**Employee Handbook**

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**Vision**

NAME OF SCHOOL has a vision that All Students will:

*Know*: Know God personally and the wisdom and knowledge academically that come from his creative genius.

*Grow*: Grow in Christ and in wisdom and knowledge as they progress through SCHOOL.

*Go*: Take what they have learned into their communities and areas of influence throughout the world for the glory of God.

**Prayer & Faith**

Prayer and faith, as one of the established seven critical initiatives, will be an integrated part of the SCHOOL program.

* Teachers will pray for their students and families on a regular basis.
* Teachers will pray before assignment sheets and lesson preparation.
* Teachers will “TAKE 5” to pray for SCHOOL every time they come on campus.
* Teachers will pray together regularly: before class, department meetings, etc.
* Teachers will pray with students in the classroom regularly (at least once a week).
* Teachers may participate in “Stay-and-Pray”: a group prayer time held during the first period of each class day.
* Teachers may participate in private prayer and fasting for our school, staff, families, and needs on the first day of every month.

**University-Model® School Philosophy**

UMS is a unique educational model that partners professional teachers with committed parents. Parental involvement is the single most important element that produces student success. This element combined with small class sizes and a college-prep, Bible-based curriculum enables us to confidently pursue our mission of *Christian education for a Kingdom generation.* The two greatest challenges from an academic standpoint are pacing and content.

Pacing

Teachers decide how to pace the course based on the departmental scope and sequence and the course overview. The previous year’s curriculum guide is an established plan that will indicate the amount of material that can be covered in each grading period. This may be adjusted based on the ability of the current class and/or changes to the curriculum that has been approved by the Supervisor. Teachers are not expected to pace the course with the goal of “finishing the textbook.” Textbooks, and other class materials, are simply resources that enable the students to achieve the learning objectives of the course.

Teachers should make every effort to complete the required elements of the course, as indicated by the course overview, without sacrificing adequate instruction and practice. The pace of the course should provide enough instruction and practice to challenge the *majority* of the class. This *is* a college-prep school; therefore, students are expected to perform to high standards. Students are *not* expected to succeed without adequate instruction and opportunity to learn.

Content

Teachers will not have time to cover all of the material in the textbook. The scope and sequence for each course will guide the teacher in selecting those topics that are most important. The classes at SCHOOL are expected to build on one another; therefore, teachers on each level are contributing only a part of what the student will master by the time of graduation.

Our teachers are a “living” curriculum, bringing experience and knowledge to the classroom. Teacher editions, support materials, and other sources should be utilized to achieve the course objectives. Also, teachers will integrate Biblical truth and application to the subjects whenever feasible, using the Bible as a frequent source to enhance other teaching materials.

**Parental Involvement**

Teachers form an important partnership with parents to ensure the students succeed. This is accomplished by helping them to understand their role in each class and pursuing consistent communication with them throughout the semester.

Role of the Parent

The parent provides instruction and guidance in the satellite classroom on the days the student is not at SCHOOL. The parental role changes as the student matures. Parents have a very active role beginning in Kindergarten grade that lessens somewhat each year during elementary. Junior high students want independence, but should still be closely monitored by the parents who provide extra tutoring in weak areas, makes sure assignments are done correctly and on time, and drills the students before tests. In high school, the parent gradually changes from “private tutor” to “guide of independent study,” which means that the parent still monitors student assignments to hold the student accountable to performance and responsibility. Teachers should fully utilize the satellite classroom at home and the available parent when preparing lesson plans and assignments, keeping in mind the appropriate role for the grade level and class.

Communication with the Parent

Effective, consistent communication between the teacher and parent is vital and is accomplished primarily through the assignment sheet. Teachers develop daily or weekly assignment sheets based on the departmental standard provided by the supervisor. Communication standards are listed below:

*Course Information*

Prepare a course introduction letter that includes:

* Course description and goals
* Class procedures and expectations
* Grading, other policies, etc.
* Course overview with dates
* Special advice for parents at home
* How the student or parent should contact the teacher (phone number, email, call the office)
* How the textbooks will be utilized in the classroom (e.g. writing or highlighting in the textbooks is an appropriate practice that can happen in the classroom; students will not be allowed to leave during class time to make copies of textbook pages, or activity pages that are being used. The parent will be responsible for having copies made in advance.

Please notify the Administrative Assistant to let her know if you want parents to have your home phone number. If you do not specify, the office will give your phone number to parents when they call. If you do not want them to have your number, please give the administrative assistant instructions on how to contact you in a timely manner so you can return the parent’s call.

The most convenient form of communication is email. Please be sure to distribute your email address to families and check your messages frequently.

This information will be presented during orientation to the student and parent at the beginning of each semester. It is the first written opportunity to explain your expectations for the student (and parents) and will serve as a guide for the student and parent throughout the semester; therefore, it should be clear, concise, and thorough.

*Assignment Sheets*

The first assignment sheet must be ready for orientation at the beginning of the fall semester. No work will be due on the first day of class, but the student will have an opportunity to start work that is due on the second day of class.

* Early Elementary sends home **weekly** assignment sheets (TH).
* Elementary English and math courses send home **daily** assignment sheets (T/TH).
* Elementary science and social studies send home **weekly** assignment sheets (T).
* Elementary electives send home assignment sheets only when there is a special “home” assignment.
* Secondary academic courses and foreign language courses send home **weekly**assignment sheets (M).
* Secondary elective courses send home assignment sheets only when there is a special “home” assignment.

The Supervisor will monitor assignment sheets periodically. Teachers should have these readily available if asked.

*Orientation*

Elementary academic course teachers will meet with students and parents during orientation at the beginning of the fall semester. The classes will follow the class schedule. Each teacher will discuss course information and go over the first assignment sheet, and explain the parent role for the course. Teachers should confirm that students have purchased required textbooks for the course. Those students who are unable to attend orientation will receive course information on the first day of class. However, the student and/or parent will have to make an appointment with the teacher to go over the material if needed. This will not be done in class.

*Ongoing Communication*

The teacher is expected to communicate with the parents **at least once** per grading period. This can be done with:

* A class letter per grading period,
* An individual letter or email message, or
* A phone call or personal conference.

Teachers should make an extra effort during the first grading period of the fall semester to talk with the parents, get feedback, encourage, work through problems, etc. Keep in mind that the parents will need to be “trained” to accomplish the goal of helping the student succeed. Teachers especially want to be helpful to new students/parents that may need more advice than others on study habits and home procedures.

The parents of students who have:

* failed to turn in assignments repetitively,
* failed a quiz or exam,
* a failing average for the class,
* excessive tardies or absences, or
* been written up for student conduct issues

…must be contacted personally, so that they can take necessary steps to help solve the problem. Teachers should offer suggestions and encouragement to the parent (e.g., recommend a tutor if the student is routinely struggling with the class). Document communication with parents using Ren Web then send a copy to your Supervisor. Information should be kept confidential and shared only with your Supervisor. Teachers should contact parents, email or phone call, when a student is absent. The teacher should be prepared to advise parents on what was missed in class and give specific instructions for make-up work, especially if the student has missed two or more consecutive classes.

*Communications Notebook*

Teachers should put any letters to parents about special meetings, field trips, or other special communication in the communications notebook (Administrative Assistant’s desk) so that the office staff can answer inquiries about the event or other information provided by the teacher. Any letters to parents should be approved by the supervisor **before** distribution.

*Communication When There Is a Problem*

Please follow these guidelines to ensure effective communication of problems:

* Parents should always talk to the teacher first. Parents who attempt to talk to someone else in the office or another teacher should always be referred back to the teacher **first**.
* If the parent and teacher are unable to resolve a situation, the parent should be referred to the Supervisor. The teacher should contact the Supervisor to provide background.
* If the problem cannot be resolved, the parent may talk to the Administrator. The Supervisor should contact the Administrator to provide background beforehand.
* If desired, the parent may complete a **Parent Evaluation** form (available in the office) or otherwise document in writing his or her opinions about a SCHOOL class, teacher, or textbook. This information will be given to the Supervisor (with a copy in the teacher’s file). The teacher will be given a chance to respond in writing to any criticisms (response attached and filed).

Note: The **Parent Evaluation** can be completed when there is NOT a problem, but a parent wants to document opinions about the class.

Parent Problems

The partnership between the teacher and parent is effective when there is clear communication and a desire to make it work. Satan works harder to destroy this part of our academic program than any other. The teacher must take the lead in building effective relationships with each parent, even those who are more difficult to work with.

