



TWIN TIERS

CHRISTIAN ACADEMY

Elevating truth, faith, and wisdom.

Employee Handbook

Adopted March 2019

Updated August 2019

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with sub-points summarized

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FOUNDATIONAL DOCUMENTS

Vision: All graduates will be committed Christ-followers who are community-minded and prepared to make a global impact.

Mission: Twin Tiers Christian Academy is dedicated to inspiring students with a Christ-centered, student-focused, and college-oriented education.

Core Values:

- a) True to God's Word
TTCA is committed to God's Word in all we do because we believe that the Bible is our sole authority for what we believe and how we should live. II Tim. 3:16-17; I Sam. 15:22.
- b) Christlikeness
TTCA is committed to developing character in our students that reflects the character of Jesus Christ as revealed in the Scripture, resulting in knowing right from wrong and choosing to do right. I John 2:3-6; James 4:17.
- c) Excellence
As God is excellent, Psalm 8:1, and because all that God does is excellent, Isa. 12:5, TTCA is committed to striving for excellence - academically, spiritually, and in every venture we undertake.
- d) Uniqueness of Each Child
Because each child is a unique creation of God, Psalm 100:3, and is therefore highly valued by God, Matt. 19:14, TTCA is committed to assisting the home in helping each child come to know Christ and fill their place in God's plan resulting in fruitful service for Him. John 15:1-16.
- e) A Serving Spirit
Following the example of Jesus Christ as a servant, Mark 10:45; John 13:2-17, TTCA is committed to promoting and demonstrating a servant's heart at every level resulting in a humble loving service to others. Gal. 5:13; Mark 10:35-44.
- f) Honor the Home
Because we recognize the home to have been ordained by God, Gen. 1:26-28; Gen. 2:7, 18-24; Matt. 19:4-5, TTCA is committed to assisting the home in achieving its God-given responsibility to instruct children in the ways of God. Deut. 6:5-7; Eph. 6:1-4.

Statement of Faith:

1. We believe that the Bible is the verbally inspired Word and revelation of God and therefore our only authority in faith and practice. II Timothy 3:16-17; II Peter 1:19-20.
2. We believe that there is one and only one living and true God, an infinite, intelligent Spirit, the Maker and Supreme Ruler of heaven and earth; inexpressibly glorious in holiness, and worthy of all possible honor, confidence and love; that in the unity of the Godhead there are three persons, the Father, the Son and the Holy Spirit, equal in every divine perfection, and executing distinct but harmonious offices in the great work of redemption. I Corinthians 8:6; Ephesians 4:6; I Timothy 1:17; Romans 11:33; I Corinthians 2:10-11; Philippians 2:5,6.
3. We believe in the Deity of our Lord Jesus Christ, that He is very God by Whom and for Whom all things are created. John 1:1; Hebrews 1:3. We believe in His Virgin Birth, that He was conceived by the Holy Spirit, and is therefore God manifested in the flesh. Matthew 1:23; John 1:14. We believe in salvation by divine sacrifice, that the Son of God gave "His life a ransom for

many: and bore our sins in His own body on the tree. I Peter 2:24. We believe in His physical resurrection from the dead and His bodily presence at the right hand of God as our High Priest and Advocate. Acts 1:3; John 1:1.

4. We believe that the Holy Spirit is a divine person; equal with God the Father and God the Son and of the same nature; that He was active in the creation; that in His relation to the unbelieving world He restrains the Evil One until God's purpose is fulfilled; that He convicts of sin, of judgment and of righteousness; that He bears witness to the Truth of the Gospel in preaching and testimony; that He is the agent in the New Birth; that He seals, baptizes, endues, guides, teaches, witnesses, sanctifies, and helps the believer.
5. We believe in the Genesis account of creation and that it is to be accepted literally, and not allegorically or figuratively; that man was created directly in God's own image and after His own likeness; that Man's creation was not a matter of evolution or evolutionary change of species, or development through interminable periods of time from lower to higher forms; that all animal and vegetable life was made directly and God's established law was that they should bring forth only "after their kind." Genesis 1:1,11,24,26-27; 2:7,21-23.
6. We believe that man was created in innocence under the law of his Maker, but by voluntary transgression fell from his sinless and happy state; in consequence of which all mankind are now sinners, not by constraint, but of choice; and therefore, under just condemnation without defense or excuse. Genesis 3:1-6; Romans 5:12,19; 3:10-19; 1:20,28,32.
7. We believe that the great gospel blessing which Christ secures to such as believe in Him is justification; that justification includes the pardon of sin, and the gift of eternal life on principles of righteousness; that it is bestowed not in consideration of any works of righteousness which we have done, but solely through faith in the Redeemer's blood, and that His righteousness is imputed unto us. Acts 13:39; Romans 5:1,9; 8:1; 4:1-8; Titus 3:5-7.
8. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
9. We believe that God wonderfully and immutably creates each person biologically as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27).
10. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimension, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life (Ps. 139).

Our Statement of Faith is not exhaustive of all of our beliefs. The Bible, as the inspired and infallible Word of God, speaks with absolute authority regarding the proper conduct of mankind and is the unchanging foundation for all belief and behavior. Because TTCA is a ministry of the Breesport Baptist Church, the church's lead pastor and board of deacons hold final interpretive authority on the Bible's meaning and application in matters of faith, doctrine, policy, practice, and discipline.

TTCA and Breesport Baptist Church: TTCA functions as a ministry of the Breesport Baptist Church. The head of school is part of the pastoral staff of BBC, and the lead pastor of BBC is an ex-officio member of the TTCA school board. The facilities and their cost of operation are shared between TTCA and BBC with the ownership residing with BBC. The facilities include 14 classrooms, gymnasium, science lab, library, and athletic field.

Philosophy of Education:

We believe that the education of a child is first the responsibility of parents (Ephesians 6:4). Therefore, the school seeks to work in conjunction with parents or guardians to help the students grow in

Christ and to prepare for their future service to Him and others. We believe that the teachings of the Bible are true and applicable to questions and experiences today. All that is taught in our school, science, math, English, and such, is best and accurately understood when viewed through a biblical lens.

Statement on Marriage, Gender, and Sexuality:

- a) We believe that God wonderfully and immutably creates each person biologically as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
- b) We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
- c) We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matt. 15:18-20; 1 Cor. 6:9-10).
- d) We believe that in order to preserve the function and integrity of Twin Tiers Christian Academy as a ministry of the body of Christ, and to provide a biblical role model to the school's members and the community, it is imperative that all persons employed by Twin Tiers Christian Academy in any capacity, or who serve as volunteers, agree to and abide by this Position Statement on Marriage, Gender, and Sexuality (Matt. 5:16; Phil. 2:14-16; 1 Thess. 5:22).
- e) We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom. 10:9-10; 1 Cor. 6:9-11).
- f) We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28:31; Luke 6:31). Hateful and harassing behavior directed toward any individual is to be repudiated and is not in accord with Scripture nor the position of Twin Tiers Christian Academy.

The Ministry of Teaching:

Teachers and school administrators are called by God to help raise up the young in the ways of faith. Jesus, the Savior, was also a teacher. He gathered his disciples and others around him and taught with such conviction and truth that the "many who heard him were astonished, saying, 'Where did this man get all this? What is the wisdom given to him? What mighty works are wrought by his hand! (Mark 6:2)." His apostles, likewise, were teachers and gave witness "with great power" through their words and deeds, and "gave their testimony to the resurrection of the Lord Jesus, and great grace was upon them all" (Acts 4:33).

The ministry of teaching obligates the teacher to assist his or her students in understanding not only mathematics or physics, but how the order and discipline of mathematics or physics reveals the mind of God. It obligates one not only to instruct in geography and history, but to inculcate the faith by helping the students know that God created the mountains, the sea, the rivers, the deserts, the forests, the plains, and all the creatures that inhabit them, and to learn that human discoveries, empires, conflicts, and social movements are measured by the divinely ordained order. The ministry of teaching requires one not only to help students acquire skill in spelling, reading, grammar, and writing, but to understand that human language is a primary means by which students might explore the wonders of poetry and narrative and sacred Scripture itself—all of which indirectly or directly disclose salvation history. Regardless of the subject, true teachers minister to their students by helping them follow Paul's admonition: Finally, brethren, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these

things. What you have learned and received and heard and seen in me, do: and the God of peace will be with you. (Phil 4:8- 9)

Teachers in a Christian school must be ever mindful that they instruct not only through rational explanation of formal subject material but even more powerfully through word, deed, example, and shared experience. Simply put, they teach the faith by modeling the faith and by modeling faithfulness. This is why all teachers, even before their first meeting with students, must subscribe to the school's Statement of Faith. This is why teachers are required to give a godly example, both at school and away. Teachers must teach truth and avoid falsehood. "Therefore, putting away falsehood, let everyone speak the truth with his neighbor, for we are members one of another. ... Let no evil talk come out of your mouths, but only such as is good for edifying, as fits the occasion, that it may impart grace to those who hear (Ephesians 4:25, 29)." Teachers minister to the students by providing them with faith experiences. They lead the youth in prayer, praise, and mercy. Paul urged Christians to "Let all bitterness and wrath and anger and clamor and slander to be put away from you, with all malice, and be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you (Ephesians 4:31-32)." Teachers also model the Christian life by being active in their own church community and by serving as an intermediary assisting their students in becoming active in their respective church communities so that those students might be further nurtured in faith with their friends and family around them.

Non-discrimination policy: TTCA admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin, or biologically-assigned gender in the administration of its educational policies, hiring policies, academic policies and programs, athletic programs, and other school-administered programs.

Expected Student Outcomes: The vision of TTCA educators is that our students and graduates:

- 1) Develop a deepening relationship with Jesus Christ that is evidenced as they:
 - a) understand God's plan for salvation and realize their opportunity for eternal life.
 - b) realize their worth in Christ.
 - c) acknowledge God as the author of creativity and care for His creation.
 - d) think critically using a biblical worldview lens.
 - e) apply biblical principles to all aspects of school life and beyond.
- 2) Demonstrate love for others and embrace their role in the Great Commission as they:
 - a) live out the fruit of the Spirit on a daily basis.
 - b) actively engage in a discipleship-mentoring relationship with others.
 - c) treat others with respect and kindness.
 - d) serve God and engage their fellow citizens as part of a local body of believers.
 - e) respect and understand others' worldviews and cultures.
- 3) Evidence their preparation to make a global-reaching impact as they:
 - a) master communication skills at age-appropriate levels, both written and verbal.
 - b) understand history and recognize God's role in it.
 - c) demonstrate proficiency in science, mathematics, and problem-solving.
 - d) learn to use technology efficiently and appropriately.
 - e) discern what is good as they treasure literature and all of the arts
 - f) practice healthy physical habits which include regular exercise and good nutritional habits.

TTCA PERSONNEL AND THEIR ROLES

Breesport Baptist Church: Currently, TTCA is a ministry of the Breesport Baptist Church. The school's board of education operates under the oversight of the church's deacon board. All prospective TTCA school board members must be approved by the church's deacon board.

TTCA Board of Education: The board is made up of seven members. At least four will be members at Breesport Baptist Church. Up to three can be members of a church of "like-faith." The head of school and the church's lead pastor serve as ex-officio members of the board. The board typically meets the second Tuesday of each month. The primary function of the board is to hire/develop the head of school, set policy, approve the annual budget, and plan for the future.

Head of School: The Head of School shall be directly responsible to the school's Board of Education. His or her primary responsibilities include, in part, recruiting and developing faculty and staff, screening potential students, providing direction in the areas of curriculum, setting the school schedule and calendar, managing the daily operations of the school, and implementing the policies of the school as developed by the Board of Education.

