimately responsible for their child's behavior even while the child is at school. These discipline procedures shall have the function of placing the responsibility of discipline on the parent. The parents shall be generally responsible for administering all forms of corrective punishment.

Practically, the vast majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline (within these stated guidelines) will be determined by the teachers and administration. The specifics and nature of each discipline incident and the individual personality of the student involved will be considered in the administration of discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process; therefore, these policies must be adhered to. Students will not be subject to corporal punishment at ACCA. As in all other areas of the education at ACCA, love and forgiveness will be an integral part of the discipline of a child. It is because we love that we discipline.

Misconduct and Discipline:

There are five basic behaviors that will automatically necessitate discipline from the school administration. Those behaviors are:

1. **Disrespect** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school; including lying, cheating, stealing.
3. **Rebellion** e.g., outright disobedience in response to instructions.
4. **Fighting** e.g., striking in anger with the intention to harm another student.
5. **Obscene or profane language**, including taking the Lord's name in vain.

If for any of the above behaviors, or other reasons, a teacher deems it necessary for a student to receive discipline from the administration, the following accounting will be observed. Within the entire school year:

1. The first **two** times a student is sent to the administration for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be expected.
2. The **third** incident will be followed by a meeting with the student, student's parents, administration, and, if necessary, the teacher.
3. Should a **fourth** incident arise, a ***two-day suspension*** may be imposed on the student. The student will be required to make-up all classroom assignments and tests missed during the suspension period.
4. Should a **fifth** incident arise, the student may be subject to expulsion from the school.
5. The administration may, at their discretion, demonstrate leniency when appropriate or, in case of severe infractions, bypass the above office-visit process and impose an immediate suspension or expulsion on a student who is not making progress in correcting serious misbehavior.

Expulsion:

The ACCA school board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis.

Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate the behavioral problems the student is having, the administration is empowered to expel the student. The procedure will be as follows:

1. Parents will be notified immediately after the decision for expulsion.
2. The student will turn in all school texts/materials, clear out his/her desk and locker, and be picked up by his/her parents the same day.
3. Transfer of school records will be arranged within a week following expulsion.
4. Appeals may be made first to the administration and then to the ACCA Board.

Serious Misconduct:

If a student should commit an act with such serious consequences that the school deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any flagrant act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours or when school is not in session.

Re-enrollment:

At the discretion of school administration, a student may be refused reenrollment for the following school year. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

Re-admittance:

Should the expelled student desire to be readmitted to ACCA at a later date, the school board will make a decision based on the student's attitude and circumstances at the time of reapplication.

STUDENT AND STAFF RELATIONS GUIDELINES

To facilitate professional, friendly, and biblical relationships between staff members and students, the following guidelines shall be observed.

- A. Staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7, 8). Relationships between staff members and staff members and students are to be friendly and courteous, not familial or intimate.
- B. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (I Peter 2:12).

- C. Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
- D. If it is necessary for a staff member to spend time alone with a student or staff member of the opposite sex, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.).
- E. Staff members shall not travel alone in a car with one student.

CONTROVERSIAL SUBJECTS POLICY

The purpose of this guideline is to help ACCA to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. A controversial subject is a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: environmentalism, partisan politics, etc.

- A. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will *not* help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all. When appropriate, as it benefits the students, the teacher may explain to the students the reasons for not discussing the topic.
- B. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic *will* help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 2. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 3. As appropriate (i.e. pertinent to the stated objectives of the class), direct the students' attention to original writings, historical source documents, and other informed sources on each side of the subject concerned. This may done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc.

Strongly encourage the students to become knowledgeable of the most widely held views on the topic.

4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- C. Due to the sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts. Teachers will always defer to parental authority and responsibility when such matters arise.
- D. The teacher is to remember that according to Scripture and the goals of ACCA, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

DOCTRINAL GUIDELINE

Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Secondary doctrine is defined as any issue that is not addressed in the ACCA Statement of Faith. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of a secondary doctrinal issue is encouraged. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

REVERENCE GUIDELINE

In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be reverent and consistent with biblical principles.

Things to avoid include:

- A. Silly or trite references to Jesus Christ and His work on the cross.
- B. Mockery of angelic powers, whether demonic or heavenly.
- C. Emphasis on good feelings or works, vs. humble obedience and grace.

IN LOCO PARENTIS GUIDELINE

In order to ensure that parental authority over the education of their children is respected at ACCA, all teachers, staff and representatives who exercise authority of any kind over the students are to remember that they do not function above parental authority, but rather with delegated authority (*in loco parentis*) from the parents.

GRADING SCALE AND GUIDELINES

1. Percentages and Grade Equivalents:

A	93-100	(Excellent)	A = 95-100 A- = 93-94
B	85-92	Above Average)	B+ = 91-92, B = 87-90, B- = 85-86
C	77-84	(Average)	C+ = 83-84, C = 79-82, C- = 77-78
D	70-76	(Below Average)	D+ = 75-76, D = 72-74, D- = 70-71
F	Below 70	(Failing)	
I		Incomplete	
P		Passing	

Minuses (-) and pluses (+) shall not be recorded on elementary report cards. Only the base letter grade shall be reported.

2. Other evaluation designations: (Used primarily for PK-2nd Grade and for objective evaluations.)

E = Excellent/Outstanding – exceeding expectations

S = Satisfactory – meeting expectations

N = Needs Improvement – making progress but continued time and effort needed

U = Unsatisfactory – making little or no progress

3. Typically a minimum of 10 grades per grading term should be used to determine each subject's grade.

4. All academic/objective grading at ACCA will use a criterion-referenced base for evaluations. That is, objective standards will be used to judge student performance. Grading on a "curve" will not be done.

5. Term grades should be based on the following:

- a. Tests, Quizzes, Homework, Projects, Book Reports, Classwork, etc.
- b. A majority of assigned work done for/in class should receive a recorded credit toward a grade.
- c. Assignments that are graded and credited primarily for completion, effort, or diligence (e.g. daily Math homework) shall constitute no more than 25% of the student's final grade in a subject for any given term.
- d. The final grade must be based primarily (at least 50%) on student performance on assessments (test and quizzes) that measure mastery of curriculum objectives.
- e. "Extra Credit" or "Bonus" work may only be given in a manner consistent with ACCA's foundational commitment to God-honoring excellence.

- f. Participation in class discussion may also be graded. If so, daily participation should be recorded on a consistent basis.
6. Whenever appropriate teachers must include spelling, neatness and grammar mechanics in the grading of assignments in all subjects. These elements shall make up a maximum of 10% of the total grade on any given assignment.
7. Generally, late assignments will not be accepted, but rather counted as missed assignments.
8. Variety in the amount and kind of testing, assignments, and homework is highly encouraged.
9. Objective Ratings: The Progress portion of the grading term report card provides an opportunity for an evaluation of the student's behavior and progress in general objectives in each subject area. The marks used for acquiring skills (such as in kindergarten, first and second grade) are used:
 E = Excellent/Outstanding – exceeding expectations
 S = Satisfactory – meeting expectations
 N = Needs Improvement – making progress but continued time and effort needed
 U = Unsatisfactory – making little or no progress
 Pre-K shall use these ratings in all subjects.
 K – 2nd grade shall use these marks for all subjects except Math. In Math a percentage grade and regular letter grade shall be given.
10. Teacher's comments will be included in a separate section on the report card.

GRADE REPORTING GUIDELINES

Mid-Term Progress Reports shall be sent home at the middle of the first, second, and third grading term (nine week quarter). Report Cards shall be sent home with the students at the end of each nine week quarter.

Teachers shall communicate frequently and regularly with parents about each student's academic performance and work habits in the classroom.

Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing (F) or unsatisfactory grade (U) for the grading term. Failure of the teacher to notify parents of a failing or unsatisfactory (Pre-K-2) grade will not, however, result in the alteration of the grade.

Parents are responsible to attend the Parent/Teacher conferences to become informed of their child's progress.

PROMOTION POLICY

Pre-Kindergarten -2nd Grade

Pre-kindergarten through second grade students enrolled in ACCA must meet the following basic criteria for promotion to the next grade:

- A. Behavioral maturity for the next grade as defined by consistent age-appropriate ability to follow classroom routines, obey teacher instructions, handle conflict appropriately, and stay on task during academic work.
- B. The child must demonstrate reading and math readiness for the next grade by achieving 80% of the reading and math objectives for the grade they are completing.

Grammar School (3rd – 6th Grade)

Grammar school students currently enrolled in ACCA must meet the following basic criteria for promotion to the next successive grade:

- A. Earn a passing grade (at least 70% avg. for the year) in Reading, Math and Grammar.*
- B. Earn a passing grade (at least 70% avg. for the year) in at least three of the other six academic subjects (Latin, Bible, Science, Writing/Spelling, Penmanship and History).*

* Exceptions may be made depending on the circumstances.

Logic School (7th-8th Grade)

Students in the seventh and eighth grade must earn a passing grade in all core subjects (Math, Science, English, History, Latin, and Bible or Logic) and must complete the year with a 2.0 GPA.*

* Exceptions may be made depending on the circumstances.

STUDENT RETENTION GUIDELINES

These guidelines have been created to compliment and support the school's Promotion Policy and should be used in such manner. The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade. This is to assist the parents, as the final decision-makers regarding their child's education, in making as informed a decision as possible.

Considering and recommending a student for possible retention in a grade is always a very serious matter and every step of the process should be well-documented.

CONSIDERATION: The following questions may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but includes samples of some pertinent questions the teacher may want to document and go over with the parents:

- A. How old is the child? (Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.)
- B. What is the sex of the child? (Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.)
- C. Did the child attend Kindergarten? (Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended Kindergarten can reveal some insights to the behavior and aptitude causing the current concern.)
- D. What is the home life like for the child? (Things to consider include: saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child's home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life of a child.)
- E. Is reading and the love of books evident in the home? (No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?)
- F. Is the cause for concern here primarily behavioral, academic or a combination of both? (If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.)
- G. Has the child had to repeat a grade before? (If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that

repeating two grades would really address the problem.)

- H. What are the specific indicators the teacher has identified that give rise to the current consideration? (These should be documented as indicated in the Recommendations section below.)

RECOMMENDATIONS: This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper elementary, in order to give the child more time to mature and master the basic skills before going on.

Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively.

At the time of reporting for:

- A. After Mid-term Progress Reports for the first grading term there will be a Parent-Teacher Conference day (mid-October). At that time, a child who has had difficulty (as compared to a normal rate of progress) should have a short, written summary made, in addition to the report card. This summary should identify the specific concerns the teacher has. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be gone over with the parents at the conference.
- B. After Mid-term Progress Reports for the second grading term (mid-January), if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time report cards go out. (The teacher should use the appropriate form for this.) Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the child's file and a copy to the parent to be signed.
- C. At the end of the second grading term (mid-March), if the student is still having difficulty, another Parent-Teacher conference for the child in question should be scheduled to discuss the student's progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. Unless the child cannot meet the criteria for passing the grade (as prescribed in the Promotion Policy), it is not recommended that retention be planned at this time.

If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.