* Try to think like a parent.
  + How much time will the assignment take? Is it reasonable? Is it effective use of the student’s time at home? Did I give enough instruction for the parent to do an effective teaching job at home? Am I making it easy for my parents to feel confident and helpful in the satellite classroom?
* Respect your parents.
  + FAMF teachers establish the pacing and content of the course, without prior input from parents. However, recognize the value of what the parent contributes at home. Encourage through class letters, phone calls, etc. Ask for feedback to help improve your teaching and communication.
* Be a good listener.
  + Most of the time problems or concerns occur because there is a breakdown in communication. Your parents are fearful of doing something wrong, and therefore, becomes insecure and critical of you if he or she cannot understand your expectations. Taking time to listen is a valuable gift and will help diffuse any situation.
* Make adjustments to your pacing or content only if it benefits the entire class.
  + The parent is a wonderful source of feedback on pacing and content, and you may want to make some adjustments if needed but only with supervisor approval. However, some parents will want you to make changes that have more to do with the individual child’s abilities or study habits rather than the appropriate pacing and content for the class as a whole.
* Always offer help.
  + You may not make adjustments to your pacing or content when there is a parent concern; however, you can always offer advice or encouragement that will help the parent or student cope more effectively with the assignments in the class. For example, be sure the student is working at a specific time in a structured environment at home, offer teaching strategies to help improve student weaknesses, or offer enrichment ideas for students who need more of a challenge.

**Academic Standards**

Teachers should work to build excellence into each SCHOOL course by following departmental guidelines, participating in training activities, and achieving personal teaching objectives as established with the Supervisor.

Curriculum Guides

Each class must have a curriculum guide that contains the lesson plans, assignment sheets, overheads, worksheets, tests, etc. The black notebook (school copy to be kept in the Academic Supervisor’s office) and the gray notebook (teacher copy to be used as part of curriculum) contain info from the previous school year.

*Lesson Plans*

* Returning teachers who have completed the curriculum guide for their classes will not have to turn in lesson plans on a weekly basis. Teachers should use and improve existing lesson plans, noting all additions and changes in the curriculum notebook. Edit objectives and units as needed, recording all changes. Include copies of all worksheets, notes, and other teacher resources as they are developed. The Supervisor will periodically check your curriculum guide to note changes and improvements.
* New teachers (or anyone teaching a course with an incomplete curriculum guide) will need to write lesson plans each week to build the curriculum guide. Guidelines will be provided by the Supervisor who will explain how and when these should be turned in. The Supervisor will periodically check the curriculum guide throughout the year.

*Maintenance of Notebooks*

* Curriculum guides (black notebooks) will be updated at the end-of- year workshop with Supervisor approval.

Biblical Integration

Teachers should pray before preparing lesson plans for teaching their lessons. Our primary goal is to use education to make disciples of Christ. Therefore, every subject area must be taught **according** to Christ. We will integrate the Bible in every class, and at every grade level, of the school. Lesson plans **must** include a minimum of one Biblically-integrated objective each unit. Teachers may integrate the Bible in a variety of ways:

* Bible devotion (character-building, prayer),
* Bible application (discussion of subject matter based on what the Bible says), or
* Bible example/principle (comparing or contrasting class material to an example or principle in the Bible).

Denominational Issues

Periodically, issues will come up during class discussion, projects, or research that offer an opportunity for differences in understanding and interpretation based on students’ personal beliefs reflecting denominational differences (e.g., missions, prayer practices, evolution vs. creation, “losing” one’s salvation, etc.). Teachers should strive to predict these occurrences based on the content of the unit or textbook and be aware of the potential impact on the class based on the grade level.

* If it is not related to learning a presented concept, teachers should “control” the issues and refer students back to the parents and church.
* If the issue does relate to understanding a concept better and there is benefit attached to sharing or debating different thoughts on the issue, then the teacher should make sure that opinions or information are shared in a non-judgmental and objective way by all students.

Instructional Methods

Teachers should utilize these components when planning lessons to ensure learning:

* Motivate to learn
* Introduce concept
* Relate to previously learned concept
* Present the new concept
* Check for understanding
* Re-teach if needed
* Provide opportunity for practice and feedback
* Review as needed in future lessons.

SCHOOL teachers will practice all three methods of instruction: traditional, interactive, and experiential. In addition, teachers should strive to incorporate the Seven Laws of the Learner & Teaching with Style teaching methods. It is our passion to produce thinkers rather than rote performers in all subject areas.

Departments/Grade Level Coordination

* Teachers will strive to teach the curriculum according to departmental guidelines and goals.
* Grading policies should be consistent within departments, allowing for adjustments necessary to different grade levels.
* Teachers will coordinate lessons, activities, and field trips with other teachers within their department or grade level based on department grade level overview.
* Elementary teachers should stagger elementary tests and all major assignments based on grade level and coordinate with the calendar: English and social studies on Tuesday and math and science on Thursday.
* Major assignments may not be changed without Supervisor approval
* All teachers should add tests and major assignments on grade level calendars to eliminate “overload”.

Home Assignments

* Early Elementary assignments are done on Friday, and Monday.
* Elementary assignments are done on Wednesday, Friday, and Monday. Students should spend approximately one to two hours each for English and Math. Science and Social Studies should take no longer than one hour. There should be limited science or social studies on Wednesday to make it easier for families who attend church on this day.
* Secondary assignments are done on Tuesday, Thursday, and Saturday or Sunday. Students should spend approximately one to two hours at home per hour in class. However, English and math assignments may take longer. Long-term reading assignments would be in addition to the normal home class time.
* Teachers should grade and return assignments no later than the second class period after it was turned in.
* Teachers should include sufficient information in the *Instructions for Parents* so that the parent can “teach” what is required at home. Be specific about your expectations and objectives for the assignment.
* Due dates for long-term assignments should be listed on **each** assignment sheet so the student is reminded to make progress or if previous assignment sheets are misplaced.
* Students will be given a minimum of one-week notice on the assignment sheet for any test or major assignment.

Late Work

Teachers will follow the guidelines of the “Late Work Policy” as stated in the student handbook that covers acceptable situations for late work. Normal expectations require students to turn in work **during** class time to receive full credit for the assignment:

* Students should be prepared to turn in all assignments at the beginning of class.
* Students should not complete assignments during class, and then turn them in before leaving. The “during” class allowance provides the option for a parent to bring an assignment that was completed but has been left at home.
* Teachers may offer additional grace and permit students to turn in work to the office by 4:00 P.M. on the day it is due, but they must deduct 20 points from the grade. Students must give the assignment to someone in the office to confirm the day and time it was turned in (written on the assignment and initialed). It should then be placed in the teacher’s box. Teachers should use discretion with limiting this privilege based upon maturity and reason for late assignments.
* Teachers are **not** allowed to modify this policy without special approval from the Academic Supervisor.

Extra Credit

Teachers may offer extra credit opportunities as a tool to encourage students who are struggling and teach them strategies for future success. Secondary teachers should limit extra credit opportunities to the following two (one each) “adjusted” major grades each semester:

* Students may correct a failed exam and receive a grade of 70 to replace the failing grade.
* Students may complete an extra assignment, of similar content and level of performance required for the original major assignment, to improve a grade.
  + The student must have attempted the original assignment to qualify for a chance to improve the grade. In other words, students may not attempt extra credit for the purpose of improving a “0” for not turning in an assignment.
  + The original grade will be averaged with the extra credit grade to obtain the “improved” grade for the assignment.
  + The extra credit assignment must be completed according to the same standards applied to other major assignments in the course.
  + Secondary students may turn extra credit in up to the time for the final exam in that course.
  + Students are allowed to earn grades over 100 due to bonus points on any class assignment. However, the bonus points should not exceed five points for any assignment.

Elementary teachers may give students the option of correcting any of their tests (not limited to one per semester), since students are working to build strong foundations in basic concepts. However, elementary teachers should watch for students who may be abusing this option by not adequately preparing for tests beforehand. In this case, the elementary teacher should contact parents to correct the “real” problem.

Major Projects

SCHOOL curriculum should provide students with the opportunity to research, experiment, and pursue independent study of various subjects. Teachers should follow departmental guidelines concerning major projects.

Writing

SCHOOL practices “writing across curriculum” as one of its primary educational objectives.

* Teachers should provide opportunities for students to present original ideas, thoughts, and application to the subjects of literature, social studies, and science. These teachers should follow the departmental standards for writing assignments.
* All teachers should include note taking as part of the requirements for their courses.
* English and social studies major papers will be done according to MLA guidelines (departmental standards for this and other writing assignments will be provided).
* Major science papers (e.g., science fair report) will be done according to APA guidelines (departmental standards will be provided).
* Teachers will coordinate writing assignments with teachers in other departments based on grade level overview.

Penmanship

Cursive handwriting is taught in second & fourth grades using a penmanship text for teaching form and consistent practice. For the remainder of elementary, good penmanship is encouraged in all assignments with specific handwriting lessons or practice integrated in the English curriculum (e.g., scripture memory, report writing, etc.). All elementary teachers should include good penmanship and neatness as a component when grading formal written assignments (see below for standard of written work). Also, beginning in elementary, students will be allowed to complete some assignments using neat manuscript or typing on the computer.

Beginning in seventh grade, students may complete routine assignments using their preferred method of penmanship – manuscript or cursive. More formal, short written assignments should be completed using cursive handwriting or computer typing. Formal, longer writing assignments must be typed. By eighth grade and continuing through high school, all major writing assignments must be typed in all classes. Throughout junior high and high school, neatness and consistent presentation of written work is required (see standard of written work below).