Dean of Students: The dean of students will be hired by vote of the board of education after a recommendation of the head of school. The dean shall work closely with head of school. The dean's primary responsibilities include managing student life which includes communicating with families and following through with student discipline as needed.

Faculty/Teachers: Teachers will be hired by vote of the board of education after a recommendation of the head of school. Teachers shall be directly responsible to the head of school. The primary responsibility of the faculty is to accurately communicate God's truth in their various assigned subject matter. The faculty are responsible to consistently and fairly execute the policies of the school as directed by the head of school and as outlined by the board.

Staff (non-teaching): Staff members will be hired by the board after a recommendation of the head of school. Staff shall be responsible to the head of school. Staff positions include, but are not limited to, office manager, kitchen staff, custodians, and maintenance. Each staff member shall execute their duties as outlined by the head of school and the board. Staff members must demonstrate a consistent Christian testimony.

Athletic Director: An athletic director (AD) shall be hired by the board after recommendation from the head of school. Whenever possible, the AD shall be one currently on staff at the school. The AD shall be responsible to act as a liaison between the administration and coaches. Primarily, the AD shall oversee the operation of the school's athletic program and any fund raising for that program. The AD shall be responsible to the head of school. A stipend is paid to one who fills the AD position.

Coaches: The AD is to recruit prospective coaches to lead the school's various athletic teams. The AD is to recommend prospective coaches to the head of school. Coaches shall be hired by the head of school upon recommendation of the athletic director. Coaches are directly responsible to the AD. Coaches are primarily responsible to teach and direct their teams in a manner that is Christ-honoring and in keeping with the school's educational philosophy.

TTCA REQUIREMENTS FOR EMPLOYMENT

Requirements for all employees:

- a) All prospective employees must provide evidence of and testimony of a personal relationship with Jesus Christ. All employees are expected to manifest by precept and example the highest Christian virtue and personal decorum, serving as a Christian role model.
- b) All employees must accept without reservation the Statement of Faith of TTCA.
- c) All persons employed by TTCA in any capacity, or who serve as volunteers, must agree to and abide by the school's Statement on Marriage, Gender, and Sexuality.
- d) Employees must be faithful in their attendance of an evangelical church whose fundamental beliefs are in agreement with the TTCA Statement of Faith.
- e) As a role model, the employee will adhere to total abstinence in the use of vulgar and/or profane language, tobacco products of all types, and illicit drugs.
- f) Prior to employment, employees must submit to a background check by a third-party company chosen by TTCA.

Requirements for faculty, in addition to the above:

- a) Each employee who is a teacher shall have, at least, a four-year college degree. In the event that a qualified candidate with a four-year degree cannot be found, competent and talented individuals without a bachelor's degree may be employed by the board of education.
- b) All faculty members must provide evidence of a current teaching certificate at the time of hire. Faculty then must fulfill requirements to maintain a valid teaching certificate throughout the duration of employment at TTCA. Expired certificates are not considered valid.
- c) Faculty who possess a valid state certificate must also complete the ACSI Christian Philosophy of Education requirement and pursue ACSI certification.
- d) Faculty without current certification may be hired at the discretion of the school board. However, faculty will be required to actively pursue certification with the Association of Christian Schools International or a second-year contract will not be offered. The head of school will assist any teachers with this process.
- e) Faculty must monitor their ACSI renewal requirements to keep the certificate current. If a certificate expires, faculty will be paid at the daily, substitute rate until the requirements are met. In the event that the certificate lapses, the faculty member will be given a 90-day grace period to meet renewal requirements.
- f) In demonstration of a total commitment to Christian education and the mission of TTCA, it is expected that a full-time teacher will have his/her school-age eligible children enrolled at TTCA. Any exceptions to this policy must be granted by the school board and will only be granted in unique situations such as special academic or physical needs that cannot be met by TTCA.

WORK DESCRIPTION, BENEFITS, AND EXPECTATIONS

Work Schedule and Workload: The Workday

- a) All full-time staff/faculty members are to be in faculty devotions by 7:45 a.m. If one is absent from devotions for any reason other than excused sick/personal leave, the head of school is to be notified, as soon as possible, as to why it was necessary to be absent.
- b) In the case that faculty devotions are not held, faculty must be in their room by 7:55 a.m.
- c) Full-time faculty/staff are not to leave earlier than 3:15 p.m. without proper authorization.

- d) Part-time teachers are to work with the head of school on arrival and departure times.
- e) Teachers and staff are not to leave the grounds during school hours without notifying the head of school or office manager. Faculty and staff are to leave for acceptable reasons only.
- f) Each faculty member will be given time for lunch during the school day. The duration of the lunch time will be determined according to availability of time in the faculty member's schedule and according to the faculty member's occasional, scheduled duty to supervise the students' lunchroom.

Work Schedule and Workload: The Work Year

- a) The work year will be designated by the academic calendar.
- b) Attendance at all teacher orientation meetings that take place prior to the start of the school year is required.
- c) Teaching assignments are determined at the head of school's discretion and after consultation with the teacher.
- d) Attendance is required at all weekly faculty meetings and at all in-service days.
- e) All full and part-time teachers will be given an end-of-year checklist in June. Items on that list must be completed by the requested dates prior to a teacher leaving for the summer.
- f) In the case of an emergency closing, attendance is not required.
- g) Employees required to work beyond the scheduled contract year will receive additional compensation.

Work Schedule and Workload: Teaching Load

- a) With the current eight-period school day, all full-time faculty members are assigned five (5) to six (6) academic classes to teach per day not to exceed thirty (30) per week. In addition, the faculty member will be assigned a supervision period (i.e., study hall) and be granted a free period.
- b) Part-time faculty will be designated as those who teach fewer than five (5) academic classes. Compensation for part-time faculty will be calculated based on a ratio of periods taught per week to thirty (30) which is then multiplied by the rate of pay for a full-time teacher of similar education and experience.
- c) Class size will be considered a priority and, whenever possible, the teacher/pupil ration will be kept optimal.

Work Schedule and Workload: Additional Assignments

- a) Non-instructional duties will be assigned by the head of school who will seek as far as possible to achieve equity in all assignments. Such duties may include overseeing a homeroom, advising a class, supervising lunch, supervising after-school detention, before or after school bus duty, leading faculty devotions, attending commencement, etc.
- b) Faculty members assigned to a homeroom to start the day, or to a first-period class if there is no homeroom, are responsible to take an accurate attendance count of all students and to note any who are absent or who enter late. The teacher is also responsible to record student lunch orders for the day and then communicate that information as needed.
- c) All classroom aides are assigned their schedule of duties at the beginning of the school year. Classroom volunteers will be given duties by the teacher according to the need of each individual class.

Work Schedule and Workload: Volunteers

- a) Occasionally, the services of volunteers are needed in the school and the classrooms for things such as lunch supervision, chaperoning a field trip, assisting with a school or class fundraiser, helping in the concession stand, etc.
- b) Prior to the volunteer's service, the prospective volunteer must be screened by the head of school. The screening process involves the teacher, or prospective volunteer, communicating with the head of school that such a volunteer is needed, and, upon consideration, the head of school will either approve or deny the volunteer's service.
- c) In most instances, the service of potential volunteers is welcomed and received with gratitude. However, occasionally the school's administration may need to respectfully refuse the service of volunteers. Reasons why the services of potential volunteers may be denied include:
 - i. The sufficient number of needed volunteers have already been secured
 - ii. Inappropriate gender (e.g., to chaperone a field trip of female students, an adult lady will be necessary)
 - iii. A philosophical disconnect (e.g., the volunteer indicated, by confession or lifestyle, that he/she does not embrace the biblical worldview espoused at TTCA)
- d) In the event that the services of a volunteer are required for an extended period of time, the volunteer will be asked to submit to a background screening process like that followed by school faculty. The head of school will determine if such a screening process is needed.

Teacher Evaluations:

- a) Yearly teacher evaluations will be completed by the head of school or by his/her designee.
- b) The head of school will meet with each teacher following the observation at a mutually convenient time. The teacher evaluated will be permitted to see the completed evaluation form at this conference. During this process, a personal improvement plan may be extended to the staff member at the discretion of the head of school.
- c) At the conclusion of the evaluation conference, both the teacher evaluated, and the head of school will sign the completed evaluation form. A teacher's refusal to sign the form will not be construed as an admission of any negative material contained in the evaluation. The teacher may, however, make his/her own written response which will be placed in his/her permanent personnel file.
- d) Should it become evident through the evaluation process that a teacher has specific areas of deficiency, a performance improvement plan will be constructed by the head of school and presented to the teacher. The teacher must provide evidence of sufficient improvement within the designated time per the performance improvement plan. Should the desired improvement not be demonstrated, the head of school and teacher will need to consider whether or not the individual is misplaced in ministry. A contract for the following school year will not be offered to a teacher if that teacher's future effectiveness remains in doubt.

Personnel Files:

- a) Teachers will have access to their personnel files after making a formal written request to the head of school.
- b) Teachers will have the right to review data in their personnel files and attach written responses to such data
- c) Personnel files are considered the property of the school, and they shall remain with the school following a teacher's cessation of employment.

- d) All personnel files will be kept locked in a secure location.

Time Away from Work: Sick Leave and Personal Days

- a) All full-time employees will be allowed eligible time off with pay as follows:
 - i. 0 (new personnel) – 3 years completed at TTCA: 8 days, up to 2 can be personal days
 - ii. 4 years – 10 years completed at TTCA: 10 days, up to 2 can be used as personal days
 - iii. 10 years and beyond at TTCA: 12 days, up to 2 can be used as personal days
- b) All part-time employees will be allowed 5 days off with pay. One of those days can be used as a personal day.
- c) There is no roll over of unused time. However, full-time employees and part-time teachers will be compensated for unused time. The school board will provide employees a proportionate share of an annually established amount for all unused, eligible time off. See appendix 1.
- d) Days missed due to family emergencies, e.g. – a sick child, shall be counted toward sick days.
- e) Personal days should be reserved for those activities which must be done during school hours and cannot be done after the school day or on Saturday. Requests for a personal day must be presented to the head of school one week in advance. Teachers are asked to avoid taking personal days, if at all possible, just prior to and just after scheduled holiday breaks.
- f) For any employee who needs to request a sick day due to illness, the head of school must be contacted as soon as possible to ensure arrangements for a substitute. Employees must make sure that the head of school has received the sick-day request. If a message is left on a phone or text sent, employees are to keep attempting to contact the head of school or office manager until a reply is received.
- g) If days off are needed beyond what is allotted per the teacher's contract, the teacher must reimburse the school, by way of payroll reduction, for the cost of the substitute.
- h) Special cases of staff needing extended time off will be approved by the head of school and may require school board approval.
- i) A teacher will be entitled to parental leave for the birth of a child without pay for twelve (12) work weeks of leave in a 12-month period per the Family Medical Leave Act (<https://www.dol.gov/whd/fmla/>).
- j) Time spent on jury duty is exempt from eligible time.

Time Away from Work: Bereavement Leave

- a) Staff will receive bereavement leave as follows:
 - i. All full-time faculty and staff shall be allowed up to five days of bereavement leave without loss of pay or sick leave in the event of a death in their immediate family. For the purpose of this policy, "immediate family" shall include parent, child, spouse, sibling, father/mother-in-law, brother/sister-in-law, son/daughter-in-law, grandchild, or other members of the individual's household with guardian or adoptive relationship.
 - ii. All full-time faculty and staff members shall be allowed one day of bereavement leave without loss of pay or sick leave in the event of the death of a member of their, or, if applicable, their spouse's, extended family (grandparent, aunt, uncle, niece, nephew, or cousin).
 - iii. Faculty or staff members wishing to attend the funeral of an individual not mentioned above must forfeit a personal or sick day to do so, or have their salary reduced in accordance with school policy described above.
- b) Additional time may be requested if travel time is necessary in connection with the funeral of a family member. This must be approved by the head of school.

