



Faculty & Staff Handbook

Revised August 14, 2017

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Section 1 – Introduction

I thank the Lord for bringing you to Cypress Christian School. By being selected to serve as an employee at CCS, you hold a great trust, and your professional efforts will determine the quality of the education offered by CCS to its students. I believe that you will serve with great distinction and success this year.

No profession has more long-term importance and impact in the lives of children than that of a teacher. Everyone understands the powerful influence that teachers have in the lives of their students every day, but the impact that teachers have on the long-term health of our culture must be recognized as well. Jesus Christ made it a point to ensure that his disciples understood how important children were to Him. (Luke 18:15-17) To be sure, serving as a faculty member is both a great honor and responsibility. For those that support the work of the classroom teacher by serving as a member of the school staff, you too have a great honor of being part of the work of providing a Christian education to children. By maintaining efficient and professional operations, non-teaching staff provide an excellent environment for teachers to teach and children to learn.

You are not only part of a school; you are part of a *Christian* school. This means that you have determined that being part of the training and education of students is a wise use of the vocational time and talents that God has entrusted to you. Indeed, you may consider the work of education to be your personal “calling.” Therefore, I would challenge you to continue to grow professionally, and to increase your knowledge of your subject matter or professional duties. Be sure to challenge yourself to work towards excellence in all things. It is clear that our Lord rewards those who strive to use the talents He has given to the greatest extent possible. (Matthew 25:14-30)

Here at CCS, you have a rare opportunity to be part of an organization committed to teaching the truth about God’s world and the truth that He provides through the Holy Scriptures. It is the desire of all of us at CCS that children be educated at home and in school with the awareness that all truth is God’s truth and that Jesus Christ is central in all truth – not simply in the Word, but in history, science, the arts, mathematics, athletics, and in the universe. To be able to reach your potential, you must keep a top priority on maintaining a living faith and personal relationship with the Lord Jesus Christ. This is both a personal responsibility as well as a professional prerequisite to the privilege of being part of CCS.

Every year, the school updates this resource as needed. Many changes throughout the document are merely grammatical, updates to wording to match other documents such as the Athletic Handbook, or simply restating a policy in a clearer way. However, I did want to focus your attention to the following sections, identified below, where we have either made substantial additions, changes or clarifications to school policy, or where I feel a special reminder of current policy is merited. Please take the time to read the entire handbook, and be sure to contact myself or your principal should you need more information.

- Section 2 - Identity of Cypress Christian School
- 3.25 Flex Class Period
- 3.28 Dress
- 3.30 Social Media, Texting, Emailing
- 6.2 Conditions of Employment
- 6.18 Media, Network/Internet Use Policy
- Appendix E - Plagiarism

Finally, you will recognize that the members of the faculty, staff, and administration form a special fellowship here at CCS. While our fellowship is unified in mission, God has allowed us to have different roles and responsibilities. God has provided our school with faculty and staff that have varied backgrounds, training, and experience in order that they may complement one another. What may be a weakness in one is supplemented by strength in another. All of us, therefore, should be watchful for opportunities to help each other, to foster unity, and to work towards completeness in our fellowship. (Romans 12) My prayer is that the Lord will strengthen and guide you as you serve Him here at Cypress Christian School.

May God bless you this year,

A handwritten signature in black ink, appearing to read "Stephen J. Novotny". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Stephen J. Novotny, J.D.
Executive Director

Section 2 – Identity of Cypress Christian School (CCS)

2.1 Mission Statement

The mission of Cypress Christian School is to honor the Lord Jesus Christ by providing students an education based upon academic excellence and biblical values.

2.2 Vision Statement

The vision of Cypress Christian School is to positively impact culture by promoting truth, advancing the Christian faith, and equipping students to serve and lead with excellence.

2.3 Principles of Christian Education

A Christian school's principles, philosophy and approach to education is from a biblical perspective that recognizes the sovereignty and authority of God. Attendant with this belief are a number of truths affirmed by the school:

- God is transcendent, is spirit, and always acts in accordance with His loving and just nature. Additionally, in His Word God places an eternal emphasis upon life. (Romans 11:36, II Corinthians 4:18, I John 2:15-17)
- All humans, including children, are created in the image of God and have unbounded potential to mirror the character of Jesus Christ. Further, man is born with a sin nature that has marred, but not ruined, God's image in man. Finally, we believe that man's greatest need is redemption through Jesus Christ and not education. (Genesis 1:27, Psalm 8:3-6, Romans 3:23, Jeremiah 17:9)
- Jesus Christ reflects truth: truth about the nature of God, truth of man's need to be rightly related to God, and truth about the world He created. (John 14:6, John 17:7, Matthew 7:24-27, Psalm 19:1, I Corinthians 2:15, John 8:26, II Timothy 3:16)
- The Bible is inerrant and authoritative. Because God both created the universe and appointed the writing of Scripture, no academic truth (man discovered truth) can rightly be in conflict with God's Word.
- Although man may not perceive truth in particular circumstances, or while the application of truth may be different for particular circumstances, truth itself is unchangeable and not relativistic.
- Biblical education focuses on what a person becomes, not just on what he knows. Therefore, knowledge ought to be primarily pursued as the basis for the development of wisdom and character. Further, the end of education is not the acquisition of status but rather to glorify God and fulfill His mandate to subdue and have dominion over God's creation.
- Education is the prerogative and responsibility of parents. The Christian school is in partnership with the home to provide support and assistance in shaping a Christ-like view of truth and reality.

These beliefs work their way into every aspect of the education offered at CCS.

2.4 Philosophy of Cypress Christian School

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

1. The school proposes to develop Christ like character in attitudes and in actions. Such character will be seen, for example, in respect for God and for each human individual, in perseverance, in submissiveness, in self-sacrifice, in cooperation, in loyalty, and in honesty.

2. This school proposes to develop intellectual competence by helping each student to achieve the maximum academic success of which he is capable. This school shall strive for academic excellence, presenting studies from a Christian perspective.

This goal will be achieved in three ways:

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

2.5 Statement of Faith and Doctrine

As a Christian religious educational institution, the following statement of faith and doctrine represents the conviction of all officers, members, directors, teachers and administrators of Cypress Christian School, Inc. It is the doctrinal standard that informs and governs all matters of faith, conduct, policies and activities of Cypress Christian School, Inc.

We believe that in order to preserve the function and integrity of the school as a religious institution, a provider of traditional Christian education, and as a provider of a biblical role model to the families of the school and the community, it is imperative that:

1. All employees or volunteers that work for the school, in any capacity, agree to, adhere to and abide by the following Statement of Faith and Doctrine;
2. Each student at the school must have at least one parent who exercises custodial control over the student and who agrees to, adheres to and abides by the following Statement of Faith and Doctrine;
3. All students at the school must support and abide by the following Statement of Faith and Doctrine.