- D. At mid-term of the third grading period (early/mid April) another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his recommendation regarding both retention and activities which the parents could assist the child over the summer. In questionable cases (i.e. not involving the policy), the parents will make the final decision regarding retention. The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

ACADEMIC PROBATION POLICY

This policy is intended to provide additional motivation to students whose academic achievements are not up to their capability. If implementation of this policy would be counterproductive to this end, the administration may decide not to place a student on probation. A written record explaining this decision will be signed by the administration and placed in the student's file.

Secondary students (7th-8th grade) are required to maintain at least a 2.0 grade-point average during any two, consecutive quarters. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the quarter in question.

- A. Grade point averages (G.P.A.'s) for each secondary student will be calculated at the end of each quarter. Only core courses will be used in the GPA calculation. (elective courses, independent study courses, and specialty courses such as art, music and physical education are not included in the G.P.A. calculation.)
- B. If a student's G.P.A. is at or below 2.0 (i.e. a "C" average), that student will be placed on academic probation during the following quarter. A parent-teacher conference will be arranged at this time.
- C. If at the end of the next quarter the student's G.P.A. (for the quarter) has not risen to at least a 2.0, that student will be expelled.
- D. Students who are on academic probation are ineligible to participate in extra-curricular activities.

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

All ACCA students participating in extra-curricular activities must maintain a G.P.A. of 2.5 or above. This does not apply to transfer students during their first quarter of enrollment at ACCA.

For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of their grade point average for the following quarter. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season.

If implementation of this policy would be counter-productive to the students' best interests, the administration may decide not to restrict a student's eligibility. In making this decision, the administration will consider the student's academic ability as measured on standardized tests and evaluated by the secondary teachers.

HOMEWORK PHILOSOPHY AND GUIDELINES

Philosophy

ACCA will assign some amount of homework to its students. Below are the primary reasons or causes for homework being assigned:

- A. Students often need some amount of extra practice in new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- B. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
- C. Since ACCA recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.

Guidelines

- A. Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school. The teacher shall use time in class efficiently to maximize the time allotted to students to complete assignments at school. The emphasis in assigning homework shall be quality, not quantity. Teachers shall make every reasonable effort to keep homework at a reasonable level.

- B. Students who do not use the time wisely in class will have to complete assignments at home in addition to completing regularly assigned homework.
- C. The necessity for doing homework will vary from grade to grade and from student to student. It is to be expected that older students will spend more time on homework than younger students. It is also to be expected that the focused, diligent, and/or stronger students will generally spend less time on homework. Students who are significantly challenged by the assignments or who do not wisely use the time given in class to complete assignments will most likely spend more time doing homework.
- D. In any event of homework normally being assigned, a "Weekly Homework Assignment Sheet" (or similar form of communication) should be used in the elementary grades and a student-owned assignment book should be used in the secondary grades.
- E. Normally, extra homework is not to be assigned over weekends or over holidays and vacation periods. Homework equivalent to a regular weeknight's quantity may be assigned for Friday after school.

STANDARDIZED TEST ADMINISTRATION

ACCA shall administer a nationally standardized academic achievement test (e.g. Stanford or ERB-CTP) to all students in (at minimum) the second, fourth, sixth, eighth, and tenth grades. The test may be administered to students in other grades when deemed beneficial by the Head of School.

HONORS AND AWARDS PROGRAM

- A. ACCA will maintain a system of formal honors and awards for the following reasons:
 - 1. We believe that God is glorified when His people use to the utmost the gifts He has given them. We believe a student will excel at ACCA only by faithfully using the academic/intellectual gifts bestowed upon him or her by God, the giver of all good gifts.
 - 2. The recognition of people who are faithful in using the particular gifts given them by God is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). We believe that God has established ACCA as an academic institution, and therefore it is proper for ACCA to recognize those who use the academic gifts God has given them for superior academic achievement. Therefore, we seek to publicly recognize those students who accomplish the necessary prerequisites to receive the applicable award/honor set forth below.

- 3. We recognize that the glory for all human achievement goes to God. We therefore seek to teach our students and their families the appropriate way to give glory to God for the accomplishments that He allows them and others in the school to achieve.
- B. Because we recognize the propensity of human nature to sin, we will seek through the way we approach our honors and awards program both (a) to teach the students who receive honors or awards to give the glory to God and not become prideful and (b) to teach those who do not receive honors or awards not to covet the gifts God has given to others, but rather to be thankful to God for the particular gifts He has given to them. We recognize that many students who do not meet the necessary prerequisites below are equally faithful in using the academic abilities God has given them.
- C. Accomplishments and correlating honors and awards to be given to students in the third grade and above. All subjects that are objectively graded (A-B-C-D-F) will be used in honors determinations. The honors and awards are as follows: (Other awards/honors may be recognized as appropriate)

ACCOMPLISHMENT	HONOR/AWARD GIVEN
All A's in a grading term	Placement on A Honor Roll, acknowledgment at assembly
All A's with no more than 2 B's in a grading term	Placement on A-B Honor Roll acknowledgment at assembly
All year placement on A Honor Roll	Certificate/Award received at year-end Awards Assembly
All year placement on A-B Honor Roll	Certificate/Award received at year-end Awards Assembly

LEARNING DISABILITY POLICY

This policy applies to all students in all the classrooms of ACCA.

Definitions:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, special program, or specialized staff in order to provide the educational services desired by the parents, e.g. Down's syndrome, deaf/mute, blind, etc.

Learning Disability: Any condition in a potential student which does **NOT** require a separate classroom, special program, or specialized staff in order to provide the education services desired by the parents and meet the regular academic requirements of ACCA, e.g. hyperactivity, attention deficit disorder, dyslexia, etc.

Policy:

- A. Children with a severe learning disability will not be admitted to ACCA due to the lack of adequate staff,

resources, and facilities.

- B. Children with learning disabilities may be admitted to ACCA provided they meet all regular admissions requirements and are capable of functioning successfully in a “traditional classroom” setting.
- C. Children with learning disabilities (diagnosed or undiagnosed) will be required to meet the same academic and behavioral standards as all other children in their grade level.
- D. ACCA may make minor classroom accommodations (seating location, allowing use of tape recorders or laptop computers, etc.) to assist students with learning disabilities. Accommodations will be made only for students with learning disabilities that have been clearly diagnosed by a licensed and certified educational diagnostician. Securing a diagnosis of a learning disability will be the responsibility of the parent(s) of the student. The parent(s) of the student will also be responsible, financially and otherwise, for providing any and all special equipment, supplies and tutors needed to accommodate the student.
- E. ACCA reserves the right to decline any accommodation to a student with a learning disability, if it deems the accommodation to be a hindrance to the learning experience of other students in the school or if it deems that the accommodation may compromise the school’s academic standards.

STAFF DRESS CODE POLICY

Since modeling Christian maturity to the children, serving as Ambassadors of Christ, and representing the vision of ACCA to the community are intrinsic to employment at ACCA, all staff members are to dress professionally, modestly, and neatly at all times. Staff member appearance shall be generally “conservative” and never distracting, overly trendy, or worldly. Staff members shall comply with directives from the Head of School regarding specific application and implementation of dress code guidelines. The General Dress Code Guidelines for students in the Student Parent Handbook will apply to staff, as well as students.

Women:

- A. Slacks, pant-suits, jumpers, dresses or skirts may be worn.
- B. Skirts and dresses must be no shorter than two inches above the top of the kneecap.
- C. Nice denim jumpers and skirts are acceptable as long as they are not faded or overly casual.
- D. Jean pants and cargo pants are not permitted. Inappropriately tight pants are not permitted.
- E. Leggings are generally acceptable, but must be worn

with a top, dress, or skirt that is no shorter than two inches above the top of the kneecap.

- F. All tops must meet the “Hand Rule” with regard to the neckline.
- G. Tops that expose the midriff area (at any time, in any way) are unacceptable.
- H. Form fitting tops (i.e. tops which are tight and clingy) and spaghetti strap tops are not acceptable.
- I. Dressy sandals and clogs are permitted. Flip-flop style sandals and athletic shoes are not permitted.

Men:

- A. Dress slacks or dressy-casual slacks with dress shirt and neck tie must be worn each day at school.
- B. Jean trousers, jean-cut trousers, cargo trousers, and shorts are not permitted.
- C. Dress Shoes or dressy-casual leather or leather-like black or brown shoes are acceptable. Athletic shoes, sandals, clogs, hiking shoes/boots are not acceptable.
- D. Excepting groomed facial hair (i.e. trimmed beards & moustaches), male staff must be clean shaven on school days.

All:

When appropriate (field trips, Spirit Days, and Jean Days) the above guidelines will be relaxed. Teachers may wear nice jeans, cargo pants and casual tops/shirts on these days. Wind Suits and Sweat Suits are never permitted.

STUDENT UNIFORM AND DRESS CODE POLICY

General Rationale for a Dress Code

- 1. Being overly concerned with clothing and outward appearances is contrary to God’s will for us as revealed in Scripture (1 Sam. 16:7; Matt. 6:19-21; James 4:4; 1 John 2:15-17).
- 2. Pressures felt by children to compete in areas of dress are destructive to the unity of the school and the body of Christ.
- 3. Everything in our lives, including our clothing, should reflect the order of the Godhead and the order He has created in the world (1 Corinthians 14:40).
- 4. Clothing should be modest and not draw attention to the individual (1 Timothy 2:9) and should reflect differences in the sexes (Deuteronomy 22:5).
- 5. Our children are serving as witnesses and ambassadors both for the Lord Jesus Christ and the school. Student appearance is a reflection of both.

Specific Rationale for Uniforms

- 1. Uniforms are a positive discipline in the school, and ACCA emphasizes the value of a disciplined

learning environment. Just as dressing up, even wearing uniforms, is a part of the workday for parents, wearing a school uniform is a signal to the child that it is a time for hard work and studious activity.

2. Uniforms prevent problems associated with the subjective interpretation of a dress code policy. Uniforms will eliminate any confusion about what is acceptable, modest and appropriate by the school's standards.
3. Uniforms tend to decrease the cost of student clothing. Our uniform vendors provide economical and durable items. Often parents need only purchase two or three sets of uniforms to last throughout the school year and often these items can be handed down to other children.

Uniform Policy

A detailed list of specific clothing items and suppliers/vendors for the student uniforms may be obtained from the school office. Certain uniform items must be purchased from the designated suppliers and other items may be purchased from wherever desired.

General Dress Code for All Students and Staff

- Sweatshirts and sweaters must be worn with a collared shirt underneath.
- Shirts are to be tucked in at all times. "Blousing" of shirts is not permitted.
- Shoes designed for laces are to be worn with appropriate, tied laces.
- Excessive jewelry and excessive make-up are not permitted.
- Earrings and necklaces are not permitted on boys.
- Jewelry in pierced body parts, with the exception of earrings for girls, is not permitted.
- Tattoos and other artificial body markings are not permitted.
- All students must keep their hair neatly groomed and conservatively styled.
- Unnaturally colored/dyed hair and visible tattoos are not permitted.
- Outerwear coats and jackets are not to be worn in the building during the school day.
- Student apparel (e.g. any non-uniform clothing worn at school or at official school events) and school gear (e.g. backpacks, lunch containers, notebooks, and the like) shall not display any commercial slogans, product promotions, celebrity representations, or pictures/cartoons of commercial characters.