Time Away from Work: Teacher Responsibility in Absence

- a) Complete an employee absence request form (appendix 2).
- b) Regardless of the reason for an absence, it is the responsibility of the teacher to:
 - Contact the head of school as early as possible for an unplanned absence. If the head of school cannot be reached, the school's office manager should be contacted.
 - Make arrangements in advance for a planned absence.
 - Have lesson plans and materials and/or Emergency Substitute Teacher folder for the substitute (appendix 3).

Employee Benefits: Disability Insurance

- a) All full-time employees are covered under the school's short-term (less than 90 days) disability policy.
- b) In accordance with NYS law and in conjunction with the school's disability policy, all employees are eligible for Paid Family Leave. PFL is provided for employees to bond with a new child, care for a loved one with a serious health condition or to help relieve family pressures when someone is called to active military service abroad.
- c) PFL covers: up to 8 weeks (in 2018) of paid time off, increasing to 12 weeks in 2021, and job protection upon returning from PFL.

Employee Benefits: Workman's Compensation

- a) This coverage pays for health services that are necessary as a result of a job-related sickness or injury.

Employee Benefits: 401K Retirement

- a) All full-time employees are eligible to participate in our 401K retirement plan. Currently, the school will match the contribution up to 3% of employee's salary. After the 3%, TTCA will match the contributions at fifty cents to the dollar up to an employee contribution total of 5%. These percentages are reviewed by the school board annually and are therefore subject to change.
- b) All part-time employees are eligible to participate in the school's 401K retirement plan. However, part-time employees are not eligible for an employer match portion.
- c) Employees are vested 100% in their retirement account following one year of successful employment at TTCA.
- d) If the employee leaves the employment of TTCA, the account remains active and ownership remains with the, now former, employee. However, no more contributions will be made through payroll deductions and no more contributions can be added to the account.

Employee Benefits: Tuition

- a) A full-time teacher shall receive free tuition during the school year for his/her children. The teacher is responsible for the annual registration and technology fees.
- b) A part-time teacher shall receive a tuition discount that is equivalent to the ratio of periods taught per week to thirty (30 classes). The ratio is multiplied by the tuition rate for the teacher's child(ren). Teachers are also responsible for the annual registration and technology fee.
- c) In demonstration of a total commitment to Christian education and the mission of TTCA, it is expected that a full-time employee will have his/her school-age eligible children enrolled at TTCA. Should a teacher remove his/her children from the school, this would be cause for non-

renewal of this contract. Any exceptions to this policy must be granted by the school board and will only be granted in unique situations such as special academic or physical needs that cannot be met by TTCA.

Employee Expectation: Spiritual Life

- a) Maintain a daily devotional life.
- b) Maintain an active church membership in a gospel-preaching, evangelical church. In the case of a new teacher with no present church affiliation in the local area, we would ask the teacher to attend the Breesport Baptist Church or another church of like-faith in our area. The teacher will be expected to become a member, whether at Breesport Baptist or a like-minded church in this local area, and to be a part of the total ministry of the church. If he/she does not join such a local church in our area, a second-year contract will not be offered.
- c) Attend faculty and staff devotions (full-time employees).
- d) Follow the Biblical pattern of Matthew 18:15-17 and Galatians 6:1 and always give a good report. All differences are to be resolved by utilizing Biblical principles, always presenting a united front.
- e) Maintain a lifestyle consistent with a Christian role model. As a Christian role model, all employees will refrain from sexual promiscuity – i.e., any promiscuity, homosexuality, or other deviant sexual behavior.
- f) Understand, appreciate, love, and serve the pupils entrusted to him/her for instruction, and will to the best of his/her ability provide for their fullest spiritual, intellectual, physical, and emotional development.

Employee Expectation: Professional Conduct and Appearance

- a) Employees are expected to be professional at all times and to treat, in all communications, students, parents, colleagues, and head of schools with equal respect.
- b) Employees must follow the Relational Covenant (appendix 4) and the Guidelines to Solving Problems (appendix 5) when dealing with interpersonal relationships.
- c) Unprofessional conduct is defined as neglect of duty and general neglect of the business of the school, which includes, but is not limited to, refusal to attend or repeated failure to attend faculty meetings, devotions, in-service training programs, professional development meetings, or parent-teacher meetings.
- d) Employees are expected to maintain open communication and close working relationships with colleagues and administration. Employees are also expected to maintain communication with parents/guardians as to the progress of their students. In all such communications, employees should be careful to follow the Four Rules of Communication (appendix 6).
- e) Employees must adhere to the time schedule for devotions, student pick-ups, and class bell times. The bells ring throughout the school day to indicate the beginning and ending of each period, including lunch. Employees are to respect their colleagues by not extending class periods such that the time from one period encroaches upon other class periods.

- f) Employees are expected to fully participate in maintaining the discipline and enforcement of school policies as stated in the student and family handbook.
- g) The use of vulgar language, displays of temper, and the harsh treatment of students and adults is to be avoided at all times. Such would be construed as unprofessional behavior and is subject to discipline.
- g) Employees will observe appropriate confidentiality in regard to pupil, parent, and school matters.
- h) Employees are not permitted to form close personal relationships with students outside the classroom. Teachers are advised to maintain a professional distance from students so that the formal classroom relationship between student and teacher will not be jeopardized.
- i) Employees are not to have one-on-one meetings with students of the opposite sex. Another employee must be present. In the event of overnight trips, employees are not to be alone in sleeping quarters with any student, regardless of the sex.
- j) Employees must abide by any specific directives given by the head of school in furtherance of this section.

Employee Expectation: Professional Development and Training

- a) All school faculty are expected to embrace their role as life-long learners.
- b) Specific professional development opportunities will be provided annually by the school to aid the faculty in their personal growth and to complement the goals and instructional programs of the school. On average, two to three days of PD are provided for faculty throughout the school year. Such opportunities are in addition to the before-school, in-service training.
- c) Faculty attendance is required at all training meetings and professional development opportunities.
- d) Non-faculty employees may be required to attend such meetings. The head of school will clarify attendance expectations on a case-by-case basis.

Employee Expectation: Dress Code and Grooming Standards

- a) Employees must enforce and model the Grooming and Dress Code Expectations as outlined in the student handbook and, as repeated, in appendix 7.
- b) In exception to the student handbook, male facial hair is permitted for employees.
- c) Male employees are required to wear dress slacks and collared shirts.
- d) Female employees are required to wear skirts or dress slacks with a modest sweater or blouse. Skirt length must adhere to the student dress code.
- e) Faculty are not to wear excessive make-up or jewelry and are not to use uncommon/faddish hair color. It would be inappropriate for employees of TTCA to be adorned with blatant/excessive tattoos or piercings.

RE-EMPLOYMENT, DISMISSAL, AND RESIGNATION

Re-employment:

- a) Employment at TTCA is considered on an annual basis. The school does not offer tenure to faculty.
- b) Employees recommended for re-employment will be offered a formal contract to be signed no later than June 15th.
- c) Employees must sign and return a copy of their contract within one week of receipt of the contract.

Dismissal from employment within contract period:

- a) If an employee is considered for dismissal, the head of school will conference with the employee to discuss the reasons for the possible dismissal and will present the employee with a written explanation of cause for discharge. This may occur at any time during the contract period.
- b) The employee has a right to request a hearing with the board to discuss the potential discharge. Failure to request a hearing with the Board within seven days of delivery of the termination notice shall waive the teacher's right to such a hearing and the termination is final.
- c) Dismissal may be immediate or with longer notice depending upon the reason for dismissal.
- d) If an employee is terminated, or resigns, during the period of service covered by his/her contract, payment will be made of that proportionate part of the annual salary which the number of days of actual duty bears to the number of days covered by the contract. All fringe benefits would end on that last day of employment.

Causes for Dismissal:

- a) Moral dereliction considered to be detrimental to the reputation of the school.
- b) Breach of the terms of the contract and/or this handbook.
- c) Derelictions of duty as an employee as set forth in the contract and/or this handbook.
- d) Decrease in enrollment.

Resignation:

- a) An employee must give the school board one-month prior written notice of intended resignation unless a different termination date is mutually agreed upon.
- b) If an employee resigns during the period of service covered by his/her contract, payment will be made of that proportionate part of the annual salary which the number of days of actual duty bears to the number of days covered by the contract. All fringe benefits would end on that last day of employment.

Employment Exit:

- a) An employee who leaves the employment of TTCA is required to meet with the head of school before the end of the contract period to complete the following:
 - i. Exit interview
 - ii. Required forms

- iii. End of year checklist (appendix 8)
- b) Employees who leave, in good standing, at the end of one school year with the intent to return the subsequent school year are not considered to be leaving the employment of TTCA.

A DAY IN THE LIFE OF AN EMPLOYED TEACHER

School Day Tasks: Start and End Times

- a) Full-time teachers will report to school no later than 7:45AM (for faculty devotions) or no later than 7:55AM (on days when devotions are not held).
- b) Full-time faculty are to attend faculty devotions three mornings a week on Monday, Wednesday, and Friday from 7:45-8:00. On Tuesday and Thursday, faculty are encouraged to attend a faculty prayer time from 7:45-8:00.
- c) Full-time faculty will be assigned to lead the faculty devotions and prayer.
- d) All full-time faculty are to remain at the school until 3:15PM. On days when a faculty meeting is held, typically Wednesdays, faculty are to remain after school for the meeting. If a teacher desires to leave school prior to the above specified times, authorization must come from the head of school.

School Day Tasks: Student Supervision

- a) Faculty will be assigned to supervise student arrivals starting at 7:45AM.
- b) Elementary students (below 7th grade) are to be supervised in the school cafeteria. Teachers of elementary students should plan to pick up their students by 8:15AM.
- c) Students in grades 7-12 are free to visit their locker and then are to proceed to their first period class. A faculty member will supervise activity in the hallways prior to the start of first period.

School Day Tasks: Opening Exercises

- a) The school day officially begins at 8:25AM.
- b) Each first-period teacher is to take lunch orders for the day and is to enter the orders in Sycamore.
- c) Periodically, various announcements and the Pledge of Allegiance will be shared over the PA system.

School Day Tasks: Attendance

- a) First-period teachers are required to take attendance at 8:25AM every morning that school is in session. Students who arrive after 8:25 are considered tardy and must sign-in at the school office. This must be posted in Sycamore.
- b) All teachers for grades 7-12 are required to take attendance at the beginning of each class. This must be posted in Sycamore. This is a legal requirement and must be done at the beginning of each class period and must be accurately maintained.
- c) Because a substitute teacher does not have access to Sycamore, please provide the substitute with instructions to send a hard copy of attendance (taken with a class roster provided by the teacher) to the school office.
- d) Office personnel will update the attendance records for students who sign-in or sign-out throughout the school day.

- e) Students who return to school after an absence or tardy must report to the school office manager, who is the school attendance officer, with a written excuse from the parent or guardian. The office manager will update Sycamore with the current status of the student's attendance.
- f) For more information about the school attendance policy, please see the Student and Family handbook.

School Day Tasks: Class Advisors

- a) Select faculty members will be assigned to serve as class advisors for grades 7-12 (appendix 9).
- b) Class advisors will work with their class toward planning and funding the class's senior trip.
- c) To earn funds toward a senior trip, grades 7-9 may hold one fund raiser per year. Grades 10-12 may hold two fund raisers per year. Advisors should direct classes to consider projects that will not be directed toward the same people-groups all of the time (parents, family, and church members).
- d) Class advisors are to submit a fund-raiser application to the head of school at least thirty days in advance of an anticipated fund-raiser (appendix 10).
- e) After collecting class funds, the advisor is to submit a completed Fund-Raising Accountability Log (appendix 11) to the office manager.