CCS Statement of Faith and Doctrine

We Believe:

1. That the Bible is God's inerrant Word in the original manuscripts and the only authority for doctrine and practice. (II Tim. 3:16)
2. In the Trinity – Father, Son and Holy Spirit as revealed in the Bible. (Matt. 28:19; II Cor. 13:14)
3. That salvation from sin and judgment is a free gift, paid for by the sacrificial death of Jesus Christ for all who repent of their sin and place their faith in Him as their Savior. (John 3:16; Rom. 10:9)
4. In John 14:6, which states: “Jesus said to him, ‘I am the way, and the truth, and the life; no one comes to the Father but through Me.’”
5. In the literal resurrection of Jesus Christ from the dead, and in the same resurrection to eternal life for all who are saved, while the unsaved will spend eternity in hell. (John 11:25-26; Mark

- 16:6; Matt. 28:5-6; Luke 24:6-7; I Cor. 15:3-4, 35-58; Rom. 6:5; John 5:28-29; Matt. 25:41)
6. In the literal return of Jesus Christ. (John 14:3; Acts 1:11; I Thess. 4:16-17)
 7. That God, wonderfully, and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen. 1:26-27) Rejection of one's biological sex as identified at birth is a rejection of God's design for that person.
 8. That the term "marriage" has only one meaning in the original biblical context: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25); that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4); that sexual relations outside of this (e.g. adultery, fornication, homosexuality, bestiality) are condemned as sinful and offensive to God. (Ex. 22:19; Lev. 20:13; Rom. 1:26-27; I Cor. 6:9-10)
 9. That human life is of inestimable worth and should be valued, defended, and protected from conception through natural death. (Ps. 139; Gen. 9:6; Rom. 13:4).

2.6 School History, Purpose and Organization

Cypress Christian School was founded in 1978 and organized under the laws of Texas for the purpose of providing Christian education in standard K-12 academic disciplines and biblical studies, of promoting the traditional Christian faith and worldview, and of developing Christ-like character in the students of the school.

CCS teachers are selected based on experience, abilities, spiritual and academic qualifications. Each teacher is degreed, credentialed/certified, and a born-again follower of Jesus Christ that is dedicated to teaching and the development of students.

CCS operates on the income from tuition, fees, and gifts from our families, friends, and supporters of the school. The school does not receive any government funds.

CCS is governed by a Board of Directors. The Board of Directors appoints the Executive Director/Head of School to manage the day to day affairs and provide the operational leadership for the school.

The majority of the members of the Board Directors are elected by the school's voting members which are comprised of school parents that are signatories to the school's doctrinal statement, application forms, and tuition contract; grandparents of students that have signed personal support and affirmation of the school's philosophy and statements of faith and doctrine; full time employees of the school; current members of the Board of Directors. As a non-profit organization, members also are called upon to vote to approve or disapprove of matters such as the purchase and alienation of real estate.

2.7 School Affiliations

Cypress Christian School is accredited by the Association of Christian Schools International and AdvancED. CCS is a member of the Texas Association of Private and Parochial Schools (TAPPS), Texas Private School Association (TPSA) and Southern Baptist Association of Christian Schools (SBACS).

Section 3 – Instructional Policies

3.1 Code of Ethics

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

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

3.2 School Culture

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

- A warm, supportive and positive spirit:

Tone of voice

Grace

Quick to forgive

Open-minded

Gentleness

Honesty

Presumed innocent

Thankfulness

Courteous

Dependence on Christ

Encouraging

Loving

Quiet strength

Humility

Unity

Relational

Communicative

- Other-centered attitude of service:

Serve, not be served

Jesus first, others second, self last

Tender-hearted

Demonstrate servant leadership

Empathizing

Show mutual respect

- Willingness to provide cooperative assistance:

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

Go the extra mile
 Find solutions
 Look for win/win

- Personal encouragements toward individual fulfillment and excellence:

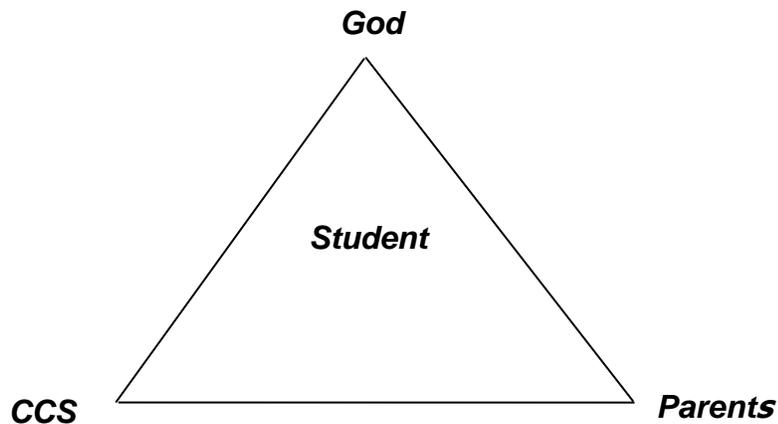
Seeing and nurturing potential in each student
 Third party confirmation/affirmation

Take a genuine interest
 Catch them doing good

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

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

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



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

The goal:
 Conformity to the image of Christ while preparing the student to successfully navigate through their entire life.

3.3 General Treatment of Students

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

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

3.4 Responsibility to the Students

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

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

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

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

3.5 Interaction with Students

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

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

3.6 Professional Responsibility to the Parents

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

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

3.7 Non-Custodial Parents

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

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

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

3.8 Responsibilities to Faculty, Staff and Administration

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

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

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

3.9 Responsibilities of Teachers

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

Teaching

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

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

Instructional Tasks

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

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

Non-Instructional Tasks

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

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

Physical Requirements

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

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

3.10 Operating Hours and Employee Attendance

Regular Operating Hours

The school's regular operating hours are from 7:30 a.m. to 4 p.m.

Faculty & Salaried Employees

Full-time salaried faculty and employees are normally scheduled to work during the school's regular hours of operation from 7:30 a.m. to 4 p.m. each day unless special circumstances have been approved by employee's direct supervisor/principal. Timing of faculty and staff lunch breaks and other scheduling details are set by the employee's immediate supervisor in conformance with policies below.

Morning duty assignments start at 7:30 a.m. as the school begins to receive students. All teachers must be in their classrooms ready to teach no later than 7:50 a.m. each day, prior to students' first bell at 8 a.m.

One or more weekly informational, prayer, musical worship or devotional meetings may be set by administration that staff, faculty and other employees are required to attend if not assigned to other morning duties.

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

- Teachers should remain on campus until 4 p.m., the close of business hours, unless a different time is approved by the principal.
- All teachers are required to attend faculty or divisional meetings, before-school or after-school special functions, and occasionally meetings and other functions in the evening.
- All pre-planned absences must be approved in advance by the appropriate principal before they are posted to Frontline (formerly Aesop).
- Secondary teachers must be present in their assigned classroom for their end of day tutorial.

