



CELERYVILLE CHRISTIAN SCHOOL

FACULTY/STAFF HANDBOOK

Revised June 2022

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1. INTRODUCTION

The purpose of this manual is to present, in a convenient form for easy reference, official board and administrative policies that apply to faculty members. It will also outline the required routines of the school, which will help all faculty members to be unified in writing the real curriculum of CCS – leading children to a fully prepared life of service to God. This manual is not exhaustive, nor does it encourage a mindless uniformity. You are a professional, Christian teacher whose gifts are unique; we expect you to use them in creative ways within these guidelines to help carry out CCS's mission.

As you can tell from the table of contents, the organization of the manual leads from the mission of the school to specific procedures. It acquaints you first with the school's history and philosophy, sets out the schools' expectations for you as a Christian teacher, and then describes the framework within which you do that in instruction, with people, through procedures that are necessary in an organization, and in the context of being employed by the school board. The contractual relationship is important, but it is less important than the covenantal trust relationships among parents, teachers, students, and the Lord that are the heart of CCS. Use this manual often. Ask the principal or a teaching colleague for clarification when something written here or something missing puzzles you.

2. CELERYVILLE CHRISTIAN SCHOOL'S MISSION

HISTORY

CCS, which was founded in 1930, offers a quality Christ-centered education in an inter-denominational setting for students from pre-kindergarten through eighth grade. CCS has become an invaluable educational resource for Christian families living in a four county area.

Praise, service, and commitment are vital to the spiritual growth of God's children, and CCS will make every effort to incorporate these components into the education of our young people. CCS also provides a unique home schooling opportunity.

MISSION

We thank God for bringing you to our school. It is now your school too. The quality of education offered by the Celeryville Christian School has been entrusted to you under God. We believe you will serve well.

At Celeryville Christian School our mission is to assist parents in providing a Christ-centered, quality education for their children, thereby preparing them to live a life of service to God.

We think Celeryville Christian School is a good place to teach and learn. We hope you will think so too. All of us want to know you better and give you any possible help. We are looking forward to working together with you to help make this the best year ever.

As member of the body of Christ, fitted by Him into this part of His service, let us magnify the Lord together. It is the purpose of the school to honor God in every class and in every activity.

Celeryville Christian School is a school that is guided by the Holy Spirit, the supreme teacher of God's people and guided also by the charts and compass of a reformed educational philosophy. It is a school dedicated to teaching young people how to live not of the world while in the midst of the world.

Our school is affirmational in its religious worldview; in its vision of piety, community, and cultural obedience. We affirm and teach allegiance to the Kingdom of Jesus Christ, a real and present Kingdom in the midst of the world. Our school is affirmational, not under the humanist illusion of attaining utopia through education, but in obedience to Jesus Christ until He returns. And it is affirmational in relating these realities to both the mysteries and the certainties of God's covenant with Christian parents and their children.

We aim to transmit the Bible's religious vision and calling not apart from, or next to, but by means of our major aims and priority subject matter. Using pedagogical concern and expertise, we aim to teach young people that Christian truth is not simple, but complex; that Christian living is not easy, but difficult; that believing in Jesus Christ is not a last work, but a first work. CCS teaches its students that the Christian life in God's world is a journey in the understanding, the choosing, and the actions of living in covenant with God; and, we hope to give our students more to be Christian with.

As an agency of Christian sanctification we want to help young people understand that their only comfort, their true Shalom, lies in their being possessed by Jesus Christ in body and soul, in life and death. We want to gradually teach students that belonging to Jesus Christ in these ways are to be owned by the One who restores God's sons and daughters to their Father's house. We want them to learn what it means that His house is the earth and its fullness, and that their life in it is to be one of joyful celebration and obedient living. In these ways Celeryville Christian School education is Kingdom education for the glory of God.

STATEMENT OF BELIEFS

A personal commitment to and agreement with the following Statement of Belief:

1. The Holy Scriptures of the Old and New Testaments to be the inspired Word of God, the only infallible rule of faith and obedience;
2. That there is one God, eternally existent in three persons: God the Father, God the Son, and God the Holy Spirit;
3. That man, created in the image of God, disobeyed, fell from his original righteousness, and became dead in sin;
4. That Jesus Christ, the incarnate, sinless Son of God, was crucified and arose, bodily, from the dead, so that those who receive Him by faith would have everlasting life;
5. That regeneration by the power of the Holy Spirit is absolutely essential for the salvation of lost and sinful man, and that His indwelling enables the Christian to live a Godly life;
6. We believe in the personal return of Christ to judge the living and the dead.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.
8. That God has given parents the responsibility of bringing up their children in the "nurture and admonition of the Lord." Since the accomplishment of this objective is a very complex task, parents look to the school and the church for assistance in reaching this goal. We believe that a consistent and meaningful education will result when the home, the school, and the church are in agreement on the

basic concepts of life. Only as the sum total of all learning as seen in the light of God's Word will the pupil be able to differentiate the truth from error. With the aid of Christian teachers in a Christian environment, we believe these goals will be realized.

DEFINITION OF TERMS

- A. The Teacher – The teacher is one who has a sense of God's call that teaching is His calling; and that teaching in the Celeryville Christian School is His placement. The teacher finds a natural place in the classroom, with children, and gives wholly to this work with a single eye. Above all, the teacher is directly responsible to the Lord for the work He has entrusted to the teacher. In certain areas and at certain times, the teacher is very much independent as far as human supervision goes and has the privilege of seeking and finding the will of God.
- B. Primary Concern - The teacher's first concern is personal relationship to the Lord Jesus Christ. To maintain a continuous, living fellowship with Almighty God through our Lord Jesus Christ is one's primary responsibility and is the prerequisite to representing the Lord Jesus before the children in the day-by-day routine for the school, and in the cooperation with the parents and School Board. This requires a confidence that God will do all He promised to do in His Word.
- C. The Parents – The parents desire their children to be educated at home and in school with the consciousness that all truth is God's truth, and Jesus Christ is central in all truth...again not simply in the Word, but in history, in geography, in music, and the arts: in the universe. The parents have placed their children in the Celeryville Christian School so that you, a Christian teacher whose teaching will be Christo-centric, may stand in loco parentis. Accordingly, in the classroom you are taking the place of each father and mother; you are exercising discipline in the parents' place and in the development of courtesy, truthfulness, punctuality, prayerfulness, cheerfulness, a controlled temper, you are taking the place of the mother and father.
- D. Celeryville Christian School Society – The Society is the group uniting parents and all those interested in encouraging and supporting Christian education in this community. The Society is the governing body of Celeryville Christian School, but the Board carries out the will of the Society.
- E. The Board – In the spiritual, educational, and physical management of the Celeryville Christian School, responsibility has been delegated by the CCS Society to a Board of Trustees.
- F. Christian Fellowship – The members of the faculty, society, and student body of the Celeryville Christian School form an intimate fellowship closely resembling a family. In this interdependency there are various functions and responsibilities which are accepted as God-given. God provides teachers with varied backgrounds, training, and experience in order that they may complement one another. However, we need one another to grow. What may be weakness in one is supplemented by a strength in another; and the teachers must be watchful for opportunities in love to foster the unity and completeness of the family. Always, there is the necessity for teachers and for parents to have the blood of Jesus Christ cleansing us from all sin even while we are working in fellowship with one another.
- G. Leadership – Inherent in his acceptance of the ministry of a Christian teacher, the Christian teacher has the overriding responsibility of being an example before students in both word and deed. The scope of this responsibility encompasses every area of the teacher's life. In this line, there is a particularly important meaning in the words, "Not forsaking the assembling of ourselves together, as the manner of some is; but exhorting one another: and so much the

more, as ye see the day approaching.” Regular church attendance, as offered, is imperative, in that the Christian school teacher is saying much about the priority Christ and His church have in the teacher’s life and in contrast to the values prevalent in these last days. Such occurrences as illness may cause missing a service, but nothing should cause the development of a pattern of missing worshipping together in God’s house. School Bible instruction classes and chapels, Bible studies, faculty devotions, etc. are not substitutes for gathering together for fellowship with believers in God’s house.

- H. Outside Interests – A teacher in the Celeryville Christian School is expected to make this service to the Lord central in interest, praying, and teaching children. It is this sort of teacher who is teaching not first of all for living, not even for a love for children, but because the love of Christ is the driving force behind the desire to teach; it is this sort of teacher we earnestly covet for our school. The teacher’s time, energies, thoughts, desires, and anticipations should be concentrated in this work. Teacher conduct will always present in such a way as to commend the Lord and work He is doing.
- I. The Children – In our school, the children are not-needless to say- perfect. They try the teacher’s patience. Some are behavior problems, all are totally depraved until redeemed by Jesus Christ. We expect the teacher, however, to view every child as a responsibility from the Lord, a challenge to prayerful concentration. We also expect the child with unusual capacities to be confronted with new horizons. For these reasons, we try to keep the room numbers to around 20 pupils.
- J. The Standard – We want the Lord Jesus Christ and His will to be the standard for our teachers, for our children, and for ourselves as parents. We want to be dissatisfied with anything other than His best, wisdom of our teachers to be that which cometh down from above, which our God and Father is willing to supply in answer to prayer. We believe that you will find a desire to please God and do His will. We also hope that you will find true Christian love at Celeryville Christian School.