School Day Tasks: Chapel

- a) All employees are to attend chapel.
- b) Chapel is typically held on Mondays. The time for chapel will alternate weekly between a morning chapel and an afternoon chapel.
- c) Class advisors are to sit with their class. Teachers of elementary students are to sit with them.
- d) Chapels will generally be held in the church's sanctuary. All students and faculty will engage in a worship and announcement time. Occasionally younger and older students will be separated for a time of teaching and learning.

School Day Tasks: Lunch

- a) Faculty will be assigned to lunch supervision in the cafeteria
- b) Faculty will be assigned a week to supervise on a rotating basis. One faculty will be assigned to supervise lunch for grades 5-8 and one for grades 9-12.
- c) The supervising teacher should be in the lunchroom with the students or in such a position so as to monitor the halls at all times (i.e. - not taking care of duties in the classroom, making phone calls, etc.). Lunch is a time for students to relax and socialize. However, the teacher is to see that the socializing is not disruptive to other classes that are going on in the school.
- d) Students should remain in the general vicinity of the lunchroom (i.e. the school kitchen, nearby restrooms, or drinking fountain).
- e) If the supervising teacher is willing to monitor, students can go to the gymnasium, if a P.E. class is not in session, or to the pavilion if weather permits.

School Day Tasks: Dismissal Procedure

- a) The dismissal bell rings at 2:50PM. Faculty will be assigned to a week of bus duty on a rotating basis. When assigned to bus duty, faculty are to report as soon as possible following their last class.
- b) Students are to gather in the main foyer until their bus or their rides are available.

- c) Elementary students are to be under the direct supervision of their teacher until the faculty assigned to bus duty arrives.
- d) Elementary students are to only be released to their assigned bus or to authorized representatives of the family (this information is gathered at the time of enrollment and is made available to bus-duty faculty).
- e) Faculty assigned to bus duty are not to leave the foyer until the last bus has exited.
- f) After the last bus has left, any students who remain and who are waiting for their ride must be directed to the school office.
- g) Any student staying after school must be under the direct supervision of a TTCA employee.

School Day Tasks: Building Security

- a) The building is open to faculty, families, and incoming students until school begins. All doors are then locked.
- b) Once the building is locked, employees are not permitted to open the doors for anyone. All employees, students, parents, etc., must enter through the doors at the school office. The office staff will monitor all incoming guests either directly or through the security system.
- c) Full-time employees are given keys to grant access to the building. The keys are given at the time of orientation/hire.
- d) Employees are not permitted under any circumstances to give their keys to another person, including a family member.
- e) Upon leaving for the day, each employee must secure his/her room or office (lock door, turn off lights, etc.). Further, if an employee is the last to leave for the day, he/she must see that all exterior doors are locked and secured.
- f) In the unfortunate event that an employee's school keys are lost, the loss must be reported to the head of school immediately. If building locks need to be re-keyed as a result of lost/missing keys, the employee will be responsible for the cost to re-key locks.

School Day Tasks: Restrooms, locker rooms, etc.

- a) Student restrooms, locker rooms, or other such facilities that are designated for one biological sex shall only be used by members of that biological sex. In any other school facility or setting where a student may be in a state of undress in the presence of other students (i.e. changing costumes during a school play, etc.) school personnel shall provide separate, private areas designated for use by students according to their biological sex.
- b) Biological sex is defined as the biological condition of being male or female as determined at birth based on physical differences or, when necessary, at the chromosomal level.

School and Classroom Etiquette: Room Cleanliness

- a) Employees must keep their rooms and offices clean and organized as much as possible. Such an environment communicates to others the level of care and professionalism that we value. Further, such care will be appreciated by the students and will minimize distractions to learning.
- b) The school's custodian will tend to general cleaning in the room. Teachers should see that other areas of the room are adequately maintained – i.e., erase boards at the end of the day, put back any desks or chairs that were moved, pick up trash, etc.
- c) At the end of each class period, teachers who change rooms must erase the board, put back any furniture that was moved, pick up trash, etc.

School and Classroom Etiquette: Food and Drink

- a) Employees must uphold the policy of no food or drink (other than water bottle) outside of the lunchroom unless previous approval has been received by the administration.

School and Classroom Etiquette: Study Halls

- a) Students should be instructed to come to study halls with all work needed for that period.
- b) Students should be instructed to work silently. Students should not have to leave a study hall so they can go find a quiet place to work.
- c) Students should not be allowed out of the room without a pass and without using a sign-out/sign-in sheet.

School and Classroom Etiquette: Student Passes

- a) Employees are not to allow students to congregate in the hallway during class times.
- b) Students are given a hallway pass tablet each quarter with a specific number of passes.
- c) Students can use their hallway pass at the discretion of the teacher. They must use their hallway pass when moving through the building during class time.
- d) Teachers must assist the administration in inspecting hallway passes. If a student does not have a pass when they should, that student is to be sent to the school office. The student will be marked as tardy unless a valid excuse is produced.

School and Classroom Etiquette: Phone Use

- a) Phones are mounted on most classroom walls. The phones can be used for intra-school messaging, and outside calls can be made upon entering a specific four-digit code. The code will be shared with teachers at orientation.
- b) Employees are to place personal calls and text messages only during an off-duty lunch break or planning period and not during classroom time.
- c) Employee cell phones should be silenced or turned off during classroom time.
- d) Teachers must make an attempt to return parent calls (or emails, etc.) the same day the message was received.
- e) Employees should instruct students to go to the office if a need arises to make a phone call.
- f) Employees should enforce the school policy that students' cell phones should not be seen or heard during the school day (with the exception of during lunch). Employees will confiscate the cell phone from students who violate this policy and turn the cell phone in to the office.

School and Classroom Etiquette: Electronic Devices including Chromebooks

- a) Employees are to be fully aware of, and enforce, the school's technology use policy, which is contained in the student and family handbook.
- b) Chromebooks are provided to students in grades 7-12. Elementary students will have access to school computers under the direct supervision of a teacher.
- c) Employees must not allow students to use their personal electronic devices during the school day with the exception of lunchtime.

Supplies for teaching: Teachers are provided with basic supplies – i.e., blue/black/red pens, copying paper, dry erase markers, tape, staples, stapler, and scissors. The school's office manager can direct teachers to the supplies. If additional supplies are needed, teachers can submit requisitions to the head of school who will seek to meet the teacher's request if such supplies are deemed necessary and the school budget permits.

Copier and use of copyrighted material: A copy machine is located in the school office for teacher use. All staff are to take care to only print off the number of copies necessary for a specific class or purpose. In deference to all, teachers should avoid occupying the copier with long or multiple copy jobs during the school day. In keeping with copyright laws, all staff must avoid reproduction of copyrighted materials without the express written permission of the material's author and owner.

Use of the facilities after hours: Teachers may use the facilities after school hours. The teacher is responsible to see that the entire building is secured before leaving. Groups seeking to use the facility must contact the school head of school and will be asked to fill out a *Facility Use Request* form. Appropriate fees will apply.

SAFETY AND INJURY

Emergency Procedures:

- a) Employees must enforce and model the emergency response plan for lock-down, lock-out, and lock-in procedures (appendices 12-14).
- b) Employees must enforce and model the fire drill plan (appendix 15).
- c) Each classroom is equipped with a notebook that contains the emergency response and fire drill plans. The notebook is conspicuously available in each room. Employees are to take time, especially at the beginning of each year, to review the plans with their students.
- d) Employees should demonstrate a proactive attitude in regard to safety in and around the school.
- e) Employees must:
 - Identify and control potential hazards.
 - Keep all aisles and hallways clear of debris and potential tripping hazards so as not to impeded the flow of traffic.
 - Keep all rooms and work areas neat and clean. Doorways are to be free and clear. Storage rooms are to be uncluttered.
 - Make sure electrical outlets are not overloaded. Use surge strips, not extension cords.
 - Ensure the safety of all students throughout the entire campus. Report unsafe conditions to the office or maintenance staff.

Safety Against Sexual Harassment:

- a) The administration of Twin Tiers Christian Academy, including the school board and head of school, is committed to preventing sexual harassment in the workplace.
- b) In the event of a sexual harassment concern, employees should consult the school's Sexual Harassment Policy and, if necessary, submit a Sexual Harassment Complaint form (appendix 16).
- c) The Sexual Harassment Policy should be viewed as expounding on the academy's Statement on Marriage, Gender, and Sexuality, page 3. Because we believe that each person is created as an image-bearer of God, each individual is to be treated with utmost respect.

Science Lab Safety:

- d) Employees who are lab instructors should enforce a clearly defined classroom management system that should be taught to the students before usage.
- e) Guidelines for this management should include, but not be limited to:
 - Use of protective clothing, aprons, gloves, goggles, etc.
 - Report all accidents and/or injuries to the teacher.

- Agree to behave cautiously.
 - Sign a statement that verifies they have been taught lab safety and will abide by guidelines accordingly.
- f) Employees who are lab instructors should fill out a Student Accident/Injury Report form (appendix 17) and/or send the student to the school office/nurse.

General Injuries:

- a) Employees who are injured should fill out the Employee Accident/Injury Report form (appendix 18) and turn it in immediately to the school office. This form is kept on permanent file by the school.
- b) Students who are injured under the care of an employee must have the Student Accident/Injury Report form filled out by the school nurse or office staff. This form is kept on permanent file by the school.
- c) No medication, whether over the counter or prescription, is to be dispensed to students without a written order from a physician. With a written order, the school nurse or office staff will provide medication as prescribed.

Emergency closings: Whether due to weather or other circumstances, school may occasionally be closed or delayed. If this happens prior to the beginning of the school day, each full-time faculty member will receive a text, email, or phone call. Announcements will be placed on the school website and local media.

School nurse: A registered nurse is employed by the Horseheads Central School district. She or he is present in the school and provides services to our students one day each week. Should a student become ill or injured in class, the teacher should send the student to the nurse's office or the school office.

Abuse, suspected abuse: All school faculty members are considered mandated reporters in NYS and, as such, are obligated to report any suspected abuse or maltreatment of school children. Without delay, the faculty member should bring the suspicion to the attention of the head of school who will contact the necessary authorities. In the event that the head of school cannot be reached or is otherwise unavailable, the faculty member should call the New York State Office of Children and Family Services (OCFS) at **1-800-342-3720**.

STUDENT GRADES AND RECORDS

Permanent Records:

- a) Permanent records are kept for all students under the supervision of the office manager and school head.
- b) Student report cards and transcripts are part of a student's permanent record.
- c) Students' final grade averages for the year will be transferred to their transcripts at the end of the school year.
- d) No change will be made to a student's record without the approval of the head of school.

Student Homework & Absentee Work:

- a) Homework is a part of a student's life and should be assigned as needed to enrich the student's education.
- b) As a rule-of-thumb, students should not be assigned more than 10-minutes of homework per grade level (i.e. 6th grade = 60 min., 9th grader = 90 min., etc.) per night. Keep in mind, one of

TTCA's Core Values is that we *honor the home*. Therefore, we want to respect the time that students have with their families.

- c) Homework assignments are to be posted on Google Classroom and/or Sycamore prior to the due date.
- d) If students fail to regularly complete homework, teachers must communicate with the parents.
- e) It is recorded in the student handbook that when students are absent "students will be allowed to make up work without loss of credit" whether the reason for the absence is excused or not. Each teacher should have, as part of his or her classroom procedures, an explanation of how late work will be handled (i.e. - two days to make-up work for each day absent, etc.).