Standard Salaried Employee Lunch Times

Teachers are assigned lunch times that correlate with their teaching class schedule. For non-teaching salaried employees, school policy assumes a regular workday of eight (8) hours or until the completion of the salaried individual's responsibilities, and a typical lunch break of approximately 30 minutes. (However, this is meant as a general guide as the responsibilities of each salaried employee vary, and therefore time that a lunch break is taken, and length of the break period, may also vary per individual and their responsibilities.)

Hourly Staff

Full-time hourly staff are typically scheduled to work during the school's general hours of operation from 7:30 a.m. to 4 p.m. each day. Timing of lunch breaks and other scheduling details are to be approved by the employee's immediate supervisor. Hourly employees must also obtain supervisor approval prior to working over 40 hours per week, working evenings or working weekends.

Standard Hourly Employee Lunch Times

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

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

3.11 Fostering Christian Growth

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

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

3.12 Learning Center Referrals/Programs

See Appendix B.

3.13 Curriculum

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

3.14 Teacher Selected Materials

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

Materials must be chosen which:

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

NOTE: The material may contain offensive elements (e.g. coarse language, smoking, gambling) if, and only if, the administration believes that the overall effect of the materials will help carry out the school's mission.

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

3.15 Homework

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

Suggestions for Homework:

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

3.16 Testing

Tests are a vital tool to measure a student's understanding of newly learned materials. All teachers will notify the students of upcoming tests (and post to RenWeb) a minimum of four (4) days prior to the test and post to teachers' online test calendar. Teachers should also communicate this information verbally and/or in a designated spot in the classroom. In an effort to gain the best results, tests will be limited to two subjects per day, unless otherwise approved by the principal. Assignments and activities that will count as a summative grade should be placed on test calendar and should count toward the test totals (i.e., writing assignment that is weighted as a test grade or project that is weighted as a test grade should be on the test calendar).

For middle school classes, the combination of tests and quizzes cannot be greater than three per day. Note that no more than two tests in one day should be scheduled.

3.17 Summative and Formative Assessments

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

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

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

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

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

3.18 Classroom Preparation

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

- Have all handouts, extra equipment and furniture ready before the students arrive.
- Begin class work promptly.

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

3.19 Instruction Preparation

Lesson Plans

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

Substitute Folders

(See **Appendix D**)

3.20 Grading

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

Elementary School Faculty

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

Middle School Faculty

Grading for each course is determined as follows: 55% of the grade will be determined by summative assessments and 45% from formative assessments. The formative category is divided further: 25% quizzes and 15% homework, daily assignments, and occasionally class participation.

- Quizzes - In this grading scale a quiz will be considered a formative assessment instrument. It must be issued, graded and returned to the student all within the same class period.
- Participation Grades – Participation points may be awarded but cannot be greater than one homework grade per week.

High School Faculty

Grading for each Advanced Placement (AP) course is as follows: 70% of the grade will be determined by summative assessments and 30% from formative assessments. The formative category is divided further: 15% quizzes and 15% homework, daily assignments, and occasionally class participation. AP World History is an exception to this formatting of the grade.

Grading for AP World History and all non-AP courses in high school is as follows: 60% of the grade will be determined by summative assessments and 40% from formative assessments. The formative

category is divided further: 20% quizzes and 20% homework, daily assignments, and occasionally class participation.

- Quizzes - In this grading scale a quiz will be considered a formative assessment instrument. It must be issued and corrected within the same class period.
- Participation Grades – Participation points may be awarded but cannot be greater than one homework grade per week.

3.21 RenWeb (Online Grades)

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

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

3.22 Discipline

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

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

- Follow the discipline policy as outlined in section 6 of the Parent/Student Handbook.
- Display standard CCS classroom rules. Additions to standard classroom rules should be emailed to the deans for principal approval.
- All disciplinary infractions must be documented on RenWeb. Behavior events (tardies, discipline referrals, etc.) must be posted daily to RenWeb. If an offense occurs and there is no appropriate drop down option, a teacher should develop an appropriate comment with a dean prior to posting on RenWeb.
- Any reoccurring discipline problem should be referred to the deans via email. There should be documentation on RenWeb of the offences.
- Demerits will be assigned by deans and principals.
- These four criteria for good biblical discipline should be followed: instruct, correct, make restitution, and reconciliation.
- Show no favoritism; be as fair, firm, and consistent as you can be in both encouraging and correcting students.
- Generally, a student should be corrected in private; however, when public correction is necessary do everything possible to maintain the student’s dignity.
- Correct and encourage your students; consult the deans for advice as you see the need.
- Parents should be contacted when classroom issues continue or escalate. Deans and principals should be contacted. The earlier the parents are brought into the partnership, the greater the likelihood the child will make the necessary changes in his/her behavior.

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

3.23 Supervision of Students

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

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

3.24 Student Backpacks and Personal Items

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

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

Teachers should contact the Principal or Dean of Students prior to inspections when practical.

Backpacks or Other Bags/Containers

- A student will be requested to present an item to a school staff member for the purpose of inspecting the item and/or the contents of the item.
- If a student declines to present an item for inspection, the student's parent will be called and the student will be placed on In-School Detention until the parent arrives. Upon the parent's arrival, if the item is still not presented for inspection when parent(s) are present, the student

will be placed on Out-of-School Suspension pending a decision on whether or not to dismiss the student from enrollment.

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

Clothing Pockets

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

3.25 Flex Class Procedures

All students will begin the Flex Class at the end of the day by reporting to their assigned Homeroom Teacher.

- Students in grades 9-12 will be allowed to sign-out from their assigned teacher and visit another if they have questions about that day's lessons or assignments.
- Students in grades 10-12 will be allowed to sign-out and work in either a designated silent area or group work area.
- While in a teacher's room students are allowed to talk with each other in tones that will not disturb others working within the room.

3.26 Parent Communication

Parent Notification

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

Parent Conferences

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

Teachers will:

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

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

3.27 Faculty and Divisional Meetings

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

3.28 Dress

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

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

- On the last Friday of the month, jeans may be worn by staff and faculty with any CCS logo shirt with a collar. CCS Spirit t-shirts may be worn on special event days as designated by the administration.
- Note: Employees who have participated in the charitable Warrior Fund for the year may wear jeans that are neat and professional in appearance on Fridays if they are also wearing an employee “Team Warrior” shirt issued by the school for recognition of their support of the school.

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

3.29 Cell Phone Usage

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

3.30 Social Media, Texting, Emailing

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

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

3.31 Professional Development

Professional growth is expected to be continuous. Each faculty member is encouraged to pursue a program of professional development in consultation with the administration. (See Appendix C.) New teachers must obtain their ACSI certification as well as fulfill the Philosophy of Christian Education requirement during their first year of employment.