Standard for Written Work

All students will be encouraged to turn in work that is neat and consistent in form. Teachers should not accept assignments that are torn, dirty, wrinkled, incomplete, or have ragged edges. Students should be encouraged to pursue excellence in their personal work. Teachers may apply reasonable point deductions to encourage this responsibility.

All assignments should have:

* A complete heading in the upper right corner, aligned neatly: first and last name, complete date with abbreviated month (correctly punctuated) or number notation (for math work), subject (capitalized) and grade level (formal papers will require headings with no abbreviations);
* A title centered on the top line and skip a line after the title; and
* Proper margins: no writing on the last line, not writing to the left of the red margin, leave a margin on the right side of the page.

Students in 3rd and 4th grades may turn in papers written in manuscript unless required by the teacher to use cursive on special assignments. Students in 5th & 6th grades may use manuscript for note taking, worksheets, etc., but must write in cursive on formal papers or other work designated by the individual teacher. Teachers may require typed assignments as appropriate for the grade level and assignment. Papers will still contain a heading or cover sheet as specified by the teacher.

All secondary papers should contain a heading, including complete name, date, and class. Secondary students may write in manuscript or cursive unless specified by the individual teacher. Major assignments should be typed and contain a cover sheet with heading: title of paper, name, date, and class. The type must be 12 pt. and easy to read.

Students may use pencil or pen (black or blue ink only) OR as specified by the individual teacher (e.g., pencil only in math).

Class Exams

* Review for exams should be listed on the assignment sheet as an assignment with the due date as the date for the exam. The exam date should also be included at the bottom as a “reminder.”
* Study guides, review worksheets, or class notes should clearly delineate for the student (and parent) what will be covered on the exam. This should be noted on the assignment sheet.
* Home assignments relating to an exam, including reviews, must be graded and returned **prior** to the exam over that material.
* Exams should build test-taking skills related to those needed for standardized testing and in college. Exams should contain questions that require higher-order thinking skills (e.g., knowledge, comprehension, application, analysis, synthesis, and evaluation).
* Students should be tested at least twice each grading period in 3rd-9th. Upper-level high school students (10th-12th) should be tested at least once each grading period.
* Teachers should use test banks or test materials provided by the publisher to design “teacher-prepared” exams and should not use “published” exams without prior permission of the Supervisor (exception: vocabulary quiz books – home testing).
* Teachers may allow students to take graded exams home for the parent to review and/or sign. However, the exams should be returned the following class period to the teacher. Point deduction for not returning test is not appropriate. Teachers should store the exams until the end of the semester and then dispose of them properly.
* All exams, including make-up exams, should be taken at school, with the exception of vocabulary & spelling exams or with special approval by the Supervisor.

Final Exams

All students, 7th through 11th grades will take a final exam at the end of each semester, during the scheduled time. Seniors take a final exam at the end of the fall semester, but not at the end of the spring semester. An exam schedule will be provided toward the end of the semester.

All final exams must be teacher-prepared according to the following guidelines:

* Final exams are comprehensive, focusing on material that was emphasized by the teacher (not textbook only) during the semester;
* Final exams should contain a combination of questions and information covered on previous exams AND new questions related to recently studied material that was not previously tested over (should not exceed 40%)
* Final exams will usually be written in a format similar to tests and quizzes given earlier in the semester (e.g., they may contain actual questions from previous exams); and
* Final exam questions should give the students an opportunity to show what they have learned during the semester (not test what they don’t know) – general, foundational “mastery” concepts not obscure details.
* 9th – 11th High school students are exempt from two final exams in the class that they have achieved an average of 95 or above. If students achieve an average of 95 or above in more than two classes, they will choose the two final exams they wish to be exempt from and must follow the correct procedures. Students will have the responsibility of completing the final exam exemption form as well as acquiring signatures from their teachers, of the two classes of their choice, to validate the exemption.
* Seniors can be exempt from all final exams during the fall semester and are automatically exempt from all final exams during the spring semester.
* The exemption is intended to reward students who consistently achieve excellence in learning throughout the semester AND provide incentive for other students to achieve this same excellence.
* Teachers must follow these procedures for final exam exemptions:
  + Average all students’ grades by Wednesday the week before final exams
  + Send a list of exempt students to your supervisor, by Thursday the week before final exams.
  + Supervisor will approve via email.
  + Send email to parents of students who are exempt, no later than Friday the week before final exams
* Only students who are taking final exams should be on campus on these days. Students must remain in the classrooms for the entire exam time.
* All final exams **must** be approved by the Supervisor prior to the final exam. After the exam, teachers will turn in a copy of the test key and graded class exams to the supervisor for monitoring purposes.
* Jr. High teachers are required to give students an extensive final exam review. High School teachers are required to give students some form of final exam review to eliminate unnecessary studying of material that will not be on the final exam. High School teachers can prepare lists, have students highlight notes, highlight old tests and study from the tests (as long as the students return the tests the day of the final exam), and/or give students a complete review to prepare students for the final exams.

Mastery Exams

7th & 8th English classes will utilize Mastery tests to ensure mastery of concepts that will not be taught in the class but will be used throughout the year. All 7th – 8th English students will be expected to successfully complete a mastery test, in class, to demonstrate the correct level of knowledge needed to be successful in the course. Students will need to acquire a grade of 70 or above by the end of the first grading period. Students may take the mastery test three times to achieve the 70 or above. Students may take the mastery exam once to improve their grade, if the grade is above a 70 after the first attempt. Students that do not acquire a grade of 70 or above by the end of the first grading period, and each grading period thereafter, will receive a zero for the mastery test until it is completed successfully. Teachers are asked to follow the specific department guidelines on administering the Mastery tests.

Checking Homework in Class

Grading homework in class should be the exception, not a daily routine. Exceptions would include work completed in a science lab book, work that may have caused the majority of the class difficulties, unit reviews, and similar activities that aid with the proper pacing of the course. Daily homework should not be graded in class, e.g., math teachers should assume the parent has completed their responsibility of checking for understanding and for completion, and grade the homework assignments outside of class. Teachers may choose to answer a few questions about homework during the beginning of class (no more than 10 minutes – class opening/review), and then move on to teaching new concepts, practicing new concepts, etc.

Study Skills

Every teacher should seek to reinforce good study habits by giving students strategies on how to learn more effectively as part of classroom lessons.

* Occasionally give daily grades based on good study skills (e.g., notebook organization, vocabulary drill cards, lab notes, etc.).

Class Time

Students will remain in class for the entire class time (55 minutes or 85 minutes).

* Teachers should not let students leave the classroom early.
* Teachers should not cause students to be tardy to the next class.
* Teachers should use all class time for activities that are related to the subject that is being taught.
* If a class runs long, the teacher should go to the next scheduled class with an apology to that teacher and explanation of why students are late. This should be the exception not the rule.

Teachers should maintain the class period schedule according to classroom wall clocks. Check the atomic clock in the academic office before going to class. The clock will serve as the “standard” so that classroom clocks may be adjusted if needed to keep everyone on the same time schedule.

Use of Videos

The UMS model requires teachers to be very careful with the way class time is used. The use of videos should be limited to “instruction” and not “enrichment.” Teachers who want to show videos as enrichment should schedule a time on an alternate class day with voluntary student participation.

Student Placement

Existing students continue in the FAMF sequence of classes by passing (60 or above) the previous class in the sequence.

* Students are expected to attain a 70 or better for each of their classes to insure mastery of the essential skills and knowledge required for success in the next course in sequence.
* Students who attain a D (60-69) may not advance to the next course in sequence without approval from the academic supervisor based on other indicators of mastery and readiness for the next course in sequence. High school students will still receive credit for the semester.
* Students who score below 60 fail the semester and cannot continue with the following semester or course. High school students do not receive credits.

K-2 new students are placed by appropriate age level. 3-12th students take a placement exam in English and Math to determine the appropriate grade level and adequate preparation for the class.

If during the first few weeks of school, a teacher thinks a student should be placed in a lower or higher grade, he or she may notify the Supervisor in writing documenting the reasons for this recommendation (e.g., copies of work done in class, conversations with parent, observation of student skills and knowledge, etc.). Teachers should not discuss this with students or parents until after approval by Supervisor.

Academic & Fine Arts Competitions

*Science Fair (Elementary & Secondary)*

The science fair, an integrated part of our curriculum, offers our students an opportunity to investigate, experiment, and discover science in a way that enriches the learning process in our science classes. The purpose of the science fair is to provide each student with an opportunity to apply classroom learning and present information in a format that is organized and concise. Oral presentation of the information for competition is an added bonus. This process of learning about the science fair begins in the **3rd** and **4th** grade where the students are introduced to the procedures and format required for science fair projects and challenged to complete a class project. As the students progress in their knowledge, in **5th, 6th**, and **8th** grade they will plan and prepare for an individual project that will be presented at the annual Faith Academy Science Fair.

Timeline – Begins: beginning of school Ends: beginning of the spring semester

*Math Olympics (Elementary & Junior High)*

Math Olympics challenges the **5th - 8th** grade students in proficiency and speed in the areas of computation and reasoning. The students will complete a series of practice tests within the classroom to prepare for the Math Olympics competition. The Math teachers generate interest and prepare the students for the contest by integrating the competition into our curriculum and using a ladder of success in the classroom that demonstrates personal achievement throughout the year. Faith Academy will hold a Math Olympics contest on campus to determine the final winners of the Math Olympics.