- Any outlandish or distracting clothing, jewelry, makeup, hairstyle, or appearance will not be permitted.

Uniform and Dress Code Policy Enforcement

The school faculty and Head of School will enforce the Uniform and Dress Code Policy. Interpretation and application of the Uniform and Dress Code standards will be the responsibility of the Head of School. Students not complying with the Uniform and Dress Code Policy will be required to rectify their appearance immediately. Cheerful, consistent compliance is expected. Students who violate the Uniform and Dress Code Policy, either by action or by challenging and rebellious attitudes, will be subject to disciplinary actions.

ATLANTA CLASSICAL CHRISTIAN ACADEMY SCHOOL BOARD

The Board of Directors is responsible for overseeing the affairs and operation of the school in accordance with Scripture, the school's Bylaws, foundational documents, and Statement of Faith. The Board regularly examines the school's policies, programs, and curricula to insure their consistency with the school's mission and philosophy, and the Board relies on the administration of the school for implementation of these policies. Because of the corporate nature of the Board, any single member, as an individual, has no authority over the school in any capacity.

Head of School

The Head of School reports to the Board and is directly responsible for the day-to-day operations of the school, policy development and implementation, management of curriculum development and implementation, school programs, admissions, and so on. All employees of the school are under the authority of the Head of School

PERSONNEL HIRING GUIDELINES

1. All full-time staff will have written job descriptions and work agreements. Maintaining these documents is the responsibility of the Head of School. The Board will approve all new or revised documents.
2. To be hired by ACCA, all teaching staff candidates will be screened and interviewed by the Head of School. The Head of School may involve other administrators, teachers, Personnel Committee members, and Board members in the interview process as needed. Final hiring approval will be the decision of the Head of School.
3. Written job descriptions must be approved by the ACCA Board and used in the hiring process.
4. A candidate is not an employee until he has signed the appropriate work agreement for his position.

5. ACCA requires all staff members to be Christians. Otherwise, there is no discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment on the basis of race, color, national and ethnic origin, age, sex or physical disabilities. -- provided the person is able to fulfill all requirements of the position.
6. The Head of School will establish the work calendar for all staff each year, as well as the times of all regular work days.
7. By March of each year, the Head of School will submit a list of recommended staff retentions and open staff positions for the next school year to the school Board. Open positions will be advertised throughout the school constituency, among the broader Christian community, e.g. ACCS publications, church bulletins, Christian colleges, etc. and through public media (e.g. local newspaper) as needed.
8. Interviews for qualified applicants will take place as applications are submitted and continue until all open positions are filled.
9. All screening of applicants and interviewing of candidates for teaching and administrative staff will be conducted by the Head of School. It will also be his duty to obtain all appropriate documentation and references regarding the candidate(s).

GENERAL RESPONSIBILITIES AND REQUIREMENTS FOR ALL EMPLOYEES:

- A. It is expected that the staff member will comply with all applicable policies of ACCA and with all administrative directives. It is also expected that the staff member will meet all qualifications and perform all duties as specified in the pertinent job description.
- B. The staff member will attend weekly staff meetings, and colloquies as prescribed by the Head of School. He will attend annual orientation and periodic training, as required and prescribed by the Head of School.
- C. Work Space order and cleanliness: Due to budget limitations, teachers and administrative staff (vs. janitorial staff) are expected to maintain a high degree of neatness and cleanliness in their classrooms, office, and work areas. Rooms and work spaces are to be neat and clean prior to leaving for the day, especially on Fridays.
- D. Other related tasks: All staff members will conduct/attend school programs, activities, and special meetings as prescribed by the Head of School.

Spiritual Leadership

The Employee:

- A. Devotes himself to daily, personal reading and study of God's word and prayer.
- B. Strives to consistently exhibit love, joy, peace, and spiritual maturity in his daily work and relationships with others in the school.
- C. Follows the Biblical pattern of resolving conflict as instructed in Matthew 5:23-24, Matthew 18:15-17 and Galatians 6:1 and other Scripture passages and will always give a good report. All differences will be resolved by utilizing Biblical principles. He will observe appropriate confidentiality in regard to pupil, parent, board and school matters (cf. Titus 3:2, Galatians 5:15).
- D. Accepts without verbal or mental reservations the ACCA Mission, Vision, Foundational Commitments, and Statement of Faith and is committed to upholding all.
- E. Serves Christ under the authority of a local Protestant Christian church whose beliefs and teachings are in fundamental agreement with the ACCA Statement of Faith.

Professional

The Employee:

- A. Reports to the Head of School. He may receive additional operational support and guidance from other supervisors as designated by the Head of School.
- B. Demonstrates a biblical approach to his work by his punctuality, cheerful and compliant attitude, attention to duties, appearance, etc., and follows the guidelines as set forth in the Staff Handbook.
- C. Uses proper English in written and oral communication. He speaks with clear articulation.
- D. Develops and maintains appropriate and healthy relationships with students, parents, and other staff members in order to cultivate a true education.
- E. Must fulfill all of his obligations under state law regarding child abuse reporting requirements.

STAFF CODE OF MORALS AND ETHICS

The lifestyle, words, and deeds of each staff member shall exhibit 1) the ethical and moral principles of Scripture, 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. Therefore the following requirements shall apply to all staff members:

- A. Since God is holy and since His name is to be revered, staff members are expected to treat worship, prayer, and discussion of spiritual matters with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name, character, or institutions with triviality are not permitted.
- B. Since appropriate response to authority is biblically mandated and critical to a healthy Christian life, staff members must model proper submission to authority and encourage all students to obey their parents, teachers, supporting adults, and school policies promptly, willingly, completely and cheerfully. Staff members shall cultivate and maintain an atmosphere of mutual respect and submission in the school.
- C. Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, staff members will demonstrate honesty and integrity in all their dealings with students, parents, administrators, the board, and one another.
- D. Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male staff members will show appropriate honor for female staff members and students by demonstrating gentlemanly etiquette at all times and female staff members will show respect for male staff and students by exhibiting ladylike etiquette at all times.
- E. Since modeling Christian maturity to the children, serving as Ambassadors of Christ, and representing the vision of ACCA to the community are intrinsic to employment at ACCA, all staff members are to dress professionally, modestly and neatly at all times. Staff member appearance shall be generally "conservative" and never distracting, overly trendy, or worldly. Staff members shall comply with directives for the Head of School regarding specific application and implementation of dress code guidelines. The General Dress Code Guidelines for students in the Student Parent Handbook will apply to staff, as well as students.
- F. Since ACCA cares deeply about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds. Staff members

shall not abuse or illegally use drugs, alcohol, or weapons at any time.

- G. Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, staff members will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind.
- H. Since Christians are to conduct themselves in a manner consistent with biblical principles of purity and holiness, staff members shall refrain from all forms of inappropriate sexual behavior. All immoral sexual activity, including fornication, promiscuity, viewing of pornography, immodest dress, and homosexuality, is forbidden among ACCA staff members.
- I. Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all staff members will strive to maintain a faithful daily walk with Christ and be active in a local evangelical church.
- J. Since our staff members serve as ambassadors for Christ and representatives of the school at all times, it is expected that they will conduct themselves accordingly at all times, whether they are at school or away from school.

PERSONNEL ASSIGNMENT GUIDELINES

- 1. All decisions regarding assignment of staff members will be made in the best interest of the staff, students and goals of ACCA.
- 2. Adequate notice of changes will be given to the personnel involved. The notice must be prior to the signing of the work agreement for the year concerned.
- 3. The Head of School will assign or reassign staff for the purposes of staff growth and development. All assignments and reassignments are the decision of the Head of School.
- 4. Written job descriptions must be approved by the ACCA Board and used in the assignment and reassignment process. Written job descriptions must be attached to all work agreements.
- 5. Administrators should teach no more than two full class credits per year. In such teaching they are subject to all policies and guidelines applicable to other teachers in such academic units.

COMPENSATION AND BENEFITS GUIDELINES

1. Each year the Head of School will set the compensation for teachers and staff. The salary schedule and hourly wage rates will be submitted for approval to the Board.
2. The salary schedule for teachers will be based on level of education, professional experience, character, teaching skill, application of classical methodology, commitment to the school's mission and overall contribution to the advancement of classical Christian education.
3. Paydays for all employees will normally be on the fifteenth and the thirtieth of the month.
4. Teachers will normally be paid over a twelve-month period.
5. The Head of School will set the hours and annual work schedule for hourly employees. These terms must be approved by the Board.
6. Part-time teaching pay will be based on the portion of a day the teacher teaches.
7. The salary of the Head of School will be set annually by the Board.

GUIDELINES FOR EVALUATING TEACHERS

1. All teachers, full or part time, should be formally evaluated once each year, as a minimum. New teachers should be formally observed twice each year, as a minimum.
2. Job descriptions (including spiritual, professional, and ethical requirements), the classroom management checklist, and the curriculum guide will serve as criteria for teacher evaluations. These documents are to be reviewed by the Head of School and the teacher as part of the evaluation process.
3. All evaluations are confidential, between the Head of School and the teacher. When necessary, the Board may be privy to evaluations.
4. Copies of the formal evaluation form shall be distributed to all teaching staff during teacher orientation prior to the start of the school year.
5. The teacher evaluation form shall incorporate John Milton Gregory's *The Seven Laws of Teaching*.

Procedures

1. Informal observations and evaluations will take place periodically and generally will be unannounced throughout the school year.
2. Prior to visiting a teacher's class for a formal evaluation, the Head of School should meet with the teacher to:

- a. Set a mutually agreed upon time for the observation.
 - b. Determine the lesson to be observed and what particulars, if any, the Head of School will focus on. The teacher should be encouraged to ask the Head of School for specific assistance related to those particulars.
 - c. Review the job description and address any questions regarding how the teacher is to be evaluated.
3. The formal evaluation form and any comments should be filled out and given to the teacher within two days of the evaluation.
 4. A post-evaluation conference should be arranged within three days of the evaluation. Questions and comments regarding the evaluation should be addressed at this time and objectives for the next evaluation set. The Head of School will provide a written improvement plan for significant deficiencies.
 5. The teacher must return his signed formal evaluation form within two days of the post-evaluation conference. Both the Head of School and the teacher should sign the final evaluation form. The original form is to go into the teacher's personnel file and a copy made for the Head of School and the teacher.
 6. The school Board should be notified when a teacher performs poorly on a formal evaluation. This notification should be made at the Board's next regularly scheduled meeting.
 7. If the teacher has a concern regarding the evaluation and desires another evaluation be done before it becomes part of his personnel file, the Head of School should comply with this request. This second evaluation should be arranged with adequate time allowed before the next, regularly scheduled evaluation. If after this follow-up evaluation there is still a disagreement about the teacher's performance, the teacher may appeal to the Grievance Policy.
 8. At the next pre-evaluation meeting (1. above) with the teacher, the Head of School should go over the objectives from the last evaluation.

