

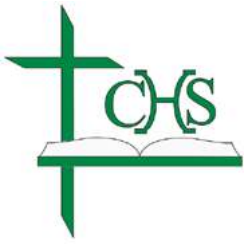
Christian Heritage School

5101 S/5120 S 1050 W
Riverdale, UT 84405
(801) 393-4475

Personnel Policy Manual

Christian Heritage School Association, School Board endeavors daily to keep their policy manuals up to date; therefore, CHS Policies are ever-changing. Updates and corrections are continually reviewed, edited and implemented. This document is for reference purposes only. For the most current status on a given policy, please call the CHS Administrator at (801)393-4475.

Mission: Christian Heritage School exists to provide a distinctly biblical, Christian education in partnership with families and local churches. Our goal is to equip and nurture students to fulfill their spiritual, academic, social, artistic and physical gifts to positively impact the world for Jesus Christ.



Page Changes

Date	Policy Number	Pages Effective
April 9, 2007	3.021-1	Deleted
July 3, 2007	3.022-1	Modified
March 9, 2009	3.022-1	Modified
March 9, 2009	3.026-1	Suspended

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Volume Three
Christian Heritage School Association, Inc.
Personnel Policies and Procedures

3.000-1 Series

Personnel Policies

In the 1990's, our Christian schools cannot maintain a strong educational program for long without a stable core of teachers who are academically, professionally, and spiritually competent. The life of the teacher has a tremendous impact on the lives of the students. Teachers are, as Dr. James Braley has penned, "the living curriculum" in our schools. "After a pupil has been fully trained, he will be like his teacher." – Luke 6:40. The school staff determines the academic and spiritual quality of the school. Therefore, our schools will need to commit to finding and retaining such faculty.

The Board and Administration at Christian Heritage School recognizes this responsibility of selecting and hiring individuals.

As a Board, our number one responsibility throughout the selecting and hiring process is to employ individuals who are able to present and live before children, the truth of God's Word. Their total life-style (values, attitudes, priorities, and practice) should demonstrate a love for their Lord as evidenced by their commitment to live in obedience to His Word (John 21). Finally, each position within the school is to be staffed according to a given individual's strengths, calling, and potential effectiveness (example: a teacher who is well-trained but not able to communicate).

A potential employee should only be extended a contract if each person involved in the interviewing process has peace and there is unity that the person is God's choice for the job at that particular time.

3.000-1

Non-Discriminatory Hiring Policy

"Christian Heritage School's governing Board reiterates the following racial nondiscriminatory policies."

"Christian Heritage School recruits and admits students of any race, color, or ethnic origin to all the rights, privileges, programs, and activities. In addition, the school does not discriminate on the basis of race, color, or ethnic origin in administration or its educational policies, scholarships/fees/waivers/educational program, and athletic/extracurricular activities. In addition, the school is not intended to be an alternative to court of administrative agency ordered, or public school district initiated, desegregation.

Christian Heritage School does not discriminate on the basis of race, color, or ethnic origin in the hiring of its certified or non-certified personnel."

3.001-1

Recruitment and Selection

All applicants must complete an application stating their background of training and experience in addition to personal and professional references.

As soon as a vacancy is expected, the administration shall seek to make it known to surrounding churches, colleges, ACSI, and sister schools in order to find the most qualified candidate.

3.002-1

Personal Qualifications for Employment

All employees at CHS shall be born-again Christians.

All employees shall be active in an evangelical church.

All employees shall be in agreement with the stated purposes of the school as outlined in the Statement of Faith, Statement of Purpose, & educational objectives.

All employees shall give evidence of good moral character.

All employees shall give evidence of adequate physical and mental condition. The Christian Heritage School Board may request a physical examination at its option. In such cases, the expense of the examination will be paid by the School Board to a maximum of \$35.00.

All contracts for employment are signed by the Chairman of Christian Heritage Schools Association.

Applicants shall secure and complete an Application for Employment which is available at the school's office.

The Principal shall initially interview all prospective employees. The Principal shall nominate for consideration to the CHS Board those applicants that he feels, after careful evaluation, will best fill the various classified positions.

The Christian Heritage School Board makes the decision as to employing the professional staff. All employees shall be classified as probationary for the first six months of continuous service.

3.003-1

Professional Qualification for Certification and Appointment

Teachers shall have a minimum of a Bachelor of Arts or a Bachelor of Science degree from a recognized college or university. The requirement may be waived by the Board in the case of part-time teachers.

Teachers shall have a valid certificate for the specific grade level or major subject fields.

Teachers shall have a valid certificate from ACSI or be working toward such, up to 3 years will be given to obtain such.

Teachers shall have had (or be willing to pursue) courses specifically pertaining to the area of Christian education and philosophy.

3.004-1

Spiritual Qualifications for Employment

1. Has accepted Jesus Christ as personal Lord and Savior (Rom. 10:9-10).
2. Demonstrates a conviction that God has called him/her to become involved in a Christian school ministry (I Cor. 7:21-24).
3. Demonstrates a consistent outward evidence of an inward Christian character (I Tim. 4:12).
4. Maintains a regular and contributing involvement in a church having a doctrine which is in agreement with the school's Statement of Faith and which is scripturally sound in its teaching (Heb. 10:24-25).
5. Is convinced of the importance of prayer and a daily time of meditation in the Word of God and actively pursues a relationship with God (Ps. 42:1-2).
6. Demonstrates spiritual maturity, a teachable spirit, and has a clear conscience before God and man (Titus 2:2-8).
7. Has a workable knowledge of the Word of God, knowing how to feed himself spiritually (I Tim. 4:7).
8. Must not be affiliated with groups or organizations which are contrary to Scripture.

3.005-1

Family Home Life Qualifications for Employment

1. Must meet the qualifications of I Tim. 3:8-13.
2. Possesses a submissive spirit with respect to God-given authority within the home.
3. Demonstrates a conviction to fulfilling the responsibilities to one's spouse as outlined in Ephesians 5:22-32 and views marriage as a reflection of the relationship between Christ and His Church.
4. Men: Demonstrates an understanding of his life under Christ's authority and responsibility for the leadership and care of the family. His family unit is to provide a positive testimony for Jesus Christ (I Tim. 3:4-5).
5. Women: Demonstrates an understanding of her life under her husband's authority, genuinely reverences him, and is responsible to him for the way she orders her household and care for the children (Eph. 5:22-32).

3.006-1

Christian Conciliation Service

[Ed. Note: The Christian Conciliation Services was started over a decade ago by the Christian Legal Society to provide a process for reconciling persons and resolving disputes in a Biblical manner. The process may involve individual counseling, mediation, and arbitration. Mr. Burton Carney, Legal/Legislative Coordinator for ASCI, advises all schools to have Christian conciliation mandated in all contracts to help reduce the legal liability and costs.]

ACSI recommends the following wording:
 Christian Heritage School

The parties to this agreement are Christians and believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian Church. (See I Corinthians 6:1-8, Matthew 18:15-20.) Therefore, the parties agree that any claim or dispute arising out of or related to this agreement shall be settled by biblically-based mediation and, if necessary, arbitration in accordance with the Rules of Procedure for Christian Conciliation for the Association of Christian Conciliation Services. The parties agree that these methods shall be the sole remedy for any controversy or claim arising out of this agreement and expressly waive their right to file a lawsuit against one another in any civil court for such disputes, except to enforce a legally binding arbitration decision.

Mr. Carney emphasizes that using the phrase “...**Rules of Procedure for Christian Conciliation of the Association of Christian Services**...” in contract wording, does not require a school to submit their dispute to an actual CCS representative. It requires that the dispute be resolved pursuant to the rules of ACCS. Because legal requirements vary from state to state, all schools should seek the advice from their local attorney in using such clauses in contracts.

Lakeland Christian School is near an ACS representative, and has such a conciliation clause in their teacher contracts:

In signing this Contract, I further agree:

That in the event of any disagreement, controversy, or claim, arising out of or related to this Contract, or the breach thereof, including any disagreement with the school or its representatives regarding my employment, salary, benefits, position, or duties, I will follow the Biblical instruction to resolve the issue within the school structure. In the event such a controversy, disagreement, or claim, cannot be resolved within the school structure, I will agree to submit the issue to the Christian Conciliation Service for resolution according to the rules of said service. The Florida Arbitration Code shall not apply to any arbitration or award under this Agreement. I further agree to abide by the decision rendered by the Christian Conciliation Service. If either party to this Contract files any Court proceedings prior to the issue being fully determined by the Christian Conciliation Service has completed its determination process and the matter has been fully handled by said service, decision or award rendered by the Christian Conciliation Service.

Teacher's Signature

3.007-1

Contracts of Employment

All teachers of CHS must have signed contract that has been approved by the CHSA and CHS Boards.

All contracts shall be for a one-year term unless specifically altered by the Board.

Teachers shall be notified by April 1, or earlier, if their services will not be required for the following school year. The reason for non-renewal shall be given.

Teachers shall notify the administration by Feb. 15 as to their intent to return for the following year. This is necessary so that adequate plans may be made in the area of

staffing. Contracts not signed and returned within thirty (30) calendar days of issuance shall be considered rejected.

The School Board retains the right to withdraw an offer anytime prior to its acceptance.

3.008-1

Tenure

Christian Heritage School does not operate a tenure system for instructional staff.

3.009-1

Fiscal Year Contracts

The following contracts will run with the fiscal year (July 1 to June 30): Administrator, Development Director, Administrative Secretary, Development Secretary, Janitor.

3.010-1

Teacher Contracts

Contracts for teachers, principals, and administrative staff members will be renewed annually unless the administration and personnel committee recommend non-renewal.

Length of contracts for teachers will be for the amount of time needed to conduct 180 days of class and normal days for teacher in-service, parent/teacher conferences, and the like.

3.011-1

Extended Contracts and Stipends

Certain positions require additional time during the summer months for properly performing the assigned duties and others require “after hours” work.

Contract extensions will be approved by the CHSA Board. Salary for the extended period will be determined by dividing the annual salary of that particular employee by the number of days in the normal contract period to arrive at a daily rate of pay. That rate will then be multiplied by the number of days the contract is to be extended. The sum of the normal contract period plus the extension will be the annual salary for that employee.

Stipends for after hours work shall be set by the CHSA Board and added to the amount of that employee’s annual salary.

3.012-1

Establishing Personnel Salaries

The salaries of all personnel, individually or by schedule, shall be set annually by the CHSA Board of Directors.

All salaries including those for administrative, professional, and auxiliary personnel, substitute teachers, teacher aides, visiting teachers, etc., by contract, schedule, or rate shall be proposed by the Principal for Board consideration and approval.