Timeline- Begins: Fall semester Ends: beginning of April

*Spelling Bee (Elementary & Junior High)*

The Spelling Bee is integrated into the classroom by giving each student the opportunity to participate on a level that is challenging but not overwhelming. The class spelling bee is an important part of our curriculum that is only one of the ways we strive to train students in oral participation and presentation of their knowledge. All students in **3rd – 8th** grade English will participate in an “in-class” spelling bee. The top two winners from each grade level (**excluding 3rd** **grade**) will be eligible to advance to ACSI district competition.

Timeline – Begins: Fall semester, Ends: 2nd grading period – Fall semester (in-class competition)

ACSI competition: Beginning of November

*Creative Writing (Secondary)*

All secondary students (7th-12th) participate in the creative writing program, an integrated part of the writing curriculum in our English classes. Requirements are precise for each type of writing, and the word count increases for older students. Students receive a major writing grade for each assignment, and the compositions are judged to select the best three in each grade level. These selections will be submitted to ACSI judges. Winners are published in an annual creative writing booklet and receive an award for their efforts.

Timeline – Begins: beginning of school Ends: fall semester

ACSI competitions: Submit early spring semester, judged by end of spring semester

*Math League (High School)*

SCHOOL participates in an annual Math League competition on the first Monday in April from 6:00 – 8:00 pm on Faith Academy Campus. All students enrolled in Algebra I through Calculus may compete in the competition.

Students will be given a series of tests consisting of five questions that relate to the curriculum covered in that course during the fall and spring semester.

Participation in the competition is optional: however, all students who choose to participate will receive an extra credit grade, which will be averaged into their major grade category. Students must attempt to solve the problems correctly and demonstrate knowledge of solutions to the problems to receive credit for participation.

These exams are beneficial as review and enrichment of class concepts, plus will give the students experience in SAT-related test taking. Awards will be presented to the 1st, 2nd, and 3rd place winners per class.

Students must wear their final dress codeclothing to participate in this competition unless they are coming directly from a Faith Academy sport practice, in which case they can wear what has been approved for practice. Finals dress code is jeans, FAMF t-shirts, and approved shoes.

Timeline- Sign-up: beginning of spring semester Test: middle of spring semester

*Art Competition*

Elementary art students will participate in the Faith Academy Art competition that is presented at the annual Faith Academy Academic Showcase.

Jr. High & High School art students will participate in the Faith Academy Art competition and advance to the ACSI competition in April. High School will also compete in the TAPPS Art competition in March.

Timeline- Begins: beginning of school Ends: beginning of February

Home Assignments during Holidays

Teachers should not schedule home assignments during school holidays. Students may choose to work on long-term assignments (e.g., read a book, complete a project, etc.) during holiday time; however, teachers should allow ample time (without the holiday) to complete the assignment.

* Elementary students are not expected to work on home assignments on any day that FAMF has a scheduled holiday (i.e., Labor Day or Good Friday).
* Elementary students are expected to complete home assignments on the Friday before and the Monday after Thanksgiving break and spring break (but not during the week).

End-of-Semester Classes

New learning should take place for the entire semester.

* Elementary teachers may schedule a fun, learning activity for the last day of class. This may be coordinated with other teachers on that grade level.
* Secondary may begin final review the last week of class (not the entire class period). Teachers should not use the entire last week for review only.
* Review/study sessions may be scheduled on an alternate day with voluntary student participation.
* Teachers should not schedule major exams or require major assignments or projects to be due during the last week of each semester, with the exception of secondary English who may assign Monday or Wednesday as a due date for a major assignment, that cannot be completed until the end of the last unit and requires one-two weeks for completion.
* Teachers may test over new material taught during the last few weeks of the semester using a portion of the final exam.
* Teachers should never require assignments to be completed during the weekend before final exams; however, extra credit options may be completed during this time and turned in at the time of the final exam.

**Professional Standard**

Teachers should strive to be professional, reliable, and excellent in fulfilling their God-given call to teach at FAMF.

* Teachers will know and follow all guidelines as documented in the student and teacher handbooks.
* Teachers will submit to the Supervisor and comply with requests to fulfill the goals and objectives of the department.
* Teachers will establish individual objectives for excellence based on previous evaluations and set personal teaching goals that can be met during the course of the school year.
* Teachers will make every effort to present a professional Christian role model in dress, speech, and actions.
* Teachers will attend all department meetings and training opportunities.
* Teachers will always be willing to share ideas to help other teachers and parents, provide verbal feedback/encouragement to students, and continually strive to maintain a positive working relationship with students, parents, other teachers, and supervisors.
* Teachers will prepare all materials prior to class time. Teachers need to arrive on campus, at least 30 minutes prior to class time.

**Teacher Evaluations**

Administration will periodically evaluate teacher performance for the purpose of monitoring academic excellence in the program, encouraging improvement in the UMS model, and providing a record of individual teacher performance. Evaluations should not be viewed as negative or critical, but as an opportunity to pursue personal excellence as a teacher.

Teachers will be evaluated in the following categories:

* Professionalism: preparedness, confidence in material, able to teach, teacher dress code, professional manner;
* Biblical integration: “God is” evidence in the lesson (e.g., use of Bible, prayer, lesson objective, etc.);
* Experiential teaching: lesson applied to students’ experiences in a creative way;
* Communication: verbal instructions easily understood, use of board and written material, clear assignment sheets;
* Instructional methods: variety, style, students have practice opportunities, adequately prepared for home assignments;
* Effective and efficient use of class time: appropriate to grade level, academically challenging without being too fast, not too much grading in class;
* Class atmosphere: responsiveness to students, get help when needed, students feel involved, good participation from all students;
* Classroom management: discipline, control, respect of students; and
* Christian character: role model of Christian character and behavior.

The Supervisor is responsible for training, evaluating, and supervising teachers throughout the school year. The supervisor will maintain a record for each teacher documenting evaluation and training throughout the year.

* The Supervisor will observe new teachers during the first three weeks of school. This will provide feedback to help the teacher quickly adjust to the model.
* The Supervisor will check lesson plans and assignment sheets of all teachers at least once during the first grading period of each semester.
* The Supervisor may perform a “surprise” walk-through at any time during the semester. Teachers will receive feedback, either verbal or written, afterwards that will help them make improvements before the formal evaluation.
* The Supervisor will observe returning teachers before the end of the fall semester.
* The Supervisor will list strengths in each category observed and conclude with objectives for excellence that identify specific ways the teacher can improve. These will be discussed with each teacher and used as a training tool throughout the semester. These will be scheduled in advance, and the teacher should provide the Supervisor with a lesson plan and assignment sheet for the date chosen. Teachers who teach in multiple classes may only be observed in one class at the discretion of the Supervisor.
* A follow-up evaluation may be done during the spring semester to document teacher improvements based on the fall evaluation.
* A record of these evaluations will be placed on file for use during end-of-year evaluations. Teachers will receive a copy of the teacher observation form used for the formal evaluation.
* Each teacher will complete a self-evaluation at the beginning of the spring semester.
* Students may be contacted as part of an informal survey or complete a teacher evaluation form at the discretion of the Supervisor.
* Parents may be contacted at the discretion of the Supervisor.
* The Supervisor will conduct the final year-end evaluation meeting with each teacher after spring break.

**Teacher Compensation**

Academic Staff Pay

Teachers and supervisory staff will be paid based on their qualifications and UMS experience. This salary compensates the academic staff for fulfilling those duties as specified on the job description. The academic staff receives an automatic 10% discount on student tuition, whether full-time, paying in full, or paying in installments if applicable. They are not eligible for additional discounts. Additional pay is specified by policy (next page).

* The Administrator sets all pay rates for academic staff (with board approval) and approves any special requests for additional pay (submitted by supervisor only).
* The Administrative Assistant maintains an accurate list of current academic staff, indicating the individual number of years of UMS teaching experience, pay rate, and teaching certificate status for payroll purposes each year, and submits an accurate pay request form to the payroll service each pay period.
* The Administrative Assistant will provide you with a list of payroll dates; which will be on or around the 1st and 15th of each month.
* The Administrative Assistant handles any questions or concerns about payroll checks. The Administrator will be informed concerning any mistakes with payroll and the course of action to correct the mistake.

*Additional Teacher Pay – Training, Academic/Fine Arts Events, & Field Trips*

Teachers will receive additional pay for the following:

*Teacher Certification*

SCHOOL will pay $\_\_\_\_ per class, per semester for state teacher certification.

*Onsite Training*

SCHOOL will pay $\_\_\_\_/hour for all onsite training, including regular department meetings (minimum of $10 if less than an hour).

*Off Site Training*

With prior Supervisor approval, SCHOOL will pay training fees, mileage, meals, & accommodations associated with the training (no additional pay for time spent)

*Academic/Fine Arts Events*

SCHOOL will pay $\_\_\_ per day for attending offsite academic or fine arts events, plus any travel expenses (e.g., mileage, meals, accommodations, etc.) incurred while attending the event. Teachers involved in academic and fine arts events (an integrated part of our curriculum) will not be paid for additional time spent setting up or judging for onsite events.