EMERGENCY SICK/LEAVE GUIDELINES

The purpose of the following guidelines is to provide a consistent standard by which the Head of School can determine and authorize special requests from staff members needing emergency leave. Emergency leave is defined as unplanned, but necessary time off due to serious circumstances such as illness (personal or family), death in the family, injuries, etc.

1. Staff members needing to take time off work for typical illnesses (flu, colds, etc.) should contact the Head of School and let him know the circumstances and potential loss of time related to their problem.
2. Staff members may be granted emergency leave up to five days (less previously used sick days) or as allowed in their contract without any loss of pay should the circumstances of the emergency be in the nature of the following:
 - a. Extended recovery from injury or illness.
 - b. Loss of family member and resulting funeral attendance.
 - c. Illness or injury of immediate family member (necessitating staff member's presence).
 - d. Circumstances resulting from wife's giving birth.
3. If a staff member's emergency situation requires a prolonged absence from work (beyond the allowed five days), the reasons for the absence and the anticipated events will be presented to the Board for a case-by-case decision as to salary and substitute issues.

PERSONAL LEAVE GUIDELINES

"Personal leave" is understood to be any planned, non-emergency time taken by any faculty member away from what would otherwise be his or her normal working hours/days. That is, for whatever daily length of time normally devoted to work at ACCA, the faculty member may take personal leave for up to two increments of their working time, without forfeiture of pay.

1. All faculty members of ACCA may request up to two days (as defined above) of personal leave each academic year, unless otherwise stipulated in their contract.
2. Personal leave days may not be taken on the day immediately preceding or immediately following school holidays.
3. Requests for personal leave should be submitted in writing (see appropriate form) to the Head of School at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the Head of School.
4. The arrangements for substitutes for faculty members taking personal leave are the sole

responsibility of the faculty members. The Head of School must be made aware of the arrangements.

5. It will be the Head of School's responsibility to grant and record all personal leave days taken by faculty members.
6. No pay will be received for more than two days of personal leave taken during the academic year.
7. Personal leave days may not be accumulated from year to year. Compensation will not be made for personal days not taken.

SEPARATION POLICY

1. Separation of employees may take place under the following circumstances:
 - a. Voluntary Separation: Employees may choose to voluntarily resign at the culmination of a standard work agreement period.
 - b. Unforeseen Circumstances: Due to events such as death, disability, school closure, etc., the employee may not be able to continue his work.
 - c. Non-Renewal of Work Agreement: At the normally scheduled time for re-signing the annual Work Agreements (usually in late March), the employee may not be offered a new Work Agreement.
 - d. Dismissal: Immediate dismissal of an employee is always an option that the Head of School may exercise at his discretion. This is to cover unforeseen circumstances such as incompetence or misconduct on the part of an employee.
2. The procedure for non-renewal of work agreement is:
 - a. The employee should be made aware of his unsatisfactory performance during his regularly scheduled formal evaluations. The marks on the formal evaluation must reflect the employee's poor performance.
 - b. A written improvement plan will be provided and adequate time will be allowed for improvement. Follow-up evaluations and further improvement plans should be administered whenever beneficial. Every reasonable effort should be made to help the employee correct deficiencies.
 - c. The employee who is not going to be offered a new work-agreement should be notified at least one day prior to the date on which new agreements are offered to other employees.
 - d. An employee whose work agreement is not being renewed is expected to continue to fulfill his job description, comply with school policy, perform his professional duties to the best of his abilities, and conduct himself in a Christ-like

manner throughout the remainder of the school year.

3. The procedure for dismissal is:
 - a. A written warning and conference with the Head of School, with time for correction specified.
 - b. A follow-up evaluation conference will be held at the end of the specified time.
 - c. If adequate improvement is not apparent, immediate dismissal is in order.
4. The procedure for a Board hearing on a dismissal (or non-renewal) is:
 - a. The written request of the dismissed (or non-renewed) employee will be submitted to the Board Chairman through the Head of School.
 - b. The Chairman will schedule a meeting for the employee to discuss the dismissal (or non-renewal) with the Board.
 - c. The Board will then make a final written report on the matter.

GUIDELINES FOR OBTAINING SUBSTITUTE TEACHERS

In the event (normally unforeseen) of an ACCA teacher needing a substitute teacher for any portion of the day, the following procedures apply:

1. The teacher should contact the Head of School as soon as possible. The Head of School will maintain an up-to-date list of substitutes.
2. Copies of lesson plans and any necessary materials should be made available to the substitute by the teacher. The teacher must make every effort to get lesson plans and materials to the school before 7:30 AM. This normally is done by someone bringing in the materials.
3. Generally the teacher is responsible for securing a substitute, but in the event of serious illness or emergency, the Head of School will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred subs to the Head of School.
4. It is the teacher's responsibility to let the Head of School know how long a sub will be needed (how many days). The teacher should call prior to the end of the first day if the sub will be needed the next day.
5. Substitutes will receive a copy of Guidelines for Substitutes and will be expected to fulfill the teacher's normal supervisory duties.
6. Substitutes will normally receive pay, unless other arrangements are made.
7. The teacher should send the substitute(s) a written Thank-You note after resuming work.

RELEASE OF STUDENTS

Teachers are not to release a student to anyone other than a student's parent before first checking with the office. The teachers and Head of School have the responsibility and custody of all the children while they are in school. The office should be made aware of any instance of the legal parent or guardian removing a child during regular school hours. A child is never to be released to anyone until the office is notified and approval is given by the parent(s).

PARENT-TEACHER CONFERENCE GUIDELINES

These guidelines can be applied to almost any scheduled conference with a family, but are specifically intended for use during the planned conferences at mid-terms of the first and second grading terms.

1. Schedule each conference for about 15-20 minutes. Let the parent(s) know this at the beginning of the conference so that they, as well as you, are mindful of the time. If it looks like more time will be needed, schedule another conference when you both will have adequate time.
2. If at all possible, have both parents at the conference. Dads and moms see things differently and frequently are a good balance for each other.
3. Be prepared for the conference: know what you intend to cover, but allow time for some questions. Have a folder of the student's materials to use for illustration of your points.
4. Be positive, especially in the case of a "problem" student. Enlist the parents' help and ideas on ways to improve the situation. For example: what do they do at home?, is a good question. Seek more ways for the home and school to compliment each other.
5. Be direct! Don't beat around the bush; if you have a concern or question, state it plainly. Too much time is wasted on vague references and many times the point is lost or misunderstood. The best way to accomplish this is to have the student's applicable class work, or similar examples to show the parents. The more concrete your reference, the better. (KEEP RECORDS/WORKS OF EACH STUDENT; this file will be very helpful.)
6. Sit with the parents, as opposed to behind your desk. It helps open up communication if you are all "equally" sharing. Talk to both parents. The tendency is to talk to just the mom or let her do all the talking. Ask the dads specific questions, especially about discipline.
7. Stay on the point; don't go off on tangents. Also, without being rude, cut the time used on pleasantries. If you don't have much to discuss

related to school, say so, thank them, and prepare for the next conference.

8. Listen carefully to the parents! They may say a lot without saying much and it can help you understand their child better. Ask open-ended questions, when appropriate.
9. Write down any action or objectives for the coming quarter. At the end of the conference, remind the parents of any specific actions or objectives. (You'll really impress them by referencing those specifics at the next conference and describing any action taken.)
10. Be sure to write down and follow up on any concerns or questions that will take some research on your part. Check with the Head of School on any policy-related or confusing issue raised during the conference.
11. NEVER, EVER GET INTO DISCUSSING ANOTHER STUDENT DURING A CONFERENCE, EVEN IF THE COMMENTS ARE POSITIVE. Parents talk to each other and it's very easy to cause unintentional offense through second-hand conversations. This principle applies to all conversations with parents.
12. Be cordial, polite and thank them for coming. Pray with parents only when you believe it would be appropriate.

CURRICULUM MATERIALS SELECTION GUIDELINE

1. No curriculum materials with a secular worldview may be adopted for student use unless all the following conditions have been considered:
 - a. After thorough research there appears to be no biblically-based materials of equal or better quality to the secular materials.
 - b. The secular material's primary document status necessitates it be used to fulfill adopted course objectives.
 - c. After a thorough examination, it is determined that while secular in intent, the materials do not undermine, but rather support broad biblical truths (e.g. a high quality, secular mathematics text, or high quality, timeless literature).
2. All core materials for elementary student use may only be adopted through the following procedures:
 - a. A teacher or the Head of School may make the recommendation to add or delete a student text. This may be done at any time, but is normally submitted at the end of the school year during the annual evaluation period.
 - b. In most cases, unless it would significantly alter the purposes and objectives of the coursework, the decision for replacement of a text/materials will be left to the Head of School, teacher(s), any

advisory individuals, and in regard to budgetary considerations.

- c. All such substitutions of texts/materials must comply with the above considerations for using secular materials.
 - d. Should a member of the school (parent, teacher, Board member, administrator) wish to challenge the adoption/use of a particular text/material; or if the proposed selections would conflict with (rather than support the previously adopted course objectives) the matter will be referred to the curriculum committee for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the Board.
3. When secular materials have been adopted for student use, the following guidelines must be adhered to:
 - a. The secular material must be rigorously examined and countered in philosophy with biblical/true perspectives (e.g. presenting the elements of the Theory of Evolution is desirable, but it must subjugated in time and emphasis to the elements of the Creation account), in keeping with the scope of the course.
 - b. Falsehoods and unbiblical philosophies must be always identified as such.
 - c. Biblical principles within and/or related to the course objectives must also be presented to the students (e.g. While using a secular United States history text, the teacher must identify and emphasize the biblical foundations of our country.)

IN-CLASS ENTERTAINMENT GUIDELINES

Because teachers and students will want to have, from time to time, a party or other form of entertainment in the classroom, these guidelines present standards that should provide consistency in the allowance of entertainment in the school. Teachers desiring a deviation from these guidelines should check with the Head of School prior to allowing the entertainment to take place.

1. Party Guidelines
 - a. Birthday parties should be limited to lunch periods. Parents, if they desire, may bring in treats (e.g. cupcakes) for the entire class during lunch break. If possible, a party could be in honor of several students with birthdays the same week or month.
 - b. ALL parties should take place in the afternoon, except for Kindergarten.
 - c. No party should exceed 45 minutes in length, unless it is coupled with lunch, in which case only 45 minutes of class time may be used.

- d. If a video is used in conjunction with a party (see Video Usage below), it must fit within the above prescribed time limit.
 - e. Aside from holiday parties (see below), no more than three parties per year are permitted.
 - f. The teacher is responsible for all activities related to an in-class party, even if the students do the planning.
2. Video Usage
- a. All videos used in class should conform to the principles of propriety listed in Philippians 4:8 and must receive approval by the Head of School before use.
 - b. Videos may be used in class for two reasons, educational or entertainment.
- Educational: Includes historical, documentary, and literary videos. These should be used sparingly, i.e. no more than 2 per grading term. No literary video should be shown unless the book has already been read by the students. The time limit above does not apply to educational videos.
- Entertainment: No more than one video per grading term will be allowed for entertainment purposes. They must conform to the above time limits.