3.013-1

Credit for Teaching Experience

In determining the proper pay level for each teacher, the following guidelines will be used:

1. The maximum level of entry on the schedule for new teachers is set by the CHSA Board.
2. Credit for years is figured as follows: Christian school: one for one. Non-Christian: one for two.
3. See the salary schedule for other related aspects.

3.014-1

Collective Negotiation

The Board does not recognize the right of any of its employees to join together for collective negotiations.

EMPLOYEE LEAVE OF ABSENCE POLICIES

3.015-1

Leave Days for Faculty and Staff

Administration: (30 hours or more per week during school year)

Leave Days: 26 per contract period for sick or personal use, unused leave may be accumulated to 40 days for future contract periods. There is no value upon termination.

Full-time Faculty (30 hours or more per week during the school year)

Leave Days: 6 per contract year for sick or personal use, unused leave may accumulate to 20 days for future contract periods. There is no value upon termination.

Part-Time Faculty: (less than 30 hours per week during the school year)

Leave Days: 3 per contract year for sick or personal use, unused leave may accumulate to 10 days for future contract periods. There is no value upon termination. (May 04)

3.016-1

Military Service Leave

An applicant is entitled to special consideration for a year's leave of absence, by making written application to the administrator for consideration by the School Board stating the reason said leave of absence is requested. Requests will be considered on....the following grounds, when not accompanied by the pursuit of other gainful employment: Military service if called because of national emergency and for 1 (one) year thereafter.

3.017-1

Emergency Leave

Up to three (3) days of leave, with pay, may be authorized for a death or serious illness in the immediate family.

3.018-1

Medical Leave

(including pregnancy related or childbirth disability)

Any leave beyond the limit of the sick leave shall be granted, without pay, for up to one (1) full school year.

3.019-1

Maternity Leave

A female teacher may request a leave of absence for maternity purposes up to twelve (12) consecutive months in length (returning at the beginning of the school year, after Christmas recess, etc.) This leave is without pay and does not count as experience on the salary schedule.

3.020-1

Educational Leave

Up to one (1) full year of leave may be granted for educational purposes with prior approval. Requests must be made at least three (3) months in advance and must be for educational purpose, which further your area of teaching.

3.022-1 (Mar 09)

Medical Insurance (Health)

Each full-time* employee shall be eligible for full family, couple, or individual coverage depending on the need. The school will pay the medical insurance for the employee. The employee family may be covered under the same plan at the expense of the employee. The employee may select and pay for the benefit through a flexible spending account.

*Full-time is defined as those who work a minimum number of 36 hours each week.

3.023-1

Liability Insurance

All employees are covered under the school's blanket insurance policy for actions taken in relation to school activities. This, of course, does not cover in cases of negligence.

3.024-1

Workmen's Compensation

The school participates in mandatory workmen's compensation insurance. All injuries due to the employee's work must be reported to the office within one (1) day of injury or illness. The school must make a written report of the injury or illness within 120 hours to our insurance company and a phone call within 24 hours.

Because we desire a safe working environment for you and our rate is based on our safety record, we encourage you to avoid unsafe activities and report any unsafe working conditions to the office immediately.

3.025-1

Social Security

The new Social Security Law of 1983 extends Social Security coverage to employees of all non-profit organizations including Christian schools. Under prior law, participation in Social Security was optional for non-profit organizations. This provision applies to all employees rather than newly hired employees.

* * * *

The school matches payments for social security withheld from employees' checks. School employees who are ordained, licensed, or commissioned ministers may refuse to participate in social security based on their religious conviction. In such a case, there will not be any FICA withheld.

3.026-1 (**Suspended** Mar 09)

Retirement

The school will match employee funds up to 2% of the gross pay for money placed in a TSA or IRA. This benefit is available for full-time employees only and after one full year of service with CHS.

3.027-1

Atmosphere/Environment

The opportunity to work with and be supported by a group of fellow Christians, in addition to the general attitude and support of the entire school family, is a benefit enjoyed by only a small minority of people while at work.

3.028-1

In-Service Education

Faculty meeting will ordinarily be used for the school's in-service training program, attention being given to various areas in the instructional program needing study and/or improvement.

Teachers are urged to maintain contact with current studies and periodicals in education and to read at least three (3) books on Christian education or related areas each year.

Teachers are required to attend the ACSI convention and are encouraged to attend any local in-service workshop which would be of value to their classroom.

3.029-1

Corrective/Termination Procedures

If an employee is not performing the given objectives of his position satisfactorily, the Administrator will adhere to the following procedure:

A. First Session:

The Administrator is to outline in writing, the specific areas of concern. These areas of concern will be discussed with the employee and an attempt made to discern the root

attitudes or problems, and seek to scripturally counsel the employee accordingly. The employee should be encouraged to respond from his/her perspective. The employee and the Administrator will have a time of prayer together at the beginning and end of the conference.

Within three (3) working days, the Administrator will summarize the content of the meeting to include:

1. The specific concerns that need to be corrected.
2. The root or attitude problems discerned.
3. The employee's response to the conference.
4. The specific steps of action to correct each problem area (with follow-up dates if deemed necessary by the Administrator).

The conference summary is to be signed and dated by the Administrator and the employee. A copy is to be given to the employee and a copy placed in the employee's file. An explanation of the purpose of the file is to be communicated to the employee.

B. Second Session:

The same procedure is to be followed as with the first session with five (5) exceptions:

1. The Administrator should preferably have a School Board member attend the second conference.
2. The employee and Administrator should report on the progress they each feel has been made in following the steps of corrective actions outlined in Session One.
3. Any new steps of action should also be documented at this time and the employee informed that failure to implement by date is cause for dismissal.
4. Any item not mentioned in the first session will be discussed and a plan of action formulated.
5. The School Board is to receive a copy of the conference summary.

C. Third Session:

This is the termination session, whereby the employee is informed in writing that either his/her contract will not be renewed or that he/she will be dismissed immediately. The employee would also be given a letter to:

1. Detail the reasons for his/her dismissal.
2. Summarize the content of prior conferences.
3. Review the steps of action not followed and problem areas not corrected.

4. State the school's position relative to unemployment compensation.

The employee will be given a copy of the letter and receive an explanation as to how it will be used in future inquiries.

This final session must include the employee's immediate Administrator, as well as a CHS Board member.

Right of Appeal:

An employee has the option, after his/her termination session, to appeal the Administrative decision directly to the School Board who will separately hear the employee's and the Administrator's positions, rendering a decision upon a majority vote.

3.030-1

Dismissal of Employees at the End of the Contract Year

The Board may terminate the employment of an Administrator or teacher at the end of the contract period set forth if, in its judgment, the best interest of the school will be served.

The Administrator or teacher may be discharged and salary payments terminated by the Board at the end of the school year for one or more of the following reasons: immorality, conviction of any felony or other crime involving moral turpitude, drunkenness, doctrinal or spiritual indiscretion, failure to comply with official directives, or established Board policy, physical or mental capacity preventing performance of the contract of employment, repeated and continuing neglect of duties, inefficiency or incompetency in performance of duties, breach of contract, failure to comply with such reasonable requirements as the employer may prescribe for achieving professional improvement and growth, willful failure to pay debts, use of addictive drugs and hallucinogens unless prescribed by a licensed medical examiner, excessive use of alcoholic beverages, necessary reduction of personnel by the school, and for good cause as determined by the employee, good cause being failure of an Administrator or teacher to meet the accepted Christian standards of conduct as stated in the Teacher's Handbook of Christian Heritage School.

Before the Administrator or teacher shall be discharged at the end of the year for any of the causes set forth in the preceding section, the employee shall be notified in writing by the Board of the proposed action and of the grounds assigned therefore.

3.031-1

Dismissal of Employees During the Contract Year

The Administrator or teacher may be discharged and salary payments terminated by the Board during the school year for one or more of the reasons listed under the above section of this policy.

Before the Administrator or teacher shall be discharged during the year for any of the causes set forth in the preceding section, the Administrator or teacher shall be notified by the Board, in writing, of the proposed action and the grounds assigned thereof. The

Administrator or teacher shall have an opportunity to respond to the notice of proposed action before being discharged.

Other Provision:

If any decisions to terminate employment of an Administrator or teacher are made, no consideration shall be given to the sex, national origin, or race of the employee.

3.032-1

Grievance Procedure

Because the work wherein we are engaged is an area involving the religious tenants of belief and is composed of spiritual activities over an educational function and that it is a sacred undertaking, we cannot authorize anything other than arbitration before the believers for any kind of dispute that may exist. Arbitration in this manner is the only Biblical means which is acceptable for discipline purposes. 1 Corinthians 6:1-8 is very clear on this point, and, as believers, we should waive all rights to take our cause before a court of law.

This procedure is intended to establish effective means of communication by which to channel personnel problems.

This procedure is IN NO WAY INTENDED TO DENY the rights of any individual to seek a satisfactory solution by himself.

A grievance is based upon an event or situation which affects the conditions or circumstances under which an employee works, allegedly caused by misinterpretation or inequitable application of established policies or regulations.

The term “employee” may include a group of employees similarly affected by a grievance.

A “party in interest” is the person(s) making the claim and any person who might be required to take action, or against whom action might be taken, in order to resolve the problem.

The term “days” when used in this regulation shall, except where otherwise indicated, mean working days.

It is important that grievances be processed as rapidly as possible. The number of days as stated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits may be expanded upon mutual agreement.

In the event of a grievance is filed on or after June 1 which, if left unresolved until the beginning of the next school term, could cause harm to the employee concerned, the time limits set forth herein shall be appropriately reduced.

LEVEL ONE: The employee with a grievance shall present the matter, in writing, to his/her immediate supervisor or Principal, whoever has the authority to deal most effectively with the grievance, no later than ten (10) days following the happening which prompted the grievance. The employee and the supervisor or Principal shall confer on the grievance within ten (10) days with the view to arriving at a mutually satisfactory solution of the problem. In the event the grievance is first discussed with anyone other than the supervisor or Principal, the supervisor or Principal shall be apprised of the discussion. Following the conference, the supervisor or Principal shall communicate, in writing, his decision to the aggrieved employee within five (5) days.

LEVEL TWO: If the grievance is not resolved on Level One, the grievanced employee may appeal to the Principal or School Board Chairman within ten (10) days after the decision has been mailed. The appeal shall be in writing, shall set forth specifically the reasons for the appeal, shall be accompanied by a copy of the appeal and decision at Level One, and reasons why the decisions at the previous level were unacceptable.

The Principal or School Board Chairman shall meet and confer with the employee on the grievance within ten (10) days after the appeal has been mailed with a view to arriving at a mutually satisfactory solution of the complaint. The aggrieved employee shall be given at least a two-day notice of the conference. The employee shall be present. Notice of the conference shall be given to the supervisor or Principal who rendered decision on Level One. All parties to the grievance shall be present at the conference to state their views. Following the conference, and within ten (10) days, the Principal and School Board Chairman shall communicate reasons, to all parties in interest.