*Academic/Fine Arts Preparation for Events*

SCHOOL will pay $\_\_/hour for coaching or rehearsals prior to an event (not to exceed $\_\_\_\_ or 30-hours maximum for each event).

*Field Trips*

SCHOOL will pay $\_\_\_\_ for ½-day or more field trips (travel expenses will also be reimbursed if the field trip is ½-day or more and beyond a 30-mile radius).

*Large Classes*

FAMF will pay $\_\_\_\_, per class, per semester for teachers who are asked to teach classes larger than the recommended UMS standard (i.e., larger than E = 15, JH = 18, HS = 20).

*Club Sponsors*

Additional stipends will be given based upon recommendation from the supervisor.

Note: If the teacher must miss class to attend the training event, or field trip, he or she will still be paid for that class along with the substitute.

*Personal Leave Days*

Personal leave is determined by the number of teaching years accumulated by each teacher. Starting the 3rd year of teaching a teacher will have 3 days per year to use, 4th year – 4 days, & 5th year – 5 days. The days that are not used do not accumulate from year to year, and the teacher will not be paid for unused days.

Benefits Not Provided

*Insurance*

Because all of the academic staff positions are part-time, the school does not provide free medical, life, or disability insurance or the option to pay for any insurance as part of a SCHOOL group policy.

*Childcare*

The school does not provide childcare for teachers or allow use of its facilities for childcare co-ops with other teachers.

In order to maintain a professional and safe atmosphere, teachers are asked to refrain from leaving their children unattended on campus and refrain from allowing their children to attend classes they are not registered in. Teachers must find alternative supervision for their children if they cannot provide it themselves. Due to the responsibilities of the Supervisors, Academic Assistant, Administrative Assistant, Athletic Assistant, and Academic Counselor, they are unavailable to supervise children. Teachers who have an extenuating circumstance are asked to visit with their Supervisor.

Substitute Pay

Any teacher who is absent from the assigned class will not receive payment for that class (see special stipulations for missed classes due to events or field trips). All substitutes will receive payment according to the teacher pay schedule. For example, if a teacher normally makes $\_\_\_\_/hour and substitutes for someone who makes $\_\_\_/hour, that teacher will receive their regular salary of $\_\_\_\_/hour. Substitutes not working for SCHOOL will receive a standard rate of $\_\_\_\_/hour.

**Staff Dress Code**

The dress code for SCHOOL employees and volunteers should be pleasing and honoring to God, professional and above reproach, and well represent SCHOOL to the public, parents, and students. Use the following examples to determine appropriate business casual dress, bearing in mind that any questions regarding interpretation of teacher dress code should be brought to the appropriate supervisor.

Male Classroom Teachers

Long or short-sleeve dress shirt, slacks, polo shirts, closed toe shoes or boots.

Female Classroom Teachers

Skirts (no shorter than 2 inches from the knee), dresses (no shorter than 2 inches from the knee), dress pants, crops, suits (long pants or long career length shorts) short-sleeved, or sleeveless shirt, blouse, or sweater. No plunging necklines (no cleavage please).

Shoes should match the attire without being too casual. Open toe shoes are acceptable shoes (e.g. dressy sandals with a heel).

All Teachers

Jeans, capris, sandals, SCHOOL t-shirts, and SCHOOL sweatshirts can be worn during dress down days upon notification from the supervisor.

Coaching or P.E. Staff

Coaching and P.E. staff may wear black, navy, or gray jogging suit, sweatpants, or appropriate shorts with a FAMF t-shirt or polo shirt.

Competitions/Field Trip Dress

For special school functions, attending competitions, or field trips:

If students are required to wear the official uniform, then teachers dress *business casual*;

If students are allowed to wear their own clothes, then teachers may dress *casual Friday*; or

If the trip involves physical activity (e.g., hiking, working, etc.), teachers may wear blue jeans or appropriate shorts.

**Communication with Teachers**

Teacher Boxes

* Each teacher will have a “mailbox” in the academic office. Please check this box each day you are on campus for messages or other communication.
* Shelves below the teacher boxes are for distributing items to teachers. If a large item is received, a note reading “SEE BELOW” will be placed in the teacher’s box. Check the shelves below for the item with your name on it. The shelves below the teacher boxes are only used for distributing items to teachers. Please do NOT store items on these shelves.
* Extra copies of teacher forms are in the file next to the teacher boxes.
* The office staff uses email as a convenient form of communication with teachers. Please check your emails frequently.

Meetings/Staff Development

* Administrator: The Administrator will speak to the staff at the beginning of each semester during teacher training. Other staff meetings will be conducted on an as-needed basis at the beginning of a school year.
* Back-To-School Blast: Teachers must attend this event held at the beginning of the school year.
* Department Meetings: Teachers must attend scheduled department meetings to receive information and training and participate in prayer and support of other teachers in the department. Department meetings are scheduled on the teacher calendar or check with the Supervisor. Department Meetings/Workshops are added to teacher personal Staff Development hours – 25 hrs. per year (accreditation standard; total: 120 per 5 years of employment).
* Faith Academy provides 15 – 20 hrs. per year for each staff member, through training and department meetings. Each staff member is required to add personal workshop hours; via various websites, video training, or etc. for the additional 5-10 needed hours.
* Appointments with Administrative Staff: Teachers should make appointments when needed to discuss problems or concerns, seek advice or encouragement, or request prayer for any reason (e.g., Supervisor, Administrator, etc.).
* If you are unable to attend a meeting, you must notify your Supervisor ahead of time. You will be responsible for the information and must sign an absentee form.

Office Messages

The office staff will put telephone messages into teacher boxes. Teachers should return parent calls as soon as possible (definitely on the same day the message is received).

**Info for School Communications**

Info for Website

Teachers may submit information/articles and pictures for publication on the school Website (e.g., class events, special unit studies, etc.) We do NOT publish assignment sheets, lesson plans, or grades. The information should be turned in to the academic assistant for approval.

Info for School Newspaper or Yearbook

Teachers are encouraged to submit information and pictures for publication in the school newspaper or yearbook. Pictures may be submitted as hard copy or digital (minimum 300 dpi). Include the complete name and grades of anyone in the picture, date, and short description of the event. This info should be placed in an email to the teacher in charge of the newspaper/yearbook.

**Teacher Absences**

* Teachers should schedule their own substitutes when the absence is planned in advance, or when you are sick. Choose from other teachers or the substitute list.
* The **Substitute Teacher** will fill out the **Substitute** form and turn in to the Academic Assistant.
* Please be sure the substitute has all necessary materials for the class: grade book, seating chart, teacher edition, lesson plan, assignment sheet, etc.
* The absent teacher will not be paid for the missed class period.
* When there is an emergency absence and arrangements cannot be made in advance, the teacher should contact the Academic Assistant or have someone contact the office as soon as possible – specifically stating that the teacher will be absent and has not arranged a substitute. The office will arrange for a substitute and use information from the curriculum guides as needed.

**Teaching Materials**

Teaching Materials Procedures

* The Supervisor will give each teacher a **Textbook Inventory List** for the class/classes that you will be teaching and discuss with each teacher (during department training) how the materials should be utilized.
* Teachers should check all of the books against the list to make sure you have all teaching materials. Inform the Academic Assistant of any needed changes.
* Keep this document in your red notebook.

Lost or Damaged Teaching Materials

Teachers should make every effort to protect teaching materials from damage or loss while in their possession, including gray curriculum notebooks, teacher editions, manuals, etc. Teachers will be required to pay for any materials that must be replaced due to damage or loss (excludes normal use, wear and tear, notes written in margin, etc.).

Student Textbooks

It is the responsibility of the parent to purchase textbooks required for each class; therefore, students who do not have their textbooks are not prepared for class (e.g., will not be able to complete assignments, may receive poor grades, etc.). The teacher should handle this as a discipline issue, contacting the parent to take care of the situation, rather than trying to fix it by providing a textbook loan. Parents or students may go to the academic office to make copies of info needed from a textbook while waiting for a replacement to come in (they will be charged for these copies).

Using Textbooks – Other Circumstances

* Students are NOT allowed to “borrow” textbooks from the teacher resources if they have forgotten or lost a textbook.
* Teachers may use extra textbooks and resources for other classes if available on shelves. Use the **Materials Checkout List** to “borrow” these items. Do NOT remove anything from the resource areas (other than your own teacher materials) without signing the list.
* Textbooks and/or extra teacher editions can be checked out if available by SCHOOL teachers for tutoring if the student is enrolled in SCHOOL and has taken/or is taking the course for which he or she is being tutored. For example, a SCHOOL Algebra teacher may tutor a student currently enrolled in Algebra II using the Algebra I textbook (remediation exercises). The SCHOOL Algebra teacher could not use a SCHOOL Algebra II textbook to teach/tutor the Algebra II course as an independent home course. The teacher should use the **Textbook Checkout List** to “borrow” the textbook. Teachers are responsible for the condition of the textbook and will be charged if returned in poor condition.