Grading Procedures:

- a) Prompt feedback to the student on completed work is a must. To help toward that end, student work should be returned within five school days.
- b) The grading scale used by the school is given in the student handbook. A passing score is 65% or higher.
- c) Teachers must establish a grading procedure prior to the start of a new class. Such procedure must be communicated to the students. E.g. - use a point system for all work, assign percentages to tests, quizzes, projects, and homework, policies for late work, etc.
- d) Tests are not to be weighted more than 40% of a student's overall average in a quarter.
- e) Final exams: Teachers are not required to administer a final. Should a teacher choose to give a final exam, the exam should not be weighted more than 10% of a student's final average.
- f) All tests and quizzes should be typed as opposed to hand-written.
- g) Teachers will record upcoming tests in the "test calendar" on Google. No more than two unit/chapter tests can be given in one day. No more than three quizzes/tests can be given in one day. This is to alleviate the problem of students being overwhelmed with too much material.
- h) On average, teachers should use at least one form of evaluation, other than homework, every two weeks (test, quiz, project, presentation, etc.).

Sycamore:

- a) Sycamore is a web-based school management program that is used for student grades, assignments, schedules, attendance, news, and communication to and from parents.
- b) Employees who are teachers must follow the administration's requirements for posting all student information.
- c) Sycamore is the program from which all report cards, attendance records, and all other student information is generated.

Grading Posting: Assignments

- a) Teachers are to record student assignments and grades on Sycamore. Grades are to be updated at least weekly.
- b) Grades for all students and their parents can be viewed in the families' Sycamore accounts once teachers post graded assignments. Thus, it is important for teachers to grade completed work in a timely manner.

Grading Posting: Report Cards

- a) Quarterly grade reports are printed from Sycamore for all students and handed out at the conclusion of marking periods one to three. Report cards are mailed home following the fourth (final) marking period.
- b) The administration will notify teachers of deadlines for final grade postings for each marking period.
- c) **Mid-quarter grades** will be reviewed for those students who participate in extracurricular activities. Grades need to be current and posted at the time of review.

Special Education Participation:

- a) Teachers must fully participate in the special education program of all students. Teacher responsibilities include but are not limited to:
 - Meet with the head of school and special education teacher during orientation to get a current list of students who will receive special education services for the year.
 - Review carefully each student's special education plan.
 - Abide by all modifications in each student's special education plan.
 - Participate in team meetings with the student, parent, special education teacher, and any other school personnel pertaining to the student.
- b) Teachers who have concerns about a student who is struggling to achieve grade-level expectations or benchmarks must follow the Response to Intervention (RTI) Tier 1 Process (appendix 19):
 - Have a conversation with another classroom teacher about generating an intervention(s) that can be tried to support the student.
 - Teachers may record the concern and the progress of the intervention(s) using the RTI Tier 1 Log (appendix 20).
 - Run the trial classroom intervention(s) for at least 2-4 weeks.
 - After the minimum of 3 interventions have been trialed and documented, and the student continues to struggle, the teacher will make a referral to the Head of School using the form provided (appendix 21). The Special Education teacher will then determine Tier 2 readiness.

Spiritual Assessments:

- a) We are very concerned about our students' spiritual growth. In keeping with our mission, vision, core values, and expected student outcomes, we strive to help our students grow in Christ and Christlikeness. Therefore, we want to utilize assessment measures to help us gauge the effectiveness of our program and to make programmatic adjustments as necessary.
- b) Each student will participate in a spiritual assessment twice each year. The assessment will be administered under the direction of the TTCA student pastor.
- c) Results of the assessments will be shared with the school faculty and will be made available upon request to the students' parents.

CURRICULUM

Curriculum Review Process:

- a) A teacher's curriculum is much more than the textbooks that are used. Curriculum includes the specific ideas, knowledge, skills, and dispositions that a school seeks to cultivate among the

students. A partial description of the curriculum for each class is found in the school's curriculum maps.

- b) All teachers will have access to the curriculum maps (which include a scope and sequence) for their discipline and for the classes they teach.
- c) Curriculum maps are living documents that should be updated often and as needed. The teacher is instrumental to the updating process.
- d) A formal curriculum review process will take place annually during a faculty meeting in March unless a different time is specified by the head of school. Faculty will meet by department to discuss curriculum and to identify any necessary changes for the following year. Faculty are to consider data from school and standardized assessments in the review process.
- e) At the conclusion of the formal curriculum review, the department head is to share any recommendations with the head of school. The head of school and school board will consider any financial implications that accompany the recommendations as they build the following year's budget.

Department Responsibilities:

- a) All school subjects are part of one of nine disciplines or departments: Bible, mathematics, English, history, science, technology, the fine arts, LOTE, and health and physical education. The head of school may designate that some departments be combined, i.e. math and/or science and technology, etc.
- b) Department heads: The head of school will identify faculty members to lead each department each year. Such designation will be specified in the particular teacher's annual contract.
- c) The department head shall:
 - Make curriculum maps available to all teachers in the department.
 - Meet with the entire department at least once per semester to review students' progress and to discuss potential curricular adjustments.
 - Chair the annual curriculum review meetings in March.
 - Lead in the textbook research and review process if updated texts are suggested following the annual review.
 - Bring suggested curricular, programmatic, and/or textbook changes to the head of school.

CLASSROOM MANAGEMENT AND STUDENT DISCIPLINE

Purpose of discipline: Discipline is the teacher's responsibility as God's servants and as an agent of the parent. It is an act of love demonstrated to the student. It is necessary in order for that child to grow up in Christ (Hebrews 12:5-11, Ephesians 6:1-4, Proverbs 22:6). All teachers are expected to maintain proper classroom management.

Student supervision: Teachers must always provide direct supervision for assigned students. Teachers should never leave the classroom unattended. If no one is available to monitor the classroom, teachers should notify the office via the intercom system and ask for the class to be monitored. To leave students unattended would expose the school to unnecessary liability concerns.

Code of Conduct: All employees are to familiarize themselves with the code of conduct in the **Student and Family Handbook**. Employees are charged by the school board with the task of enforcing the policies of the code of conduct. Consistency in enforcing school policies is of utmost importance. Neglect on the part of employees to enforce school policies creates confusion in the minds of students,

undermines the unity and morale of the staff, and is contrary to the direction of the School Board who has placed head of schools and teachers in a position to carry-out the policies.

Discipline Reports: Often student concerns are of a minor nature (i.e. talking out of turn, unprepared for class, uncovered textbooks, etc.) and should be handled by the employee accordingly (speak to the student or parent, move the student's seat, etc.). When a discipline matter is no longer deemed minor in nature (i.e. disrespect to teacher, dangerous behavior, abuse of property, etc.) then a discipline report is to be completed by the teacher and returned to the dean of students (appendix 22).

Detentions, suspensions, and expulsions: For serious and/or repeated offenses, a student will be assigned detention/suspension or may be removed from the school per the policies in the student handbook. It is the task of the head of school and/or dean of students to assign detentions/suspensions. Students can only be expelled from the school by recommendation of the head of school and action of the school board.

Bullying, suspected bullying:

- a) The students and staff of TTCA are expected to apply the Biblical principles of love and respect for one another.
- b) TTCA is committed to providing an environment free of bullying and harassment of any kind. We will not tolerate any form of bullying, intimidation, discrimination, or harassment of students or staff.
- c) Employees should be mindful that not all "perceived" bullying is indeed bullying. Bullying consists of systematically or chronically inflicting physical hurt or psychological distress on another person. It includes unwanted written, verbal, and physical behavior that is offensive, intimidating, or abusive. The administration will determine whether behavior rises to this definition of bullying. Consequences can include suspension or removal from the TTCA community.
- d) Employees must also be aware that even if a student's conduct does not meet the definition of bullying, actions or words that are rude, disrespectful, intimidating, or otherwise abusive are unacceptable from any TTCA student and discipline will follow.

SCHOOL MEETINGS AND EVENTS

Orientation and Faculty Meetings:

- a) Prior to the start of employment, all employees will participate in an orientation with the head of school.
- b) All faculty will report for an orientation period which begins one week prior to the start of the school year.
- c) During the school year, weekly or bi-weekly faculty meetings will take place, typically on Wednesdays, after students are dismissed. All full-time faculty are required to attend. All part-time faculty are encouraged to attend.
- d) Periodically through the school year, faculty in-service days will be placed on the school calendar. Faculty are expected to attend.

School Board:

- a) School board meetings are scheduled regularly each month. The board meetings are open to parents, teachers, or other interested parties except when the board convenes an executive session to deal with sensitive matters.
- b) Employees, parents, and students may request at any time to propose an item to be placed on the agenda at the school board meeting.
- c) This request must be presented directly to the head of school at least one week in advance of a scheduled school board meeting. The head of school will notify the school board chairperson.
- d) Requests will be honored if the chairperson deems the item to be consistent with the school's mission.

Field Trips:

- a) Employees are encouraged to plan field trips to supplement classroom instruction.
- b) Employees will present plans, including cost, for a proposed trip to the head of school at least two weeks in advance of the outing.
- c) The employee must ensure adequate supervision, i.e. - male and female adult/parent chaperones. At a minimum, one adult chaperone should be provided per ten students.
- d) Both adult male and female chaperones must be used if both male and female students are on the field trip.
- e) Plans for the trip, including any costs involved and required dress code, should be sent home to parents two weeks in advance.
- f) A separate "parent waiver and release" form must be submitted by each student for all trips including the senior trip (appendix 23).
- g) No more than two trips per year should be taken by any one class.

Senior Trips:

- a) An employee will be designated as the senior class advisor.
- b) The advisor is to work with the class to plan a trip not to exceed one week. The advisor will work with the head of school to determine the timing for the trip.
- c) The advisor is to recruit chaperones for the trip. The gender and number of chaperones is to be consistent with the guidelines above for field trips.
- d) The general expenses of the trip for the advisor and other chaperones will be paid through class proceeds. The class is not responsible for incidental expenses (i.e. souvenirs, etc.) incurred by the advisor/chaperones.
- e) The advisor is to plan a service project to take place during the senior trip (i.e. work for a church in that locale, serve in a food kitchen or Salvation Army, etc.). The service project must be at least a half-day event.
- f) The advisor is to present a proposed itinerary for the senior trip to the school board for their consideration and approval no less than two months before the intended trip.

Participation in School Events:

- a) Employees are encouraged to demonstrate their support of the students and school by their attendance at school events.
- b) Employees are expected to maintain a positive example consistent with the policies of TTCA.
- c) At times, employees may be required to assist at school events in a supervisory capacity.

Appendix

Compensation for Unused Eligible Time Off

At the conclusion of each school year, all full-time and part-time faculty members can return their days of unused eligible time off for a proportionate share of funds that remain in the school's substitute budget line. In determining the proportionate share, each unused day off for a full-time faculty member will count twice that of an unused day off for a part-time faculty member. The rationale for such is that a day off for a full-time faculty member requires twice the coverage when compared to a day off for a part-time faculty member.

An example follows:

The school board had budgeted \$3,500 to be used for substitutes. Of that, \$800 remains in the account at the end of the year. This \$800 will be divided up proportionally with those faculty members who have unused eligible time off.

<u>Faculty Member</u>	<u>FT v. PT</u>	<u>Unused Days</u>	<u>Weighted Days</u>	<u>Proportionate Share</u>
Full-time teacher A	2	10.0	20.0	\$173.91
Full-time teacher B	2	8.5	17.0	\$147.83
Full-time teacher C	2	12	24.0	\$208.70
Full-time teacher D	2	6.0	12.0	\$104.35
Full-time teacher E	2	2.5	5.0	\$43.48
Part-time teacher A	1	5.0	5.0	\$86.96
Part-time teacher B	1	2.0	2.0	\$34.78
Totals	12.0	46.0	85.0	\$800.00

The above calculation for full-time Teacher A is as follows:

First, FT of 2 is multiplied by 10.0 unused days = 20 "weighted" days

then, (20 "weighted" days / 85 total days) x \$800 = \$173.91

Employee Absence Request Form

Please fill out this form and turn into the head of school no less than one week before the dates requested.