3.32 Book Care and Issuing Procedures

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

Teachers are to instruct the students that all non-consumable textbooks should be covered at all times. Emphasize that they may not use adhesive book covers. Teachers should make regular inspections of books to ensure they are receiving proper care. If a student loses a book during the year, notify the Business Office so the family account can be charged before issuing a new book.

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

3.33 Inappropriate Classroom Activities

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

Section 4 – Relational Policies

4.1 Human Dignity/Harassment

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

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

4.2 Communicating with Administration

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

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

4.3 Grievance Procedure

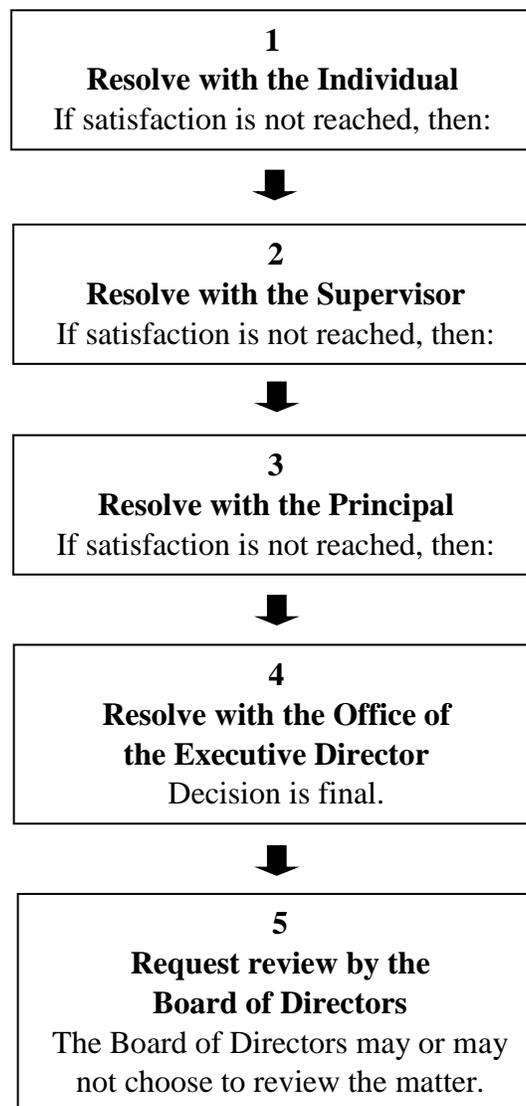
If a student, parent, or staff member has questions or concerns regarding the behavior of another (including disciplinary action by teacher or administrator or the policy under which an action is taken), he/she shall follow the principles given in Scripture as outlined below.

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

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

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

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



Section 5 – Procedural Policies

5.1 Absence Notification

Reporting Absences Using Aesop

Aesop is the method used to manage absences. Any time a teacher is not on campus to perform his/her normal responsibilities, that absence must be reported on Aesop, whether a substitute is required or not.

Planned Absences

An employee who knows in advance that he or she will not be at school for an entire day or part of a day due to doctors' appointments, personal leave, professional growth, field trips, athletic events, etc. must first get approval from their immediate supervisor and then enter the absence on Aesop. Requests must be submitted 2 weeks in advance. Remember that planned absences are not permitted on the days before or after a school holiday.

For planned absences, prepare well enough in advance that:

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

Unplanned Absences

Employees who become ill or have an unexpected situation requiring them to be absent must report their absence on Aesop before 6:00 a.m.

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

5.2 Employee Absence and Leaves

Sick Days

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

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

- Employees may use two (2) of their ten (10) sick days for personal leave.
 - All ten days are actually sick days. If you do not use the two sick days that are available to you as personal days they will carry over as sick days and those accumulated days cannot be used as personal leave.
 - Except when necessitated by emergencies, employees are required to schedule personal leave with the administration in advance (preferably two weeks in advance).
 - As is possible, employees should schedule personal leave so as to have minimal impact on school operations.
 - The administration can refuse a request for personal leave if the timing of the requested leave would, in his/her opinion, be detrimental to school operations.
 - All personal leave is subject to prior approval of your direct supervisor and/or the executive director.
 - Personal days may NOT be taken the day before or the day after scheduled school holidays.
- Employees using more than their total allowed sick days will have a per diem reduction in salary. Hourly employees will receive no compensation for these additional days.
- CCS does not pay for unused sick days, but unused days may accumulate up to 30 days to be used in case of an extended illness—but not for personal leave. For a limited time at the beginning of each school year, each employee is given the opportunity to participate in the CCS Sick Bank program. Complete information and sign-up forms are distributed during fall orientation.
- Existing sick days (which include personal days) must be used before Sick Bank days will be awarded.
- CCS offers a Teacher Good Attendance Bonus. This attendance incentive is for full-time teaching faculty only and is not available to principals or other staff members.

Vacation Days

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

Jury Duty

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

- Notify your supervisor/administrator as soon as dates and times of service are known and enter the absence on AESOP. (Your supervisor/administrator may write a letter requesting release if jury duty would be detrimental to CCS.)
- Upon your return, forward copies of your certificate of attendance to the Administrative Assistant. The employee will retain any jury compensation paid by the court.

Professional Development (Absence)

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

Bereavement

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

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

Hourly employees may request unpaid time off or may use sick days. Each request is subject to review and recommendation by his/her immediate supervisor.

5.3 Substitutes

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

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

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

Instruct the substitute teacher to:

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

5.4 Keys and Codes

Employees are responsible for the keys issued to them.

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

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

5.5 First Aid

The CCS school nurse or other designated staff will provide first aid in the nurse's office, located in the Elementary Building, to students who become ill or injured.

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

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

5.6 Blood Borne Pathogens

Located in each workroom and the school nurse's office is an Exposure Control Plan for blood borne pathogen exposure. It is recommended that you be familiar with the information in the plan.

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

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

5.7 School Emergencies and Evacuations

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

- Each teacher must have an emergency evacuation plan posted in the classroom close to the door. Teachers should review the plan with their students periodically.
- The fire drill signal will be one long, sustained ring.
- The signal for other natural disasters will be intercom announcements.

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

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

CCS will not dismiss students in the event of a tornado or hurricane watch or warning.

- In the case of a watch, classes will remain in session.
- In the case of a warning, students will take cover in designated areas. Parents who wish to pick up children may do so without penalty for absence. Parents who pick up children must be certain that the classroom teacher involved is notified that their child has been picked up.