3. THE SCHOOL’S EXPECTATIONS FOR EMPLOYEES

The following expectations for teachers at CCS are your job description and the standards by which you and the principal will measure your growth as a Christian teacher:

QUALIFICATIONS AND RESPONSIBILITIES

- A. The Employee affirms that, as part of the qualifications for this positions, the Employee is a “born again” Christian who knows the Lord Jesus Christ as Lord and Savior. (John 3:3; I Peter 2:23; Romans 10:9, 10)
- B. The Employee gives his/her testimony that he has a sense of God’s will in his/her life, that teaching/serving is his/her calling and that teaching/serving in a Christian school is part of God’s direction in the Employee’s life.
- C. The Employee will manifest by precept and example the highest Christian virtue and personal decorum, serving as a Christian role model (I Timothy 4:12) both in and out of the School to pupils (Luke 6:40) and as an example to parents and fellow faculty/staff members in judgment,

dignity, respect and Christian living. (Col. 3:17; Titus 2:7-8; 1 Thess. 2:10; I Thess. 5:18, 22-23; and James 3:17-18)

- D. The Employee accepts without verbal or mental reservations the School's Statement of Faith, the School's Statement of Philosophy and Objectives, the Faculty/Staff Handbook, and the Parent/Student Handbook. All of which may be updated from time to time. An acceptance is for all current and future versions of said documents.
- E. By executing this Contract, the Employee is committed to uphold the truth as revealed in the Bible and to integrate Scriptural truth into his/her subject area.
- F. The Employee acknowledges that he has read the Job Description and agrees to abide by the requirements listed therein. The Employee shall cooperate in every way with School authorities and adhere to the policies adopted on behalf of the school.
- G. The Employee shall hold a 4-year college degree and shall furnish to the School a copy of a transcript of all college and graduate studies prior to the Employment Date. The Employee shall also hold a current state teaching certificate/licensure, or be in the process of certification as required by law.
- H. The Employee shall accept assignments of work, classroom, grade level, subject matter, and supervisory extracurricular activities as assigned by the School Board and carried out by the Administrator. The assignments shall be made by the School Board after consultation with the Employee. The Employee agrees to accept such reasonable supervisory extracurricular duties assigned to him outside of the regular classroom/work assignment with the extent of such supervision and assignment to be determined by the School Board.
- I. The Employee shall strive at all times to understand, appreciate, love and serve the pupils entrusted to him for instruction and shall to the best of his/her ability provide for their fullest spiritual, intellectual, physical and emotional development.
- J. The Employee shall maintain a classroom/work atmosphere that is conducive to learning.
- K. The Employee shall maintain a professional appearance in the classroom/at work.
- L. The Employee agrees to be present and on time for faculty devotions when scheduled. The Employee also agrees to remain after school for such meetings and conferences as may be required by the School from time to time.
- M. The Employee shall attempt to avoid highly debatable topics that tend to divide evangelical believers. A student shall be referred to his/her parents and local church in the event a debatable topic of a theological nature arises.
- N. The Employee agrees to resolve all differences between the parties by utilizing Biblical principles, always maintaining a spirit of unity (Romans 15:5). The Biblical pattern of Matthew 18:15-17 and Galatians 6:1 shall be followed. Appropriate confidentiality will be observed in regard to pupil, parent, teacher, and School matters. (Titus 3:2; Galatians 5:15)
- O. The Employee agrees that the Scriptures dictate standards for sexual behavior. Any promiscuity, adultery and other deviant sexual behavior is forbidden as such behavior violates the bonafide occupational requirement of being a Christian role model. The unique roles of males and

females are clearly defined in Scripture. (Romans 12:1-2; I Corinthians 6:9-20; Ephesians 4:1-11, 5:3-5; I Thess. 4:3-8; I Timothy 4:12; II Timothy 2:19-22; I Peter 1:15-16; 2:15-17; I John 3:1-3)

- P. The Employee acknowledges that he/she is fully aware of his/her obligations under state law regarding child abuse reporting requirements and that he shall fulfill those obligations.

4. INSTRUCTIONAL POLICIES

4.1 CURRICULUM

CCS has an established Preschool-12 curriculum with a consistent format for each subject area:

- a subject area philosophy statement,
- general subject area goals,
- a scope and sequence map,
- eight to ten student outcomes or essential questions at each grade level, divided somewhat equally into what children and young people will know, be able to do, and be like (attitudes and beliefs),
- materials (textbooks, other books, videos, CDS, etc.)
- a procedure to allow continual revision of the subject area,
- clear connections between our school's mission, goals, and student learning outcomes,
- and formal assessments for the subject area.

Each teacher must faithfully teach students the outcomes for his/her particular grade level or subject, participate in any revisions of that area, and design assessments that match the learning outcomes.

Teachers may not include in their classes specific parts of the curriculum that are prescribed for another class; to assure that, all teachers must be familiar with the entire curriculum. When in doubt, check with a colleague or the principal. CCS expects teachers to carry out the entire curriculum described for their assigned curriculum area and level. Each teacher may make minor changes within units after conferring with colleagues who teach that area of the curriculum (grade level or course); major changes in units, objectives, materials, or assessments must be approved by the administrator.

4.2 DAILY PREPARATION AND EXPECTATIONS

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

- A. Be at school at least a half-hour before the students' day begins.
- B. Be in the room before the students come, greeting them as they enter.
- C. Have a written plan for each unit or lesson of teaching. This should be available for a substitute in an emergency or for the principal to guide a class observation.
- D. Have all handouts, extra equipment (computers, maps, pencils, supplies), and furniture ready before the students come.
- E. Begin classwork promptly.
- F. Remain at school until at least 2:45 p.m. unless you clear leaving early with the principal.

4.3 TEACHING THE CLASS

CCS expects that all its teachers will conduct all their classes according to the following requirements:

- A. Take attendance daily by 8 a.m. through RenWeb marking any students not present as “Absent”. The secretary will mark any students as “Tardy” as appropriate later on that day.
- B. Begin the class briefly reviewing the previous lesson, discussing homework of the previous day (if necessary), and to connecting the day’s lesson to students’ experience.
- C. Include in every lesson (certainly there are exceptions) a variety of student activities that appeal to more than one sense (seeing, hearing, touching), that involve students in speaking and writing, and that meet the needs of the variety of learners in the classroom.
- D. Involve every student during the class, including having students help one another.
- E. Use a variety of planned assessment tools (questions, quizzes, journal entries, student notes) to determine how well students understand new concepts.
- F. Before the end of the class, provide a summary for students of the lesson’s theme (when necessary).
- G. Use clear, specific, exemplified language; accurate, neat drawings; and frequent directive language (next, second, not only but also) to help students see the organization of the lesson.
- H. Use proper voice inflection to help student’s understand the lesson.

4.4 HOMEWORK

The following criteria and guidelines help teachers at CCS assign the appropriate homework for students at various grade levels.

The amount of homework (test/quizzes, outside reading, assignments, memory work, etc.) varies according to the academic level of the student and his/her grade level. Most of the academic requirements of students take place during school hours. It may not always be possible to complete all the work in the school so some may have to be finished at home, including items like test preparation, Bible memory, an assignment, a project, spelling words, etc. As students move from the elementary grades into the upper grades more is expected of the students. The homework “rule of thumb” says to take the grade level, multiply that number by 10 and that will give a guideline for a maximum amount of homework minutes outside of class per night. Meeting the maximum amount of time should occur rarely. Parents can help by supporting students (setting aside time and a place to study and encouragement and help as needed). Teachers will do their best to make student expectations clear, time expectations reasonable, due dates fair, and to give reminders and help to students.

Each classroom teacher has his or her own guidelines and homework policy. The teacher will communicate this policy to the students and to the parents.

4.5 STUDENT LEARNING ASSESSMENTS

CCS assumes that all of its teachers know how to construct good tests, develop meaningful assessment, and decide to which degree students have mastered the learning objectives.

All teachers must:

- A. Assess student learning regularly and frequently.
- B. Design assessments that help children demonstrate what they have learned rather than show what they have not learned.
- C. Use a wide variety of means for assessing student learning: reports, quizzes, projects, papers, demonstrations, talks, etc.
- D. Score and comment upon all means of measurement promptly, and give students the correct answers orally or in writing.
- E. Each teacher should set their own policy of retests and correction in order that students may achieve maximum understanding.

4.6 GRADING/REPORT CARDS

CCS expects all of its teachers to assign grades to most of the work each student does. At the early elementary level, the grade will be words of praise or correction and checklists of skills; from grade 2 and beyond, teachers will assign a number of letter grades along with words. Teachers need to express clearly when they give each assignment or test the bases, the kind, and the relative weight of the grade that will be given. 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 the learning of other students. The following specific statements on grading apply for all teachers at CCS:

- A. Report cards are issued to students at the close of each nine-week grading period. Teachers of students who receive a failing grade or a significantly lower grade must contact those students' parents before the report cards are sent home.
- B. Nine-week grades are posted online with Progress Book, and at the end of the year reported to the office to be supplied on the student's permanent record.
- C. For grades Pre-K and Kindergarten, letter grades are interpreted as follows:
O = Outstanding Improvement S = Satisfactory X = Excellent N = Needs

- D. For grades 1-8, letter grades are interpreted as follows:

99-100=A	75-78=C
94-98=A-	69-74=C-
91-93 = B+	67-68 = D+
86-90 = B	64-66=D
81-85=B-	60-63 = D-
79-80=C+	59 or below = F

- E. In determining an academic grade, teachers should not deduct a percentage for disciplinary reasons.
- F. All teaches must keep accurate records of grades in their grade books whether online or in a record book and be able to explain to both the student and his/her parents the reasons for any grade.
- G. Interim reports must be sent home to parents of students midway through each nine-week marking period.
- H. Every teacher should confer often with colleagues about grading, testing, relative weights for assignments, and fairness.