**Other Resources**

SCHOOL provides classroom resources (e.g., dictionaries, student Bibles, other reference books, etc), and teacher office supplies (e.g., board markers, stapler, pens, etc.), Additional classroom supplies, such as notebooks, file folders, note pads, index cards, etc. are the responsibility of the teacher if needed. Supplies for students should be on the school supply list and purchased by the students.

Also, each department maintains “special” supplies and teaching materials to be used in classes (e.g., for science experiments or math manipulatives, etc.). These are stored in the resource area(s) and maintained by the supervisor (exception: supplies for art classes are stored in the art classrooms). If you have any questions about what supplies are provided by SCHOOL and what is required of students, please check the school supply list or ask the academic assistant or supervisor.

Resource Use

* Student resources and supplies are for “in-class” use only and should **not** leave the classroom.
* Teachers who need additional “office” supplies or student supplies in the classroom should check with the academic assistant.
* Teachers should ensure that students take proper care of resources and return items to the classroom shelf or container after use.
* Many of our teaching resources are shared by teachers within the department. As a courtesy, teachers should return resources or unused supplies stored in the appropriate place immediately after class and help keep these areas neat and organized.

Monitoring Book Resources in the Classroom

Teachers should closely monitor use of book resources that are provided in the classroom (e.g., dictionary, thesaurus, etc.) so that all items are returned to the shelf at the end of the class period (not inadvertently stuffed in a backpack, left on the table, etc.). Students may “check out” novels and subject textbooks from classroom sets as needed. The teacher should maintain a record and verify that the book is returned to the classroom. Dictionaries, Bibles, and other reference materials may **not** be checked out for home use.

Requests for Teaching Materials or Supplies

Please submit all requests for teaching materials or supplies to the supervisor for approval. Use the **Supply/Equipment Request** form to order materials or be reimbursed for purchases. Be sure prior permission for reimbursement is received from the supervisor before making the purchase.

Each classroom is equipped with a box of teaching supplies that will be replenished throughout the year. Please check with the Academic Assistant before obtaining supplies from the office.

**Facilities & Equipment Use**

Classroom

* Because teachers will be sharing classrooms, elementary and secondary, they should coordinate the use of bulletin boards and resources in the classrooms using the classroom sign-up sheet.
* Classrooms should have a balance of elementary and secondary materials displayed so that all students and teachers are comfortable in the learning environment.
* At the end of each class, every teacher should ask students to push chairs under the tables, throw away all trash, and put away all books or other resources used during the class before leaving.
* The last teacher of the day in the classroom should make sure the lights are off, chairs are pushed under the tables, the AC is set on 85 degrees, and the door is locked.
* Classrooms should remain locked when not in use.
* Classrooms should be left completely clean at the end of each semester. Students should take home any projects or posters displayed in the classroom. Classroom “pets” should be taken home by the teacher or designated student.
* Teachers should report any damage or broken items in the classroom to the academic assistant **in writing** so that it can be fixed in a timely manner.

Changes to Classroom Set-Up

Teachers may rearrange classroom tables and chairs for class activities if needed. However, the classroom must be returned to its original set-up at the end of the class period for the next class.

Additional Classroom Use

Teachers may use classrooms for meetings, “off periods”, or tutoring if not being used for a regularly scheduled class. However, this must be scheduled and approved by the administrative assistant before using the classrooms. Teachers should also notify her of parent meetings or events, so she can direct parents to the appropriate room.

Resource Area

* All department resources will be stored in the resource area(s). Please use the **Materials Checkout List** when borrowing resources.
* The resource area(s) should be locked when not in use. It can be opened with the classroom key.
* Students/children are **not** allowed in the resource area(s) unless closely monitored by a parent or staff member.

Teacher Lounge Area/Lunch Area

* The teacher lounge area is available during office hours as a teacher workspace (e.g., copies, grading papers, lesson preparation, etc.).
* Teachers may drink coffee, use the refrigerator or microwave, eat lunch, etc. in this area. Please clean up after yourself. Teachers using the refrigerator are asked to put their name and date on each item in the refrigerator. The refrigerator will be cleaned out each Friday and left over food, containers, etc. will be discarded.
* This area should be kept neat and organized for teacher use. Please take personal responsibility for this area
* The Supervisor Offices may be used for Parent- Teacher meetings, private phone conversations or etc. All teachers should reserve the use of this office with the Academic Assistant.
* Teachers who must bring their children with them on their off school days while making copies or conducting other school business should be sensitive to the teacher lounge area environment. Children should not be disruptive to office/teacher work.

Classroom Equipment

* Each classroom will have an overhead projector/cart. These should not be removed from the classroom. If replacement bulbs or repair is needed, inform the academic assistant.
* A television and video player is available for periodic use and is shared by two classrooms. Please coordinate use of the TV with the corresponding teacher. Be sure to get the equipment in between classes so that classes are not disturbed.
* LCD projectors and laptops are on carts – approximately 1 per 2 classrooms. Never separate laptop from projector. Do not attempt to fix if not working. Contact Tech Supervisor.

Computer Lab

* Teachers may hold classes in the computer lab if not being used by computer classes. Please sign-up for use in the computer lab (clipboard).
* SCHOOL has Internet access and students should be supervised when using the Internet.
* When “borrowing” computers in the lab, student work should not be saved on the computer hard drive. Students must bring a diskette or borrow one from the school to save work. Teachers may want to purchase a class set to be used repeatedly throughout the semester.
* A television connected to the teacher computer can be used for computer demonstrations.
* Students may NOT use the computer lab outside of class.

Copier

* Teachers are responsible for making their own copies for classroom use. Please schedule adequate time for making copies before class (considering normal use by other teachers preparing for class).
* Color copies or color paper must be approved by the Supervisor, so please plan ahead and get permission.
* Try **not** to send students to the office to make copies unless it is an “emergency.” Students who make copies for individual use will be charged for copies (10 cents for SS page or 20 cents per DS page) unless they have a note from the teacher stating that the copies are for the entire class or a mistake in page count by the teacher.
* Teachers, parents, and students should pay for ALL personal copies (10 cents per SS page or 20 cents per DS page).

School Van

* Teachers/drivers must be an approved school driver to drive the school vans due to insurance guidelines.
* At least two weeks before the van is needed, check with the Administrative Assistant to determine if the van is available on the date(s) needed and schedule use.
* Verify with the Administrative Assistant that whoever will be driving the van is an approved driver.
* ALL passengers must use seat belts – NO EXCEPTIONS!
* After using the van, please remove all trash, clothing, books, etc. from the van. Also, make sure all windows are closed and the van is locked.
* If you allow students to write on the windows, it is your responsibility to have the windows cleaned by the next school day. Remember, the writing should always be uplifting and above reproach.
* If you have a mechanical problem with the van, please inform the Administrator or Administrative Assistance so it can be fixed.

**Student Absences & Tardies**

Absences

* Students are considered “absent” **every** time they miss class, including sickness, trips, school-related events or competitions, doctor visits, etc.
* If the student misses more than 10 minutes of the class, he or she is absent, not tardy.
* There are no excused or unexcused absences; however, make-up work is contingent upon parent communication concerning the absence (see procedures below).

Tardies

* Students are considered “tardy” if the student is no more than 10 minutes late.
* The first tardy of each semester will result in a teacher/parent contact through RenWeb and copying the Supervisor.
* The second tardy will result in an Academic Supervisor/parent contact via phone. Upon discretion of the teacher, a student may be penalized for work missed when tardy (e.g., “0” on quiz taken at beginning of class). The Academic Supervisor will counsel with the parent concerning a possible recommendation to drop the class.
* The third tardy will result in an Administrator/parent meeting. This will be considered a disciplinary issue and recommendation to drop the class may be enforced.

Record-Keeping

* Teachers should record all absences and tardies for each student per class day in RenWeb.
* Attendance will not be recorded until the 3rd week of school.
* Teachers will update tardies, and absences on a weekly basis.

Co-Curricular Activities

All students who miss class due to participation in co-curricular activities should make arrangements with teachers prior to the missed class and make every attempt to turn in assignments on time (e.g., leave assignments in teacher box on the day it is due), unless alternate arrangements have been “pre-approved” by the teacher. Participation in co-curricular activities is strongly encouraged at SCHOOL, but is **not** a valid excuse for late work or poor performance. These students should not expect or receive “special” treatment. However, if students must miss several classes due to competition, please recommend ways they can adjust for missing class (e.g., have a classmate record the lecture or share class notes, suggest a study or tutoring session with classmate or teacher, etc.). We want to be supportive of the extra time involved in participating, while helping them to be responsible for academic performance. Please report any concerns about specific students to the supervisor and contact the parents.

Contact from Parents

* Parents should call the office to let the school know that a student will be absent due to illness. The Academic Assistant will put the student’s name on the **Absent Student List**.
* Parents should contact the teacher personally if the student will be absent for any reason other than illness (see Late Work Policy, student handbook, p.19).