Name: _____ Date: _____

Date(s) Requested Off: _____

Preferred Substitute (if applicable): _____

Please check **all** that apply:

_____ Full Day

_____ Half Day – AM

_____ Half Day – PM

_____ Eligible Time Off

_____ Bereavement

_____ Other (i.e. Jury Duty, etc.): _____

Employee Signature: _____

Office Use Only (do not write below this line):

_____ Approved

_____ Denied

_____ Substitute contacted

Name of Substitute: _____

Administrator's Signature: _____

Emergency Substitute Teacher Folder

The emergency substitute teacher folder should be labeled and ready by the first day of the school year in the event of an employee's unplanned absence. This folder should be placed and remain in a visible location throughout the entire school year.

Teachers may place any information they feel is necessary in their folder for the care of their students, but all folders should include:

1. Lockdown procedures (appendix 12-14)
2. Fire drill procedures (appendix 15)
3. Attendance process
4. Lunch order process (if applicable)
5. General lesson plans (i.e. general class procedures, etc.)
6. Class schedule including times for each class
7. Sign-in / Sign-out procedures & hallway passes
8. Special education plans (RTI, 504, IEP)
9. Classroom seating chart (if applicable)
10. Classroom behavioral management plan (if applicable)

Relational Covenant

- I will allow God to work on my character continuously (Galatians 5:22-26). If I'm not healthy, how can the school family be healthy?
- I will look for the God-given potential in everyone (Matthew 16:1-20). We are all a work in progress...diamonds in the rough.
- When I am wrong I will admit it, confess it, make it right (Luke 19:1-9). Everyone makes mistakes, and admitting it sure beats defensiveness or excuse-making.
- I will show empathy (Romans 12:14-16). Healthy relationships require emotional connection.
- I will rally around those in need (Romans 12:9-13). We all need to lean on others when we're not strong.
- I will not expect perfection in others (Colossians 3:13 and Matthew 7:1-5). You deal with your speck while I deal with my plank.
- I will work with you, shoulder to shoulder, as co-servants in the cause of Christ (Phil. 2:1-11). Unity doesn't mean we agree on everything; it means we are seeking the same goals.
- I will deal with conflict quickly, one on one, face to face (Matthew 18:15-17). Squawking to third parties or nursing a grudge are lousy strategies.
- I will never lie to you, but I will speak the truth in a compassionate manner (Ephesians 4:15). People grow best when they face reality in a supportive environment.
- I will champion a slander-free and gossip-free environment (Ephesians 4:29-32). Our mission is to build up and not tear down.
- I will be welcoming to everyone, with no regard to economic or social standing (James 2:1-3). We are defined by our treatment of the least and the lost.
- I will build bridges of kindness with outsiders (Colossians 4:5-6). I can love you into the kingdom, but I can't argue or harangue you into the kingdom.

Guide to solving problems at TTCA

The Matthew 18 Principle (by Dr. Paul Kienel, former President of ACSI):

A Christian school is made up of people – parents, administrators, teachers, and students. Like any organization, the people associated with a Christian school have the potential for misunderstanding, disagreement, and even wrongdoing. Nevertheless, it is God’s will that we live and work together in harmony. Jesus said, “A new commandment I give to you, that you love one another; as I have loved you, that you also love one another. By this all will know that you are my disciples, if you have love one for another” (John 13:34-35).

Because of our human nature, we may at times irritate others, resulting in misunderstandings or strong disagreements. In Matthew 18:15-17, Jesus gives His formula for solving person-to-person problems which we call the “Matthew 18 Principle” for solving school problems. Jesus said, “Moreover if your brother sins against you, go and tell him his fault between you and him alone. If he hears you, you have gained your brother. But if he will not hear, take with you one or two more, that by the mouth of two or three witnesses every word may be established. And if he refuses to hear them, tell it to the church. But if he refuses even to hear the church, let him be to you like a heathen and a tax collector.”

Though TTCA is not a church and students are not church members, there are several clear principles that Jesus taught in solving people-to-people problems that are applicable to our school setting:

1. Keep the matter confidential. The very pattern of sharing the problem with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign the character of others with their words (Proverbs 11:9, 16:28, and 20:19).
2. Keep the circle small. “If your brother sins against you, go and tell him his fault between you and him alone.” The first step, and most often the only step needed, is for one of the two people involved to initiate face to face dialogue. Most problems can be solved at the two people level.
3. Be straightforward. “Tell him his fault.” Jesus tells us to be forthright and to love honestly. Though these conversations can be difficult or uncomfortable, restoration and improvement can only come when the issues are lovingly yet clearly presented. The Scripture says, “Faithful are the wounds of a friend” (Proverbs 27:6).
4. Be forgiving. “If he hears you, you have gained your brother.” This implies that once the matter is resolved we should wholeheartedly forgive and restore the person whose fault has offended us.

As mentioned earlier, most school problems are resolved at the two people level. Forgiveness and restoration is the normal, happy conclusion. But what is the Matthew 18 Principle if the individual will not “hear” you or openly disagrees with your version of the problem? Let’s say you believe your child is being treated unfairly in the classroom. You and the teacher have met and talked, but you are not satisfied with the outcome of your discussion. What is the next step in the Matthew 18 Principle?

5. The parent and teacher should agree to share the matter with the school principal. At this stage the counsel of Jesus would be “... take with you one or two more, that by the mouth of two or three witnesses every word may be established.” Both parent and teacher should rehearse their version of the issue or issues with the school’s administration. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord’s will in the matter and also willing to submit to reproof and correction if needed. An open and honest discussion among people who are sensitive to godly principles will most often reach an amiable solution.

It's estimated that 80% of school problems are solved at the two people level. Another 18% are solved at the three and four people level, which includes the school's administration. That leaves 2% to be resolved at the level of the school board. The board is analogous to the church as we seek to follow Jesus's teaching with the Matthew 18 Principle. So what is the next step?

6. The school principal should explain the problem to the chairman of the school board. The chairman will decide how the matter should and will be presented to the board. Depending on the complexity of the problem, it may be appropriate for the board chairman to request that all persons involved be present at a school board meeting. The goal of such a high-level meeting is (a) a clear understanding of the problem; (b) solving the problem; (c) reproof and correction if necessary; and (d) forgiveness and wholehearted restoration of those who have made amends.

In summary, the Matthew 18 Principle requires that parents talk to teacher about student problems before they talk to administrators. If unresolved at the two people level, the matter is prayerfully and in an orderly fashion moved upward in the school organizational structure. Satan would like to destroy the normal flow of harmony and good fellowship in Christian school education. That is not possible if all of us follow the Matthew 18 Principle of solving school problems.

The Four Rules of Communication:

The Matthew 18 Principle provides a biblical framework to follow to resolve problems. In conjunction, the specifics of “when” and “how” to resolve conflict are gleaned from Ephesians chapter four. The *Four Rules of Communication* are important to help us effectively solve problems and restore relationships.

1. *Be Honest* – “... let each one of you speak the truth with his neighbor...” (Ephesians 4:25). Address the problem at hand and do not exaggerate. Avoid universal statements such as “you always do....” or “you never do....”
2. *Keep Current* – “... do not let the sun go down on your anger” (Ephesians 4:26). Address today’s problems today. Problems do not go away on their own. When left unsettled, unresolved problems produce bitterness and growth in the relationship is obstructed.
3. *Attack the Problem, Not the Person* – “... let no corrupt talk come out of your mouths, but only such as is good for building up...” (Ephesians 4:29). We need to be careful to not assign motive or intent. We can discuss, though, how what was said or done was interpreted by us. For example, it is more appropriate to say, “I felt disrespected when you said....” as opposed to “You have no respect for me!” What was said can lead to a certain interpretation on our part. We can never know, though, what exactly is going through another person’s mind. Thus, focus on the problem (i.e. words that were shared) rather than the person (i.e. our judgment on their intent or behavior).
4. *Act, Don’t React* – “... let no corrupting talk come out of your mouths...be kind to one another....forgiving...as God in Christ forgave you” (Ephesians 4:29-32). Be careful to guard your response as you seek to resolve the issue. Don’t simply snap in defense. Actively seek a solution. Be truthful and kind with your words. Be willing to extend forgiveness when it is requested ...and even when it is not (I Peter 4:8).

Grooming and Dress Code

Below is taken from the Student & Family Handbook. In general, employees are to follow the same standards with the exception of such items as are noted in this Employee Handbook.

General (All Students) Every student is expected to dress in a way that conforms to his or her biologically-assigned gender. Students are to arrive at school in school dress.

Pants, including jeans, (male and female) should be clean and neat, with no holes, tears, slices, worn or bleached patches, etc., and must not be excessively baggy or form-fitting. Pants, including jeans, are to be hemmed (cuffs not to drag on the ground) and worn as designed (no “sagging”). Fitted cargo pants are acceptable. Females may wear capris. No athletic pants, nylon rip-stop-type material, fleece, pajama-type material, sweats, or warm-ups.

Dresses/Skirts (female) may be worn with hemlines not higher than the bend of the back of the knee and not form-fitting. Slits must not go above the knee.

Tops (boys) Must wear a collared shirt. Golf shirts, oxfords, crew neck sweaters, turtlenecks, Henley, polo/rugby/athletic collared shirts, and placket collars (button-up opening) are acceptable. Shirts must be worn at all times, including gym class, after school, and during athletic practices. Any hoodies /sweatshirts (with approved top worn beneath and head left uncovered) are acceptable.

Tops (girls) Must wear a top that is distinguished from a T-shirt by embroidery, color, collars, buttons, pockets, etc., and it can include appropriate label printing. T-shirts, including athletic work out types, are not allowed. Any hoodies/sweatshirts (with approved top worn beneath and head left uncovered) are acceptable. All tops are to be modest – e.g. loose fitting with no cleavage revealed and no bare midriff. Garments are to be opaque (i.e. cannot see through). Tank tops are not appropriate.

Footwear (male and female) should be guided by health and safety limits determined by teachers (phys. ed., labs, fieldtrips, etc.).

Caps/hats (male and female) are not to be worn in school or in class.

Jewelry/makeup (female) when worn should be in moderation. Females, not males, may wear earrings or makeup in moderation. Extreme or excessive piercings are not acceptable.

Hair (male and female): Grooming should reflect neat and clean conventional hair styles. Extreme hairstyles including, but not limited to, shaved or excessively spiked hair and Mohawks, are not permitted. Highlighting is acceptable only if it is consistent with the student’s natural hair color.

Girls: Hair styles should not be covering the eyes.

Boys: Must be clean-shaven. Sideburns/hair must not be lower than the bottom of the ear. No ponytails or buns. Hair length should not be longer than the top of a normal collared shirt collar, and hair should be off the eyebrows.

End of School Year Checklist

- ✓ Homeroom teachers are responsible to inspect student's lockers once they are cleaned out. Everything should be removed. If items are left behind, the teacher will be responsible to clean out the locker.

- ✓ Collect textbooks from students. Store books in appropriate locations (i.e. shelves in loft). Turn in a list of damaged/missing books to the head of school or office manager along with the names of guilty parties.

- ✓ Grades FOR SENIORS are to be posted on Sycamore at least 72 hours before graduation.

- ✓ All grades (other than seniors) are to be posted on Sycamore by graduation day.

- ✓ End-of-year in-service days will be scheduled at the discretion of the head of school. Faculty must attend.

- ✓ Complete the inventory and repair request forms.

- ✓ Submit requisitions for new/replaced textbooks for next year if you have not already done so.