5.8 Library Use

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

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

5.9 Use of Office/Workroom Areas

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

Students:

- Teachers may allow students to go to the office during classes only if they have a hall pass from the teacher.
- Teachers should remind students, parents and/or faculty children they are not permitted in the faculty workrooms.
- Students may not use any school phone without prior employee permission. Faculty and staff are asked to use discretion in allowing students to use school phones.
- Students (and parents) are not permitted to make long distance phone calls.
- Students may not be sent to the office to request copies be made. Staff personnel have been instructed not to make copies for teachers or students. Exceptions require administrative approval.

Employees:

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

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

5.10 Tutoring for Compensation

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

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

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

5.12 Scheduling Events and Master Calendar

Prior to planning or promoting any event, approval must first be obtained through the master calendar process. See your principal.

5.13 School Sponsored Trips

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

5.14 Purchasing

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

- Office Supply Requisition Form: General supplies are kept by the Elementary Assistant to the Principal and the School Purchaser. When elementary faculty and staff are in need of supplies that are not available, they should contact the Elementary Assistant to the Principal by email listing the items needed. When secondary faculty and staff and administration are in need of supplies that are not available, they should contact the School Purchaser by email listing the items needed. The School Purchaser will then begin the requisition process.
- Petty Cash Request Form: Petty cash is for necessary items not normally purchased by the school and costing less than \$25. Complete a Petty Cash Request form listing each item and its approximate cost. Give it to your direct supervisor for approval; then send it on to the Business Manager for budget approval. If approved by both individuals, you will be notified by the Elementary Receptionist, Secondary Receptionist, Athletic Assistant, or the Business Office to pick-up the money for your purchase. Return your receipt and any change to the person from whom you received your money.

NOTE: Receipts showing the item/items were purchased before receiving all the necessary approval may require you to assume responsibility for payment of the item(s) purchased.

- Purchase Order Forms: Use a 2-part Purchase Order form to requisition all other items. All purchase orders require approval from your direct supervisor and the Business Manager before the items can be ordered. Send both copies of the completed form to your direct supervisor to begin the approval process.

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

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

PLEASE NOTE THE FOLLOWING:

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

5.15 Equipment and Supplies

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

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

5.16 Facilities Upkeep

Employees are expected to:

- Make every effort to preserve and maintain the building, grounds and equipment.
- Submit a written report to their principal if they discover that school property is missing or suspect that a break-in has occurred.
- Teach good housekeeping and respect of property as an important part of education.

- Use lights whenever needed, but turn them off whenever not needed. Make maximum use of natural light where it is possible.
- Immediately report any plumbing, heating or cooling problems to Operations/Business Office via e-mail. For problems that pose impending damage to property, please immediately contact your division secretary via the intercom.
- Report all other non-emergency repair or maintenance requests to Operations via the helpdesk online.

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

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

5.17 Facilities Use

CCS facilities are to be used for CCS programs only. Any exceptions must be approved by senior administrator.

5.18 Security Guidelines

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

Lunch deliveries by restaurants to students are not permitted.

5.19 Security Guidelines and Campus Visitation

Doors Locked and Secured:

- Secondary Buildings A & B: Doors will be opened at 7:50 a.m. and locked at 4:00 p.m.
- Multi-Use Facility: Foyer doors will be open from 7:30 – 8:00 a.m. as students arrive, but they will then remain locked for the day (8:00 a.m. – 3:30 p.m.).

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

All visitors must sign in and out at the Elementary/Secondary Offices, present a valid state ID or driver's license and obtain a Visitor's Tag. This tag must be worn the entire time they are on campus. A visitor is defined as anyone who is not a student or employee.

- Visits by prospective students to the CCS campus are restricted to official Visitor Days only.
- College recruitment visits may be arranged by the school administration.

All employees, substitutes, visitors and volunteers must wear name tags while on campus.

Section 6 – Employment Regulations

6.1 Confidentiality Agreement

All employees and individuals associated with Cypress Christian School (CCS) will treat student and employee information as confidential.

Student Confidentiality

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

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

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

Employee Confidentiality

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

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

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

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

6.2 Conditions of Employment

The CCS bylaws state that the school will strive to develop Christ-like character in its students and further states that, as a means of achieving this goal, “committed Christian teachers will exemplify the Christ-like character expected of their students.” The same is expected for all employees.

- Maintaining on and off campus behavior consistent with being a Christian role model as defined by the Bible and CCS’ Philosophy (Section 2.4) and Statement of Faith and Doctrine (Section 2.5) and stated behavioral expectations is a bona fide occupation requirement of all employees of CCS.

CCS is an equal opportunity employer and, therefore, does not discriminate based upon age, gender, national origin, race, or color when hiring, promoting, establishing wages, or providing benefits.

6.3 Employment Requirements

General Qualifications

Contractual and non-contractual employees of CCS must:

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

Teacher Qualifications

- Meet all General Qualifications
- Hold at least a bachelor’s degree from a recognized college or university
- Be formally interviewed and approved by the Executive Director and a principal
- Secondary teachers of core subjects (English, math, science, history and foreign language) are preferred to hold a bachelor’s degree for the core subject (or a discipline closely related). Teachers of non-core subjects are exempt from this qualification
- Consideration may be given to such factors as: second major and minor, commitment, academic record, training, experience, communication, knowledge of student development and attitude
- Have current ACSI certification or meet all requirements to receive, at least, temporary certification as soon as possible after start date of employment

Staff Qualifications

- Meet all General Qualifications
- Be formally interviewed and approved by the direct supervisor of your position and the Executive Director

6.4 Evaluations

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

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

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

6.5 Compensation Information/Payroll Procedures

- Payroll is processed according to the pay schedule determined by the business office each year but typically is paid bi-weekly on Friday.
- Payroll is direct deposited for all employees.
- Approved payroll deductions include, but are not limited to: employee/dependent group medical/dental/vision insurance, AFLAC insurance premiums, retirement plan payments, and contributions to CCS.
- Paystubs and W-2's are available online through our payroll administrator website, Paychex.

6.6 Termination of Benefits for Full-Time Faculty

Upon termination of employment for full-time faculty, all health insurance benefits cease as of the end of the contract period. Since all faculty members are paid over the summer, this means insurance benefits stop on the last day of the faculty contract period which is usually in May. To prevent gaps in health insurance coverage, the terminating employee is eligible to purchase school insurance coverage under COBRA for 100% of the monthly premium cost for the interim months before health insurance is available through a subsequent employer – up to a maximum of 18 months.

With the exception of AFLAC Flexible Spending accounts, all AFLAC policies or retirement contributions also end on the last day of the contract period. AFLAC Flexible Spending deductions are allowed to continue throughout the summer.

6.7 Co-Curricular Sponsor/Coaching Stipends

CCS has adopted a schedule of stipends for various co-curricular activities that need faculty supervision. The stipend schedule is revised annually.