LEVEL THREE: If the grievance is not resolved at Level Two, the aggrieved employee may appeal to the School Board within ten (10) days after the decision of the Principal or School Board Chairman has been mailed. The appeal shall be in writing, shall set forth specifically the reasons for the appeal and the decision at Level Two, and include the reasons for accepting the decisions at Level Two. The School Board shall schedule a conference no later than its second regularly scheduled meeting following receipt of the appeal. The aggrieved employee shall be given at least a two-day notice of the conference. The employee shall be present. Notice of the conference shall also be given the parties in interest at Levels One and Two. All Parties to the grievance shall be present at the conference to state their views. Following the conference, and not later than the next regularly scheduled meeting, the School Board will communicate its decision in writing, together with supporting reasons, to all parties in interest. The Board's decision shall represent the final step in the procedures.

GENERAL PROVISIONS:

No reprisals of any kind shall be taken by any party to this procedure against any party in interest, any witness, or any other participant in the grievance procedure by reasons of such participation.

The procedure set forth above shall be the sole and exclusive course available to an aggrieved person hereunder.

Failure at any level of this procedure to communicate the decision on a grievance within the specified time limit shall permit the aggrieved employee to proceed to the next level. Failure at any step of this procedure to appeal a grievance to the next level shall be deemed as acceptance of the decision rendered. Action must be within the time limits.

The time limit specified at any level of the proposed procedure may be extended in any specific instance by mutual agreement.

All communications, notices, and papers required to be in writing shall be served personally or by mail.

Any grievance should be treated as confidential by all parties concerned.

3.033-1

Loyalty Requirements

Scripture indicates that believers need to have and show a strong loyalty to the Body of Believers. The school, as one arm of the body, needs that same loyalty.

All teachers shall agree to uphold the purposes and objectives of Christian Heritage School as stated in the Teacher's Handbook, the Contract of Employment, the Statement of Faith, and this document.

Should a teacher find he/she is no longer in harmony with the stated purposes and objectives as outlined in the above paragraph, it is his/her Christian duty to notify the Board and submit a resignation.

3.034-1

Resignation and Abandonment of Contract

If it should become apparent that the teacher under contract shall not be able to complete their contract or be able to accept one for the following year, a written letter of resignation shall be submitted to the Principal.

When an employee is absent from his/her duties for more than three (3) days without due approval, the Board may rule the contract to have been breached and declare the position open.

3.035-1

Resignation Process

An employee shall notify the administration in writing if he/she is unable to fulfill the terms of contract. The employee shall be obligated to remain until proper replacement can be secured. In no case shall this be less than two (2) weeks.

At the time of resignation, the contract shall be dissolved and remaining compensation forfeited.

3.036-1

Reduction in Staff

In situations where teacher contracts cannot be renewed because of reduction in staff, teaching effectiveness and overall value of the teacher's gifts, strengths, and general qualifications in making recommendations to the school Board, a teacher not offered a contract renewal shall have seven (7) days after notification in writing to request a hearing with the School Board. Approval of the full Board is required for any release of a teacher due to reduction in staff.

3.037-1

Remuneration for Those Who Resign or are Dismissed

If a teacher resigns or is terminated during the period of service covered by his/her contract, the teacher shall be paid only that portion of the annual salary which the number of days of actual duty worked bears to the number of days of actual duty covered by the contract. All fringe benefits terminate at the end of the last full month of active employment.

3.038-1

Exit Interviews

Prior to the interview, the Administrator will fill out the exit report and discuss the report with the school Board.

The Chairman of the Board should be present with the Administrator for the interview.

The Board Chairman or Board representative should take the lead in the interview.

The Board should give the departing employee the choice whether the Administrator is present.

If the Administrator is not present, a second person from the Board should be present primarily as a witness and listener.

Discuss the report with the employee.

Allow the employee to make any comments or rebuttal on the form.

Both the interviewer and the employee need to then sign the form.

If the employee refused to sign, note that fact on the form, but still provide a copy of the form to him/her.

The original form needs to be filed in his/her personnel file.

The employee should be advised that this exit report may be provided to prospective employers.

After the interview, add on a separate paper any unresolved problems, suggestions, and compliments made by the employee.

These separate comments should be attached to the original report to be filed.

At the next Board meeting, take time to summarize the exit interview for the full Board.

If there are significant findings, take time to discuss and appropriately deal with them.

Employee files will be maintained for two (2) fiscal years after the termination of employment.

3.039-1

Teacher Evaluations

To be effective in achieving the highest degree of efficiency and quality, evaluations will be performed on a regular basis.

The Administration shall conduct at least two (2) formal times of classroom supervision for every teacher every year. There will be a teacher-administrator conference after each evaluation. The teacher will receive a copy of the evaluation for their files and one will be kept by the school. (The school's file on the teacher shall be accessible to the teacher.)

End of year conferences will be scheduled with all teachers.

Self-evaluative forms will also be used with the teachers, periodically, during the school year.

3.040-1

Self-Evaluation

Recognizing the important role self-evaluation plays in the total educational program and recognizing that the teacher or the institution cannot grow or attain its goals without self-evaluation, Christian Heritage School is committed to the following plan of action:

1. Every teacher is encouraged to evaluate his/her lesson and classroom performance daily, weekly, biannually, and annually.
2. The teacher's in-class performance will be observed regularly and systematically.
3. Upon the recommendation of the Principal, teachers shall be given the opportunity for evaluating the performance of the Principal, to whom they are immediately responsible. Also, the Principal may request the Board to evaluate his performance.
4. Teachers shall be encouraged to permit students to evaluate teacher performance, using a carefully constructed evaluation form, with prior consent of the Principal.
5. Students may be given the opportunity to evaluate the overall school program.
6. A follow-up shall be made of the Self-Evaluation to see what progress has been made and to re-establish priorities.

3.041-1

Outside Employment

Faculty and staff members employed by CHS on a full-time contract may not engage in other employment regardless of number hours per week without obtaining prior consent from the Principal. Such consent will be given only in the case of hardship, unusual needs, or if the employment is consistent with and enhances the contribution of the staff member to his/her duties at Christian Heritage School.

3.042-1

Health Requirements

1. All CHS faculty and staff shall maintain the physical and emotional health necessary for job performance.
2. No teacher or staff shall be qualified for employment who has any type of serious communicable disease, illness, or infection such as tuberculosis, cyclomeglovirus, human immune deficiency (AIDS), etc. It is the responsibility of employees to convey information to the administration upon diagnosis or to certify good health upon administrative request.
3. No teacher or staff shall be qualified for employment who is hospitalized for serious emotional disorders. Eligibility for re-employment shall be established upon certification by the attending psychiatrist and no less than a one-year period of time following hospitalization in which healing can take place.

3.043-1

CPR Training

The administration shall schedule, at regular intervals, training for all staff members in CPR methods.

3.044-1

First Aid Certificate

Any person employed as a childcare supervisor or secretary is required to hold a valid first aid certificate. It will be that person's responsibility to take such courses as are necessary to keep a Standard First Aid certificate by the American Red Cross.

3.045-1

Assignment to Responsibility

All school personnel shall be assigned working positions by the Principal. Assignment shall be based on the needs of the school as required. Requests for specific assignment or reassignment shall be granted only if the assignment or reassignment is determined to be in the best interests of the school.

In decision-making relating to the assignment or reassignment of personnel, no consideration shall be given to the sex, national origin, or race of the employee.

All personnel of the school, regardless of classification, are employed subject to assignment and/or reassignment by the Principal.

Contracts will be issued to instructional staff prior to the beginning of the school year.

3.046-1

Teacher Dress Code

Teachers are to be neat, clean, and professional in appearance. At the discretion of the administrator P.E. instructors may wear appropriate clothing for P.E. Class. (12/1995)

3.047-1

Teacher Conduct Outside the Classroom

Teachers are expected to exhibit exemplary conduct at all times. Not only should their lives bring honor and glory to the Lord at school, but also at home and wherever else they may go. At no time should a teacher engage in any activity that might become a stumbling block to students, parents, or others of the Christian community. This includes such things as drinking, to excess, alcoholic beverages, smoking, attending movies whose primary thrust defies Biblical standards, or listening to music that accomplishes a similar purpose. If the teacher does partake of alcoholic beverages, care should always be given as to where and when. It must always be kept in mind that as a role model for students, we do not want to lead them down the wrong path.

3.048-1

Faculty Responsibilities and Duties

1. Said Teacher will attend all faculty meetings, or other meetings as directed, and perform other duties which may be assigned by the Principal, without additional compensation. Such things include attending student functions, i.e., athletic events, musicals, drama, etc.
2. The length of the school day shall be fixed by the School, as well as the hours of teaching and duties to be performed. The Teacher agrees that, in addition to the regular school work to be performed, he/she will carry on a program of contacts with the parents of the students, pursuant to the directions of the Principal.
3. The Teacher's duties will involve not only the responsibilities ordinarily incumbent, but also those responsibilities related to the special spiritual ministry to which he/she is called – the training of the child in Christian faith and practices. In a very real sense, therefore, it is the expectation of the Board that the Teacher will strive at all times to understand, appreciate, love, and serve the pupils entrusted to him/her for instruction and that he/she will, to the best of his/her ability, provide for their fullest intellectual, physical, emotional, and spiritual development. As a servant of the Lord Jesus Christ, the Teacher will faithfully attend the regular services of a local Gospel-preaching church as an example of the Believer.
4. The Teacher agrees to be present and on time for faculty devotions, which begin each school day, and to remain in the building fifteen (15) minutes after classes have been dismissed. The Teacher also agrees to remain after school for such meetings and conferences as may be called by the Principal or other administrative officers acting on his behalf.
5. The Teacher agrees to abide by the regulations set forth in the Faculty Handbook, policy manuals, any additions made during the year, and to cooperate in every way with the school authorities.
6. The Teacher agrees to accept, without reservation, be it mental or verbal, the school's educational philosophy.

7. The Teacher agrees to adhere to I Corinthians 3:16-17 and 6:19-20. Along with Romans 14:13, we interpret this to mean abstinence in use of profane language. The Teacher also agrees that the role of the male and female are clearly defined in I Corinthians 11:3. Romans 1:24-32 states that God recognizes homosexuals and other deviates as perverted, and because of this willful condition, such cannot be an employee of this School.
8. The Teacher agrees to follow the Biblical pattern of Matthew 18:15-17, Galatians 6:1, and by a resolve to utilize Biblical principles – always presenting a united front.
9. The Teacher will avoid highly debatable topics as much as possible, especially as they relate to denominational issues.
10. Attendance at faculty meetings, conferences, meetings with parents, counseling sessions with students, and preparation time are normal duties and may require additional time.
11. No employee of CHS shall engage in activities that would use students of CHS as possible contacts for commercial sales or financial gain.
12. Teachers are encouraged to become involved in civic and community affairs that do not interfere with their employment responsibilities.
13. Teachers shall have the right to inspect their personnel file.
14. Comments of a derogatory nature shall not be entered until the teacher shall have had an opportunity to review and make comments within three (3) working days of the review.
15. Teachers are expected to integrate Biblical concepts with each subject they teach.