4.7 SELECTION OF MATERIALS

At CCS, teachers have the freedom and the responsibility to choose and suggest supplemental classroom and extracurricular materials within the boundaries of the following standards of selection.

- A. These standards apply to the library, classrooms, and extracurricular activities. Teachers must choose materials which:
 1. View the subject from a Christian viewpoint consistent with CCS's statement of faith.
 2. Provide a variety of views or a balanced view of issues.
 3. Best carry out the school's mission and goals.
 4. Best meet the learning objectives of the teacher and curriculum.
 5. Do not champion an immoral worldview, portray evil or unbelief in an approving or deceptive manner, and lead participants (speaker, reader, or audience) to distorted conclusions about the Christian faith unless the teacher is using the material to teach specifically about one of these issues.
 6. Have been reviewed by the principal or school board whenever the teacher has any reservations about whether the proposed materials satisfy the standards selection or whenever a formal complaint has been written.
 7. Are age and maturity appropriate for the audience.
- B. Procedure to follow in case of an objection to materials:
 1. Attempt a solution by discussion between the concerned party and the classroom teacher. It may be helpful for the concerned party to review a copy of the Classroom Material Selection Policy at this time.
 2. The concerned party should be asked to file a formal complaint if number 1 does not bring resolution.
 3. The concerned, classroom teacher, principal, and a board member should meet to discuss the material questioned by the formal complaint.
 4. The principal and board member will determine whether the material should be removed from use. This decision will be communicated in a written statement to the concerned party within thirty days.
 5. Appeals may be made to the School board in the event this decision does not satisfy all parties.

4.8 TUTORING

CCS encourages all of its teachers to provide assistance beyond the classroom to our students; however, teachers often wonder whether responsibilities for helping children learn extend beyond the school day, involve other teachers' students, and involve extra pay. This policy helps answer those questions; teachers need to:

- A. Offer to tutor their own students at a time that is convenient to both but which does not interrupt any other teacher's assigned work with that student.
- B. Recommend a tutor (another student, an adult volunteer, the paid remedial tutor) to the principal whenever these teachers believe their students could benefit from it.
- C. Refrain from accepting fees during the school year for tutoring students assigned to them.

5. RELATIONAL POLICIES

5.1 GENERAL TREATMENT OF STUDENTS

CCS believes that children are created by God that they reflect his image and that God calls them to be his disciples. Teachers are God's and the parents' servants to lead these children to obey him. Discipling them is the heart of discipline. To carry out that mission, use the following principles:

- A. Promote and maintain an atmosphere in which children can be disciples-ones who learn.
- B. Seek to know all of your students' interests, gifts, fears, hopes, family circumstances, and best methods of learning.
- C. Help all students to take personal responsibility for their behavior.
- D. Model discipline in your room and this school by being well-prepared for class, keeping a well-ordered room, and using your authority as a teacher to help children learn.
- E. Set clear and high expectations early in the year and in each class for behavior and learning and stick to them.
- F. Dress as a professional adult, use language that "builds others up according to their needs, that it may benefit those who listen" (Eph. 4:29)
- G. 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.
- H. Insist the students address you and refer to colleagues with the ordinary titles of courtesy Mr., Mrs., Miss, Ms.
- I. Accept the responsibility of caring for students in the hallways, lunchrooms, playground, and informally beyond the school day.

5.2 STUDENT DISCIPLINE

DISCIPLINE

Celeryville Christian School's goal in conduct and speech ALWAYS REFLECTS Christ's image in words and actions. All of us must represent our school with behavior and attitudes that are pleasing to Christ.

PARENT/TEACHER COMMUNICATION GUIDELINES

The Matthew principle will be followed when settling differences. Matthew 18:15 says, "If another believer sins against you, go privately and point out the fault. If the other person listens and confesses

it, you have won that person back. But if you are unsuccessful, take one or two others with you and go back again, so that everything you say may be confirmed by two or three witnesses."

In school terms, the principal will not listen to parental differences until the parent has first talked to the teacher. If that is unsatisfactory, the principal will be asked to confer with parent and teacher together. If that does not result in satisfaction, the board will be contacted by the principal.

CLASSROOM DISCIPLINE

Any behavior that detracts from a favorable learning environment lessens the opportunity for students to benefit from the education, programs, and activities offered at Celeryville and any behavior which damages or diminishes the Christian testimony of the school is considered inappropriate and will result in disciplinary action.

Each teacher will establish classroom expectations for his/her students in order to maximize learning for everyone. The students are expected to obey the rules established in the classroom and the school rules that relate to behavior outside the classroom. School detention may be assigned by the teacher/staff as consequences for misbehavior.

STEPS OF DISCIPLINARY ACTION

The severity of the discipline imposed will increase with the severity and frequency of the conduct warranting the discipline. Depending on the severity of the conduct, one or more steps may be bypassed in favor of more severe discipline up to expulsion. Whether to impose discipline progressively, or which step to impose is within the sole and absolute direction of Celeryville Christian School. The following are steps of discipline which will generally be used:

Level 1. Teacher Conference with Student Regarding Behavior

Teachers may conduct a conference with a student regarding the misconduct. Teachers may discuss future disciplinary actions should the misbehavior continue.

Level 2. Detention or Other Discipline by Teacher

Teachers may assign and supervise their own detentions for lunch time or after school. Students may be assigned written assignments to do during this detention. A written notice will be sent home to the parent and is to be signed by the parent and returned by the student to the teacher who signed the written notice.

Level 3. Teacher Conference with Parents

Teachers may request a conference with parents or guardians in order to inform them of the student's misconduct and to discuss further corrective actions regarding the student's behavior.

Level 4. Student Behavior Referral to Principal

Except for more serious offenses, students referred to the principal will generally be counseled by the principal concerning the conduct warranting the referral. Students, who are referred to the principal, WILL BE given an after school detention with the principal. The principal may also contact the parent and impose corrective discipline such as extended school detention, placement on behavioral probation, and/or in school or out of school suspension.

SUSPENSION

In the event of serious misbehavior, the principal may suspend students.

In School Suspension (One day isolation IN SCHOOL from classmates and teachers)

The student will be assigned to an isolated area in the school setting and be assigned regular and non-regular schoolwork tasks to complete during the school day. The student is responsible for making up any schoolwork missed on the day of the in school suspension. The principal will inform the parent of the in school suspension.

Out of School Suspension (A minimum of one day OUT OF SCHOOL from classes and teachers) The student is responsible for making up any schoolwork missed on the day(s) of the out of school suspension. The principal will inform the parents about the out of school suspension and will schedule a meeting with the parent(s), student, and classroom teacher. This meeting will be used to discuss the student's behavior during the marking period. Other consequences related to this offense may include the loss of privileges: athletic participation, music concerts/performances, activity programs, class outings (field trips), and other school related activities.

5.3 COUNSELING STUDENTS

CCS encourages you to know your students well by greeting them warmly, by offering to help them learn in every situation, and by asking them questions about their interests, families, and fears. The proverb "I don't care how much you know until I know how much you care" pertains to Christian teaching. Given your responsibilities as a teacher, it is more tempting to ignore students' personal needs than to probe their feelings too much. Give your counsel according to the following guidelines.

- A. Offer to listen to your students as you can arrange it in private but in view of others.
- B. Hold personal revelations of students in confidence unless you think what they say will be harmful to themselves or to others; in that case, inform the child whom you plan to reveal the information to.
- C. Avoid communicating personal comments of your students to others, including colleagues.
- D. Whenever you suspect child abuse, report it to the principal; do not seek to remedy the situation yourself.
- E. Refer a child quickly to the principal whenever it appears that the student's personal, social, or family problems are having a negative influence on academic or social behavior.
- F. If children begin to reveal potentially embarrassing details about their family or a person within your class, offer to privately discuss that situation later in the presence of another colleague.
- G. Refrain from touching students unless absolutely necessary.
- H. Communicate with parents as often as possible while guarding confidences.

5.4 TEACHER RELATION TO FACULTY AND SUPPORT STAFF

CCS teaches and support staff seek to be a Christian community of servants called to assist children to learn their place and the use of their gifts in Christ's kingdom. The following standards govern a teacher's relationships with professional and school colleagues:

- A. 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, etc.)
- B. Believe that your call to teach is no greater or less than the administrator's call to lead or a custodian's call to clean.
- C. 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.
- D. Support in public, private, and in practice any decision arrived at by the faculty or the school despite your personal objections.
- E. Offer differences of opinion by speaking and writing honestly and carefully, by listening fully, and by choosing the appropriate place for doing so.
- F. Refrain from criticizing students, colleagues, parents, administrators, or board members; gently stop other teachers' or students' criticism of another person.

5.5 FACULTY PRAYER

CCS faculty will meet for prayer and devotion each Monday morning at 7:15am, or on the first day of any given week, in the designated teachers' classroom. You must participate by offering prayer requests and listening to the requests of others and by leading the meeting at a time assigned to you. Whenever you give a prayer request be brief, factual, and sure that the person for whom you are praying wishes to have this need made public. Be cautious in further circulating shared information, especially if students' names are mentioned.