6.8 Social Security

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

6.9 Workers' Compensation

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

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

6.10 Summary of Employee Rights and Responsibilities

Please refer to www.tdi.texas.gov/wc/employee/index.html for a summary of workers' compensation rights and responsibilities.

6.11 Family Medical Leave Act (FMLA)

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

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

For complete information, visit www.dol.gov/compliance/laws/comp-fmla.htm.

Houston District Office
U.S. Dept. of Labor
Wage & Hour Division
8701 S. Gessner Drive, Ste. 1164
Houston, TX 77074-2944
713-339-5500

6.12 Mandatory Leave of Absence

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

6.13 Outside Employment

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

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

Our integrity as a Christian organization can be adversely affected when personal interests conflict, or even appear to conflict, with the interests of our work and school system. CCS employees are expected to bring any potential conflict of interest to the attention of the Executive Director, who will decide if a real conflict exists. Employees desiring to engage in other employment during the school term must have prior approval from the Executive Director.

6.14 Service in Other Organizations

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

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

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

6.15 Absence without Notification

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

6.16 Serious Misconduct

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

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

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

6.17 Media, Network/Internet Use Policy

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

Employees are not to deliberately access or create any obscene or objectionable information, language or images. This includes information on web pages, blogs, twitter, Instagram, facebook.com, or other publicly-accessible sites.

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

There is no privacy granted to employees when using CCS computers and network resources, and employees should not assume any level of privacy in email or other forms of electronic communication. CCS reserves the right to monitor and inspect all content and all use of school owned computers, email accounts, wifi and internet access, servers, software and all other aspects of the school's network. Misuse of technology resources may result in disciplinary action, including termination of employment.

6.18 CCS Email Policy

The purpose of this policy is to ensure the proper use of CCS' email system. CCS reserves the right to take disciplinary action if users do not adhere to the guidelines set out in this policy. If you have any questions or comments about this Email Policy, please contact your supervisor or technical support at support@CypressChristian.org.

Email Usage

Personal Use

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

Email Actions

Forward

Do not forward messages without first obtaining the permission of the original sender. If you forward email, state clearly what action you expect the recipient to take. If no action is expected, then write FYI (For Your Information) before the forwarded content.

Reply to All

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

Carbon Copy (cc)

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

Blind Carbon Copy (bcc)

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

Meeting Requests

Use the Meeting Request in the Outlook Calendar to schedule meetings with CCS employees, rather than email messages.

Email Content

Style

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

Subjects

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

All Capitals

If you write in capitals it seems as if you are shouting, and it is more difficult to read because all the words are the same height. Do not write email using all capital letters.

Proofread

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

Important!

Only use the “Important” label if the message is really important.

Fonts, Colors, and Stationery

CCS employees should use the standard email signature provided by the IT department. CCS font is black Times New Roman size 12. Blue colored fonts (such as used in title and links) should follow CCS color standards. Decorative email stationery is not acceptable for CCS official communications.

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

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

Junk Folder

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

Libelous, Defamatory, Offensive, Racist, or Obscene Remarks

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

Virus Notices and Chain Letters

Do not forward emails warning of viruses, chain letters promising wealth or blessings, or political calls to action, as these messages consume bandwidth, storage space, and others’ time. Visit www.snopes.com to verify the validity of the ones you do receive.

Delivery and Read Receipts

These are not reliable so do not use them. It is better to ask the recipient to let you know if it was received.

Section 7 – Volunteers & Parent-Teacher Involvement

7.1 Volunteers

Each year there are opportunities to volunteer to help the school. The Parent Service Organization (PSO) offers individuals and families the opportunity to serve in a constructive and positive way.

In August, the school typically hosts a Kickoff Meeting to inform and enable potential volunteers to find their special place within the family of volunteers. School-wide and section (elementary school, middle school, high school and class/grade) volunteer forms are distributed to give everyone an opportunity to sign up to make a difference in one or more of the many areas of need. In addition, volunteer information is made available at various school wide events, via Thursday packets, e-mail, and our CCS Website.

7.2 Parent Volunteers

Elementary school teachers may select a homeroom mom and secondary class sponsors may select a parent volunteer to act as a main contact and coordinator of other class parent volunteers for the year. In addition, secondary electives (i.e., Art, Drama, etc.) and special events sponsors (i.e., TAPPS competitions, etc.) may also recruit a parent volunteer as their main contact and helper. Parent volunteers then seek to find other parents to fill volunteer positions needed by the class. Some of the needs of the class may include individuals to assist with communications, make phone calls, assist with fundraisers, provide classroom assistance, coordinate drivers/chaperones for field trips/competitions, plan parties/special events, etc.

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

7.3 Field Trip Chaperones

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

7.4 Booster Clubs (Athletic and Fine Arts)

The purpose of Booster Clubs (Athletic and Fine Arts) is to provide athletic and fine arts programs (K – 12) at CCS with positive encouragement and dedicated service and to actively sponsor fundraising events for financial support. Volunteer parents, faculty, and staff members are key to these booster efforts.

7.5 Volunteer Appreciation

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

Section 8 – Advancement/Development

The role of the advancement and development staff members is to lead and support the school's fundraising efforts for the purpose of supporting the school's mission to honor the Lord Jesus Christ by providing students an education based upon academic excellence and biblical values. The Advancement/Development Office is responsible for:

- Developing fundraising strategies and direction for all fundraising endeavors
- Consistently and professionally communicating to current and prospective families/supporters and the community
- Coordinating all public and private means of soliciting financial support
- Compiling and maintaining mailing lists and donor records
- Acknowledging all gifts
- Developing donor relationships
- Developing programs for deferred or planned giving/endowment building

8.1 Giving Opportunities

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

8.2 Donation & Fundraising Guidelines

Anyone using the Cypress Christian School name, logo, images, or resources to solicit funds, gifts in kind, or raise money from the sale of a product must follow the guidelines below. Please contact the advancement/development staff if you have any questions.

- 1. Before you begin to communicate about or conduct a solicitation or fundraiser, the Development Office should be contacted for pre-approval.** If you have questions, contact the advancement/development staff.
- 2. Recordkeeping** In order to keep proper record of donations and in order to send receipts to the donors so they can claim appropriate tax deductions, the following information should be recorded and turned in to the advancement/development staff: donor name, business name, full mailing address, description of donation, and donated amount/fair market value.
- 3. 7.25% tax needs to be charged on all products sold, with the exception of food.** This amount will be determined by taking the gross money raised and multiplying it by 7.25%. If products and food are being sold at the same time/event, be sure that the total amount charged for food is kept separate. If money is co-mingled, tax has to be taken out of the total sales. Call the Business Office with questions at 281-664-0230.
- 4. A member of the staff/faculty must be present at all fundraising events.** Designated sponsor(s) should oversee the event/fundraiser. If a sponsor is not available, another divisional faculty member may take the place of the sponsor at the event after approval has been granted by division principal. If a divisional faculty member is not available, a CCS employee (staff or faculty) may oversee the event with approval from division principal.