3.049-1

Supervisory Responsibilities of Staff

Continuous Supervision

At no time are students to be left unattended in a classroom or on the playground. Staff members leaving students unattended open themselves and the school to unnecessary charges of neglect that could lead to serious legal problems. Teachers, therefore, must also leave their classroom doors locked when they leave their classrooms.

Playground Duty

Teachers or other staff will be required to fulfill playground duty one or two times per day. Teachers are to be on the playground at the time appointed for their supervisory responsibility and should avoid conversation or play that would keep them from watching students. Teachers are to enforce playground rules, insure safe behavior on the playground, and discipline misbehaving students.

Rainy-Day Lunch and Recess

Teachers may be required to stay with students during their recess and lunch time on rainy days. Lunch duty personnel and administrators may relieve teachers for short periods of time. If lunch must be eaten in the classroom, the teacher or other supervisor is to make sure that students pick up their litter to avoid attracting insects or other pests into the classroom.

Field Trips

The teacher is to assure that field trips are well supervised. They should ask parents to come as chaperones when an activity demands more supervisory personnel than we have school personnel attending. If students return to school after a field trip, and the regular after-school supervisory staff has left, the teacher(s) is responsible to stay with students until the last student has been picked up.

Extra-Curricular Activities

Teachers or other staff supervising students at extra-curricular activities are responsible to insure that students' behavior is respectful, safe, and represents Christian Heritage School and Jesus Christ well. After the activity is over, the teacher(s) or staff member(s) responsible are to stay with the students until the last student is picked up.

Time Supervision Begins

Unless otherwise specified by an Administrator, teacher or supervisory staff are to come fifteen (15) minutes before a program or activity begins or a bus is scheduled to leave to supervise students arriving for or being transported to an event.

Supervision by Custodians or Non-School Personnel

At no time are custodians or non-school personnel to be given responsibility to supervise students on their own (i.e., a parent cannot be left to supervise other students after an event so a teacher may go home).

Supervisory Age Requirements

At no time are students to be left in the sole care of a supervisor that is not yet eighteen years of age.

3.050-1

Teacher Ethics and Conduct

For reasons of building intra-school loyalty, internal problems are to be discussed only between faculty members, the Administrator, or individual parties involved. Principles from Matthew 18:15-18 should be followed to involve only those necessary to resolve a problem.

Maintain a professional relationship with parents. Avoid developing a relationship with parents that makes you feel you must treat a student differently because of the relationship. Avoid "talking shop" with parents.

Unless you have the parents' written permission, you may not share information from a student's cum folder or other private information with anyone outside of CHS's professional school community.

When talking with parents, say something positive about their children before you discuss problems relating to their child.

Please inform and reimburse the school for personal long distance phone calls made from the school phone and for personal use of the copier beyond a small number. (One and two here and there are okay, like making copies of your tax return.)

Avoid discussion of school problems in the office where parents, salesmen, or students may overhear.

Never discuss negative aspects of one student in front of another.

Avoid socializing with parents and faculty members in the office.

3.051-1

Biblical Integration

All teachers are expected to integrate Biblical principles with their teaching in Language Arts, Science, History, Social Studies, Math, Art, Music, Physical Education, and any other subject taught at Christian Heritage School. All subjects are to be taught in a manner consistent with Scripture. However, we do not expect that every lesson will have Biblical principles or proof texts to support teaching, because the Bible was not written as a comprehensive school subject text.

3.052-1

Sexual Harassment of Employees or Students

It is the policy of this school to practice equal employment opportunity without regard to an individual's race, color, national origin, marital status, sex, disability, or age in application of any policy, practice, rule, or regulation. Functioning as an integral part of Bible-based Christianity, we can and do discriminate on the basis of religion.

Definition

Sexual harassment would be any verbal or physical advance by a school employee toward a student or other employee, or a student toward another student or employee.

Any form of harassment, including sexual harassment, is absolutely prohibited.

Employee Training

All employees are to be made aware of this school's harassment and sexual harassment policies. Copies of the policies shall be distributed to all employees upon adoption by the school. Copies are also to be printed in the Employee Handbook and/or Faculty Handbook at the time of commencement of employment.

Periodically, all employees shall be given training on harassment, the school's policies with regard to harassment, and the procedures for reporting harassment when it is experienced or observed.

Distribution of the Sexual Harassment Policies

A copy of the Employee Sexual Harassment policy and a copy of the Student Harassment policy shall be displayed in a prominent location in the main administrative building and in other areas where notices regarding rules, regulations, and procedures are posted.

A copy of the Student Sexual Harassment policy shall be provided at orientation conducted for new students at the beginning of each quarter, semester, or summer session, as applicable.

Copies of both policies shall be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, as applicable, or at the time a new employee is hired.

A copy of the Student Sexual Harassment policy shall be published in the Employee Handbook and the Faculty Handbook.

Identification of Individuals Authorized to Receive Reports of Harassment and Sexual Harassment

The Employee Sexual Harassment policy and the Student Sexual Harassment policy each list employees who are authorized to receive reports of harassment. At least one male and one female employee shall be designated in each policy to receive such reports. Additional men and women may also be designated. The individuals selected to receive reports shall be selected based upon their ability to handle matters of this type professionally and their accessibility to other employees and students. Wherever possible, the individuals selected should be from different units or chains of command. Individuals selected to receive reports shall be given training to assist them in carrying out their duties. The training shall include a discussion of the procedures to follow when receiving a report and the development of basic communication skills in how to deal with individuals who are victims of harassment. The training shall also address the implications of the Child Abuse Reporting Act in connection with the receipt of information regarding harassment and procedure for complying with that Act where appropriate.

Responding to Harassment Complaints

1. Receipt of Reports: Individuals designated within the policy who receive reports of harassment shall, in every case, immediately inform the Administrator of any report of harassment which the individual receives.
2. Investigation of the Complaint: Every complaint of harassment shall be promptly investigated. The Administrator shall be responsible for directing the investigation of each complaint. The investigation may be conducted by others under the direction of the Administrator. Wherever possible, a person of the same gender as the complainant should participate in the investigation, and, in particular, in the interview with the complainant. The nature and scope of the investigation will depend upon the seriousness of the allegations. Every investigation, however, should include, at a minimum, an interview with the complainant and an interview with the accused. Additional interviews with other witnesses and other steps may also be required. All interviews shall be conducted in confidence. All information gathered in the course

of the investigation shall remain confidential. Disclosure of information obtained through interviews and the investigation shall be on a “need-to-know” basis and shall only be disclosed as is necessary to facilitate the investigation and the resolution of the complaint.

a. Interviewing the Complainant:

- i. When interviewing the complainant, it is important to assure the complainant that the complaint will be taken seriously and investigated thoroughly.
- ii. Discuss with the complainant the confidential nature of the investigation.
- iii. The interview should be conducted in a manner designed to obtain as much objective information as possible. Encourage the complainant to give specific details of the incidents. Ask the complainant for dates and locations. Ask the complainant to identify any witnesses.
- iv. Determine if the incident was an isolated one or part of a series. If other incidents had occurred in the past, obtain information with regard to those incidents.
- v. Ask the complainant if he/she has prepared any written materials, notes, diaries, or other writings which deal with the incidents. If so, ask for copies of them.
- vi. Determine if the complainant has discussed the incidents with anyone else.
- vii. In describing the incident or incidents, ask the complaint to describe, not only what occurred, but how he/she responded.

b. Interviewing Other Witnesses:

- i. In most cases, the complainant should be interviewed first. Depending upon the nature of the complaint, either the alleged harasser or additional witnesses should be interviewed next.
- ii. When interviewing witnesses, seek to obtain objective information wherever possible. Specifics with regard to observation, dates, times, places, etc., are most important. Witnesses’ impressions are also important. Things which a witness heard from someone else are helpful, but of less value.
- iii. If the witness is aware of other witnesses, obtain those names as well.
- iv. In discussing the alleged harassment with witnesses, seek to determine whether similar incidents of harassment have involved other individuals.

- v. Discuss with each witness the confidential nature of the investigation and encourage the witness not to discuss the investigation with anyone else.
- c. Interviewing the Alleged Harasser:
- i. The alleged harasser should be advised of the nature of the investigation and the fact that an allegation has been made against him/her. The alleged harasser should be assured that the purpose of the investigation is to objectively determine what happened. The confidential nature of the investigation should be discussed with the alleged harasser. The alleged harasser should be advised that the school will take appropriate action at the conclusion of the investigation, based upon its results.
 - ii. Whenever possible, the interview with the alleged harasser should be conducted by two interviewers.
 - iii. As with others who are interviewed in the investigation, every effort should be made to obtain objective data from the alleged harasser. Specifics with regard to dates, times, and places, the names of witnesses, and specific observations are most important.
 - iv. At some point in the interview, the alleged harasser should be advised of the nature of the allegations and be given an opportunity to respond directly to them.
 - v. The alleged harasser should be asked about any writings which may be relevant to the investigation. Copies should be obtained if they are available.
- d. Additional Investigation: In some bases, it may be necessary to review the personnel file or academic file of the accused. The purpose of the review will be primarily to determine whether or not the individual has been accused of similar conduct in the past. In some cases, it may also be necessary to review the personnel files or the academic records of the complainant and other individuals who are in similar relationship to the accused. This type of a review is particularly necessary where the accused is a supervisor or teacher. The purpose of the review will be to determine whether or not the complainant has been treated differently from other individuals with similar job functions under the supervision or teaching of the accused. If there is a disparity in treatment, it may be evidence that the accused has based his/her employment or academic decisions upon the complainant's response to the alleged harassing conduct.
- e. Conclusion of the Investigation: At the conclusion of the investigation, those conducting the investigation should put the results of their investigation into a short memorandum outlining the results of the investigation and their conclusions. Based upon the conclusions of the investigators, if those conclusions determine that the accusation was valid, or determine that other

inappropriate conduct had occurred, appropriate action shall be taken by the Administrator. The purpose of the action is twofold. First, appropriate action shall be taken to ensure that similar inappropriate conduct does not occur in the future. Second, disciplinary action against those responsible for the inappropriate conduct may also be necessary.

Actions taken to prevent future harm may include the following:

- i. Warnings to the person responsible for the harm.
- ii. The termination of employment of the person responsible for the harm.
- iii. The expulsion of a student responsible for the harm.
- iv. Separating the victim from the person responsible for harm (the person responsible for the harm should be moved, not the victim).
- v. Other steps as necessary.