- ✓ All student desks/tables in the rooms should be cleaned out and cleaned off.

- ✓ The AD will take an inventory of all uniforms, make sure all have been returned. Report any missing to the head of school. Report cards will be withheld until these uniforms come in.

- ✓ Complete the rating of Regents exams as assigned/requested and sign the scoring certificate form which needs to be sent to State Ed.

- ✓ Return all Regents to head of school. Sign the proctor statement for the exams.

- ✓ Any final exams (non-regents) that are not returned to the student must be turned in to head of school. We will often get calls over the summer about a particular grade on a test, etc.

- ✓ For those not returning, please delete any personal files from your desk/school computer. Take all personal belongings with you. All teacher copies, textbooks, workbooks, computers, etc., are the property of the school and should be left on/in your desk.

- ✓ Take care of any of your belongings in your room. Clear off your desk and take any belongings from the kitchen room. What is left, will be tossed out.
- ✓ Grade books, plan books, and school keys need to be turned in to head of school. You can keep keys if you are returning in the fall.
- ✓ Class advisors, turn in a treasurer's report to show the amount of funds in each student's class account at the end of the year.
- ✓ Communicate your summer mailing address and phone number, if different, to the office manager.
- ✓ Final group responsibility, graduation since we march in together.
- ✓ Once all of the above has been cared for, you will be relieved of your duties.

Class Advisors Expectations

At least one full-time employee will be assigned to each grade, 7th through 12th, to serve as the class advisor. The advisor's role includes:

Assist in the election of class officers: president, vice-president, chaplain, secretary, and treasurer.

Insure that there are candidates for all of the class officer positions

Schedule and oversee class meetings

Meet with class officers regularly to discuss opportunities for class fundraising, service, and activities and gain administration approval for all

Provide oversight for class activities either in person or by securing parent volunteers

Work with the class officers to recruit and communicate with parent volunteers to assist in fundraising opportunities. Ensure that class fundraising is in keeping with the following:

- Submit a "Fund Raising Application" form at least 30 days prior to the desired start.
- Note, grades 7-9 may hold one fund raiser per year and grades 10-12 may hold two.
- Advisors should direct classes to consider projects that will not be directed toward the "same people group" (parents, family, and church members) all the time.
- Note, students and their parents are responsible for any additional funds needed for the senior trip that are not earned through the scheduled fund raisers.

All funds raised by a class toward their senior trip are solely intended for the purpose of meeting their expenses for the senior trip or for some other purposes as voted upon by the class. There is no individual right to any funds raised through class fund raising activities.

Work with the class officers to plan for a senior trip not to exceed one-week in duration. Work with the administration to determine additional chaperones for the senior trip.

Give guidance in the development of class activities by insuring the delegation of appropriate tasks

Oversee and support the class's involvement in class competitions

Work with the class officers and the student council representative to provide clear and consistent communication

Oversee any class parties. Keeping in mind: class parties should not exceed two per year. The advisor will need to consult with the head of school to make sure the facilities are available after school hours. Non-class members are not to be invited to class parties.

Fund-Raising Application

For any class or organization that desires to raise funds for any particular project, complete the form below at least 30-days prior to the desired start date and return to the Head of School.

Today's Date: _____

Class or Group (i.e. girls' soccer, yearbook, 9th gd. class, etc.): _____

Description of intended fund-raiser: _____

Requested Start/Stop Dates: _____

Anticipated Profit: _____

Description of how funds will be used: _____

Employee Signature: _____

Office Use Only (do not write below this line):

_____ Approved as presented

_____ Approved with following modifications: _____

_____ Denied

Administrator's Signature: _____ Date: _____

Class Fund-Raiser Accountability Log

Date:																		
Fund Raiser Type:																		
Class of:																		
Teacher Signature:																		
Office Signature:																		
Teacher's amount :																		
Office amount:																		
	Teacher		Office															
	\$ 50.00																	
	\$ 20.00																	
	\$ 10.00																	
	\$ 5.00																	
	\$ 1.00																	
	\$ 0.25																	
	\$ 0.10																	
	\$ 0.05																	
	\$ 0.01																	
Other Chg																		
CK Total																		
Total																		
Expense that needs to be																		
Reimbursed to the School (Total):																		
Check to:																		
Amount:																		

**Direct Donation - Student contributes to their account or given direct donation

Student Name	Amt Collected	Amt owed	Student Owes	Direct Donation	Amt Earned
Total					

TWIN TIERS CHRISTIAN ACADEMY

EMERGENCY RESPONSE PLAN

FOR OFFICIAL USE ONLY

LOCKDOWN

Purpose: There may be times when it is necessary to LOCKDOWN the building. A lockdown is initiated when a threat exists within the building and is the most serious level of emergency. Any staff member may initiate a lockdown based upon an actual or imminent threat. In a lockdown situation, all students will remain in classrooms.

Notification: Announcement will be given from the main office over the PA system.

“Your attention please. We are now in a lockdown. I repeat, we are now in a lockdown.” (DO NOT USE CODE WORDS.)

Action: Teachers in the Building – Please follow these steps:

- If students are visible outside of your classroom, bring them into your room.
- Lock doors. Barricade doors.
- If an exterior exit is available and free of imminent danger, use it to run to a safety zone.
- Gather students in a corner away from classroom doors and windows.
- Remain silent.
- Prepare to fight if your location is breached by an assailant.
- DO NOT use cell phone.
- DO NOT cover windows to the outside.
- DO NOT respond to the fire alarm unless imminent danger is observed.
- DO NOT open the door for ANYONE.
- Listen for further instructions.
- Check email periodically.
- Law enforcement will release rooms

Administrators: Communicate with teachers and students who are outside the building.

Appendix 12

TWIN TIERS CHRISTIAN ACADEMY

EMERGENCY RESPONSE PLAN

FOR OFFICIAL USE ONLY

LOCKOUT

Purpose: A LOCKOUT is a response to an actual or potential threat from outside the school building. During a lockout, doors and windows are locked, instruction is continued as usual, and no one is allowed into the building. All outside activities are terminated.

Notification: Announcement will be given from the main office over the PA system.

“Your Attention Please. We are now in a lockout. I repeat, we are now in a lockout.” (DO NOT USE CODE WORDS.)

Action: Teachers in the Building – Please follow these steps:

- Listen for further instructions from the office.
- Lock classroom doors and windows.
- Continue classroom instruction.
- DO NOT use cell phone.
- DO NOT cover windows to the outside.
- DO NOT respond to the fire alarm unless imminent danger is observed.

Administrators: Communicate with teachers and students who are outside the building.

TWIN TIERS CHRISTIAN ACADEMY

EMERGENCY RESPONSE PLAN

FOR OFFICIAL USE ONLY

LOCKIN

Purpose: A LOCK IN is a response to an emergency within or outside the building. It may be used in the event of a medical emergency where it is necessary to keep students in the classrooms. Classroom doors may be unlocked and students are instructed to remain in the classrooms until the lock in has ended. Depending on the location and type of emergency, outside activities may be terminated.

Notification: Announcement will be given from the main office over the PA system.

“Your Attention Please. We are now in a lock-in. I repeat, we are now in a lock-in.” (DO NOT USE CODE WORDS.)

Action: Teachers in the Building – Please follow these steps:

- Listen for further instructions from the office.
- Keep students in your room.
- Continue classroom instruction.

Administrators: Communicate with teachers and students who are outside the building.

Fire Drill Procedure

Drills are mandated by the state per section 807 of the Education Law and will be conducted (announce and unannounced) throughout the school year. Twelve drills are required with eight drill conducted between September 1 and December 31.

Each room in the building provides for a minimum of two points of egress.

Some fire drills may pose “what if” situations with a particular exit blocked. Know alternative routes of egress from the building.

During a drill and unless told otherwise, employee should follow the primary exit routes.

Employees should be aware of the route planned from each room they use to enable students to exit the building orderly and quietly.

Upon leaving your room, close the windows, shut off all lights, close the doors, and carry your class attendance registers with you in order to take attendance of your class as students are assembling at a rally point.

There are two rally points: northwest corner of the parking lot and in front of the bus garage

Students and staff are to remain at the rally points until dismissed by an administrator.

Any missing students need to be reported immediately to the administration.

Please insist on quietness while students are at the rally point and teachers are taking attendance.

When the drill ends, staff and students may return to the building and continue the day.

If you have a fire in your room or come upon a fire in progress it is your responsibility to do the following in this order:

1. Sound the fire alarm
2. Get all students out of the building
3. Notify the administration ASAP
4. Fight the fire if and only if you have been trained in the use of fire extinguishers or other equipment. Do not put yourself or anyone else in a life-threatening situation. Your life is more valuable than any building or property.

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Sexual Harassment Policy

Introduction

In keeping with the Word of God and with NYS law, Twin Tiers Christian Academy is committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. All employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of TTCA's commitment to a discrimination-free work environment. Sexual harassment is against the law and all employees have a legal right to a workplace free from sexual harassment and employees are urged to report sexual harassment by filing a complaint internally with TTCA administration. Employees can also file a complaint with a government agency or in court under federal, state or local antidiscrimination laws.

Policy:

1. TTCA's policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business, regardless of immigration status, with TTCA. In the remainder of this document, the term "employees" refers to this collective group.
2. Sexual harassment will not be tolerated. Any employee or individual covered by this policy who engages in sexual harassment or retaliation will be subject to remedial and/or disciplinary action (e.g., counseling, suspension, termination).
3. Retaliation Prohibition: No person covered by this Policy shall be subject to adverse action because the employee reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. TTCA will not tolerate such retaliation against anyone who, in good faith, reports or provides information about suspected sexual harassment. Any employee of TTCA who retaliates against anyone involved in a sexual harassment investigation will be subjected to disciplinary action, up to and including termination. All employees, paid or unpaid interns, or non-employees¹ working in the workplace who believe they have been subject to such retaliation should contact the Head of School or the Board Chairman. All employees, paid or unpaid interns or non-employees who believe they have been a target of such retaliation may also seek relief in other available forums, as explained below in the section on Legal Protections.
4. Sexual harassment is offensive, is a violation of our policies, is unlawful, and may subject TTCA to liability for harm to targets of sexual harassment. Harassers may also be individually subject to liability. Employees of every level who engage in sexual harassment, including administrators and board members who engage in sexual harassment or who allow such behavior to continue, will be penalized for such misconduct.

Appendix 16

¹ A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, "gig" workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employer.

5. TTCA will conduct a prompt and thorough investigation that ensures due process for all parties, whenever the administration receives a complaint about sexual harassment, or otherwise knows of possible sexual harassment occurring. TTCA will keep the investigation confidential to the extent possible. Effective corrective action will be taken whenever sexual harassment is found to have occurred. All employees, including administrators and board members, are required to cooperate with any internal investigation of sexual harassment.
6. All employees are encouraged to report any harassment or behaviors that violate this policy. TTCA will provide all employees a complaint form for employees to report harassment and file complaints.
7. Administrators and board members are **required** to report any complaint that they receive, or any harassment that they observe or become aware of, to the Head of School or Board Chairman.
8. This policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy. This policy must be provided to all employees upon hiring.

What Is “Sexual Harassment”?

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual’s sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;
- Such conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual’s employment.

A sexually harassing hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual’s sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient’s job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called “quid pro quo” harassment.

Any employee who feels harassed should report so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of sexual harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

- Physical acts of a sexual nature, such as:
 - Touching, pinching, patting, kissing, hugging, grabbing, brushing against another employee's body or poking another employee's body;
- Unwanted sexual advances or propositions, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits or detriments;
- Sexually oriented gestures, noises, remarks or jokes, or comments about a person's sexuality or sexual experience, which create a hostile work environment.
- Sex stereotyping occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.