5. Students must be monitored by an adult at all events.

6. All community contacts must be coordinated with the Development Office. We want to be sure that we are not contacting the same businesses/individuals several times with multiple requests.

7. CCS does not endorse door-to-door sales. The school does not generally sponsor or allow door-to-door sales such as car washes, cookie dough sales, etc. in the school's name or to raise money for school causes. Any exceptions must be granted by the administration.

8. Student Behavior during Fundraisers

- Courtesy and good manners are important and expected at all times when conducting fundraisers and soliciting ads and/or donations from the community.
- Students are not allowed to stand in the esplanade or in other heavy traffic areas while advertising for fundraisers.
- Modest and appropriate dress is required – on and off campus. Dress Code Guidelines apply.
- Guidelines set forth in the Parent/Student Handbook are to be followed at all times.

9. Flyers for Distribution to Students or Community

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

Section 9 – Advancement, Promotions & Communications

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

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

9.1 News Release & Publications

Faculty and staff play an important role in the communication efforts of Cypress Christian School. Throughout the year, CCS news is communicated to families and friends in various ways (e.g., Warrior Weekly, website, Warrior Monthly, the CONNECTION Magazine, school flyers, community magazines, and newspapers). These publications are used to keep CCS families “in the know,” and used to showcase our school to prospective families, supporters, churches, businesses, and others in the community. Employees should submit information, flyers, and articles about events, achievements, and activities (along with photos) to Communications@CypressChristian.org. Information and photos may be published following approval and according to space availability. CCS communication should reflect our ongoing efforts to carry out our mission statement. Employees should refer to communication templates containing school name/logo as a guideline for communicating to families and community.

9.2 Promotion and Use of Cypress Christian School Name, Logo and Trademarks

The communications staff can provide important assistance to any department or employee wanting to increase publicity or promotion of a school program or event. Furthermore, the communications staff ensures that school logos and other media are used properly with appropriate colors and style controls.

The communications staff have relationships with various news and media outlets, printing, internet, and video production organizations that can assist in the most efficient production and distribution of promotional materials. Additionally, the communications staff coordinates an overall media strategy with the school administration to avoid confusion and increase effective communication and awareness of the school in the local community.

Anyone using the Cypress Christian School name, logo, images for publicity or promotion of an event needs to first get approval through the communications staff.

Appendix A – Reporting Abuse or Neglect

Report Abuse or Neglect of children, the elderly, or people with disabilities.

To report an emergency, call 911. To report child abuse or neglect, call 1-800-252-5400 or use our secure website: <https://www.txabusehotline.org>. Other states may use: (512) 834-3784 to report abuse or neglect that has occurred in Texas. We cannot accept e-mail reports of suspected abuse or neglect. You may use the 1-800-number to report abuse or neglect that has occurred in Texas if you live in Texas, Oklahoma, Louisiana, Arkansas, or New Mexico.

- Child abuse and neglect are against the law in Texas, and so is failure to report it.
- If you suspect a child has been abused or mistreated, you are required to report it to the Texas Department of Family and Protective Services or to a law enforcement agency.
- You are required to make a report within 48 hours of the time you suspected the child has been or may be abused or neglected.

What is Abuse?

Abuse is mental, emotional, physical or sexual injury to a child or failure to prevent such injury to a child.

What is Neglect?

Neglect includes:

- failure to provide a child with food, clothing, shelter and/or medical care, and/or
- leaving a child in a situation where the child is at risk of harm.

How do I make a report?

- Call the abuse and neglect hotline at 1-800-252-5400.
- When you make a report, be specific. Tell exactly what happened and when. Be sure to record all injuries or incidents you have observed, including dates and time of day and keep this information secured.
- Reports should be made as soon as possible but no later than 48 hours before bruises and marks start to fade. It is important for the investigators to be able to see the physical signs.
- Give the agency person any information you have about the relationship between the child and the suspected abuser.
- Please provide at least the following information in your report:
 - Name, age, and address of the child
 - Brief description of the child
 - Current injuries, medical problems, or behavioral problems
 - Parents' names and names of siblings in the home

Will the person know I've reported him or her?

Your report is confidential and is not subject to public release under the Open Records Act. The law provides for immunity from civil or criminal liabilities for innocent persons who report even unfounded suspicions, as long as your report is made in good faith. Your identity is kept confidential.

What if I'm not sure?

If you have reason to suspect child abuse, but are not positive, make the report. If you have any doubts about whether or not it is abuse, call the hotline. They can advise you on whether the signs you have observed are abuse.

Appendix B – Learning Center Referrals/Programs

CCS offers a limited range of services to meet a variety of learning needs. We strive to carefully analyze the learning needs of students desiring our services in order to assess if we have the capacity to service them properly. We follow a rigorous process in order to determine our ability to service students with learning challenges. As a private education institution, CCS is not required and Learning Center programs are not designed to fulfill the requirements of a 504 plan generated by the public school, neither does it provide a formal IEP as in the public system.

The Huff Learning Center seeks to provide programs, referrals, and information necessary to accommodate the varied, individual needs of students. An overview of our learning center programs follows. Additional fees above regular tuition are associated with participation in these programs.

Search and Teach (K-1st)

- The program is an early (primarily kindergarten and first grade) intervention program developed to meet the educational needs of young learners before they experience the frustration of learning failure.
- Focuses on developing foundational skills necessary for success in reading
- Provides individualized sessions which meet twice a week for 30 minutes each
- Focuses on targeting the deficit areas through techniques that build perceptual skills such as visual memory, auditory sequential memory, directionality, and motor skills

Skill Building (K-12th)

- Provides an individualized tutorial program for academic subjects
- Augments the classroom instruction
- Works closely with the classroom teacher to identify weaknesses
- Targets good study skills

Academic Coaching (6th-12th)

- Provides help for students who often have difficulty organizing and managing homework and tests
- Provides a study skills specialist to students (who have been identified as needing additional assistance) to help them coordinate their education program and teach them to become successful

NILD/Discovery Program (2nd -12th)

- Uses interactive language and multi-sensory interventions to develop core academic skills and higher order thinking and processing skills
- Focuses on teaching the student "how" to think versus "what" to think in order to enable them to overcome specific learning issues in the areas of reading, spelling, mathematics, handwriting, written expression, listening, and reasoning
- Individual and intensive sessions are provided weekly.
- NILD/Discovery personnel receive continual on-going professional training.