Discipline may include any of the following:

- i. A warning.
- ii. A written warning.
- iii. Placing the individual on probation.
- iv. Termination of employment.
- v. Expulsion from the school.

Maintaining a Written Record of the Complaint

The school shall maintain a complete written record of the complaint, including the records of the investigation and the final report of the investigators. The record shall be maintained in a confidential file by the Administrator separate from the employee personnel files and student academic files.

Child Abuse Reporting Act

In some cases, a complaint under the Student Sexual Harassment policy may also require a report under the Child Abuse Reporting Act. Depending upon the nature of the complaint, the law may require that a Child Abuse report be made before the school has an opportunity to conduct its investigation. In such events, the Child Abuse Reporting Act shall be fully complied with. After the report is made, the school shall proceed with its investigation in accordance with this procedure manual, being careful not to interfere with any investigation conducted by the governmental authorities. Depending upon the nature and seriousness of the allegations, the Administrator should consult with the school's attorney before proceeding.

3.053-1

Evaluation of Student Work

Teachers should have a minimum of an average of one-and-a-half to two graded items per week for each student for each major subject taught and one graded item per minor subject taught. Administrators will define which subjects are considered major for each grade level. K-2 students will not receive “A,” “B,” or “C” grades.

Parents must be notified by phone, personal communication, or in writing at least two (2) weeks prior to students receiving a “D” or “F” grade on their report card. If notification was not given, an incomplete will be given on the report card and the student will be given two (2) weeks to improve the grade before a permanent grade is entered.

Papers or tests will be graded by teachers in a timely manner. Tests and homework should be graded within two (2) school days. They must be graded within one (1) school week. Major papers or projects should be graded within one (1) school week and must be graded within two (2) school weeks.

Teachers are to notify students of grades in a private manner so that students will not be embarrassed in front of their classmates. Teachers are to communicate or provide a means of communication of student progress to parents when the student is working below his/her ability or is doing poorly in a class.

At the time of mid-quarter reports, teachers are to notify the parents of all students earning a “C” or below and suggest any necessary changes to correct the problem.

Teachers are to use grades as one of the means to evaluate the effectiveness of their teaching as well as the effectiveness of students’ learning. Any time that twenty percent or more of the students are receiving “D’s” or “F’s” in a subject at mid-quarter or the end of the quarter, a teacher should reevaluate his/her grading scale, his/her teaching, or both.

Students will be tested by a nationally referenced test annually and the results supplied to teachers, parents, administrators, and the School Board.

3.054-1

CHILD ABUSE AND NEGLECT

Christian Heritage School uses as its authority, the Word of God (the Bible) in establishing this policy. In accordance with the Scripture, this policy balances the principles of Matthew 18:15-17, the God-given right of parents (Deut. 6:5-7, Eph. 6:4), and the role of State authority (Romans 13:1-7). Matthew 18 calls for the process of restoration of the believer to commence first, if applicable, then in response to Romans 13 recognizes the State’s legitimate right of notification. Notification of proper authorities must not be construed as betrayal of the parents’ trust. Restoration results in forgiveness but doesn’t remove the consequences of a violation of a state statute. Neither parental rights nor religious freedom was ever intended to give refuge to abusive parents. It must never appear to either the parent or the state that the school will allow our freedoms to be used as a “cloak of maliciousness.” (I Peter 2:16)

As a guiding principle, Ephesians 6:4 seems to give the parameters for legitimate parental responsibility. It includes both the negative (“Do not exasperate...”) and the positive (training and instruction...) aspects of the parent-child relationship. In other words, parents are commanded not only to refrain from abusing their children (by direct act or by neglect) but also to take an active role in teaching them the fear of the Lord.

A Biblical approach to child discipline must acknowledge the legitimacy of corporal punishment. The writer of the Proverbs observed that “Folly is bound up in the heart of the child, but the rod of correction will drive it far from him” (22:15 cf. 13:24 29:15). Attention does need to be given to distinguishing between legitimate corporal punishment and physical abuse. It would seem to be a matter of the frame of mind and motive of the parent while he/she disciplines. Corporal punishment should be a positive teaching tool. If done in anger, this value is lost, and physical abuse easily follows. (Any corporal punishment will be done by the parents.)

Attention must be given to defining the difference between verbal/emotional abuse and explaining to children the plan of salvation, which includes the part about being a sinner and sinners suffering for their sins. Verbal or emotional abuse would include those words or actions which are intended to inflict pain and not healing. It must be conceded that an imbalanced presentation of the Christian gospel could be construed as a form of verbal/emotional abuse if a child is constantly reminded of his unworthiness and never told that he is the object of divine love. Although the gospel begins with Romans 3:23 (“All have sinned...”), it goes far beyond to Romans 8:1 (“There is no condemnation...”).

Since the goal of this policy is restoration and reconciliation of the family, the school must be prepared to minister to the needs of not only the abused child but also the abusive parent, especially when and if the authorities have become involved.

These policies and procedures follow established Biblical principles. All conferences and proceedings are to be thoroughly documented.

- I. When child abuse is suspected, the following procedure will be used:
 - A. The Principal meets with student and other appropriate personnel.
 - B. If necessary, the school nurse examines student and document findings.
 - C. The Principal meets with appropriate parties to discuss findings to determine course of action. CHS Board is notified of findings.
 - D. The following represents the possible courses of action:
 1. If there is no reasonable indication of abuse or neglect, the parent will still be notified and no further action will be taken.
 2. If question remains as to reasonable indication of child abuse or neglect, parents will be called for an immediate conference. If the conference with parents indicates any reasonable indication of abuse or neglect, the parents will be requested to make immediate contact with the appropriate agency. If they refuse or can't be reached, then the administration will make the contact (see Step III).
 3. If there is reasonable indication of child abuse or neglect, the parents will be called for an immediate conference, at which time they will be requested to make immediate contact with the appropriate agency. If they refuse or can't be reached, then the administration will make the contact.

- E. Upon completion of the appropriate course of action, all personnel, including the School Board Chairman, is to be notified of the results.
- II. When Children Protective Services or appropriate agency notifies CHS and requests an audience with suspected abused or neglected child, the following procedure is to be followed:
- A. Parent and Superintendent is contacted and made aware of the request.
 - B. Children Protective Service Worker will be granted permission as long as an appointed staff member is present.
- III. If child abuse is determined and has been reported to the Children Protective Service, the process of restoration and reconciliation of the abusive parent is as follows:
- A. The school recognizes the place of the family's church fellowship and must be careful not to usurp its role in this process. Every effort must be made to support the pastor's involvement with and ministry to the family. If the family is not affiliated with a local church, a pastor from an association church will be found.
 - B. The school should take the initiative to help the abusive parent find counsel. We not only recommend, but also help to arrange professional Christian counsel, if that is feasible. In any case, the parent should commit in writing to seek professional counsel.
 - C. In the likely event that the parent is denied custody of the abused child and the child is not able to continue attending CHS, the school should make a concentrated effort to maintain at least some contact with both the child and the parent.

3.055-1

Guidelines for Teacher Aides, Parent Volunteers, and Student Helpers

Aides, volunteers, and helpers can make an important contribution to our Christian school program at CHS. In order that we may make good use of this type of contribution, it will be important to follow certain guidelines.

General Guidelines

Prospective aides, volunteers, and helpers shall be approved in advance and assigned to classrooms by the responsible Administrator. No payment or other financial benefits will be given for their services. These volunteers will be Christians who endorse the CHS statement of faith, purpose and objectives, and are caring, dependable and effective with children. They should be willing to work cooperatively with a teacher and under a specific teacher's supervision.

Teachers will need to provide these individuals with clear information regarding the classroom management program, curriculum, and his/her teaching style. Teachers need to schedule some uninterrupted time to plan with the volunteer. Teachers and volunteers will need to work closely together and be attuned to each other's needs.

Parent Volunteers

Non-professional individuals who are willing to assist a teacher on a regular basis. Under the direction and supervision of the teacher, they may:

1. Correct workbook pages or dittos. Teachers should provide necessary written and/or oral feedback to students after reviewing for errors.
2. Run off dittos (in main office) or construct learning materials, games, or reinforcement materials.
3. Drill students in math, phonics, etc., as modeled by the teacher.
4. Read to students or help them find or check out Library books.
5. Type materials for teachers.

Student Helpers

Same duties as parent volunteers; however, they will require very close supervision. Students who are assigned must keep their scheduled commitment.

Teacher Aides

Teacher aides are individuals who are qualified professional educators. Under the direction and supervision of the teacher, they may perform all of the duties listed for volunteers and helpers. Additionally, they may:

1. Provide some instruction that is planned by the teacher.
2. Answer student's questions or help students complete seatwork assignments.
3. Monitor independent activities to keep students on-task.
4. Take language experience dictation and complete follow-up language experience activities.
5. Supplement direct teacher's instructions with additional controlled practice.
6. Direct learning centers, for example, teach and play assigned games.

Aides and volunteers should not be given regularly assigned teacher duties (i.e. classroom supervision during class, lunch room, or playground supervision, etc.)

Teacher aides and parent volunteers may be allowed to take the responsibility of elementary classroom lunch duty with the following requirements:

1. Approval by the Principal based on:
 - a. Teacher's recommendation.

- b. Aide's acquaintance with the class and lunch room procedures.
 - c. After the aide has been observed by the teacher and/or the Principal in the lunch room setting.
2. Teacher must read lunch room rules to the students before leaving the room.
3. Teacher must advise the aide where he/she may be reached in an emergency.
4. Aide must know what to do in an emergency:
 - a. Send a student to summon the teacher.
 - b. Stay with the child or children involved in the emergency.
 - c. Encourage class to stay calm and quiet.
 - d. Have basic knowledge of first aid.

Resource People

1. The person should be reminded that we are a Christian school.
2. The person should be reminded to watch language.
3. As much as possible, person should be sympathetic with the Christian faith and not antagonistic toward it.
4. Background of the class or material being covered in class should be given to the person, so that presentation is relevant.
5. Seek, where possible, the recommendation of a recognized Christian source.

Each teacher is encouraged to utilize resource people to aid in classroom experiences. Parents and/or community people are able to provide additional dimensions to many classroom experiences. Care should be given in the selection of the people we use.

3.056-1

Disciplinary Policy Statement

Christian Heritage School's primary responsibilities lie in education and not behavioral modification. The scriptures are clear in this area, holding the parent accountable and responsible for the discipline of their children (1 Sam 3:11-15). Christian Heritage School, therefore, rightfully assumes its support role. In the support role, it is necessary for CHS to participate in an active program correcting minor infractions, maintaining a classroom environment conducive to academic excellence. CHS always maintains the parents as primarily responsible for discipline and are to ensure they, or a predesignated adult, can be reached while their children are attending school or school functions.