5.6 CALLING OR EMAILING PARENTS

CCS has established this policy to guide its teachers' telephone conversations with parents, email conversations with parents, and informal face-to-face meetings. In communicating with parents, teachers will:

- A. Make a call if a student is frequently not finishing work, refusing to obey, or showing uncommon emotional stress. A call should also be made before students' parents receive written notice (by report card or interim) of a D grade or lower or a student's academic performance has dropped significantly.

- B. Demonstrate that they understand their role as Christian servants in helping the parents to nurture their children.
- C. Be truthful, direct, and clear in describing why the call is being made or email is being sent.
- D. Recommend a plan of action for solving the problem but be ready to modify the plan based on the parent's input.
- E. Make no comparisons of children, theirs or others in your class.
- F. Ask questions of, listen to, and offer support to parents about their child, always conveying the fact that the parents are the child's primary caretakers and that you are their servant.
- G. Make no comments about the child's class placement, school policy, and other matters that are outside of the teacher's control; encourage parents to call the appropriate person responsible for those decisions.
- H. Initiate calls or emails to announce to parents some special act or practice of their child that helped other students that demonstrated fruit of the Spirit, or that showed superlative effort or achievement.
- I. If the parent initiates the call and you need time to think about your reactions of recommendations, ask parents if you may call them back after you have had some time to think.
- J. In general do not bring a serious issue to parents via an email without a prior phone call or face-to-face conference.

5.7 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 learning progress and to exchange support for one another in jointly caring for the child. These guidelines ought to shape the way you conduct his conference.

Teachers will:

- A. Plan for conferences carefully by gathering important work of the student, reading available information about the family, achievements of the student, and evidence of academic progress.
- B. 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 help me teach him or her best?"
- C. Welcome the parents promptly and graciously, offer them a seat, and begin with a brief prayer.
- D. Begin with positive comments (behavior that you have specifically noticed) about the child.

- E. Seek a 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' dream and fears for their child.
- F. Be frank, but objective, and understanding 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.
- G. 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.
- H. Steer all parental criticism about the school, the administration, other students or other teachers to the appropriate individual, advising the parents to take that up with the person they are criticizing.
- I. If more time is needed, offer to continue the conversation later by telephone or during another appointment.
- J. Make no promises that you can't keep: act quickly and report back to parents to pledges you make about working with their child.

5.8 TEACHER EVALUATION

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 this policy for the evaluation of teachers. 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 the hearing the advice of others. The focus of this evaluation policy is to help teachers grow in their effectiveness as Christian teachers. The following principles and procedures are part of CCS policy:

- A. The criteria by which all teachers are evaluated are listed in the job description for teachers.
- B. Summative evaluation (resulting in a decision about assignment, retention, reward, or dismissal) is the responsibility of the principal.
- C. All formal evaluations by the principal will be preceded by at least three observations of a teacher's class, two informal and one formal class observation will take place for the formal evaluation.
- D. The formal observation by the principal will include a pre-observation discussion of the teacher's written plan for that class and a post-observation discussion of the class. A copy of the principal's notes will be given to the teacher.
- E. The formal evaluation will include the teacher's self-evaluation and the principal's preliminary evaluation (each using the same form), a conference at which the two exchange their assessments and

agree on goals for that teacher's improvement, and a written summary of the principal's judgment presented to the teacher for signing.

F. This written evaluation will be kept in the teacher's personal file, available to the board at their formal request after the teacher has been notified.

5.9 PURCHASING

CCS expects teachers to annually complete order forms for materials for each class that they teach. But there are other items throughout the year that teachers will want to make a purchase. When teachers have these kinds of needs, they must:

- A. Request permission from the principal for the purchase of the product using the Funds Request Form.
- B. Reimbursements may also be made out of either the Small Items Account or the General Fund if you decide to purchase something yourself after receiving approval.
- C. In order for proper reimbursement to take place, a signed receipt or bill must be presented along with the original form for processing.
- D. Announce to colleagues any purchases that have been made that may benefit the entire staff.

5.10 SCHOOL EQUIPMENT AND SUPPLIES

CCS expects all teachers to use the school's equipment and supplies to help children learn. All teachers are to use available equipment with full respect for the needs of students and colleagues. Please notify the principal if you need to utilize a piece of technology for something other than school needs.

5.11 WEAPONS

- A. CCS does not permit students to be in possession of any weapon, or any items commonly used as a weapon, on school property or at school events.
- B. If any student is thought to be or found to be in possession of a weapon, the administration must be informed immediately.
- C. When a weapon is found at school, the administration will confiscate it and contact the parents immediately and the police if necessary.
- D. Any student found with a weapon will be subject to in-school or out-of-school suspension and may also be subject to expulsion.

6. PROFESSIONAL POLICIES

6.1 GENERAL FACULTY MEETINGS

CCS holds monthly faculty meetings on the first Wednesday of each month. Attendance at these meetings is required unless a teacher is excused by the principal. A principal may call the faculty together at times beyond these scheduled meetings if he/she decides it is appropriate. The following standards apply:

- A. At least one day before the meeting the principal will distribute a printed agenda and any documents that may be discussed at the meeting.
- B. Each meeting will consist of a report on board or student activities and consideration of issues on the agenda.
- C. The principal and the faculty will work together to ensure that each meeting will be devoted to a discussion that helps teachers to become more effective Christian teachers.
- D. Teachers will also meet after devotion times once each week and will receive a quick synopsis of the week's events so that everyone will have a general knowledge of the week's schedule.

6.2 FACULTY COMMITTEES

CCS has a variety of committees on which teachers serve for the benefit of the school. Ordinarily, all regular committees meet when necessary to organize events and tasks. At CCS, these are the standing committees on which teachers serve (note that teachers will most likely serve on more than one committee):

- A. Spiritual Emphasis Week
- B. Chapel
- C. Kitchen
- D. Reading Week
- E. Spirit Week
- F. Accelerated Reader/IXL
- G. Field Day
- H. Grandparents' Day
- I. Care Committee

6.3 PROFESSIONAL GROWTH AND DEVELOPMENT

Professional growth ought to be continuous. Teachers at CCS may use a variety of means to achieve this growth. The principal is responsible for helping teachers keep track of their professional growth-by helping them make decisions about convention attendance, credit/audit classes, workshops, etc. The reimbursement policy is stated below:

A. Courses may be taken for academic credit at accredited college or university or for Professional credit hours. A copy of the grade sheet must be attached for any class taken. If the course is outside the area of expertise, prior permission from the principal is required. Prior approval from the principal is required for reimbursement. Teachers will be reimbursed at least 10% of their cost for the courses by the General Fund.

B. Educators may audit courses. It is expected that a substantial amount of the required work for the course will be performed even though no college credit is earned. A written report about the course and its worth must be submitted. Prior approval by the principal is required for reimbursement.

6.4 INFORMAL EVALUATION

CCS expects all of its teachers to persistently evaluate their own teaching effectiveness, to listen to observations by others, and to contribute to the growth of colleagues. Beyond the more formal evaluations by the administrator described in this handbook, the school expects teachers to develop as God's instruments of instruction by completing the following:

6.5 DRESS AND Demeanor

We want to present Celeryville Christian School as a professional, yet relaxed place to go to school. To some degree the attire of those who work here helps to set that atmosphere. These guidelines are presented so that all staff members are aware of the personal appearance that is expected at Celeryville Christian School.

All employees are expected to exercise common sense and good professional judgment in their individual grooming and dress.

Ladies

1. Appearance shall be neat, clean, modest, and professional.
2. Dresses, dress slacks (excluding knit and jeans of any color), jumpers, skirts, dress jeans, and divided skirts are acceptable in the classroom. The length of skirts shall be at least to the top of the knee. Divided skirts must cover the knee.
3. Blouses, sweaters, and dressy sweatshirts are acceptable in the classroom. All tops must have at least a 2" strap and may or may not have sleeves. Please avoid wearing tight tops and tops with low necklines.

4. Jeans and modest shorts are acceptable on workdays, field days, field trips, and special dress up days.

5. Jeans may also be worn on Fridays.

Men

1. Appearance shall be neat, clean, modest, and professional.

2. Dress style slacks or dress jeans are to be worn in the classroom.

3. Shirts, sweaters, dressy sweatshirts, ties and jackets are acceptable in the classroom.

4. Dress shirts and dress slacks are requested when representing the school at public gatherings.

5. Jeans and modest shorts are acceptable on workdays, field days, and field trips.

6. Jeans may also be worn on Fridays.

7. Hair shall be kept above the bottom of the collar of a dress shirt. Extremes in hairstyles are to be avoided.

8. Earrings and visible tattoos are unacceptable.

Interpretation

Interpretation of these guidelines shall rest in the hands of the principal. Specific questions and concerns about the guidelines should be addressed to the principal.

7. PROCEDURAL POLICIES

7.1 SUPERVISION OUTSIDE THE CLASSROOM

CCS expects all teachers to bear mutual responsibility for caring for the school and children during the school day. This responsibility beyond teaching assigned students includes the following; all teachers will:

- A. Be assigned a lunch duty at least once per week with a colleague and will monitor students on the playground from 12:00 to 12:25 during recess.
- B. Be assigned a morning gym duty at least once per week and will monitor students in the gymnasium from 7:30 to 7:45 before school starts.
- C. Monitor students on field trips regardless of whether students are in your class or not.
- D. Be present before and after school to promote a general positive atmosphere in the hallways, lobby, and classrooms.