Missed Class Work

Students will be allowed to make-up missed assignments if:

* The parent contacts the office notifying the school that the student is sick:
  + The office staff will put the student’s name on the specified list in the absentee notebook.
  + After class, the teacher should check the list to verify the parent called before leaving any make-up work. Teachers **must** file assignment sheets and handouts (any materials distributed in class that day) for absent students in the student file folders provided in the academic office.
* The student misses class due to participating in a school co-curricular activity:
  + The office staff will put a notice in teacher boxes telling the teachers who have permission to be absent. (Students who are not listed are not given special concessions for assignments)
  + All assignments should be turned in prior to the absence or, with special permission from the teacher, may be turned in at the next class period.
  + Teachers should file missed assignments for these students in provided student file folders in the academic office.
* The student misses class for a reason other than illness but with parental permission, and the parent contacts the teacher prior to or on the day of the absence to get special permission for the absence:
  + All assignments should be turned in prior to the absence or, with special permission from the teacher, may be turned in at the next class period.
  + Teachers should file missed assignments for these students in provided student file folders in the academic office.

Teachers **must** file assignment sheets and handouts (any materials distributed in class that day) after your last class (before leaving for the day AND by 4:00 P.M.).

Students (parents) are responsible for getting missed notes, in-class work, etc. from fellow classmates. The teacher is **not** responsible for providing lecture or other verbal info provided in class.

If the parent did not contact the office (the student’s name is not on the list) and the parent did not call the teacher personally to make special arrangements, the student may not turn in late work or pick up missed assignments. The teacher is not required to file assignments sheets and other materials for that day.

Make-Up Exams

* Students will be allowed to take make-up exams if:
  + The parent contacts the office notifying the school that the student is sick. The office staff will put the student’s name on the specified list in the absentee notebook. After class, the teacher should check the list to verify the parent called before leaving the make-up exam. If the student’s name is not on the list (and the parent did not call the teacher personally), the student may not take a make-up exam.
  + The student misses class due to a school co-curricular activity. The office staff will put a notice in teacher boxes telling the teachers who will be absent.
  + The student misses class for a reason other than illness but with parental permission, and the parent contacts the teacher prior to or on the day of the absence to get special permission for a make-up exam. Permission to take the make-up exam is at the discretion of the teacher.
* If the student will be allowed to take a make-up exam, the teacher should complete the **Make-up Test** form kept in the front of the **Testing Notebook** and attach this form to the exam. Mark the test with the student’s name, time allowed for testing, testing deadline, and other materials needed or not allowed for testing. This will ensure that the Academic Assistant administers the test properly. File the test alphabetically by student’s last name in the **Testing Notebook**.
* Make-up exams must be taken in the academic office during specified testing times (schedule furnished by Supervisor).
* Students must complete the make-up exam within two school days following the absence for illness or within one class day due to absence for other reasons or the student will receive a “0”. Unused exams will be returned to the teacher after the deadline is passed.
* The teacher is responsible for clearly communicating the make-up exam procedure to the parent and student during orientation (written class materials) and again when an exam is missed (verbally or by email).

Excessive Absences

* Teachers are encouraged to work with families when there are excessive absences due to circumstances beyond their control. Teachers should immediately notify the supervisor for permission to make special arrangements or modify requirements due to special student needs.
* Be sure to inform parents that excessive absences may result in the student not obtaining credit for the class – students may not be absent more than six times in elementary and nine times in secondary during a semester.
* Teachers are not required to do extra work to help students who are frequently absent. It is expected that students with frequent absences, even those beyond their control, will suffer academically. Students must be personally responsible for regular attendance to succeed at SCHOOL.

Special Circumstances

If the student is ill on a “home” class day and is unable to complete assignments or prepare for a test, but is able to attend the following “school” class day, parents must contact the teacher stating that the student will be returning to class (so as not to get behind), but will not be prepared. The “late” assignment may be turned in or make-up test taken within two class periods without penalty. Teachers should allow students who return to class unprepared to work on home assignments during class if the class is taking a test. If the class is discussing or grading work that the student has not completed and the assignment is for a grade, the student may go to the office during this portion of the class.

**Class Rosters & Grades**

Teachers are responsible for maintaining an accurate and current record of all grades for students registered in the class. Please refer to the student handbook for information on SCHOOL grading philosophy and standards.

Class Rosters

Students who come to class that are not on your roster should have an “add-drop” slip from the office before being admitted to class. If not, they should be sent to the office. The final class roster will be put in the boxes on the first day of the third week of classes (add-drop period ends after two weeks). Please verify that this roster is correct, make any changes if needed, sign, and return to the registrar within one week.

Grade Books

Teachers should utilize RenWeb for entering grades, attendance, and disciplinary issues, updating on a weekly basis. Printing the Class Grade Book Form at the end of each GP is recommended and should be kept in the teacher’s possession.

In addition, teachers are required to attend training for and use the school’s computer program to record and calculate grades. Teachers should manually calculate grades for three students each grading period to check for accuracy. Note: Please retain decimals to the hundredth place while calculating grades. Then, once the semester grade is calculated, round to the nearest whole number (e.g., if greater than or equal to .50, round up).

All grades should be on the 100 pt. scale.

Grade Reporting

* Each semester is divided into three grading periods.
* Teachers will utilize RenWeb by updating grades at the end of each GP as well as at the end of each semester.
* Parents will access RenWeb to check their child’s grades throughout the semester.
* Teachers should follow deadlines given by the supervisor for updating grades throughout and at the end of the semester.

Calculating Grades

* Grades will be calculated as cumulative for each grading period based on departmental standards for percentages per homework, quizzes, and major exams or assignments.
* The final cumulative grade for all secondary coursework will be multiplied by 80% and the final exam grade will be multiplied by 20% to determine the final semester grade.
* Students may not receive a grade higher than 100 on the final exam. Students may utilize bonus points (not to exceed five points) up to the maximum of 100 to improve their score.
* Students may not receive an average of more than 100 – either for progress report periods or end-of-semester grades.
* Contact the parents to personally inform them of the student’s grade and problems in the class. Recommend ways the student can improve.

“Incomplete” as a Grade

Students should never be given an “incomplete” as a progress report grade. If a student has not turned in all of the assignments for the grading period, the teacher may choose to:

* Give the student a zero on each assignment not completed and calculate the average, OR
* Calculate the average leaving out the assignment(s) that have not been completed.

Remember, progress report grades are not “official.” Their purpose is to let the student and parent know how the student is performing at that point in the semester.

Follow student handbook policy regarding missed assignments. Students who have not completed assignments within two class periods (after an absence) should receive a zero on each assignment unless special circumstances warrant extra time at the discretion of the teacher. Students who have not completed assignments by the last day of class (elementary) or the day of the final exam (secondary) should receive a zero on each assignment.

Since each grading period is just a progress report, teachers can calculate any missed work as a “0” or omit the grade for averaging purposes depending on the message that needs to be sent to the parent and the student. Grades should be averaged each grading period cumulatively and missed grades can be added in for the next grading period.

A grade of “incomplete” may be given as a semester grade if the student has missed several classes and assignments at the end of a semester due to circumstances beyond his or her control. This grade must be approved by the Supervisor. Completion of the missed assignments must be done in a timely manner and a “real” grade turned in to replace the “incomplete.” Please inform your Supervisor if a student is in this position before the end of the semester and let the Academic Assistant know when to expect the “real” grade.

**Student Conduct on Campus**

Teachers should strive to challenge students spiritually, as well as academically. Communicate the message that teachers expect a lot from SCHOOL students. Correct “un-Christ-like” behavior, taking every opportunity to help students grow in their faith and their relationships with others. Each teacher should read the entire handbook, especially the sections concerning academic, student conduct, and dress code. **Teachers are responsible to help enforce all rules and regulations relating to student conduct on campus.**

Classroom Management

The classroom should be a place where it is easy for the teacher to teach and the student to learn. Each teacher is required to maintain this environment as defined in the student handbook.

* Teachers should make classroom rules clear to the students and follow appropriate disciplinary procedure as outlined in the student handbook.
* Teachers should strive to minimize “procedures” time by training students in a consistent structure for turning in work, asking questions at the beginning of class, etc.
* Teachers should not tolerate activities that prevent the student from fully participating in the lesson (e.g., personal conversations, grooming, sleeping, personal note writing, cell phone use, laptop users should sit in the front row, etc.).
* Each teacher, beginning with Kindergarten, should help train the students in positive classroom habits (e.g., raising their hands to be called on, sitting in chairs properly with chair legs on the floor, keeping area around desk clean, picking up trash and pushing in chairs before leaving the classroom, not throwing trash across the room, asking permission before getting up or leaving the classroom, etc.).
* Teachers should establish firm rules and consequences in the beginning of the year to set a high standard for classroom behavior throughout the school year.
* All cell phones will be collected before any exam and returned at the end of class.
* If a cell phone is discovered during an exam the student will receive a “0” for that exam.

*Classroom Visitor*

When inviting a non-staff visitor to speak in class, teachers must:

* Obtain prior approval from their Supervisor
* Communicate staff guidelines with visitors prior to class. Guidelines should include appropriate attire, encouragement and positive reinforcement directed to the students, and any other applicable information to promote a professional academic atmosphere.
* Visitors should not be used as substitute teachers unless they are on the approved substitute list. Teachers should remain in the classroom with the visitor.