HOLIDAY OBSERVANCE POLICY

Observances of holidays at ACCA shall be conducted according to the following guidelines:

- A. ACCA recognizes the necessity of joy and thankfulness in the Christian life. The school will seek to provide students with opportunities for joyous celebration and thankful recognition of God's providence and blessing in their individual lives (e.g. birthdays and personal accomplishments) and in history (Columbus Day and Memorial Day).
- B. The school will emphasize the scriptural and spiritual elements of holidays such as Easter (the cross and resurrection) and Christmas (the incarnation of Christ), rather than the secular elements (Santa and the Easter Bunny).
- C. The school is not "against" secular images and symbols. These are matters of personal conscience and Christian freedom for each family. The school simply chooses, as a Christian school, to de-emphasize secular elements in its recognition of holidays.
- D. Halloween will be ignored at ACCA. Other holidays (President's Day, Valentines Day, etc.) shall be observed when their recognition is deemed spiritually and/or academically beneficial to the students and consistent with the ACCA philosophy

of education.

- E. Interpretation and application of these holiday observance guidelines shall be the responsibility of the administration.

BASIC RULES AND GUIDELINES FOR SCHOOL ORDER

The following list of school rules are those essential policies that we require all our students to be aware of and adhere to.

BASIC BEHAVIOR GUIDELINES:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt, complete and cheerful obedience is expected. Requests from the teacher should never have to be repeated.
3. Guns, knives (real or otherwise), and toys (including trading cards) are not allowed on school grounds, with the exception of appropriate toy weapons on history/literature dress-up days.
4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to treat all of the school's materials and facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)
6. Students are not permitted to use the school telephone, except in the case of emergencies.

CLASSROOM ORDER GUIDELINES

1. The atmosphere of your classroom is established each morning. If your morning is late, rushed, hastily put together, and generally chaotic, then your entire day will be as well, as so will your students'.
2. Establish morning routines for coats, lunches, homework, communication books, morning work, and other necessary activities for starting the day. This will either be the strength or weakness of your entire classroom because everything you do each day follows your morning.
3. Strive for a room full of busy bees, little talking, much working, diligence and organization. You are the Queen or King Bee.
4. Neatness, precision, excellence (including correct grammar and spelling) counts and should be included in the grading of all assignments.
5. Do not allow papers to pile up from day to day. Parents, students and teachers need to know the results daily.
6. Student work should be returned within two days or at the end/beginning of that week at the latest.

PARENTAL COMMUNICATION GUIDELINES

1. Let parents know of any academic or disciplinary problems as soon as you are aware of them.
2. Develop and maintain an effective system for regular communication with parents (e.g. 'communication sheet' or 'communication notebook').
3. Ask parents to come in for a conference before academic or behavioral problems become serious.

HALLWAY/LUNCHROOM GUIDELINES

1. Students walk in lines without talking.
2. Students show respect to all adults (yes sir/ma'am).
3. Students, especially boys, hold doors for teachers and girls.
4. Students demonstrate godly consideration for others in their manners as they apply to lunch, play, study, etc.
5. Students are to eat quietly. They must use their time at lunch efficiently, not eating too fast or too slow, but eating their lunch in the allotted time without "dawdling" and talking excessively.
6. Proper table manners will be observed when eating. Teachers must monitor and instruct in this area.
7. Students will push their chair up to the table and clean up their debris from lunch. Students will be dismissed from lunch for recess one row of tables at a time.

PLAYGROUND GUIDELINES

1. Students demonstrate gentleness to others in their play.
2. Students show their respect for authority by running to line-up when a teacher raises their hand to signal that recess is over.
3. Students demonstrate responsibility in using the equipment by putting all equipment away before leaving the play area.
4. If equipment is left on the play area after all the students have gone inside, no equipment will be used for the next recess.

UNIFORM AND DRESS CODE

First Week of School: Students will be warned and informed about dress code and uniform violations. Students who do not yet have uniforms at the beginning of the school year are still required to follow the general dress code guidelines in the handbook. Students without uniforms at the beginning of the school year must wear dressy pants, skirts or shorts and collared shirts (Denim pants/shorts, jean-cut pants/shorts, cargo pants/shorts and tee-shirts are not permitted.).

Beginning of Second Week: Uniforms will be required for all students. Students in violation of dress code and

uniform policy will be required to call parents to bring in a change of clothes to correct the problem.

Students in frequent violation will be sent to the Head of School's office and subject to the discipline process outlined in the Discipline Policy of ACCA.

SNACK TIME

Parents should supply healthy snacks for their children.

Prolonged storage of food and drinks in crates is not permitted.

PARENT VISITS

ALL visitors, including parents, MUST sign in at the school office.

Parents are strongly urged to call ahead to make an appointment if they desire to see a teacher or visit a classroom.

FIELD TRIPS

Permission slips MUST be signed and returned or students will not be permitted to go.

Uniforms will be required for Field Trips unless other dress is designated.

INCLEMENT WEATHER POLICY

- A. Because ACCA does not provide transportation service, the responsibility for getting children safely to and from school rests on parents and their designated representatives. Parents are therefore responsible for discerning if road conditions during inclement weather or other emergencies allow for safe travel.
- B. In the event of inclement weather, even if ACCA is officially open for classes, parents who do not believe road conditions in their area permit safe travel should not attempt to get their children to school. They should keep their children at home and notify the school that they are doing so.
- C. During times of inclement weather (or other school closing emergencies), ACCA will generally follow area public school systems regarding starting delays, early dismissals and cancellations. Parents should monitor local radio and television stations for announcements about ACCA starting delays, early dismissals, and cancellations. All such announcements will also be posted on the school voice mail by 6:00 AM of the affected day.

LICENSED MEDIA

Strict copyright laws protect the rights of owners of copyrighted media used by schools and households. DVDs, CDs, videos, audiocassettes, and other printed or recorded materials used at ACCA may be used only in the legal manner for which they were licensed.

FIRE ALARM & DRILL PROTOCOL

These procedures are to be followed in the event of a fire alarm. The procedures for leaving the building will be explained to each class by the classroom teacher at the beginning of the school year. They should also be reviewed periodically by the teacher.

- A. Fire Drill Occurrence: Fire drills will be conducted once each month while school is in session. The teachers will generally be notified by the Head of School as to the specific time the fire drill is to be held. The students will be notified only before the first drill. The Head of School is solely responsible for the direction and execution of fire drills. He is also responsible for ensuring that all students have left the building.
- B. Fire Drill Procedures
 - 1. When a fire drill is conducted, or in the event of an actual fire, all teachers must follow the directional plans posted inside each room of the building.
 - 2. Each teacher is expected to ensure that all students have left the classroom and that all windows and doors have been shut. Lights should be turned off. In addition, teachers must have their grade book in hand before leaving the building.
 - 3. Each teacher must ensure that students walk in line in an orderly fashion, refrain from talking while leaving the building, while standing outside and while re-entering the building.
 - 4. The office manager will check both restrooms to ensure that all children have been evacuated.
 - 5. If a fire drill is conducted while the students are in other classrooms (e.g art, music, or P.E.) the specials teacher will be responsible to take the students to the designated area outside the building where they will be joined by the regular classroom teacher.
 - 6. The Head of School will be the last person to leave the building after ensuring that all students have been evacuated and all doors closed.
 - 7. Each teacher is to raise his hand to indicate to the head of school that he has accounted for all of his/ her students.
 - 8. The head of school will give teachers the "all clear" signal, allowing classes to re-enter the building. In no event should a teacher or student re-enter the building until the "all clear" signal has been given.

EMERGENCY GUIDELINES

In the event of an emergency occur, the best reaction is one that has already been planned and practiced beforehand. This is the reason the school holds regular fire drills, for if a fire should break out, the students will do what they have practiced instead of panicking.

- A. In the event of a major accident on the school grounds, an adult should remain on the scene while the head of school is informed. All staff members should be familiar with basic first aid.
- B. Adults not directly needed to assist the injured student(s) should take charge over other students present and direct them back to class or another appropriate area.
- C. Students with unknown or severe injuries should only be moved by a professional medical person.
- D. Any emergency should be reported to the school office immediately. An incident report shall be completed and filed with the office manager for all significant incidents. Safety of the students is the highest priority at all times.
- E. Only qualified staff members in authority (e.g. administrators, office secretary) are to direct procedures for assisting the injured student(s). Other staff members are to assist as directed.

Addendum A

ACCA TEACHER JOB DESCRIPTION

GENERAL RESPONSIBILITIES:

- It is expected that the staff member will comply with all applicable policies of ACCA and with all administrative directives. It is also expected that the staff member will meet all qualifications and perform all duties as specified in the pertinent job description.
- The staff member will attend weekly staff meetings, and colloquies as prescribed by the Head of School. He will attend annual orientation and periodic training, as required and prescribed by the Head of School.
- Room order and cleanliness: Due to budget limitations, teachers and administrative staff (vs. janitorial staff) are expected to maintain a high degree of neatness and cleanliness in their classrooms and offices. Rooms are to be neat and clean prior to leaving for the day, especially on Fridays.
- Other related tasks: Full-time staff members will assist with the daily co-curricular needs of the school (i.e. Lunch Duty, Recess Duty, Car-Pool, etc.) as assigned by the Head of School. All staff members will conduct/attend school programs, activities, and special meetings as prescribed by the Head of School.

SPIRITUAL LEADERSHIP

The Teacher:

- Devotes himself to daily, personal reading and study of God's word and prayer.
- Strives to consistently exhibit love, joy, peace, and spiritual maturity in his daily work and relationships with others in the school.
- Follows the Biblical pattern of resolving conflict as instructed in Matthew 5:23-24, Matthew 18:15-17 and Galatians 6:1 and other Scripture passages and will always give a good report. All differences will be resolved by utilizing Biblical principles. He will observe appropriate confidentiality in regard to pupil, parent, board and school matters (cf. Titus 3:2, Galatians 5:15).
- Accepts without verbal or mental reservations the ACCA Statement of Faith and Educational Philosophy and is committed to upholding both.
- Understands that the Westminster Confession of Faith and the Larger and Shorter Catechisms contain the system of doctrine embraced by the School. He will with the best of his abilities, teach all subjects and perform all duties in accordance with the school's confessional standards.
- Serves Christ under the authority of a local Protestant Christian church whose beliefs and teachings are in fundamental agreement with the ACCA Statement of

Faith.

MORAL/ETHICAL LIVING

The lifestyle, words, and deeds of each staff member shall exhibit 1) the ethical and moral principles of Scripture, 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. Therefore the following requirements shall apply to all staff members:

- Since God is holy and since His name is to be revered, staff members are expected to treat worship, prayer, and discussion of spiritual matters with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name, character, or institutions with triviality are not permitted.
- Since appropriate response to authority is biblically mandated and critical to a healthy Christian life, staff members must model proper submission to authority and encourage all students to obey their parents, teachers, supporting adults, and school policies promptly, willingly, completely and cheerfully. Staff members shall cultivate and maintain an atmosphere of mutual respect and submission in the school.
- Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, staff members will demonstrate honesty and integrity in all their dealings with students, parents, administrators, the board, and one another.
- Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male staff members will show appropriate honor for female staff members and students by demonstrating gentlemanly etiquette at all times and female staff members will show respect for male staff and students by exhibiting ladylike etiquette at all times.
- Since modeling Christian maturity to the children, serving as Ambassadors of Christ, and representing the vision of ACCA to the community are intrinsic to employment at ACCA, all staff members are to dress professionally, modestly and neatly at all times. Staff member appearance shall be generally "conservative" and never distracting, overly trendy, or worldly. Staff members shall comply with directives for the Head of School regarding specific application and implementation of dress code guidelines. The General Dress Code Guidelines for students in the Student Parent Handbook will apply to staff, as well as students.
- Since ACCA cares deeply about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds. Staff members

shall not abuse or illegally use drugs, alcohol, or weapons at any time.

- Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, staff members will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind.
- Since Christians are to conduct themselves in a manner consistent with biblical principles of purity and holiness, staff members shall refrain from all forms of inappropriate sexual behavior. All immoral sexual activity, including fornication, promiscuity, viewing of pornography, immodest dress, and homosexuality, is forbidden among ACCA staff members.
- Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all staff members will strive to maintain a faithful daily walk with Christ and be active in a local evangelical church.
- Since our staff members serve as ambassadors for Christ and representatives of the school at all times, it is expected that they will conduct themselves accordingly at all times, whether they are at school or away from school.

INSTRUCTION and CLASSROOM

- The Teacher Adheres to the Seven Laws of Teaching (John Milton Gregory) in their classroom instruction
 - Knows thoroughly and familiarly the lesson to be taught; teaches from a full mind and a clear understanding. (Law #1)
 - Gains and keeps the attention and interest of the pupils upon the lesson; refuses to teach without attention. (Law #2)
 - Uses words understood in the same sense by both teacher and pupil; language is clear and vivid to both. (Law #3)
 - Begins with what is already well known to the pupil in the lesson or on the subject, and proceeds to the unknown by single, easy and natural steps, letting the known explain the unknown. (Law #4)
 - Uses the pupil's own mind, exciting his self-activities. Keeps the pupil's thoughts, as much as possible, ahead of the teacher's expression, making him a discoverer of truth. Does not presume upon the students' understanding of new terms and concepts. (Law #5)
 - Requires the pupil to reproduce, in thought, the lesson he is learning – thinking it out in its parts, proofs, connections, and applications until he can express it in his own language. (Law #6)
 - Review, *review*, REVIEW - correctly reproducing

the old, deepening its impression with new thought, correcting false views, and completing the true. (Law #7)

- Teaches universal integration of subject matter.
- Strives to apply the philosophy and methods of classical Christian education to all instruction in the classroom.
- Gives homework assignments which are effective and appropriate to the lesson of the day.
- Provides an orderly teaching environment by consistently enforcing his own class rules and the school's discipline policies.
- Maintains a clean, attractive, beautiful, well-ordered classroom that reflects the vision and mission of ACCA.

LESSON PLANNING AND GRADING

The Teacher:

- Plans lessons and submits lesson plans as prescribed by the Head of School in order to achieve course objectives.
- Uses a variety of assignments to measure student learning.
- Assigns grades according to the criteria and guidelines of ACCA.
- Keeps students, parents, and teacher administration adequately informed of deficiencies and gives sufficient notice of failure.

PROFESSIONAL

The Teacher:

- Reports to the Head of School. He will receive additional operational support and guidance from other supervisors as designated by the Head of School.
- Demonstrates a biblical approach to his work by his punctuality, cheerful and compliant attitude, attention to duties, appearance, etc., and follows the guidelines as set forth in the Teacher Handbook.
- Uses proper English in written and oral communication. He speaks with clear articulation.
- Develops and maintains appropriate and healthy relationships with students, parents, and other staff members in order to cultivate a true education.
- Must fulfill all of his obligations under state law regarding child abuse reporting requirements.
- Responsible to complete required summer reading, lesson plans and syllabi for each class taught as directed by the Head of School.

Addendum B

ACCA Office Manager JOB DESCRIPTION

GENERAL RESPONSIBILITIES:

- It is expected that the staff member will comply with all applicable policies of ACCA and with all administrative directives. It is also expected that the staff member will meet all qualifications and perform all duties as specified in the pertinent job description.
- The staff member will attend weekly staff meetings, and colloquies as prescribed by the Head of School. He will attend annual orientation and periodic training, as required and prescribed by the Head of School.
- Work Space order and cleanliness: Due to budget limitations, teachers and administrative staff (vs. janitorial staff) are expected to maintain a high degree of neatness and cleanliness in their classrooms, office, and work areas. Rooms and work spaces are to be neat and clean prior to leaving for the day, especially on Fridays.
- Other related tasks: All staff members will conduct/attend school programs, activities, and special meetings as prescribed by the Head of School.

SPIRITUAL LEADERSHIP

The Employee:

- Devotes himself to daily, personal reading and study of God's word and prayer.
- Strives to consistently exhibit love, joy, peace, and spiritual maturity in his daily work and relationships with others in the school.
- Follows the Biblical pattern of resolving conflict as instructed in Matthew 5:23-24, Matthew 18:15-17 and Galatians 6:1 and other Scripture passages and will always give a good report. All differences will be resolved by utilizing Biblical principles. He will observe appropriate confidentiality in regard to pupil, parent, board and school matters (cf. Titus 3:2, Galatians 5:15).
- Accepts without verbal or mental reservations the ACCA Statement of Faith and Educational Philosophy and is committed to upholding both.
- Understands that the Westminster Confession of Faith and the Larger and Shorter Catechisms contain the system of doctrine embraced by the School. He will with the best of his abilities, teach all subjects and perform all duties in accordance with the school's confessional standards.
- Serves Christ under the authority of a local Protestant Christian church whose beliefs and teachings are in fundamental agreement with the ACCA Statement of Faith.

MORAL/ETHICAL LIVING

The lifestyle, words, and deeds of each staff member shall exhibit 1) the ethical and moral principles of Scripture, 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. Therefore the following requirements shall apply to all staff members:

- Since God is holy and since His name is to be revered, staff members are expected to treat worship, prayer, and discussion of spiritual matters with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name, character, or institutions with triviality are not permitted.
- Since appropriate response to authority is biblically mandated and critical to a healthy Christian life, staff members must model proper submission to authority and encourage all students to obey their parents, teachers, supporting adults, and school policies promptly, willingly, completely and cheerfully. Staff members shall cultivate and maintain an atmosphere of mutual respect and submission in the school.
- Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, staff members will demonstrate honesty and integrity in all their dealings with students, parents, administrators, the board, and one another.
- Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male staff members will show appropriate honor for female staff members and students by demonstrating gentlemanly etiquette at all times and female staff members will show respect for male staff and students by exhibiting ladylike etiquette at all times.
- Since modeling Christian maturity to the children, serving as Ambassadors of Christ, and representing the vision of ACCA to the community are intrinsic to employment at ACCA, all staff members are to dress professionally, modestly and neatly at all times. Staff member appearance shall be generally "conservative" and never distracting, overly trendy, or worldly. Staff members shall comply with directives for the Head of School regarding specific application and implementation of dress code guidelines. The General Dress Code Guidelines for students in the Student Parent Handbook will apply to staff, as well as students.
- Since ACCA cares deeply about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds. Staff members

shall not abuse or illegally use drugs, alcohol, or weapons at any time.

- Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, staff members will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind.
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- Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all staff members will strive to maintain a faithful daily walk with Christ and be active in a local evangelical church.
- Since our staff members serve as ambassadors for Christ and representatives of the school at all times, it is expected that they will conduct themselves accordingly at all times, whether they are at school or away from school.

PROFESSIONAL

The Employee:

- Reports to the Head of School. He may receive additional operational support and guidance from other supervisors as designated by the Head of School.
- Demonstrates a biblical approach to his work by his punctuality, cheerful and compliant attitude, attention to duties, appearance, etc., and follows the guidelines as set forth in the Staff Handbook.
- Uses proper English in written and oral communication. He speaks with clear articulation.
- Develops and maintains appropriate and healthy relationships with students, parents, and other staff members in order to cultivate a true education.
- Must fulfill all of his obligations under state law regarding child abuse reporting requirements.

OFFICE MANAGER REQUIREMENTS

PARTICULAR CONDITIONS OF EMPLOYMENT

- Strong written and oral communication skills.
- Excellent interpersonal skills. Demeanor characterized by patience, kindness and cheerfulness.
- Must be competent in general office skills: typing (60 wpm), filing, record keeping, copying, and answering the phone.

- Must be able to perform multiple tasks simultaneously and professionally in an active environment.
- Excellent organizational skills and demonstrated ability to multi-task.
- Proficiency in applicable computer programs and office tasks.
- Superior competency in office management and administrative assistant functions.

Specific Duties/Tasks

1. Act as school receptionist. Greet public (in person/on phone). Answer initial questions, distribute information. Act as "switchboard" for messages to/from staff, parents, mailboxes. Act as general information station.
2. Record daily absences and tardies. Phone parents of daily absentees if a note or call did not come in.
3. Serve as assistant to the Head of School by screening/transferring phone calls and visitors, fulfilling requests/task promptly and passing along necessary information/messages.
4. Receive and process payments, forms, applications, and other documents brought to the school office by students, parents, staff, and visitors. Distribute payments, forms, etc. to applicable personnel (bookkeeper, PTF, Head of School, etc.).
5. Create, maintain student files, send for new student records, file report cards, standardized test scores, etc. Keep student transcripts current. Create and maintain personnel files (old and current). Type up new information sheets, e.g. class lists, phone lists, applications. Type correspondence, forms, memos etc. as directed by the Head of School. Maintain mailing lists. Maintain student health records and medical forms. Keep all forms up-to-date. Create/label and maintain needed files.
6. Manage the school office. Monitor, order needed office supplies. Collect and distribute postal mail and delivered packages as appropriate to staff.
7. Assist the Head of School with week to week administrative needs of the school, including curriculum orders, report card processing, enrollment, parent communications, mailings, etc.
8. Serve the needs of teachers, volunteers, parents, and students as needed, per directions from the Head of School. Assist and coordinate office volunteers as needed. Assist in minor student emergencies, as necessary, call parents, doctor, hospital, as needed.

Addendum C

Director of Institutional Advancement JOB DESCRIPTION

GENERAL RESPONSIBILITIES:

- It is expected that the staff member will comply with all applicable policies of ACCA and with all administrative directives. It is also expected that the staff member will meet all qualifications and perform all duties as specified in the pertinent job description.
- The staff member will attend weekly staff meetings, and colloquies as prescribed by the Head of School. He will attend annual orientation and periodic training, as required and prescribed by the Head of School.
- Work Space order and cleanliness: Due to budget limitations, teachers and administrative staff (vs. janitorial staff) are expected to maintain a high degree of neatness and cleanliness in their classrooms, office, and work areas. Rooms and work spaces are to be neat and clean prior to leaving for the day, especially on Fridays.
- Other related tasks: All staff members will conduct/attend school programs, activities, and special meetings as prescribed by the Head of School.