7.2 ABSENCES AND SUBSTITUTES

Celeryville Christian School expects all of its teachers to faithfully teach each day unless they become too ill to teach well or have permission from the principal to attend a professional conference; certainly there are emergencies that fit no policy. Teachers who face before-school or during-school emergencies that call for them to leave their class should contact the principal for permission to leave. Teachers who wish to be excused from their classes for any reason have the following obligations:

- A. With illness or another emergency, contact the principal as far in advance as possible.
- B. Have lesson plans ready at least 30 minutes before the start of the day.
- C. Keep an updated substitute file that includes at least the following:
 - a. Drill reminders
 - b. The current month's school calendar
 - c. Lists of students in your class
 - d. Classroom procedures
 - e. Current lesson plans
 - f. A daily schedule of specials
 - g. Any notes that are needed to accommodate a student with special learning or health needs
 - h. Information on any duties that you were going to perform that day (recess, gym, etc.)
- D. If possible, have a conversation with the substitute prior to the day beginning and discuss homework, the day's activities, attendance procedures, etc.
- E. Follow up with the substitute upon your return to school

Leave Requirements –

Sick Leave:

- A. Every teacher begins each year with five (5) paid sick days
- B. Sick leave is utilized for personal illness, family illness, injury, or a death in the immediate family
- C. Immediate family is defined as grandparents, parents, spouses, and children – the administrator may make other exceptions, just ask when unsure
- D. Please call the administrator when you know you are sick and/or will not be at school so that a sub can be found to replace you for the day

Professional Leave:

- A. There are no set numbers for professional leave days
- B. All professional leave days must be approved by the administrator prior to the absence
- C. Professional leave is utilized for attending conferences and workshops and other professional development events that help you grow as a teacher

Personal Leave:

- A. Every teacher begins each year with two (2) paid personal days
- B. Personal leave is just that, personal, so you may use it at your discretion
- C. Please let the administrator know as soon as possible when you will be absent so that proper sub arrangements can be made

Deduct Days:

- Any leave, sick or personal, that exceeds the allotted number of days will subsequently be deducted from the teacher's paycheck equal to \$85.00 to help cover the cost of the substitute teacher

Partial Days:

- Partial days of absence are possible and will be adjusted accordingly – the day is split up between 7:50-11:30 and 11:30-2:25

7.3 CHAPEL/DEVOTIONS

CCS seeks to develop in our students the heart habits of worship to God through prayer, Bible reading and singing. Teachers foster these habits by the following:

- A. Leading the students in prayer at the beginning of the school day.
- B. Asking for prayer requests from the students.
- C. Contributing to planning and participating in regularly scheduled chapels and small group sessions.
- D. Being an example of all of these things within your own classroom so that the students have a great role model.

7.4 MOBILE COMPUTER LAB USE

CCS's mobile computer lab is a place for learning. Observe the following standards for computer lab use:

- A. Become familiar with its resources so that you can advise students what will be helpful to their learning and how they can use the computer lab.
- B. Supervise students' use of materials to guarantee that the students check out, replace, and arrange materials appropriately and efficiently.
- C. Keep your mobile computer lab organized so that wires and computers continue to function effectively.
- D. Ensure the functionality of computers and report a problem as quickly as possible so that there are no gaps in students' opportunities to use the mobile lab.

7.5 FIELD TRIPS

CCS seeks to provide educational activities for students both within and outside of the school. Any teacher proposing off-campus educational experiences must follow these procedures:

- A. The teacher will determine the number of and locations of field trips and will submit a Field Trip Request form to the principal for each desired trip at least one month prior to the trip occurring so that the board has ample time to approve it.
- B. The teacher will determine the number of chaperones needed for the field trips based on type and location and will secure those chaperones.
- C. Field trips are a privilege, not a right, and the student must meet the teacher's requirements for participation.
- D. Each student must have a permission slip signed by a parent or guardian that outlines the trip's location, duration, date, and any expenses that will need to be covered.
- E. Field trip expense is the responsibility of the student and parent or guardian and needs to be collected by the teacher and then given to the secretary; students may also cover costs with their SAF account.
- F. Field trip transportation will be provided by bus or a licensed and insured adult; volunteer drivers must have a copy of their license and insurance card on file with the secretary.
- G. Teachers must bring all emergency medical forms and the first aid kit when travelling outside of the school.

Field Trip Expectations

As we strive to create a Christ-centered, family-oriented educational experience for our students, the Celeryville Christian School encourages the participation of parents and grandparents in all aspects of their children's educations. This is especially true of classroom field trips.

However, field trips are designed and arranged by the classroom teacher as educational experiences with specific objectives and goals. For this reason, CCS has established the following expectations and rules regarding family participation in these activities:

- A. Ultimately, the teacher is the authority on the field trip. Field trips are designed to achieve specific educational purposes and are not family outings. For that reason, the teacher is in charge and will exercise the authority on the trip.
- B. Field trip participation will be limited to parents, guardians and grandparents. No siblings or family friends will be permitted to participate or to accompany students on field trips.
- C. Parents, guardians and/or grandparents are not field trip participants, but are needed for support, transportation, and to participate as chaperones for the teacher sponsoring the field trip.
- D. Parents, guardians and/or grandparents should limit cell phone usage, stay with the group at all times, and behave appropriately during the field trip.

Failure to abide by these expectations will result in the elimination of field trip privileges.

7.6 FIRST AID

CCS assumes that all of its teachers will provide aid to students who become injured or ill. Follow these procedures in giving aid and reporting these injuries or illnesses:

- A. Be on the alert for potential hazards in the school and on the playground; report any questionable circumstances to the custodian or principal immediately.
- B. Become familiar with your students' health needs and those of other students that may not be in your class.
- C. Know the exact location of the first aid kit and the AED.
- D. All faculty and staff members will be trained in first aid and AED usage.
- E. Supply first aid to minor injuries and report to the office if a call home needs to be made.
- F. For more serious injuries, bring the student to the office if possible; otherwise, contact the principal immediately or get another staff member to assist you.
- G. If students become ill and wish to, or you think they should, go home, send them to the office and the secretary or principal will contact their parents.
- H. In the case of an incident involving blood, always wear gloves provided in the first aid kit and dispose of all contaminated items appropriately.

7.7 ADMINISTERING MEDICATION TO STUDENTS

Prescription medication may only be administered to students by office personnel and only under the following conditions:

- A. The parent/guardian has requested in writing that the school administer medication to a student during the school day.
- B. A permanent written record of medication administration will be kept.
- C. Specific times and the duration of the medication must accompany all medication requests.
- D. Teachers are not authorized to administer any type of medication.

Non-prescription medication such as pain relievers, cold medicine, cough drops, etc. must follow the guidelines of prescription medication. No teacher is authorized to administer non-prescription medication.

7.8 SCHOOL EMERGENCY PROCEDURES

CCS expects you to assist students carefully and sacrificially whenever there is a potential for harm from fire, severe weather, individual threats, and natural disasters. Expect unannounced drills to practice the safety procedures the school has developed. Follow the procedures in your Safety Manual and the emergency procedures that posted in each classroom.

7.9 COPIER GUIDELINES

The copier is a service provided to our school and is a helpful resource when used properly. The following guidelines will apply to the copier:

- A. All teachers share one code to use the copier - 4346.
- B. Please be prudent with copier resources such as paper and ink.
- C. Pick up your copied items in a timely manner to avoid wasted material and clutter in the copier area.
- D. If you send a student down to make a copy, make sure they know to ask permission from an office staff member for assistance.
- E. Color copies come at an extra expense to the school – please use them with discretion and print in black and white when color is not absolutely necessary.
- F. Know whether you are using copyrighted material and the limits of what you may copy.

7.10 STUDENT CUMULATIVE RECORDS

Teachers are responsible for the cumulative records of their classroom. When teachers pass on the records to the next teacher, they are certifying that the records are complete according to this policy. Records are typically updated at the end of the year.

The following items must be kept in each student's permanent file:

- A. Current family information
- B. Original application for admissions
- C. Previous school records
- D. Cumulative grades
- E. Health and immunization records
- F. Standardized test results
- G. Results of any special education screening
- H. Any information from the teacher that needs to be passed on such as behavior, personality, gifts, talents, family situations, academic concerns, etc.
- I. Medical information

All files will be kept in the locked filing cabinet in the office. Teachers may access the files at anytime but may not remove the files from the school building. All files must be returned to the cabinet each day. Parents/Guardians may access the files with administrative approval and may copy items within the file with prior approval.

8. CONTRACTUAL POLICIES

8.1 CONDITIONS OF EMPLOYMENT

Each year, teachers will be renewed based on their performance and evaluations. The board approves all renewals on a one-year basis. Contracts will be delivered to returning teachers as close to June 1st as possible. This is not always the case due to unforeseen circumstances.

8.2 SOCIAL SECURITY AND WORKERS' COMPENSATION

CCS and you, even if you are part-time, are required to contribute equal amounts toward federal social security taxes from the first day of employment. Your contribution is made by automatic payroll deduction. The rates are established by law and represent a percentage of your earnings. Social Security provides four basic benefits: retirement income, disability benefits, death benefits, and retirement health care. Eligibility for benefits varies, and entitlements are subject to individual circumstances too detailed for explanation here.