Referral Process for CCS Learning Center Services

- The classroom teacher identifies students who may require intervention. Concern may be brought to the teacher by the parent, but often the concern is raised by the teacher through their personal observations.
- The teacher meets with the parents to discuss the concerns and outlines the basic plan of action.
- The teacher follows the school procedure to develop an intervention strategy and to provide support with the intention of remediating the academic concern.
- If after a period of time the concentrated efforts of the teacher fail to alleviate the student academic concern, the principal and learning center director, in conjunction with the teacher, review all the data to determine a recommended course of action.
- The principal or his representative will meet with the parents to discuss the findings and conclusions and to present a recommended course of action.
- This recommendation may include a formal educational evaluation in order to gather additional specialized professional data in order to determine if the school is able to service the student's specific learning needs.
- The school learning center services may be recommended to the parent if the school feels it has the resources to meet that child's particular learning needs.

Additional considerations:

- The learning center director and administration approve specific accommodations or modifications to the curriculum.
- Students receiving modifications to the curriculum in elementary school will receive a notation on their report card indicating this arrangement.
- Secondary schools do not give modification to the curriculum.
- Students may receive intervention during the school day for approved/recommended CCS programs.

Appendix C – ACSI Certification

It is a Cypress Christian School expectation of all faculty that they acquire and maintain ACSI certification. New teachers should apply for certification as soon as possible after receiving their contract. Teachers under contract may not be issued a contract for the new school year if their certification has lapsed.

To access applications and to read ACSI’s “Certification Tips for Success” visit <http://www.acsi.org/professional-development/certification>.

To begin the certification process (new faculty):

1. Fill out and submit the application.
2. Submit either:
 - a. Transcripts showing at least a bachelor’s degree from a regionally accredited or ACSI-recognized college. Transcripts may be unofficial.
 - b. A current state certificate (not substitute, emergency, temporary) in the field of certification you are requesting. If the state certificate uses codes, please ensure that the key to the codes is included. ACSI may require transcripts to verify education credits.
3. Submit the application fee of \$75 for each certificate requested.

To apply for a certification renewal:

1. Fill out and submit the application.
2. Submit verification of all renewal or upgrade requirements as listed on the Credit Evaluation and Recommendation form.
3. Submit the application fee of \$75 per level of certification unless you are upgrading a certificate within six months of the evaluation date of current certificate.

ConNEXUS

Each teacher and administrator who is required to hold ACSI certification has access to a personalized professional development tool called ACSI ConNEXUS. This communication platform was developed so that you could join groups of likeminded professionals from all around the world, discuss your workplace successes and challenges, and purchase and track your training.

To access ConNEXUS

- Go to my.acsi.org.
- Use your CCS email address as your user name and use “ACSI” as the password (unless you have already reset your password).

Appendix D – Substitute Folder Contents

Substitute folders should contain:

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

Appendix E – Plagiarism

Cypress Christian School values academic integrity. I Chronicles 29:17 reminds Christians that God tests our hearts and is pleased with integrity (NIV). Students are expected to fulfill requirements for assignments without assistance from other sources, whether other individuals, the academic work of others, or electronic sources. If other sources are consulted in the fulfillment of an assignment, students should always acknowledge those sources through proper citation. CCS expects all students to refrain from any act of plagiarism or academic dishonesty. The Council of Writing Program Administrators states that plagiarism “occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to print, on-line, manuscripts, and the work of other student writers.” (Defining and Avoiding Plagiarism)

Plagiarism reflects a lack of integrity and character that is not in keeping with the biblical ideal of a life that mirrors the character of God: truth, honesty, and holiness. When a student claims the work of another as his own, he commits literary theft by taking the ideas or words of another as his own or without crediting the source. Lying is an important component of plagiarism because there is the clear implication that the work being submitted is one’s own. Plagiarism harms the individual who plagiarizes because he fails to learn the skills that the assignment targeted. He also develops the destructive habit of stealing and then lying about the theft. Additionally, plagiarism harms those who honestly earn their grades and are competing with the plagiarizer for class rank, college admission, and potential scholarship monies. Students at Cypress Christian are encouraged to reflect the lordship of Jesus Christ in their lives by living lives of purity and integrity, lives that glorify God in all things, even in attitudes and behaviors regarding assignments and class work. (Guidelines)

Teachers at Cypress Christian are expected to prevent plagiarism by clearly instructing students about issues related to plagiarism (see below). They are also expected to design assignments to reduce the temptation to cheat by altering assignments among classes, designing check points for steps in the writing process, requiring that all sources be printed and turned in, and setting opportunities for students to demonstrate understanding of concepts throughout the writing process. At the elementary level, it is important that teachers avoid any unintended message that copying information about an animal, country, or historical event is acceptable. Elementary teachers should teach students to use note gathering charts that require students to collect information and then write in their own words. Reducing writing completed outside of class is a proven strategy for producing a student’s own work. (Promoting Student Academic Integrity)

CCS is committed to using appropriate consequences when cases of plagiarism are uncovered. By implementing consequences in love, later shame or serious issues may be avoided. The Parent/-Student Handbook provides clear guidelines regarding consequences for plagiarism.

The following are examples of plagiarism:

- Taking someone else’s assignment (or portion of an assignment) and submitting it as your own
- Presenting the work of parents, friends, or family as your own
- Submitting any material created by someone else without giving credit to the author
- Rephrasing someone else’s work without giving credit to the original author
- Submitting papers from the Internet or any other source that were written by someone else
- Providing or exchanging assignments with other students

- Submitting work that distorts the lines between one's own ideas and the ideas of another
 - Inadequately citing ideas or words borrowed from another source
- (Statement on Plagiarism)

Teachers

Teachers are expected to instruct students regarding plagiarism:

1. Define plagiarism
 2. Provide examples of plagiarism
 3. Explain what's wrong with plagiarism
 4. Make the consequences of plagiarism clear
 5. Set clear expectations for all assignments
 6. Design specific assignments that call for students to address particular questions or topics
 7. Require students to submit thesis statements, introductions, outlines, or drafts during the writing process
 8. Require that students annotate their bibliographies
 9. Assign oral presentations over a writing assignment
 10. Require recent and printed sources
 11. Encourage students to be concise in their writing rather than fill a required word count
- (Guidelines for Plagiarism Prevention) (Defining and Avoiding Plagiarism)

Students

Prevent plagiarism by using the following suggestions:

1. Consult with your instructor if you have questions about citing sources, attribution, quotations, paraphrasing, or common knowledge.
 2. Plan your writing assignment so that there is a balance between ideas from other sources and your own, original ideas.
 3. Take notes that include bibliographic information or web addresses for every piece of information.
 4. If you are unsure about the need to cite a source, follow this rule: You Should Always Cite Your Source.
 5. Always make sure to distinguish Who said What, and give credit to the right person.
 6. Know how to paraphrase and remember that a paraphrase requires a citation because the ideas came from another source, even though you are putting them in your words.
 7. Carefully evaluate the credibility, accuracy, and relevancy of each source.
- (Preventing Plagiarism) (Defining and Avoiding Plagiarism)