Who can be a target of sexual harassment?

Sexual harassment can occur between any individuals, regardless of their sex. New York Law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace. Harassers can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, customer or visitor.

Where can sexual harassment occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises, on personal devices or during non-work hours.

Retaliation

Unlawful retaliation can be any action that could discourage a worker from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation (e.g., threats of physical violence outside of work hours).

Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- made a complaint of sexual harassment, either internally or with any anti-discrimination agency;
- testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;

- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment;
- reported that another employee has been sexually harassed; or
- encouraged a fellow employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Reporting Sexual Harassment

Preventing sexual harassment is everyone's responsibility. TTCA cannot prevent or remedy sexual harassment unless it knows about it. Any employee, paid or unpaid intern or non-employee who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to the Head of School or Board Chairman. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to the Head of School or Board Chairman.

Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint is attached to this Policy, and all employees are encouraged to use this complaint form. Employees who are reporting sexual harassment on behalf of other employees should use the complaint form and note that it is on another employee's behalf.

Employees, paid or unpaid interns or non-employees who believe they have been a target of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

All board members and administrators who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, **are required** to report such suspected sexual harassment to the Head of School or Board Chairman.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, board members and administrators will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Board members and administrators will also be subject to discipline for engaging in any retaliation.

Complaint and Investigation of Sexual Harassment

All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner, and will be confidential to the extent possible.

An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, commenced immediately and completed as soon as possible. The investigation will be kept confidential to the extent possible. All persons involved, including complainants, witnesses and

alleged harassers will be accorded due process, as outlined below, to protect their rights to a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. TTCA will not tolerate retaliation against employees who file complaints, support another's complaint or participate in an investigation regarding a violation of this policy.

While the process may vary from case to case, investigations should be done in accordance with the following steps:

- Upon receipt of complaint, the Head of School or Board Chairman will conduct an immediate review of the allegations, and take any interim actions (e.g., instructing the respondent to refrain from communications with the complainant), as appropriate. If complaint is verbal, encourage the individual to complete the "Complaint Form" in writing. If he or she refuses, prepare a Complaint Form based on the verbal reporting.
- If documents, emails or phone records are relevant to the investigation, take steps to obtain and preserve them.
- Request and review all relevant documents, including all electronic communications.
- Interview all parties involved, including any relevant witnesses;
- Create a written documentation of the investigation (such as a letter, memo or email), which contains the following:
 - A list of all documents reviewed, along with a detailed summary of relevant documents;
 - A list of names of those interviewed, along with a detailed summary of their statements;
 - A timeline of events;
 - A summary of prior relevant incidents, reported or unreported; and
 - The basis for the decision and final resolution of the complaint, together with any corrective action(s).
- Keep the written documentation and associated documents in a secure and confidential location.
- Promptly notify the individual who reported and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
- Inform the individual who reported of the right to file a complaint or charge externally as outlined in the next section.

Legal Protections And External Remedies

Sexual harassment is not only prohibited by TTCA but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at TTCA, employees may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may seek the legal advice of an attorney.

In addition to those outlined below, employees in certain industries may have additional legal protections.

State Human Rights Law (HRL)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed any time **within one year** of the harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, **within three years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to TTCA does not extend your time to file with DHR or in court. The one year or three years is counted from date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

Sexual Harassment Complaint Form

In accordance with New York State Labor Law, Twin Tiers Christian Academy has adopted a sexual harassment prevention policy that includes this complaint form to report alleged incidents of sexual harassment.

If you believe that you have been subjected to sexual harassment, you are encouraged to complete this form and submit it to either the Head of School or to the Board Chairman. You will not be retaliated against for filing a complaint.

If you are more comfortable reporting verbally or in another manner, TTCA administration will complete this form, provide you with a copy and follow its sexual harassment prevention policy by investigating the claims as outlined at the end of this form.

COMPLAINANT INFORMATION

Name:

Work Address: Work Phone:

Job Title: Email:

Select Preferred Communication Method: Email Phone In person

SUPERVISORY INFORMATION

Immediate Supervisor's Name:

Title:

Work Phone: Work Address:

While the process may vary from case to case, all allegations will be investigated promptly and resolved as quickly as possible. The investigation will be kept confidential to the extent possible.

TTCA administration will document the findings of the investigation and basis for their decision along with any corrective actions taken and notify the employee and the individual(s) against whom the complaint was made. This may be done via email.



**TWIN TIERS
CHRISTIAN
ACADEMY**

Student Accident/Injury Report Form

Name of Student: _____ Grade/Class: _____

Date of Injury: _____ Time of Injury: _____

Date of Birth: _____ Supervisor: _____

Location of Accident: _____

Cause of Accident:

- _____ Collision with person
- _____ Collision with obstacle (i.e. wall, desk)
- _____ Hit with projectile (i.e. ball)
- _____ Sudden turn, twist, or stop
- _____ Fall
- _____ Fighting
- _____ Other: _____

Contributing Cause(s): _____ Witness: _____

Body Part Injured:

Left		Right	Left		Right	Left		Right
	Thumb			Neck			Trunk	
	Finger			Head			Back	
	Hand			Face			Hip	
	Wrist			Eye			Shoulder	
	Lower Arm			Elbow			Lower Leg	
	Upper Arm			Foot			Upper Leg	
	Elbow			Ankle			Groin	
	Abdomen			Knee				

If head injury, must follow concussion protocol.

Type of Injury Suspected:

Laceration Bruise Abrasion Sprain, Strain
 Dislocation Contusion Fracture Concussion

First-Aid Provided:

Iced Washed Wound Kept Immobile
 Stopped Bleeding Splinted Bandaged/Applied Dressing
 Observed Applied Sling Other: _____

Further Care:

Taken Home; Name of Transporter: _____
 Taken to MD; Name of Transporter: _____
 Taken to ER; Name of Transporter: _____

Name of person filling out this form: _____

Additional Comments: _____

Name of Parent or Guardian: _____

Address of Parent or Guardian: _____



**TWIN TIERS
CHRISTIAN
ACADEMY**

Employee Accident/Injury Report Form

Name of Employee: _____ Date: _____

Address: _____

Social Security Number: _____ Age: _____

Male _____ Female _____ Marital Status _____ Number of Dependents _____

Date of Accident: _____

Description of How Accident Occurred:

Type of Injury: _____ Part of Body Injured: _____

Name(s) of Witness(es): _____

Name of Hospital : _____ Address: _____

Anticipated Return to Work Date: _____ Reviewed with Supervisor: Yes/No

Reported to Workman's Comp: Yes/No

If not reported, please explain: _____

Employee Signature: _____

Supervisor Signature: _____

Response to Intervention (RTI) Process

- Teacher identifies a student, obtains a referral from the special education teacher, office manager, or administrator.
- The administrator puts student on docket/schedules a team meeting.
- Referring teacher gathers data for the meeting (use referral form), including consulting with other teachers about student performance in other classrooms.
- RTI Team meeting to include: Head of School, Nurse (if available), Special Ed Teacher, Referring Teacher, General Ed Teacher.
- Information needed for team meeting: attendance record, pertinent health info, current grades, referral form completed by referring teacher.
- Team meeting objective: develop recommendations for strategies and interventions that would benefit student. Try strategies, collect data for 2 weeks. Teacher contacts parents to update them.
- Meet again to discuss results.
- Move to Tier 2 interventions if needed. Tier 2 interventions may include modifications, tutoring, resource room time, etc.
- Tier 3 would require formal testing (by a school psychologist), diagnosis of a medical problem to qualify for a 504 plan, or classification for an IEP.

RTI – Tier 1 Intervention Log

Student Name: _____ Teacher: _____

Concern	Strategy/Instructional Modification	Start Date	End Date	Results/Comments

Twin Tiers Christian Academy – Student Referral to the RTI Team

Student Name: _____ Grade: _____

Person Making the Referral: _____ Date: _____

Reason for Referral: _____

What strategies and/or interventions have been implemented to address the areas of concern?

Strategies Tried	Duration	Outcomes
Student's Strengths	Student's Weaknesses	When was parent contacted? What was parent's responses?

Team Meeting Date: _____ Team Recommendation Notes: _____

Discipline Report

Date of infraction - _____ Gd.- _____

Student - _____ Student's initials - _____

Check area of infraction:

- ___ unexcused tardy
- ___ skipped class
- ___ cheating/lying
- ___ stealing
- ___ inappropriate boy/girl contact
- ___ crude language/actions
- ___ blatant disrespect to teacher
- ___ disrespect to other
- ___ defacing/misusing property
- ___ possession of alcohol/tobacco/porn
- ___ possession of dangerous object
- ___ actions could lead to bodily harm

(Use back to briefly describe incident, if needed.)

Issuing teacher's signature _____

Administrator's signature _____

Reminder - within a semester:

10DRs = detention, 20 = parent conf., 30 = suspension & ineligible, possible expulsion, 40 = suspension, possible expulsion, 50 = expulsion.

(Do not write below line. For office use only.)

Demerits assigned: _____

Date entered in Sycamore: _____

Parents contacted? Yes _____ No _____

If contacted, method of contact (phone, email, personal, etc.) _____

Parental Waiver and Release Form

As the parent or guardian, I hereby give my full consent and approval for my child who is named below to participate in the TTCA trip or field trip to _____.

I understand that my child's participation is entirely voluntary and all risk is voluntarily assumed by my son/daughter and me. Further, I understand that the potential risks may include the risk of auto accident, infectious disease, pandemic, natural disasters, and any other similar yet unforeseen event. In addition, I understand that school rules and regulations will be in effect through the duration of this trip. I have also ensured that my son/daughter understands that it is important for his/her safety, and the safety of the group, that all rules and instructions given by field trip supervisors are obeyed.

In consideration of your agreeing to take my son/daughter on the above trip, I hereby agree not to hold the school, any individual employed by the school, or the Board of Education liable for any expense, loss, personal injury, or accident to my son/daughter which is not the result of any negligent act or willful default of any employee or agent of the school. I will not bring any suit or asset any claim against TTCA or the field trip supervisors as a result of any action taken.

Complete **below** and **return this form in its entirety**. Thank you.

Name of Child (**print**)

Date of **Birth**

Today's Date

Please list any physical limitations (*including allergies*, etc.) or medications that will need to be consumed during the trip (signed doctor's orders must be on file at the school to dispense any medication, including over-the-counter medicines):

Name of child's physician (**print**)

Phone number of child's physician

Name of child's insurance carrier

Insurance policy number

Mother/guardian's phone number

Father/guardian's phone number

Name of an emergency contact

Emergency contact's phone number

By signing below, I understand that the supervisor will attempt to contact me if my student were in need of medical attention. In the event that I cannot be reached, I give permission for the trip supervisor to seek medical care for my child.

*If student lives with both parents/guardians, both must sign below.

Name of mother/guardian (**print**)

Name of father/guardian (**print**)

Signature of mother/guardian

Signature of father/guardian

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Date:	Record of Changes:
3/11/2019	Employee Handbook adopted by the school board
8/23/2019	Added “Spiritual Assessments” page 21
9/6/2019	Various grammar corrections
10/8/2019	Added sexual harassment protocol, page 17 & appendix 16
10/9/2019	Appendix 15, page 40, added frequency of required fire drills
12/11/2019	Curriculum review policies, page 21
12/8/2020	Faculty requirements – certification, page 6
7/12/2022	Tuition benefit for part-time teachers, page 10

EMPLOYEE HANDBOOK ACKNOWLEDGMENT

I agree that I have read and will abide by the policies and procedures as stated in the TTCA Employee Handbook. Further, I have read and agree with the TTCA Statement of Faith.

Print Name _____

Signature _____

Date _____