CCS pays the entire cost of workers' compensation insurance even if you are part-time, and provides benefits for injury or illness that arise in connection with your employment at CCS. Eligibility automatically begins on the first day of employment. Benefit entitlements are governed by law.

If you sustain a work-related injury, even a minor one, report it to the school administrator immediately. The administrator will assist you in providing written documentation of the incident and will assist in filing the report.

8.3 PAYCHECKS

At CCS, the following procedures govern the distribution of paychecks:

- A. There are 24 pay periods per year. Checks or Direct Deposit transactions are issued on the 15th and the 30th of each month; if the 15th or 30th falls on a Saturday, Sunday, or banking holiday, you will be paid on the preceding Friday or last day of school.
- B. CCS's employment year coincides with the school year: September 1-August 31.
- C. Checks will be mailed to your place of residence throughout the summer if direct deposit is unavailable for any particular pay period.
- D. Direct Deposit is the standard method of payment for all staff of CCS, including substitute teachers. If you need alternate arrangements, those can be made with the principal.

8.4 SICK LEAVE OTHER TYPES OF LEAVE

See Section 7.2 Absences and Substitutes.

8.5 LIFE, HEALTH, AND DENTAL INSURANCE

CCS will not provide coverage of any kind concerning life, health, and/or dental insurance to its employees.

8.6 CSI PENSION PLAN

If you are salaried CCS School staff member scheduled to work 1,000 hours or more per fiscal year, you will be enrolled in the CSI pension plan. CCS School Board contributes 2% to the variable pension plan; your contribution of 2% is also paid by the school board.

Should you leave this Christian school, your status with the fund will be determined through the office of the Director of the Employee Benefit Plans at CSI. Should you leave and join another participating organization, you will remain on the plan.

The minimum number of years required for vesting is five, providing you were actively enrolled in the plan on or after September 1, 1987.

8.7 DISABILITY DUE TO PREGNANCY AND CHILDBIRTH

Disability due to pregnancy, childbirth, and medically related conditions is a medical leave and is covered under the disability provisions of the CSI pension and insurance plans. Teachers at CCS who become pregnant and who judge that their pregnancy will affect their ability to teach must follow these steps:

- A. Inform the principal at least three months before an anticipated leave.
- B. Make plans for the benefit of a substitute so that the education of students is as continuous as possible.
- C. Get a signed statement from your doctor giving the date that you should begin your leave and the date you expect to resume teaching.

8.8 FAMILY AND MEDICAL LEAVE

CCS has determined that its employees are eligible for FMLA leave. To qualify for up to 12 weeks of unpaid, job-protected leave employees must:

- Have been employed by CCS for at least one year, and
- Have worked over 1,250 hours over the previous 12 months.

In compliance with the FMLA, CCS will grant employees up to 12 weeks unpaid leave with no penalty to their job status for the following reasons:

- A. To care for your child after birth, or placement for adoption or foster care.
- B. To care for your spouse, child, or parent who has a serious health condition.
- C. For a serious health condition that makes you unable to perform your job.

8.9 EQUAL OPPORTUNITY EMPLOYMENT POLICY

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

8.10 OUTSIDE EMPLOYMENT

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

- A. Conflict with your work schedule, duties, and responsibilities at school,
- B. Create a conflict of interest or incompatibility with our mission,
- C. Create a detrimental effect upon your work performance at CCS,
- D. Involve conducting business during hours you are employed at CCS.

8.11 CONFLICT OF INTEREST

As a staff member you may not make personal profit from your position held 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.

You are expected to bring any potential conflict of interest to the attention of the administrator, who will decide whether there is a conflict of interest or not. You may appeal this decision by bringing it to the board for resolution.

8.12 EXTRACURRICULAR SPONSOR/COACHING

CCS honors the commitment of individuals who sponsor a CCS extracurricular event or coach a CCS sports team. It is difficult to place a monetary value on the effort and achievement of these coaches and sponsors. At this time, sponsors and coaches do not receive a stipend for their time and are seen as dedicated, important volunteers.

8.13 FINANCIAL ASSISTANCE FOR PROFESSIONAL GROWTH

CCS supports its staff in growing in professional competence. This may include lectures, demonstrations, reading assignments, seminars, conventions, university courses, degree programs, or other means to broaden skills and knowledge.

CCS will assist in payment of the cost of education that is authorized or required by the school. The cost may include registration fees, tuition, and required study materials. These stipulations govern the school's payment to teachers. See 6.3 Professional Growth and Development.

8.14 FUNERAL/BEREAVEMENT TIME

Days approved by the administrator for bereavement leave will not be taken against personal days unless some days are considered leave with without pay. In most cases, sick days are appropriately used as bereavement time.

8.15 JURY DUTY OR TRIAL WITNESS

To enable you to fulfill your civic and Christian duties, CCS will grant time off with pay for jury duty or trial witness if you are a salaried staff member. In order to receive pay, you must follow these procedures:

- A. Notify the principal of your anticipated jury duty dates.
- B. If your dates are determined to cause a potential hardship, the principal will write a letter on your behalf requesting your release; this may or may not be accepted by the courts.
- C. The administrator will assign a substitute to your classroom on days that you are absent from school.
- D. Give copies of your certificates of attendance to the principal to validate your time performing jury duty.

8.16 CERTIFICATION AND TRANSCRIPTS

All teachers must have the following on file in their personnel files:

- A. Valid Ohio teaching license or non-tax certificate
- B. Transcripts of most recent courses to obtain certification or renewal
- C. Copies of First-Aid/CPR and AED training certificate
- D. FBI and BCI background checks to be re-issued every 5 years
- E. Any letters of discipline or reprimand
- F. Copies of past and most recent evaluations
- G. Copy of most current contract and preferably the first signed contract of initial employment

8.17 RETIREMENT

CCS's retirement policy is based on CSI Pension Plan. Retirement may occur when meeting the plan's requirements. The school administrator can help guide the process but is not allowed to submit anything on your behalf.

8.18 NON-LEAD TEACHERS AND HIRING OF SUBSTITUTES

Non-Lead teachers are an integral part of our staff. They are required to attend:

- All staff meetings
- All in-services
- All other events requested by the administrator

HIRING OF SUBSTITUTES

The Celeryville Christian Board recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel.

The Administrator or Board shall employ substitutes for assignment as services are required to replace temporarily absent regular staff members and fill new positions. Such assignment of substitutes may be terminated when their services are no longer required.

Substitutes must possess a valid Ohio professional license, substitute license, unless the Administrator or Board believes the person's application information indicates the person has the qualifications to be a substitute such as a non-education associates or bachelor degree.

Substitutes must file their personal information, such as contact information, availability, and available credentials in the front office.

Substitutes also must pass a background check performed by the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation

In order to retain well-qualified substitutes for service, the Board will offer competitive compensation at a rate set annually by the Board.

Daily substitutes shall not earn sick leave nor be paid for days when students are not required to attend school.

8.19 CRIMINAL HISTORY BACKGROUND CHECK OF EMPLOYEES AND VOLUNTEERS

All volunteers, teachers, and staff members are required to have a background check through the FBI and BCII upon renewal of their licenses or before their time of volunteering begins. The school board has traditionally covered these expenses; however, that may change from time to time depending on the financial needs of the school.

8.20 ACCESS TO PERSONNEL FILES

Personnel files are only open to the school administrator and the employee. However, upon request and permission from the school administrator and employee, the board may ask to review an employee's personnel file. The stated reason for opening the file must be given before the time of review.

8.21 STAFF REDUCTION DUE TO DECREASING ENROLLMENT

If it becomes necessary to reduce the teaching staff due to decreased enrollment, which teachers to release will be determined by what is educationally best for the students and what is most just to the staff. All efforts will be made to retain staff members. If a teacher cannot be renewed, the board, faculty, and administrator will do their best to help that teacher secure other employment.

9. SOCIAL POLICIES

9.1 ANTI-HARRASSMENT

General Policy Statement

It is the policy of the CCS Board to maintain an education and work environment which is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the School.

The Board will vigorously enforce its prohibition against harassment based on sex, race, color, national origin, religion, disability, genetic information, or any other unlawful basis, and encourages those within the School community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School community" means students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School community at school-related events/activities (whether on or off School property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for

reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Physical assault.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.

- E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
- J. Inappropriate boundary invasions by a school employee or other adult member of the School community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Sexual conduct/relationships with students by school employees or any other adult member of the School community is prohibited, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery" as set forth in Ohio Revised Code 2907.03. The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to District employees or other adult members of the School District community.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive

working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School community and third parties are encouraged to promptly report incidents of harassing conduct to an administrator, teacher or other School official so that the Board may address the conduct before it becomes severe, pervasive, or persistent.

Members of the School community or third parties who believe they have been unlawfully harassed by another member of the School community or a third party are entitled to utilize the Board's complaint process. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The Board shall establish administrative guidelines describing both a formal and an informal process for making a charge of harassment, a process for investigating claims of harassment, and a process for rendering a decision regarding whether the claim of harassment was substantiated. This policy and the administrative guidelines will be readily available to all members of the School community and posted in appropriate places throughout the School.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to the school administrator. Thereafter, the school administrator must contact the student's parents them of the Board's intent to investigate the alleged misconduct, including the obligation of the school administrator or designee to conduct an investigation following all the procedures outlined for a formal complaint.