The purpose of any school discipline policy is to provide for all students a safe environment which is conducive to the learning process. With this in mind, it is the goal of CHS's discipline policy to:

1. Reduce and eliminate all behaviors that are disruptive to the learning process through a policy of classroom, parental, and administrative intervention over a short period of time.
2. Maintain a **"NO TOLERANCE"** stance in relation to any behaviors that create an unsafe learning environment or when students are unresponsive to short term interventions. **"NO TOLERANCE"** involves long term expulsion either for the remainder of the year or even permanently.

BLANKET NO TOLERANCE (ON SCHOOL GROUNDS):

Display of these behaviors fall under **"NO TOLERANCE"**:

1. The selling, possession, and use of illegal drugs. (The use of tobacco and alcohol, under age, is an illegal activity.)
2. Possession of any type of firearm on school property. This includes firearms in vehicles parked in the CHS parking lots.
3. A serious breach of conduct inside or on grounds of the school:
 - a. Life threatening actions.
 - b. Inflicting bodily harm.
4. Habitual disciplinary cases. If the relationship between the teacher, student, and parent cannot resolve the situation, then the teacher requests aid from the Principal. In this event:
 - a. The parent is contacted to discuss the matter. If it cannot be resolved immediately, then the parent is requested to come to the school and personally take charge of the situation. If the parent is unavailable, the child will be detained by the Principal until such time the parents are available.
 - b. All school work missed as a result of disciplinary procedures cannot be made up. All scores during this period are entered in the grade system as 0%.
 - c. The Principal has the right to use his discretionary prerogative in considering short term suspension (1-5 days) beyond the actions taken by parents. Christian Heritage School will endure this sequence of events **three (3) times**, after which the student is considered a habitual discipline problem.
5. Failure of the student to comply with the disciplinary actions of the parent and school.
6. Failure of the parents to get recommended professional help for exceptional cases.

SUSPENSION/EXPULSION

The Principal always has the authority to suspend a student. The length of suspension can be one (1) to five (5) days as decided by the Principal. The reasons that would give cause for suspension are:

1. Continued display of deliberate disobedience or disrespect.
2. A rebellious spirit which is unchanged after much effort by the school staff and parents.
3. A continued negative attitude and bad influence upon other students.

We pray the Lord will guide and direct us daily. Prayerfully, expelling a student from Christian Heritage won't happen. If the unfortunate circumstance arises and the enforcement of the "NO TOLERANCE" stance becomes an unhappy necessity, a "disciplinary committee," comprised of the CHS Board of Education, will convene in a "closed door" session. All circumstances surrounding the situation are then closely examined and only then is the appropriateness of long term expulsion considered.

SKATEBOARDS AND TOYS

Skateboards, rollerblades, toys, and other items not related to the learning environment are not permitted on campus. Students participating in "Show and Tell" need prior permission from their teacher before bringing these items to school.

SNOWBALL THROWING

To prevent serious injury to staff or students, snowball throwing is **NOT PERMITTED** on or near the school campus. Violation will result in severe disciplinary action.

3.057-1

Field Trips

Teachers are encouraged to take their classes on an appropriate number of educational field trips throughout the school year. It is the teacher's responsibility to organize class and field trip experiences that are interesting and fun, but also contain spiritual and academic value. All field trips are to be approved by the Principal.

Field trips must be scheduled with the office at least two (2) weeks prior to actual date of the trip. No trips are to be scheduled the first three (3) weeks of the school year.

1. Definition: A field trip is a planned visit to a point outside the regular classroom. Field trips offer experiences rich with meaning yet "seeing" does not inevitably result from a directly observed experience. A field trip is only as successful as the planning and preparation that go into it.
2. Over-All Procedures:
 - a. Determine purpose. A field trip must be justified educationally and have a direct relationship to the goals and objectives of the school grade or subject field.
 - b. Plan carefully. Remember that the children should participate in the planning.
3. Specific Procedures:

- a. Make a preliminary survey, with a list of situations, points of interest, and the like.
- b. Estimate the length of time involved and the round-trip schedule.
- c. Obtain consent from the school administration to make the trip.
- d. Decide whether the entire class or a selected group should go.
- e. Make arrangements with authorities at the destination point and with school authorities.
- f. Plan transportation route in detail.
- g. Obtain parental consent for students to go on the field trip.
- h. Arrange for room mothers to accompany you on the trip.

4. Teacher-Student Preparation:

- a. The teacher must be adequately informed.
- b. Arouse student interest in the trip (by class discussion, photographs, bulletin boards, etc.)
- c. Discuss with students the problems that the trip can help solve.
- d. Make clear to students the purpose or purposes of the trip.
- e. Develop background by consulting reference materials.
- f. Work out with students specific points to observe during the trip.
- g. Set up with students the standards for safety and behavior, what to do in case of accident, necessity for order, attention on the bus, the necessity for strict attention to instructions of host, warning signs, etc. at destination.
- h. Prepare and distribute to students any materials that can be used profitably in the course of the trip.
- i. Plan the journey to and from the destination – this can be an important part of the undertaking. A field trip is a segment of a process which began before the trip and will continue after it.

5. Evaluating the Field Trip:

- a. Give the children a chance to talk out their experiences. This will help to make the “seeing” truly “learning.” This verbalization is essential to understanding and retention of learning.

- b. Did the trip answer the question of all the students? If not, where can answers be found?
 - c. Were new questions stimulated? If so, where can answers be found? Let the field trip produce further interest, questions.
 - d. Have the students write letters of appreciation to persons involved (field trip office, parents, bus drivers, etc.)
6. Recording: Complete a Field Trip Evaluation Form and place it in your room in the teacher's filing cabinet.

3.058-1

Yearly Lesson Plan

Teachers are to prepare a general yearly plan for each subject taught. They may use the order of material presented in the text or prepare their own order. Approximate time periods for major units should be projected. The general early plan is to be submitted to the Administrator prior to the first day of school.

3.059-1

Weekly Lesson Plans

Weekly lesson plans giving each day's educational objective and assignments will be prepared by teachers and given to their Administrator before classes begin each Monday or earlier if the Administrator so requires.

3.060-1

Detailed Lesson Plans

Detailed lesson plans accompanied by seating charts are expected to be available in the event of the teacher's absence. These are to be provided by the teacher for his/her substitute by 8:15 a.m. or earlier on the day of their absence.

3.061-1

Preparing for a Substitute Teacher

Good planning is essential to good teaching. It seems reasonable, therefore, to expect the classroom teacher to keep a written record of his/her planning – both long and short range – and have it readily available for use by a substitute.

Pupils become adjusted to the classroom routine of the regular classroom teacher. It should be made easy for a substitute to carry on the same general procedure by having the following materials available: seating chart, record of the grouping of pupils, special services schedule, guidebooks, instructional plans, attendance book containing attendance sheets, and a note concerning special problems.

The regular teacher should discuss any dissatisfaction with the substitute's work with the Administrator. It is unwise to discuss such things with other teachers or with pupils. The substitute's work can be improved if the Administrator is made aware of any shortcomings. Conversely, a note or expression of appreciation can be given on behalf of a substitute who has done a good job with your class.

Each teacher should keep a substitute handbook folder in the office.

The handbook should include:

Daily plan for substitute.

Weekly schedule for substitute.

Lavatory directions.

Entrances, recess, and dismissal responsibilities and procedures.

Special classes information and schedule.

Room habits and regulations.

Seating chart.

Note concerning special problems.

Teacher's Handbook.

3.062-1

Substitute Teacher Salaries

Pay for substitutes is approved annually by the CHSA Board.

3.063-1

Substitute Employees

1. **Short Term** – A short term substitute employee works less than 21 consecutive working days in the same CHS position for salary only. His/her salary is based on the current substitute rate for the position. He/she is not entitled to the benefits made available to the position's regular employee.
2. **Long Term (Unanticipated)** – A long term substitute employee working in the same CHS position for 20 consecutive days becomes a long-term substitute on the 21st day. Beginning the 21st day, long-term substitute employees are paid according to their placement on the position's salary schedule. These substitute employees are not entitled to the benefits made available to the position's regular employee.
3. **Long Term (Planned)** – A long term substitute employee initially hired to work 21 or more days in the same CHS position for 20 consecutive days becomes a long-term substitute employee on the 21st day. Beginning the 21st day, long-term substitute employees are paid according to their placement on the position's salary schedule. These

substitute employees are not entitled to the benefits made available to the position's regular employee.

3.064-1

Resource Material for Classroom Use

Resource material chosen and presented for the classroom (and/or the library) must lend itself to the fulfillment of the objectives and philosophy of the school. The material should be of a generally high quality, from a recognized, skilled talent in the field, with a worthy theme obviously and well developed. It should be apprehendable at the age level for which it is geared in both intellectual and emotional substance, with an eye to the maturity of that age level, it should not depict an irrational bias, nor didactic (either overtly or covertly) in presenting an anti-Christian philosophy. Material which is objectionable either en-tote or in part would be presented to the class in a manner which apprises the students of the objectionable matter and how a Christian might deal with it. It should be an intention of the teacher to help portray the world with its problems and perversities to the student but at the same time, taking care not to contribute to the pollution of the student's mind. The material should always be able to be used in a positive way, in a way which would support Biblical precepts. It also should be a consideration of the teacher that the student be adequately prepared for higher education by being exposed in the Christian context to material which they will meet later.

More specifically, the language of the material should not be unnecessarily profane, prurient nor coarse, but conducive to a mind-set such as that suggested in Phil. 4:8. In each and all cases, the material should be "interpreted" Christianly and there should be a healthy balance between the negative and the positive. The presentation must always have in mind, as an ultimate aim, the further glory of God. At the same time, concomitantly, the education and maturation of the student.

As much as possible, explicitly Christian materials should be used. Where it is not, the material should be examined to determine its potential for teaching Christian truth, either by contrast or example.

From this statement of policy stems certain directives which have been applied to the following areas:

Literature, text, film, recordings, and art.

1. A work should not contain more than an absolute minimum of the following:
 - a. Profanity (James 3:5-10).
 - b. Blasphemy (Ex. 20:7).
 - c. Reference to sexual acts but no graphic depiction of sexual acts and conduct (Rom. 1:24-27, I Cor. 6:13-18, Gal. 5:19).
 - d. Nudity (the unclad human form) but no nakedness (sensual presentation of nudity) (Matt. 5:28).
 - e. Exalting human philosophies which are contrary to Godly principle (Col. 2:8).