SPIRITUAL LEADERSHIP

The Employee:

- Devotes himself to daily, personal reading and study of God's word and prayer.
- Strives to consistently exhibit love, joy, peace, and spiritual maturity in his daily work and relationships with others in the school.
- Follows the Biblical pattern of resolving conflict as instructed in Matthew 5:23-24, Matthew 18:15-17 and Galatians 6:1 and other Scripture passages and will always give a good report. All differences will be resolved by utilizing Biblical principles. He will observe appropriate confidentiality in regard to pupil, parent, board and school matters (cf. Titus 3:2, Galatians 5:15).
- Accepts without verbal or mental reservations the ACCA Statement of Faith and Educational Philosophy and is committed to upholding both.
- Understands that the Westminster Confession of Faith and the Larger and Shorter Catechisms contain the system of doctrine embraced by the School. He will with the best of his abilities, teach all subjects and perform all duties in accordance with the school's confessional standards.
- Serves Christ under the authority of a local Protestant Christian church whose beliefs and teachings are in fundamental agreement with the ACCA Statement of Faith.

MORAL/ETHICAL LIVING

The lifestyle, words, and deeds of each staff member shall exhibit 1) the ethical and moral principles of Scripture, 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. Therefore the following requirements shall apply to all staff members:

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- Since appropriate response to authority is biblically mandated and critical to a healthy Christian life, staff members must model proper submission to authority and encourage all students to obey their parents, teachers, supporting adults, and school policies promptly, willingly, completely and cheerfully. Staff members shall cultivate and maintain an atmosphere of mutual respect and submission in the school.
- Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, staff members will demonstrate honesty and integrity in all their dealings with students, parents, administrators, the board, and one another.
- Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male staff members will show appropriate honor for female staff members and students by demonstrating gentlemanly etiquette at all times and female staff members will show respect for male staff and students by exhibiting ladylike etiquette at all times.
- Since modeling Christian maturity to the children, serving as Ambassadors of Christ, and representing the vision of ACCA to the community are intrinsic to employment at ACCA, all staff members are to dress professionally, modestly and neatly at all times. Staff member appearance shall be generally "conservative" and never distracting, overly trendy, or worldly. Staff members shall comply with directives for the Head of School regarding specific application and implementation of dress code guidelines. The General Dress Code Guidelines for students in the Student Parent Handbook will apply to staff, as well as students.
- Since ACCA cares deeply about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds. Staff members shall not abuse or illegally use drugs, alcohol, or weapons at any time.
- Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, staff members will refrain from

language and actions which are vulgar, inappropriate and demeaning to either God or mankind.

- Since Christians are to conduct themselves in a manner consistent with biblical principles of purity and holiness, staff members shall refrain from all forms of inappropriate sexual behavior. All immoral sexual activity, including fornication, promiscuity, viewing of pornography, immodest dress, and homosexuality, is forbidden among ACCA staff members.
- Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all staff members will strive to maintain a faithful daily walk with Christ and be active in a local evangelical church.
- Since our staff members serve as ambassadors for Christ and representatives of the school at all times, it is expected that they will conduct themselves accordingly at all times, whether they are at school or away from school.

PROFESSIONAL

The Employee:

- Reports to the Head of School. He may receive additional operational support and guidance from other supervisors as designated by the Head of School.
- Demonstrates a biblical approach to his work by his punctuality, cheerful and compliant attitude, attention to duties, appearance, etc., and follows the guidelines as set forth in the Staff Handbook.
- Uses proper English in written and oral communication. He speaks with clear articulation.
- Develops and maintains appropriate and healthy relationships with students, parents, and other staff members in order to cultivate a true education.
- Must fulfill all of his obligations under state law regarding child abuse reporting requirements.

DIRECTOR OF INSTITUTIONAL ADVANCEMENT: SPECIFIC DUTIES

A. FINANCIAL SUPPORT/FUND-RAISING:

- Encourage increasing amounts of giving, while meeting the specific target amount to meet operational needs for the given year.
- Seek a low cost-to-benefit ratio in all her work, e.g. \$1 cost for every \$10 raised.
- Raise and track the month-to-month support in general and designated giving.
- Keep the Head of School regularly informed of the status of general giving amounts, in relation to the amount received as to the amount spent.
- Assist, as requested by the Head of School, in the coordination of long-term financial goals of the school,

e.g. building programs, debt reduction, etc.

B. PERSONAL/PUBLIC RELATIONS:

- Respond to all donated gifts, in writing, and verbally as appropriate, within 24 hours of receipt of the gift.
- Assist the Head of School in furthering relations with area pastors, churches, educational organizations and community groups.
- Establish and build on personal relationships with current and potential donors to the school, seeking to further their knowledge and support of ACCA.
- Assist the Head of School in broadening the popular and financial support of the school through fostering the number and depth of relationships with business, church, and community leaders.
- Coordinate with the Head of School, with the assistance of the Development and Marketing Committee, in planning fund-raising and marketing events for the school. e.g. annual banquet, grandparents' day, corporation meetings, pastors' or businessmen's luncheons, etc.
- Assist Head of School in student recruitment. e.g. answer questions from prospective parents, conduct school tours as needed, coordinate informational presentations to area educational and church groups.

C. COMMUNICATIONS:

- Oversee the construction, printing and distribution of the school's annual brochure, and review any other regular publications from the school going to the public at large.
- Respond promptly and graciously to all correspondence directed to her office.
- Oversee and coordinate the efforts of the Development and Marketing Committee (news releases to media outlets, conducting open houses, and other events)
- Construct regular specific group mailings to grandparents, pastors, donor, etc., containing information pertinent and interesting to the specified group.
- Maintain contact with other Christian development and marketing personnel in order to exchange good ideas.
- Regularly inform all parents and patrons of the school about the available scholarships, fund-raising programs, various giving options, etc.
- Construct, build and maintain the school's mailing list.

Addendum D

FINANCIAL ADMINISTRATOR JOB DESCRIPTION

GENERAL RESPONSIBILITIES:

- It is expected that the staff member will comply with all applicable policies of ACCA and with all administrative directives. It is also expected that the staff member will meet all qualifications and perform all duties as specified in the pertinent job description.
- The staff member will attend weekly staff meetings, and colloquies as prescribed by the Head of School. He will attend annual orientation and periodic training, as required and prescribed by the Head of School.
- Work Space order and cleanliness: Due to budget limitations, teachers and administrative staff (vs. janitorial staff) are expected to maintain a high degree of neatness and cleanliness in their classrooms, office, and work areas. Rooms and work spaces are to be neat and clean prior to leaving for the day, especially on Fridays.
- Other related tasks: All staff members will conduct/attend school programs, activities, and special meetings as prescribed by the Head of School.

SPIRITUAL LEADERSHIP

The Employee:

- Devotes himself to daily, personal reading and study of God's word and prayer.
- Strives to consistently exhibit love, joy, peace, and spiritual maturity in his daily work and relationships with others in the school.
- Follows the Biblical pattern of resolving conflict as instructed in Matthew 5:23-24, Matthew 18:15-17 and Galatians 6:1 and other Scripture passages and will always give a good report. All differences will be resolved by utilizing Biblical principles. He will observe appropriate confidentiality in regard to pupil, parent, board and school matters (cf. Titus 3:2, Galatians 5:15).
- Accepts without verbal or mental reservations the ACCA Statement of Faith and Educational Philosophy and is committed to upholding both.
- Understands that the Westminster Confession of Faith and the Larger and Shorter Catechisms contain the system of doctrine embraced by the School. He will with the best of his abilities, teach all subjects and perform all duties in accordance with the school's confessional standards.
- Serves Christ under the authority of a local Protestant Christian church whose beliefs and teachings are in fundamental agreement with the ACCA Statement of

Faith.

MORAL/ETHICAL LIVING

The lifestyle, words, and deeds of each staff member shall exhibit 1) the ethical and moral principles of Scripture, 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. Therefore the following requirements shall apply to all staff members:

- Since God is holy and since His name is to be revered, staff members are expected to treat worship, prayer, and discussion of spiritual matters with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name, character, or institutions with triviality are not permitted.
- Since appropriate response to authority is biblically mandated and critical to a healthy Christian life, staff members must model proper submission to authority and encourage all students to obey their parents, teachers, supporting adults, and school policies promptly, willingly, completely and cheerfully. Staff members shall cultivate and maintain an atmosphere of mutual respect and submission in the school.
- Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, staff members will demonstrate honesty and integrity in all their dealings with students, parents, administrators, the board, and one another.
- Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male staff members will show appropriate honor for female staff members and students by demonstrating gentlemanly etiquette at all times and female staff members will show respect for male staff and students by exhibiting ladylike etiquette at all times.
- Since modeling Christian maturity to the children, serving as Ambassadors of Christ, and representing the vision of ACCA to the community are intrinsic to employment at ACCA, all staff members are to dress professionally, modestly and neatly at all times. Staff member appearance shall be generally "conservative" and never distracting, overly trendy, or worldly. Staff members shall comply with directives for the Head of School regarding specific application and implementation of dress code guidelines. The General Dress Code Guidelines for students in the Student Parent Handbook will apply to staff, as well as students.
- Since ACCA cares deeply about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds. Staff members

shall not abuse or illegally use drugs, alcohol, or weapons at any time.

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- Since our staff members serve as ambassadors for Christ and representatives of the school at all times, it is expected that they will conduct themselves accordingly at all times, whether they are at school or away from school.

PROFESSIONAL

The Employee:

- Reports to the Head of School. He may receive additional operational support and guidance from other supervisors as designated by the Head of School.
- Demonstrates a biblical approach to his work by his punctuality, cheerful and compliant attitude, attention to duties, appearance, etc., and follows the guidelines as set forth in the Staff Handbook.
- Uses proper English in written and oral communication. He speaks with clear articulation.
- Develops and maintains appropriate and healthy relationships with students, parents, and other staff members in order to cultivate a true education.
- Must fulfill all of his obligations under state law regarding child abuse reporting requirements.

FINANCIAL ADMINISTRATOR SPECIFIC DUTIES

- Accounts receivable, including preparation of invoices, recording cash receipts, following-up on delinquent accounts and addressing billing questions, administering FACTS system and reconciling to QuickBooks; rollover data for new school year and assisting new families with enrollment.

- Accounts payable, including entering vendor invoices, processing disbursements.
- Payroll, including recording semi-monthly payroll and processing payroll disbursements, updating master file data for new contracts/salary changes, and overseeing Intuit to ensure that payroll taxes and related filings are handled in a timely manner.
- Accounting and Reporting, including recording journal entries to ensure that transactions are recorded in the proper period in accordance with Generally Accepted Accounting Principles. Preparing and analyzing monthly and annual financial statements for Head of School and Board of Directors. Preparing ad hoc reports for PTO. Reconciling balance sheet accounts. Preparing Form 990.
- Financial Aid Administration, including overseeing FAST application process; providing updates to Head of School. Working with qualified families to seek scholarship assistance from 3rd party sources, such as Arete and Georgia GOAL. Administering Georgia GOAL scholarship program
- Budgeting, Forecasting, Treasury Management, and Risk Management, including preparing cash flow forecasts on a period basis to ensure liquidity needs are proactive addressed. Preparing annual budget; Preparing forecasts on a periodic basis; Managing relationship with bank; Overseeing insurance/risk management.