Student Conduct Violation

Each teacher has the responsibility to enforce classroom and school rules with assistance from supervisors when needed. Students will be treated fairly and equitably. Disciplinary procedures will always take into account the student’s age, attitude, and the seriousness of the offense. We do not conduct corporal punishment. All disciplinary actions will be documented in RenWeb; therefore, parents may view individual student conduct records at any time.

*Discipline Procedures:*

* Verbal Reprimand
  + First time offense – documented in RenWeb under “Student Data”,” Behavior”.
  + Teacher’s discretion whether to contact parents.
  + Teacher and student resolve issues in class.
* Official Write-up
  + Repeated offense – documented in RenWeb under “Student Data”,” Behavior”.
  + Email sent to parents by teacher with a copy to the appropriate Supervisor.
  + Teacher and student resolve in class, parents address the problem at home.
* Office Visit
  + Repeated offense – teacher and student cannot resolve in class (e.g., disruption in class, disrespect to teacher, etc.) – student sent to Student Life Director (classroom discipline form)
  + Documented in RenWeb under “Student Data”, “Behavior” by teacher – email sent to parents, copy to appropriate Supervisor.
  + Student Life Director and student resolve before returning to class, parents address problems at home.
* Parent Conference
  + Repeated or serious offense – parents and student may be required to conference with the teacher and/or Student Life Director
  + Documented in RenWeb by Student Life Director.
  + Problem resolved before the student returns to class.
  + May result in temporary suspension before the student is allowed to return to class at the discretion of the Student Life Director.
* Severe Offenses
  + Offenses deemed urgent, potentially dangerous, or illegal – student sent immediately to the Administrator, parents will be contacted.
  + Documented in RenWeb by Administrator.
  + May result in suspension or expulsion at the discretion of the Administrator.
* Student Conduct Probation
  + A student may be placed on student conduct probation for repeated or severe student conduct violations indicating a pattern of disobedience and an unwillingness to submit to authority. Additional violations may result in immediate expulsion, or the student may be blocked from registration the following semester. The Administrator’s recommendation and board approval is required for readmission into Faith Academy.

*Academic Dishonesty*

(Issues regarding Academic Dishonesty must be discussed with the Supervisor before discipline actions are taken)

* First offense:
  + The teacher will give the student a written discipline notice and a grade of “0” for the assignment.
  + The teacher will contact the parents and turn in a copy of the discipline form/assignment to your Supervisor.
  + The Supervisor will contact the parents by email to communicate the consequences if further cheating takes place.
* Second offense:
  + The teacher will give the student another written discipline notice and a grade of “0” for the assignment (copy to your Supervisor).
  + The Supervisor will meet with the parents and student to discuss the offense and future consequences if it happens again: suspension, expulsion, and/or blocking from future enrollment (based on student’s probationary status, other conduct issues, and circumstances of the offense).
* Third offense:
  + The teacher will give the student another written discipline notice and a grade of “0” for the assignment (copy to your supervisor).
  + The Supervisor will meet with the parents and student to enforce the consequences discussed previously.

Dress Code Enforcement

Teachers should monitor student dress when students are on campus: in class, in the hallways, in the lunch area, or parking lot, according to guidelines listed in the student handbook. Send a student to the office if a student is in violation.

Room Use

Students may not use the classrooms for any reason unless a teacher is present. Classrooms should remain locked during class and when not being used.

Lunch Period

Teachers should be aware of rules concerning student lunch period and help enforce good behavior as needed.

* Students may eat lunch in the student center, at the picnic tables, or on the decks of the SCHOOL classroom buildings.
* Students may **not** eat in classrooms, on bleachers, playground areas, or any other area not designated as an approved lunch area.
* Students are not allowed in the Academic Building during the lunch period. Please schedule all student activities, and meetings in Rm#1 or 2.

Phone Calls

Students may carry pagers, cell phones, and other such communication devices on campus, but they must be turned off and kept in a locker, gym bag, or backpack while in any building, class or meeting. Cell phones may be used outside of any building except if the class or meeting is being held outside. Once in a building all phones need to be in the off position. If the cell phone rings, vibrates, or is used inside a building or classroom, the cell phone will be taken up by the teacher and given to the administrator.

* Students should **not** be allowed to leave class to use the phone. If a student needs to call home, he or she must call before or after class (e.g., forgot lunch or assignments). The only exception is if a student becomes ill and needs to be picked up from school.
* Teachers may give students approval to use their cell phone in class for a specific activity.

**Field Trips**

Please complete the **Field Trip Request** form and turn it in to your Supervisor for approval. In addition, the Administrator **must** approve all field trips that require van use.

* All Field trips must be planned ahead of time. Teachers should complete the appropriate form and must have Supervisor approval.
* Teachers and students may not leave campus without prior approval from the Supervisor and prior notification for the parents.
* Field trips should be on alternate class days if possible so that class time is not used (especially elementary).
* Field trips should not be mandatory. Optional assignments for students who cannot participate in a field trip should be available.
* **After approval**, send home detailed information in a letter to parents. Turn in a copy of the form attached to the parent letter to the academic assistant stating all details of the trip (e.g., date, time, where, parent involvement, etc.).
* Schedule van use if needed. Parents may need to provide transportation and supervision.

**Bad Weather Days**

In the event of severe weather, regularly scheduled classes may be cancelled. Teachers should check the FAMF Website for a message regarding cancellation of classes. Messages will also be posted with radio/television sources. At the discretion of the administrator, make-up classes may be rescheduled during the final exam week of the semester for elementary or secondary students. Teachers will be notified as soon as possible regarding make-up days.

**Checklists for Semester Procedures**

Beginning of Semester

* Teachers will receive a teaching agreement from the Administrator listing classes and pay. Let the Administrative Assistant know if it contains any errors.
* If teachers need to update their payroll forms (e.g., W2, direct deposit, etc) see the Administrative Assistant.
* Check-out teacher editions and all teaching materials to be used for the class (highlight on Teacher Material List - copy to Academic Assistant.
* Prepare new class information, assignment sheet, lesson plans for first two weeks of class.
* Decorate/prepare the classroom before orientation using posters, teaching materials, etc. Teachers will coordinate room and bulletin board use with other teachers sharing the classroom.
* Teachers will be responsible for printing the **Class Roster from RenWeb to be used during** parent/student orientation. These sheets can be used for record keeping for the first two weeks. Additional Class Rosters can be printed by the teacher from RenWeb.
* Please check attendance using the class roster. Students may add or drop classes for the first two weeks of school. A student must have an approved class change form if the name does not already appear on the class roster. If a student’s name does not appear on the roster or the student does not have a class change form, send the student to the office to verify registration for the class. Do not admit a student to your class without the proper class change form approved by the registrar.

End of Semester

* Turn in teacher editions and other teacher materials if not teaching the same class next year. If you are teaching the same class, you may keep the materials to work on during the summer. Please designate this on a copy of your Teacher Materials Inventory form and turn in to your Supervisor
* Return all teaching materials to the appropriate shelf in the academic office. Record any missing materials on the Teacher Materials Inventory form and turn in to the Supervisor
* Remove all personal items from the classroom.
* Throw away any student projects not taken home by students.
* Make sure classroom supplies are returned to the container marked for the class.
* Be sure classroom resources (e.g., dictionaries, etc.) are put away neatly on the classroom shelves.
* Remove teaching posters, etc. Organize and place in the resource area for your department.
* Remove any “pets” for the summer.

**Teacher Job Description**

**Title:** Teacher

**Purpose:** To follow procedures that are assigned by your department Supervisors

**Reports To:** All teachers will report to your department Supervisors.

**Duties:**

* Follow school guidelines as stated in the Faith Academy job description and teacher handbook.
* Prepare weekly lesson plans, and assignment sheets according to Faith Academy standards.
* Prepare materials for class instruction.
* Use a variety of teaching methods as well as utilizing a variety of teaching aids.
* Use and maintain grades on RenWeb.
* Grade all papers and return within 2 class days.
* Prepare grades at the end of each grading period according to Faith Academy grading policy.
* Work with parents to foster an open communication relationship.
* Monitor Faith Academy dress code for all students.
* Maintain a classroom environment that ensures an optimal level of learning for all students.
* Follow Faith Academy teacher dress code.
* Complete and turn in all assigned paper work according to due dates given by the department Supervisor; including but not limited to course overviews, course introduction packet, course curriculum guide material, and teaching calendars.
* Implement department, course, and teacher goals and objectives within the appropriate areas.
* Work with the other teachers in the department to ensure a well-rounded education is offered to all students at Faith Academy.
* Participate in academic competitions that pertain to the class that you are teaching.
* Encourage student participation in academic competitions.
* Be a good Christian role model for students, teachers, and parents.
* Attend and participate in required meetings, training, and school wide events such as Back to school, Academic Showcase, and etc.
* Cooperate with evaluations, walk-thru, staff development plans, and objectives for excellence as deemed necessary by your Supervisor.