2. A work should not contain the following:

- a. Promotion of cult practice to encourage conversion (II Peter 2:1-2).
 - b. Glorification (and practice) of the occult (example: card and palm reading, séances, ouija board, astrology, even when played as a game, including Dungeons and Dragons, etc.) (Deut. 18:10-13).
 - c. Exalting depravity or vice, or even being neutral toward it (example: well-known personalities notorious for ungodly living, drug use, etc. music which depicts same (Romans 13:12, Eph. 5:11, I John 5:21).
 - d. Glorification of pagan holiday traditions, example: Halloween, Santa Claus, Easter Bunny, etc. (I John 5:21)
 - e. Evolution, except when explicitly presented as a theory (Gen. 1:11).
3. Seek, where possible, the recommendation of a recognized Christian source.
 4. The recognized worth of the resource by Christian or non-Christian should be considered.
 5. The work should be such as could be used to present an overall positive contribution to the class rather than a negative one.
 6. The work must be representative of the main trend of literature or art.
 7. The work must be geared to maturity level (emotional, intellectual, spiritual) of the student.
 8. The work should be previewed by the teacher and (or) department head, and, if any question or doubt, submit to the Administrator.

3.065-1

Scope and Sequence

A Scope and Sequence for each subject will be adopted in the future to guide teachers in the use of the curriculum materials provided by the school.

3.066-1

Nationally Referenced Standardized Testing

Students in grades 1-10 will be tested annually by a reputable nationally referenced standardized test. The tests may be used for individual target teaching to remediate special needs of students, but will primarily be used to assess the strengths and weaknesses of the school's curriculum, and, secondarily, the staff's instructional skills.

3.067-1

Reviewing Films

The following shall govern the use of all films used in any way for classroom instruction or entertainment.

No film shall be shown that in any way displays immodesty, unnecessary violence, or has gross language in it that is vital to the use of the movie. For example, a film about the German's

treatment of the Jews may show graphic pictures of the Jews and the horrible things that were done to them and may be appropriate for teaching, whereas, a film showing graphic violence for entertainment purpose only may not be used.

Film ratings shall be used with caution but shall be followed as to age restrictions. For example, a “PG” rating is limited to adults and their children if the parents have given approval for them to watch it. We cannot make that decision for the parents. Also, a “G” rating does not necessarily mean that the film is always okay to watch. Films are only rated when they are released for theater viewing. Many videos now being made for home use have no ratings and we cannot assume that they are okay for that reason.

All films must be screened by a CHS staff person prior to any viewing by students. The only exception is any film that we have used previously and has known content that does not violate the Biblical standards we are committed to.

3.068-1

Fire Drill Regulations

1. Fire Alarm System: The signal that initiates a fire drill is by automatic bells in accordance with State Code. A steady or intermittent bell for 10 seconds followed by a five-second silence, then repeating the steady or intermittent bell for 10 seconds. This sequence is repeated for a minimum of one (1) minute.
2. Fire Drills:
 - a. Every fire exit drill is an exercise in group control and fire drill organization for principal, teachers, and pupils. The purpose of fire drills is to thoroughly instill in the mind of the pupil the correct procedure for clearing buildings, so, that in case of emergency, it may be done with no confusion. Great stress should be laid upon the execution of each drill. They should be brisk, quiet, and orderly in manner. Running and talking are prohibited. If there are pupils physically incapable of holding their places in a line moving at a reasonable speed, provision should be made to have them move independently of the line of march under the supervision of a responsible student or adult.
 - b. Fire drill exits should be conducted during the first week of school until proficiency is attained. Thereafter, fire drills are to be held at least once a month.
3. Elements of a Good Fire Drill Exit:
 - a. All school personnel and visitors should be required to leave the building regardless of the activities in which they are engaged. It is essential, if the importance of fire drills is to be impressed upon the pupils, that all adults as well as children conform to regulations.
 - b. Speed should be subordinate to control and order. There should be no talking, running, pushing, or skipping steps on stairs.
 - c. All pupils should stop work immediately. Pupils in shops should turn off motors, torches, gas, water outlets, etc. in accordance with a prearranged plan. Pupils on

the playground should go immediately to their previously designated area on the grounds and assume regular fire drill discipline.

- d. Pupils should not stop to take books, wraps, flags, or personal belongings with them. The protection of property is the responsibility of the Fire Department.
- e. The first pupil to reach any door should open it.
- f. The teacher should pick up class attendance record register and proceed with the group.
- g. The last one to leave a room should check to be sure everyone is out and then close the door.
- h. Pupils should start moving as in a prearranged plan and proceed to an assigned place on grounds or sidewalk away from buildings.
 - i. Pupils in lavatories should join nearest lines in making exits proceed to stopping place. Then, with permission of those in charge, they should join their own group, report to the teacher, and take their places in line.
 - ii. In no case should any group stop less than 25 ft. from a building.
 - iii. Students should not stop in front of gates or other entrances that may be used by the Fire Department.
- i. There should be no intersection of line of egress.
- j. Egress from rooms on the upper floor should be so distributed that each stairway accommodates a proportionate share of students.
- k. There should be no exit from the building that is not occasionally used during a fire exit drill.
- l. Each individual fire alarm box in the school should be numbered and a record kept on the testing of each box.

4. Teacher's Duties in a Fire Exit Drill:

- a. The teacher should supervise the exit of the group and make certain that it is done in an orderly manner, with as little commotion as possible.
- b. In a blocked exit drill, the teacher should know the alternate route and guide or instruct the group as to the course to take. It is not necessary for the teacher to stay at the head of the line. Maximum control is to be desired and the position from which this can best be maintained should be taken.
- c. The teacher should see that the group goes to its assigned position on the grounds after which roll should be called to make sure that all members of the class are present. Teachers must remain with the class.

5. Posting of Routes for Egress: Each teacher is responsible for posting, by the door, a copy of the school grounds plan with the main and alternative routes clearly indicated (copies available in school office).

3.069-1

Accidents, Injuries, and Safety

In the event of injury on school premises, employees shall not make statements to persons other than authorized personnel of the Christian Heritage School regarding the events leading to the injury without first consulting with the Principal or his designee.

An accident report shall be completed within 24 hours. If possible, this shall be done by the injured employee, but if impossible, their supervisor shall complete it.

In the event of a child injury, the employee on duty in that area at that time shall complete the Accident Report.

3.070-1

Role of the Christian Coach

The role of the coach is to be Christ's ambassador in each practice session and each competition. (II Cor. 5:20)

3.071-1

Goals of the Christian Coach

1. Direct the players in the skills of the sport so that each player aims toward reaching his potential for his age and maturity.
2. Spiritual coaching goals:
 - a. To conform yourself and the athletes to the likeness of Jesus Christ.
 - b. Examples of spiritual victories:
 - i. Demonstrate the fruits of the spirit during normal and stress situations.
 - ii. To lead a team member to a saving knowledge of Jesus Christ.
 - iii. To learn how to trust in God for everything.
 - iv. To develop a personal relationship with God by prayer and Bible reading.
 - v. To praise God for physical victories.
 - vi. To treat our bodies with proper health practices, as God created our bodies to serve Him.
 - vii. To submit to the rules of the game and the officials who enforce the rules, as God has directed Christians to be subject to authority.

viii. To praise God for physical defects by understanding that God is good and perfect in His will and that the opposing team is loved by God as well.

c. Examples of spiritual defeats:

i. To use improper language toward opponents, referees, fans, or other coaches.

ii. To belittle an opponent (e.g. running up the score with no justifiable reason, mocking the other team, embarrassing a referee when he makes an unfavorable call).

iii. To belittle a team member (especially during games and practice sessions).

iv. To allow winning to become so important that a “win at all costs” philosophy emerges.

v. To intentionally break the rules of the game to gain desired results.

vi. To destroy or mistreat athletic equipment, facilities, or exploit athletes.

vii. To become angry for unjust or selfish reasons to the extent of losing control. A Christian coach or athlete should always be under control of the Spirit.

viii. Measures that could be used in developing spiritual victories:

1. Conduct team devotionals before each game which are aimed toward instructing athletes in their Christian service to God.

2. Conduct team prayer meeting before each game with athletes and/or parents.

3. Encourage athletes themselves to be the leaders in preparing and leading the team devotional and prayer.

4. Take time during meetings to instruct athletes in the behavior God expects of them.

5. Be an example to the athletes. It is very important that the life of the coach be consistent with his/her teachings.

6. Meet with other Christian coaches to share and develop new ideas.

7. Conduct a short prayer, as a complete team, after each game, whether the team has won or lost.

8. Encourage athletes to have interpersonal relationships with opponents (congratulate opponents after every game).
9. Openly admit mistakes or errors, and when wrong has been done, seek forgiveness.
10. Lovingly discipline athletes whose actions have been detrimental to the spiritual objectives of the school.
11. Show care for equipment and facilities of own school as well as opponent's.

3.072-1

Other Responsibilities of the Christian Coach

1. Facilities: As a coach, you are responsible for the condition of our athletic facilities. This generally means that while our team is using any facility (ours or that of someone else), it becomes your job to see that it is kept clean, and that it is locked or secured after you have finished. Coaches should report any damages to the appropriate authority. The coach should always be the last one out of the facility after use unless the school custodian is finishing clean-up. It is also the coaches' responsibility to see that the facilities are ready prior to a practice or game. This does not mean that you must do the work, but only that you see that it gets done.
2. Players (after game or practice): Coaches must supervise all players until they are picked up or have gone to Extended Care.
3. Equipment:
 - a. The use of athletic equipment and uniforms is the responsibility of the coach through the athletes.
 - b. Check to see that athletes do not lose or abuse materials. Develop a workable system by which you can get all uniforms returned and in good shape. Report any lost, broken, or stolen equipment to the office.
4. Scheduling Procedures:
 - a. The coach is responsible for scheduling all games and reporting them to the Principal. Once the schedule has been finalized, any further changes must be made with the Principal.
 - b. A schedule of all practices must be given to the Principal at the beginning of the season and any further changes must be cleared with him.
 - c. Parents must be given a schedule of athletic events and details of trips.
 - d. The coach will work with the Principal in making sure necessary referees are obtained.
 - e. The coach and the Principal will organize any home tournaments.

3.073-1

Athletic Transportation

The coach is responsible for making sure that all athletes have the proper transportation to and from the games when special transportation needs arise (e.g. when athletes need to be dismissed early from school).

3.074-1

Athletic Budget

Each coach is responsible for submitting a list of needed items at the end of the season so that needed items can be ordered. Purchases must be approved by the office and the necessary requisition form completed.

3.075-1

Pre-Season Duties for Coaches

1. Coaches are to compile a list of rules and procedures that they desire their athletes to follow in their particular sport. This list should be approved by the Administrator before being distributed to the athletes.
2. Coaches are responsible for making sure their athletes have been examined by a physician and that the appropriate form is on file in the office. These forms must be on file in the office within one (1) week from the initial orientation meeting for the sport or one (1) week from the scheduled school physicals given at the beginning of the school year. An athlete may not participate in any scheduled games until this is done.
3. No player may play in a scheduled game unless the participation fee is paid.
4. Coaches shall prepare a squad list and submit it to the Principal within one (1) week from the initial orientation meeting for the sport.