Privacy/Confidentiality

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Informal Process for Addressing Complaints of Harassment

The administrative guidelines will include an informal complaint process to provide members of the School community or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Members of the School community or third parties who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The administrative guidelines will include as a requirement the prerequisite that the informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process. Those members of the School community or third parties who believe that they have been unlawfully harassed may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process. However, all complaints of harassment involving an employee or any other adult member of the School community against a student will be formally investigated.

Formal Process for Addressing Complaints of Harassment

The administrative guidelines will also include a formal complaint process. While the formal complaint process may serve as the first step to resolution of a charge of unlawful harassment, it is also available in those circumstances when the informal complaint process fails to satisfactorily resolve a concern. Because of the need for flexibility, no specific time lines are established for initiating the formal complaint process; however, once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within thirty-one (31) calendar days of the complaint being received).

Members of the School community or third parties who feel they have been unlawfully harassed should file a formal written complaint with the principal of their school building or with the school administrator identified in the administrative guidelines. Oral complaints of harassment will be reduced to writing by the individual receiving the complaint and the Complainant will be asked to verify the accuracy of the reported charge by signing the document. Complaints received by a school building principal will be immediately reported to the school administrator identified in the administrative guidelines.

After a complaint is filed, the school administrator or designee shall conduct a prompt and timely investigation. The investigation may include interviews of the complainant, the individual accused of engaging in harassing behavior, and any other witness who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

At the conclusion of the investigation the school administrator or designee will prepare and deliver to the Board president a written report summarizing the evidence gathered during the investigation and providing his/her recommendations regarding whether or not the complaint of unlawful harassment has been substantiated. The written report must be based on the totality of the circumstances involved in the complaint, the nature of the alleged conduct, the context in which the alleged conduct occurred, and the ages and maturity of the individuals involved.

Upon review of the written report the Board president will either issue a final decision regarding whether or not the complaint of unlawful harassment was substantiated, or request that further investigation be conducted. A copy of the Board president action will be delivered to both the Complainant and the individual accused of the harassing conduct. The decision of the Board president shall be final.

A Complainant who is dissatisfied with the Board president's decision may appeal it to the Board by submitting written notice to the Board president within ten (10) days of the date of the Board president's decision. Upon receipt of a notice of appeal, the Board shall meet in executive session at its next regularly scheduled meeting, which is scheduled to occur at least ten (10) days after the Board president's receipt of the appeal notice, to review the complaint and the summary of the investigation. Following the meeting, the Board will issue a decision either affirming, modifying, or rejecting the Board president's decision. The decision of the Board shall be final.

The Complaint process set forth in the policy and in the administrative guidelines is not intended to interfere with the rights of a member of the School community or a third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Ohio Civil Rights Commission, or the Equal Employment Opportunity Commission.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School community or third party alleging the harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy and administrative guidelines or in such other manner as deemed appropriate by the Board or its designee.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Board President shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged

conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School community, all subsequent sanctions imposed by the Board and/or administrator shall be reasonably calculated to eliminate such conduct in the future.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Administrator or designee shall provide appropriate training to all members of the School community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and harassment in general, will be age and content appropriate.

9.2 ANTI-BULLYING

General Purpose Statement

Bullying will not be tolerated at Celeryville Christian School while students are on school grounds, school property, or on property within the jurisdiction of the school; while on school-owned and/or school-operated vehicles, while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school.

Bullying is defined as any electronic, written, verbal, or physical act toward a student which:

- Makes the student feel physically and/or emotionally uncomfortable
- Affects the student's ability to participate in any activities or privileges provided by the school

The principal will promptly and thoroughly investigate suspected incidents of bullying. The investigator will consider the totality of the circumstances presented in determining whether conduct objectively constitutes bullying under this policy.

Complaints

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the administrator. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator. Complaints against the administrator should be filed with the Board President.

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review, investigation, and action.

All complaints will be promptly investigated in accordance with the following procedures:

- Step I Any complaints, allegations or rumors of aggressive behavior and/or bullying shall be presented to the building principal. Students may also report their concerns to teachers who will be responsible for notifying the appropriate administrator. Complaints against the building principal shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates. If the person filing the complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the complaint is a minor, s/he may either sign the charge or affirm its veracity before two staff members.
- Step II The administrator/Board official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.
- A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Board President.
- Step III If the complainant is not satisfied with the decision at Step II, s/he may submit a written appeal to the Board President. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The Board president or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Board president shall provide a written decision to the complainant's appeal within ten (10) work days of the appeal being filed.
- Step IV If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board. Such appeal must be filed within ten (10) work days after receipt of the Step III decision. The Board shall, within twenty (20) work days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within ten (10) work days following completion of the hearing.

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Making intentionally false reports about aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted to infringe upon the First Amendment rights of students and/or staff members (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

Immunity

A School employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

9.3 CHILD ABUSE AND NEGLECT

General Policy Statement

Celeryville Christian School is concerned with the physical and mental well-being of the students of this school and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

Every Board official and employee who, in connection with his/her position, knows or suspects child abuse or neglect must immediately report that knowledge or suspicion to a public children's services or local law enforcement agency. Such reporting is required in every case that reasonably indicates that a child under the age of eighteen (18) or a physically or mentally disabled child under the age of twenty-one (21) has suffered or faces the threat of suffering a physical or mental injury.

The Board official and employee making the report shall also notify the school administrator.

The administrator should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Board. Board officials and employees must report suspected abuse to a public children's services or local law enforcement agency even when the suspected abuser is another official or employee.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. Information concerning alleged child abuse of a student is confidential information and is not to be shared with any unauthorized person. A staff member who violates this policy may be subject to disciplinary action and/or civil and/or criminal penalties.

In accordance with law, the Board will provide appropriate instruction on personal safety and assault prevention to all students in grades K-6. In order to develop programs that are appropriate and effective, the Board/Administrator is authorized to consult with public and/or private agencies or individuals involved in child abuse prevention and intervention. In addition, the Board /Administrator shall provide a program of in-service education on school safety, prevention of child abuse, violence, and substance abuse and promotion of positive youth development for all nurses, teachers, counselors, school psychologists and administrators who work in the school.

All newly-employed nurses, teachers, counselors, school psychologists and administrators who work in the school shall complete at least four (4) hours of in-service training within two (2) years of the date of employment. Additional training must occur every five (5) years thereafter.

A law enforcement officer or children's services agency investigating child abuse or neglect may interview a student on school grounds only with permission from the Board and school administrator. Parents will also be notified of such action.

Child Abuse and Neglect Reporting

In compliance with CCS Board policy and State statute, Board employees and officials are required to report to the proper legal authorities (i.e., the public children's services agency or local law enforcement agency) suspected child abuse or neglect. A child may suffer from physical abuse and neglect, sexual abuse, and/or emotional maltreatment. Basically, physical abuse is the non-accidental, physical injury of a child; physical neglect is the failure to provide adequate parental care, support, medical attention, and education for a child; sexual abuse is any indecent sexual activity involving the child; and emotional maltreatment is the failure to provide warmth, attention, supervision, and/or normal living experiences for a child. Child abuse/neglect reporting procedures apply to students under the age of eighteen (18) and students under the age of twenty-one (21) who are physically impaired, mentally retarded, or developmentally disabled who have been abused (physically or mentally) or neglected or face the threat of being abused or neglected.

The following definitions shall apply:

A. Abused Child

Refers to a child who is a victim of sexual activity; is endangered under criminal law; exhibits evidence of any physical or mental injury or death inflicted by other than accidental means; or because of acts of the child's parents, guardian, or custodian, suffers physical or mental injury that harms or threatens to harm the child's health or welfare.

B. Neglected Child

Refers to any child who is abandoned, lacks adequate parental care because of the faults or habits of the child's parent, guardian, or custodian, or meets other criteria established by law.

C. Mental Injury

Refers to any behavioral, cognitive, emotional or mental disorder in a child caused by an act or omission that is described in the statute prohibiting the offense of endangering children and is committed by the parent or other person responsible for the child's care.

D. Adequate Parental Care

Includes adequate food, clothing and shelter to ensure that the child's health and physical safety and specialized services warranted by the child's physical or mental needs.

E. Physically Impaired

Refers to a child having one or more of the following conditions that substantially limit one or more of the child's major life activities (self-care, receptive and expressive language, learning, mobility, and self direction):

1. a substantial impairment of vision, speech or hearing;
2. a congenital orthopedic impairment
3. an orthopedic impairment caused by disease, rheumatic fever or any other similar chronic or acute health problem, or amputation or another similar cause

In addition, the following may be considered signs of such abuse or neglect and should be reported immediately:

- A. malnutrition and/or basic deprivation
- B. significant history (siblings abused)
- C. direct parental threats or admission of abuse or neglect
- D. symptoms of venereal disease
- E. dental injuries or eye injuries
- F. head injuries

- G. repeated burns or poisoning
- H. scars and bruises in unusual locations (neck, back, buttock, under arms, behind knees, tops and bottoms of feet)
- I. injuries reflecting direct blows or use of instruments

A child who is being abused may also:

- A. be hyperactive;
- B. act fearful of adults;
- C. cling to adults;
- D. be anxious, tense, and nervous.

Procedure for Reporting

All suspected cases are to be reported even if documentation is not available. The law provides protection for the reporting staff member who acts in good faith. All staff members who suspect that a child is being, has been, or faces the threat of being abused or neglected must immediately report to the public children's services agency or local law enforcement agency.