Addendum E

HEAD OF SCHOOL JOB DESCRIPTION

- 1) The Head of School must affirm that, as part of the qualifications for this position, he is a "born-again" Christian who knows the Lord Jesus Christ as Savior. He must also give testimony that this position is a spiritual calling and that working at ACCA is God's direction for his life for this year.
- 2) The Head of School must accept without verbal or mental reservations both the Statement of Faith, and Educational Philosophy of ACCA, and must be committed to upholding it.
- 3) The Head of School must agree to and accept personal responsibility to serve as a Christian role model to ACCA's students, parents, and employees, both in and out of school, by manifesting Christian virtues and personal decorum, as defined in the Bible. He must agree and accept that certain behaviors including, but not limited to: adultery or other deviant sexual relations; the use of pornographic materials or websites; the use of illegal drugs; the use of profane language; the abuse of alcohol, tobacco, or legal drugs; and habitual gossip, slander, or dissension are grounds for immediate dismissal from employment of ACCA.
- 4) The Head of School must agree to faithfully attend and financially support a local evangelical protestant church whose fundamental beliefs are in essential agreement with the Statement of Faith of this school.
- 5) The Head of School must affirm that he has read and will abide by ACCA's Head of School Job Description, the school's Statement of Faith, and all policies as set forth in ACCA policies and guidelines. He also agrees to abide by any additions, changes, or deletions made to school policies at the sole discretion of the Board of Directors without prior notice during this contract year.
- 6) The Head of School shall cooperate in every way with the ACCA Board of Directors and adhere to and support the policies adopted by the Board. The Head of School shall seek to resolve all differences with the Board by utilizing biblical principles while always presenting a united front to those outside the Board.
- 7) The Head of School shall recognize that his authority within the context of the school in no way replaces or supersedes the authority of parents over their children. The Head of School shall see to it that students are not instructed or physically treated by the school in a manner inconsistent with their parents' wishes. The Head of School shall strive at all times to support the parents of ACCA students in the exercise of their God-given responsibility for the Christian education of their children.
- 8) The Head of School shall be present at the school on designated school days and shall remain or return after school for any such meetings and conferences as may be required for the administration of the school.
- 9) The Head of School shall lead and instruct teachers in the Classical method of education.
- 10) The Head of School shall strive at all times to understand, appreciate, love, and serve the students at ACCA and shall, to the best of his ability, provide for their fullest spiritual, intellectual, physical, and emotional development.
- 11) The Head of School shall observe appropriate confidentiality in regard to student, parent, and school matters.
- 12) The Head of School shall be fully aware of his obligations under state law regarding child abuse reporting requirements and shall fulfill those obligations.
- 13) The Head of School shall have all of his school-age children enrolled at ACCA. Exceptions may be granted for children who, in the opinion of the Head of School and the Board, cannot have their educational needs met at ACCA.
- 14) The Head of School must affirm that he is committed to the philosophy, vision, mission, and policies of ACCA. However, he also agrees that if, at any time during his period of employment, he finds himself out of harmony or sympathy, or in discord or disagreement with the philosophy, standards, or mission of the school, he will immediately make that fact known to the Board of Directors. He further agrees to voluntarily withdraw from employment, or be subject to termination for cause if the discord, disagreement, or lack of harmony continues.
- 15) The Head of School agrees to resolve differences with others (parents, fellow-workers, Board of Directors) by following the biblical pattern of Matthew 18:15-17.

Addendum F

ACCA FORMAL TEACHER EVALUATION

Teacher: _____ School Year: _____

Teacher Level: _____ Class/Grade: _____

Date of Observation: _____ Time: _____

Lesson Topic/Theme: _____

KEY: 5 = Greatly Exceeds Expectations

2 = Below Expectations

4 = Exceeds Expectations

1 = Unacceptable-Poor

3 = Meets Expectations-Satisfactory

NA = Not Applicable or Unobserved

OBJECTIVE

MARK

COMMENTS

I. SPIRITUAL GROWTH

A. The teacher consistently exhibits love, joy, peace and spiritual maturity in his relationships in the school.

B. The teacher demonstrates a biblical approach to his work by his punctuality, compliant attitude, attention to duties, appearance, and pursuit of excellence, etc.

C. The teacher readily displays humility and accepts positive and constructive criticism.

D. The teacher actively and consistently demonstrates love and grace to his students.

II. CLASSROOM APPEARANCE

A. The classroom is neat and clean.

B. The whole room is used creatively to reinforce material presented.

C. Routines and maintenance procedures are simple, but adequate.

III. CLASSROOM DISCIPLINE

A. The teacher consistently enforces his own and the school's discipline policies to provide an orderly atmosphere.

B. Students understand what is expected of them and display a good degree of self-discipline.

IV. LESSON PRESENTATION:

Application of the Seven Laws of Teaching

A. LAW #1: Law of the Teacher

1. Teacher demonstrates a thorough knowledge of, and interest in, the subject.
2. Lesson is organized and ideas are presented logically from simple to complex.

B. LAW #2: Law of the Learner

1. Teacher gains full attention before starting the lesson; and works to maintain throughout.
2. Teacher appeals to the interests, likes, etc. of students in the lesson.
3. Teacher's attitude positively contributes to the attention of students and focus of lesson.

C. LAW #3: Law of the Language

1. Teacher uses clear language and vocabulary appropriate to the level of students' understanding.
 2. Teacher clarifies the meaning of words through illustrations, pictures, or objects.
 3. Teacher encourages student communication.
-

D. LAW #4: Law of the Lesson

1. Teacher regularly checks for comprehension and does not assume students' understanding of new ideas/terms.
 2. Teacher assesses prior knowledge of students through questions, sample problems and review of the known.
 3. Teacher organizes lesson so that each step proceeds naturally to the next; and ensures student mastery before moving forward.
-

E. LAW #5: Law of the Teaching Process

1. Teacher often has the students rephrase material in their own words.
 2. Teacher encourages student inquiry using comparison, analysis, imagination, etc. and is patient with student discovery.
 3. Teacher uses questions (What? Where? Why? How? Where? When? Whom?)
-

F. LAW #6: Law of the Learning Process

1. Teacher uses a variety of thought- and interest-provoking techniques; e.g. questioning, illustrations, applications, etc.
 2. Teacher requires students to restate the meaning of the lesson in their own words - insists upon original thinking.
 3. Teacher cultivates independent learning and research.
-

G. LAW #7: The Law of Review and Application

1. Teacher begins with a review of material already familiar to the students -- to perfect and confirm knowledge.
 2. Teacher ends the lesson with a review and application of truths learned.
 3. Teacher models/instructs how to review and apply information taught.
-

V. STUDENT LEARNING

- A. The teacher recognizes levels of student ability within his class and addresses concerns appropriately.
-
- B. The teacher readily and genuinely praises students for academic and other accomplishments.
-
- C. The teacher uses a variety of means to measure student progress.
-
- D. The students seem to be making adequate progress in the pertinent curriculum objectives.
-

VI. PLANNING/COMMUNICATIONS

- A. The teacher's plans show creativity and a good use of the time in class.
-
- B. The teacher's plans are clearly written and turned in on time each
-

-
-
-
-

Teacher Comments:

Teacher Signature: _____

Addendum G

Classroom Management Checklist

Teacher: _____ Grade/Subject: _____ Date: _____

When requested, please make a copy of this form and check off the items below, as they apply to your classroom. Then submit the completed form to the Head of School. Comments may be written at the end or on the back of this form.

KEY: Y = YES, N = NO, N/A = Not Applicable to my class

I. ROOM MAINTENANCE

A. ROOM DECOR:

1. Does your room have recent student work displayed? _____
2. Do you have high-quality posters or displays pertinent to current studies? _____ Do you change the posters and displays periodically? _____
3. Have class rules been explained and posted in a high-visibility location? _____
4. Is your room a pleasant working area? _____ Does it normally have an organized appearance (i.e. is there "a place for everything, and everything in its place")? _____

B. ROUTINES:

1. Do the students know what their responsibilities are for keeping the classroom neat and functioning? _____
2. Do you check student crates and desks regularly for neatness and care of materials? _____ Are there penalties for messes and rewards for good care? _____
3. Are daily time schedules followed well? _____

II. ASSIGNMENTS/TESTS

A. ASSIGNMENTS/HOMEWORK:

1. Are assignments posted (e.g. on a white board) or handed out in writing with date due? _____
2. Do you make sure students understand assignments? _____
3. Do you consider ways to make assignments interesting? _____

B. TESTS:

1. Are the students informed at least a week prior to a test? _____
2. Do you stick to the date? _____
3. Are reviews frequent and complete? _____
4. Are the students given study sheets, or taught how to make one by you? _____
5. Are the test content valid (test only what was taught)? _____
6. Are the parents informed prior to all tests? _____
7. Do your tests require a variety of skills/knowledge/applications vs. uniform questions? _____
8. Do your students know how much the tests count in their grade? _____

III. LESSON PLANNING

A. OBJECTIVES:

1. Do you regularly use the school's curriculum guide to develop your lesson plans? _____
2. Do you consider the order of the curriculum objectives in your planning? _____
3. Do the students have a grasp of the major goals of each subject area (why is this important)? _____ (As appropriate for the age level.)
4. Have you laid out broad, 'mile-marker' term/year goals? _____
5. Do your daily plans include specific objectives and the times for each subject/area? _____

B. TEXTS/MATERIALS:

1. Do you rely only on the texts for your plans? _____ Do you consider other resources to supplement the text? _____
2. Have you become familiar enough with your texts/materials to prioritize sections (vs. just following content pages)? _____

3. Do you encourage the students to read and research in the texts themselves, vs. telling them everything? _____
4. Have you kept an accurate inventory of the texts/materials listed in your curriculum guide? _____

C. APPLICATION:

1. Can the students demonstrate their knowledge of the material in a variety of ways? _____
2. Do you involve the students in finding ways to use newly acquired knowledge? _____

IV. PARENT INVOLVEMENT

A. COMMUNICATIONS:

1. Are the parents in your class regularly (at least weekly) informed of class work/assignments? _____
2. Do you assist your students in a system of getting notes and papers home? _____ Do the parents know the system? _____
3. Are the parents informed quickly when there is a significant success, failure, or discipline problem in class? _____

B. INVOLVEMENT:

1. Do you have a room mom? _____
2. Do the parents know how they can help in the classroom? _____
3. Do you have parents helping in the room? _____
4. Do you occasionally make assignments that involve the home and the parents? _____

V. DISCIPLINE

1. Do you consistently enforce school/class rules? _____
2. Do you use the 3 checks-on-the-chart system? _____
3. Do your students know the consequences of misbehavior? _____
4. Do you try to use encouragement vs. just rebukes to build a good discipline atmosphere? _____
5. Do your students know you love them? _____
6. Do you know your students well enough to know when problems are beginning? _____ Do you know how to diffuse them? _____

VI. SUMMARY COMMENTS:

If desired, please use this space and the back of the form to comment or expand on any of the above answers. Please refer to the appropriate section and letter.