They are also expected to notify the principal of the report.

While the obligation to report belongs to each individual who suspects child abuse/neglect, there is nothing prohibiting a reporting employee who has notified the principal and the principal from making the oral report jointly to the appropriate agency; however, the coordination of a joint report should not significantly delay or detract from the obligation of each individual to immediately report suspected child abuse/neglect.

Child abuse/neglect reporting procedures should be reviewed with staff members periodically, including the potential criminal penalties for failing to report suspected abuse and/or neglect.

- A. The oral report notifying the children services or law enforcement agency shall occur immediately after the staff member first suspects the abuse or neglect.
- B. In order to facilitate a thorough and effective report, efforts should be made to provide the appropriate agency with any readily available supporting information concerning the incident. Staff members may use the checklist provided in the next section as a guide to assist in organizing readily available information prior to making the call.

(Under no circumstances should the report be delayed on the basis that any such information is not readily available.)
- C. The reporting employee shall promptly notify the student's principal that a report has been made. The principal shall verify and document that the suspected case has been properly reported by the employee. The principal will immediately make his/her own oral report to the public children's services agency or local law enforcement agency. Although the obligation to report belongs to each individual who suspects child abuse/neglect, there is nothing prohibiting the reporting

employee and the principal from making the oral report jointly to the appropriate agency; however, the coordination of a joint report should not delay the report of suspected child abuse/neglect.

- D. Since it is the responsibility of the social worker and/or law enforcement agency to investigate possible abuse and/or neglect, school personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.
- E. The oral report shall be followed, not more than five (5) days later, by a written report from the staff member, if requested by the social service or law enforcement agency receiving the oral report. The report is to include all information given at the time of the oral report and any other information that is available from the school that may be helpful in the investigation of the report.

INTERROGATION OF STUDENTS

Celeryville Christian School is committed to protecting students from harm that may or may not be directly associated with the school environment but also recognizes its responsibility to cooperate with law enforcement and public children's services agencies.

When law enforcement or other authorities arrive at the school and wish to interview a student or investigate an alleged violation of law, they must contact the building administrator indicating the nature of their investigation and their desire to question a student or students. In order to avoid disruption of the learning environment and the student's class schedule, such interviews should take place during a student's study hall period if at all possible.

Investigation of Child Abuse/Neglect by a Public Children's Services Agency or Law Enforcement Agency

Every Board official and employee who, in connection with his/her position, knows or suspects child abuse or neglect must immediately report that knowledge or suspicion to a public children's services or law enforcement agency in accordance with Board Policy.

At the request of the building administrator, an official of a public children's services agency or law enforcement agency may interview a student on school property during school hours in order to investigate a claim of child abuse/neglect involving such student or a member of the student's family. If neither the student nor a member of his/her family is the subject of the child abuse/neglect investigation, such agency should contact the student during non-school hours and investigate the matter off school property, if at all possible, unless the alleged child abuse took place on school property and/or involves an emergency situation.

If the student (or a member of his/her family) is the subject of a child abuse/neglect investigation, or the student is being interviewed regarding alleged child abuse that took place on school property or involves an emergency, the building administrator shall attempt to contact the parent prior to questioning, and s/he will remain in the room during questioning unless compelling reasons for exclusion are provided by the agency.

If an agency investigating child abuse/neglect indicates that the parent is believed to be the perpetrator, the building administrator will not contact either parent prior to the interview. The building administrator will remain in the room during questioning unless compelling reasons for exclusion are provided by the agency.

Investigations of Violations of Law by Law Enforcement Agencies

Such agencies should contact a student during non-school hours and investigate alleged violations of the law off school property if at all possible. An investigation can take place immediately on school property during school hours at the request of the building administrator if the alleged violation of law took place on school property or in emergency situations.

Before the student(s) is (are) questioned as a witness to or suspect in an alleged violation of law, the building administrator shall attempt to contact the parent prior to questioning and shall remain in the room during the questioning unless compelling reasons for exclusion are provided by the agency.

In those circumstances when an interrogation may expose a student to criminal charges, the building principal should also verify that the student(s) has been informed of his/her right to refuse to answer questions, to be informed that anything s/he says may be used against him/her in court, and to consult with and be advised by legal counsel.

Notification and Release of Records

Attempts to notify the parents regarding investigations of child abuse/neglect and other law enforcement investigations should be documented diligently.

When an authorized law enforcement officer or public children's services agency removes a student, the building administrator shall notify the parent and the Board president.

No school official may release personally identifiable student information in education records to the police or public children's services agency without prior written permission of the parent, a lawfully-issued subpoena, or a court order.

Investigation of Child Abuse or Neglect

Investigators who seek to interview a student who is a suspected victim of abuse or neglect are subject to the interrogation procedures in Board Policy.

If the interviewer directs that parents are not to be notified, the principal shall record this direction and request the interviewer to sign a written statement that s/he has directed the principal to permit the interview without prior notification of the parents. If the interviewer refuses to sign the statement, the principal shall prepare another written statement that the Board has been directed by the investigating agency to make the named student available for interview or interrogation without notice to the parents and request the interviewer to sign this statement. If the interviewer refuses, the principal shall record the time, date, interviewer's name/title/badge number, and that the interviewer has refused to sign the statement. The principal shall sign this record and maintain it in the school files.

The principal shall, following the giving of the report to the authorities, make a reasonable number of inquiries as to:

- A. whether the department or board has initiated an investigation of the report;
- B. whether the department or board is continuing to investigate the report;
- C. whether the department or board is otherwise involved with the child who is the subject of the report;
- D. the general status of the health and safety of the child who is the subject of the report;
- E. whether the report has resulted in the filing of a complaint in juvenile court or of criminal charges in another court.

It is understood that the department or board investigating the report has a duty to provide written notice to the Board President/Administrator of the allegations contained in and the person named as the alleged perpetrator in the report, unless the Board President/Administrator is named as the alleged perpetrator in the report. Also, the department or board investigating the report must provide written notice of the disposition of the investigation to the Board President/Administrator, not later than three (3) days after the conclusion of the investigation.

Suspected Abuse/Neglect by Parents

Parents who are abusing their child may:

- A. be reluctant to give information;
- B. describe a story that doesn't fit the injury;
- C. have an inappropriate reaction to the severity of injury;
- D. express unreasonable expectations for the child's performance;
- E. claim conditions that do not exist, e.g.

"S/He bruises easily."

"S/He moves constantly." (Child sits quietly.)

- F. indicate family problems such as marital discord, crowding, financial stress, psychological disorders, retardation, alcohol or drug addiction, etc.

When it is necessary to deal with parents who are suspected of child abuse, the staff member should try to be sympathetic and communicate a readiness to help. Parents are often beset by serious personal problems and possibly were themselves abused or neglected as children.

Suspected Abuse by Staff Members

If a staff member is suspected of abuse, the school administrator should be notified immediately and the matter kept in strict confidence by the reporting person. The school administrator shall follow the Board's due-process procedures for investigating and addressing an employee's actual or alleged violation of any law or Board policy. This procedure does not negate the requirement for the reporting person to report the suspected abuse to the proper agency. While the obligation to report belongs to each individual who suspects child abuse/neglect, there is nothing prohibiting the reporting employee and the supervisor from making the oral report jointly to the appropriate agency; however, the coordination of a joint report should not delay the report of suspected child abuse/neglect.

9.4 SOCIAL POLICIES CONCERNING TERMINATION

A teacher may be terminated at any time during the Employment period in accordance with the policies of the School. When such termination is for "Cause", all of the Teacher's rights to compensation under this their current contract shall terminate upon such termination of employment. "Cause" shall mean:

- 1) Immorality, including but not limited to promiscuity, homosexual behavior, adultery, and other deviant sexual behavior;
- 2) unprofessional conduct on the part of the Teacher;
- 3) commission, aiding, or advocating acts of a criminal nature;
- 4) The Teacher participating in any conduct involving dishonesty or moral turpitude relating to his obligations hereunder;
- 5) The Teacher's failure to follow reasonable directives from the school or comply with reasonable school policies generally applicable to all Teachers;
- 6) mental or emotional condition unfitting to instruct or associate with children;
- 7) material breach of any of the employee's obligations under the employment contract;
- 8) continued violation or refusal to obey rules or regulations as set forth in the School Statement of Faith, Faculty Handbook, the Policy Manual, Parent/Student Handbook, and Job Description; these policies may change from time to time and acceptance of this agreement covers current and future versions of these documents.

9) Conduct tending to bring discredit upon the school that causes a diminishing of the employee's effectiveness as a Christian role model; and

10) enrollment fluctuations or income variations resulting in the ability of the school to employ the employee on a cost-effective basis.

9.5 SERIOUS MISCONDUCT

The following acts of confirmed serious misconduct are examples of those that will likely result in the release of an employee:

- A. Theft of property or money
- B. Willful insubordination pertaining to assigned tasks
- C. Willfully falsifying information on employee documents and other dishonesty
- D. Immoral conduct or indecency
- E. Deliberate destruction of school property or a colleagues property
- F. Consuming or being under the influence of alcoholic beverages on school property
- G. Possessing or using illegal drugs
- H. Breach of confidentiality of information
- I. Other comparably serious misconduct

CCS will always be careful to weigh its concern for individuals with its concern for the school community. 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 school.