3.076-1

Cutting

If, in the opinion of the coaches, due to the large number of students trying out for a team, adequate supervision cannot be given and skills are not adequately taught, students may be cut from the team. The number of students accepted for a team is also dependent upon the number of coaches available to teach skills, the size of the available facility being used, and the number of students who can play in the game at any one time according to the rules of the game. Coaches shall hold individual meetings with each athlete that is cut and explain why he/she was not chosen for the team.

3.077-1

In-Season Responsibilities for Coaches

1. The coach is responsible for the physical and spiritual well-being of the athletes during the sporting activity. It is important that all coaches exemplify a Christ-like character both on and off the field.
2. Prayer is required before each game.

3. The coach is responsible for all equipment during practice sessions and games.
4. The coach is responsible to notify all players of times and places in regard to games and practices.
5. The coach shall handle any discipline situations that occur on the team and may seek the assistance of the Administrator if necessary.
6. The coach needs to ensure proper conduct of players at all times during practice, games, or trips.
7. The coach shall issue equipment, maintain records of issued equipment, and be responsible for storage of the equipment.
8. The coach shall ensure the athletic equipment is properly worn and is not abused at any time.
9. The coach shall discourage the wearing of athletic equipment and clothing at unauthorized places or times.
10. The coach shall call to the attention of the Administrator any incidents of conduct on the part of coaches, officials, players, or spectators which seem to be detrimental to the best interest of the sport, school, and our Lord Jesus Christ.
11. The coach shall maintain good rapport with the official associated with the administration of the contest and shall handle himself in such a manner that he represents Christ in a positive manner and sets an example for the athletes.
12. If an injury should occur, immediate, qualified assistance should be sought if the coach determines it to be necessary. The coach should report serious injuries to the Administrator and to the parent of the injured student.

3.078-1

Post-Season Duties for Coaches

1. Coaches are to turn in a list of all game statistics to the Athletic Director (wins, losses, scores, any special recognition or awards given to student athletes).
2. Coaches are responsible for the collection of all uniforms after they have been cleaned.

3.079-1

Classified Personnel Definition

Classified personnel are those persons employed for positions not requiring certification, such as:

1. Custodians.
2. Aides.
3. Lunchroom Workers.
4. Secretaries.

Classified personnel play a very important part of the total education team at CHS. While they are not directly involved in the education process – without their participation, the job would be an impossible one.

3.080-1

Personal Qualifications for Classified Employment

1. All employees of Christian Heritage School shall be born-again Christians.
2. All employees shall be active members of an evangelical church.
3. All employees shall be in agreement with the statement of faith, the purposes, and educational objectives.
4. All employees shall give evidence of good moral character.
5. All employees shall give evidence of adequate physical and mental condition. The Board may request a physical examination as its option. In such cases, the expense will be paid by the Board to a maximum of \$35.00.
6. TB chest examinations are required every four (4) years. These may be a tine skin test or an x-ray. Proof of satisfactory results shall be placed in the employee's file.

3.081-1

Classified Employment Procedures

Applicants shall secure and complete an application for employment which is available through the school office.

The Principal/Administrator shall interview all prospective employees and make the final decision on their employment.

3.082-1

Probationary Classification

All classified personnel shall be probationary for the first six (6) months of continuous service.

3.083-1

Classified Employee Evaluation

The purposes of having an evaluation are to:

1. More carefully meet the stated objectives of Christian Heritage School.
2. Assist the employee to develop his potential and to have increased job satisfaction.
3. Develop an official record of employee's performance for administrative purposes.

Probation employees shall be evaluated by their immediate supervisor at the completion of their third and fifth month of employment.

Permanent employees shall be evaluated by their immediate supervisor once each year.

3.084-1

Classified Employee Resignation

Written notice of resignation should be submitted at least ten (10) working days (two (2) weeks) in advance of the effective date through the supervisor to the administration. The employee's final paycheck cannot be released until this has been done.

3.085-1

Suspension of a Classified Employee

The Principal or, in his absence, the supervisor, is authorized to suspend any employee from his/her duties for any of the following reasons for such period of time as is needed to present the matter to the School Board.

1. Insubordination including, but not limited to, refusal to do assigned work.
2. Dishonesty.
3. Drinking alcoholic beverages on the job or reporting to work intoxicated.
4. Addiction to the use of narcotics.
5. Conviction of any crime involving moral turpitude.
6. Conviction of a felony.
7. Failure to report to work or an absence of five (5) consecutive working days. (Employee's abandonment of position.)
8. Physical or mental condition that is dangerous to children or other employees of the school.

3.086-1

Involuntary Termination

An employee may be terminated for any one or more of the reasons listed below:

1. Incompetence or inefficiency in the performance of his/her duties or in the case of use of school property.

2. Discourteous, offensive, or abusive conduct or language toward other employees, pupils, or the public.
3. Personal conduct that is unbecoming of an employee of Christian Heritage School.
4. Repeated and unexcused absence or tardiness.
5. Abuse of sick-leave privileges.
6. Falsifying any information supplied to the school including, but not limited to, information supplied on application forms, employment records, or any other school records.
7. Persistent violation or refusal to obey rules or regulations made applicable to the school by the Committee or any appropriate state or local government agency.
8. Willful or persistent violation of the Policies and Procedures of CHS.
9. Abandonment of position.
10. Advocacy of overthrow of federal, state, or local government by force, violence, or other unlawful means.
11. Consistent ratings or evaluations below CHS standards for continued employment.
12. Physical or mental inability to perform the duties required for the classification the employee holds.
13. Any other reason, not specified above, deemed sufficient by the Christian Heritage School Board.

3.087-1

Notice of Dismissal

Notice of Dismissal shall be in writing and delivered in person, or by certified mail, to the last known address.

3.088-1

Right to Appeal

A regular employee who has been dismissed may appeal the action by following the grievance procedures adopted by the Board.

3.089-1

Classified Employee Compensation

Salary ranges for classified personnel are established by the CHSA Board. Required duties for each position are set forth in the Job Description. Salaries are paid on the 5th and 20th of each month. If those dates fall on a holiday or weekend, payment will normally be made on the last working day prior to the 5th or 20th.

3.090-1

Overtime or Compensatory Time

The decision as to whether the school shall pay an employee for overtime or give compensatory time off shall rest with the administrative staff, it shall not be at the option of the employee. Overtime is defined as hours worked in excess of forty (40) hours in any one (1) week or eight (8) hours in any one (1) day.

3.091-1

Workmen's Compensation (Classified Employees)

All employees of CHS are covered by Workmen's Compensation as required by law. All injuries self-inflicted are exempted.

You must report all on-the-job injuries to your supervisor immediately. Then, within the next three (3) working days, you must file a complete Workmen's Compensation injury report with the school secretary.

3.092-1

Rest Breaks

The following rest breaks are provided during the course of each workday:

1. Each employee is entitled to receive a break of fifteen (15) minutes at approximately the middle of every four (4) hours of work not broken by a meal period.
2. The time for employee rest breaks shall be scheduled by each supervisor with appropriate regard for the work load.
3. Time spent on rest breaks will be compensated as working time, and employees are not required to sign out and in on their time cards.
4. Rest breaks must be taken in an employee lounge or in similarly designated non-work areas.
 - a. Employees on rest breaks are not permitted to interfere with fellow employees who are continuing to work.
 - b. Employees on rest breaks are not permitted to leave the school premises during this period without permission from their supervisor.
5. Employees who choose to remain at work during rest breaks will not be entitled to leave before normal quitting time.
6. Employees abusing the rest break privileges specified by this policy are subject to disciplinary action.

3.093-1

Meal Periods

Full-time employees will normally be allowed one (1) 30-minute, duty-free, meal period (without pay) during the middle of the assigned shift. No employee shall be required to work for a period of more than five (5) hours without a meal period of not less than thirty (30) minutes except when a work period of not more than six (6) hours will complete the day's work.

3.094-1

Classified Employee Evaluation

A yearly evaluation of each staff member is to be completed by March 1st. A conference will be scheduled between the Principal and Administrator to review the evaluation. Copies of the evaluation will be kept by the school and the employee.

3.095-1

Service Recognitions

A staff person with five (5) years service will receive a framed certificate and a \$15.00 gift certificate.

A staff person with ten (10) years service will receive a desk set (engraved) and a \$20.00 gift certificate.

A staff person with fifteen (15) years service will receive an engraved wall plaque and a \$20.00 gift certificate.

3.096-1

Partisan Politics in the Classroom

The classroom is not a forum to promote partisan politics. This does not mean that political matters are never discussed. They should be discussed. Christian school students should be exposed to a wholesome presentation of our political system and to the basic truths of our American heritage.

Most Christian schools have students of many faiths represented in the school. While we attempt to lead them to Christ and strengthen them in the Word, the teacher should use the utmost discretion in discussing denominational doctrines.

3.097-1

Indebtedness

The employee should use special care in making certain that he/she does not incur indebtedness beyond his/her ability to pay. It is understood that Christian Heritage School, will not be responsible for personal or private indebtedness acquired or charged to any individual employee presently employed or past employed.

3.098-1

Permission to Interview Pupils

1. Interviewing Pupils During School Hours: Upon the presentation of proper identification to the Principal or his appointees, duly authorized representatives of law enforcement agencies shall be allowed to interview pupils. Whenever it may be of assistance to, and

requested by, the investigating police officer, the Principal or his certificated designee may be present at such an interview. Parents shall be contacted before interviewing unless there is extenuating circumstances. Law enforcement personnel entitled to interview pupils on school premises under the above conditions shall include:

- a. Police officers of any local Police Department.
- b. The Sheriff of Weber or Davis County or his deputies.
- c. A Probation Officer of the State of Utah.
- d. Parole officers of the United States or the State of Utah.
- e. Officers of the Utah Highway Patrol.
- f. Agents of the Federal Bureau of Investigation.

3.099-1

Permission to Remove Pupils from School

1. Removing Pupils from School During School Hours: No pupils shall be taken from school during school hours by a person other than a certificated school employee, with the following exceptions:
 - a. By a parent or guardian when properly identified. In cases in which the parents have been divorced or separated, the child may be released only to the parent having legal custody of the child.
 - b. By another person upon written request, properly verified, of the parent or guardian.
 - c. By properly identified representatives of law enforcement agencies after parental notification:
 - i. Making an arrest.
 - ii. Presenting a warrant for the arrest of the pupil.
 - iii. Taking the pupil into custody.
 - d. By properly identified representative for law enforcement agencies when not making an arrest or taking the child into custody as stated above:
 - i. When it appears necessary to the peace officer to remove the child for purpose of identifying suspects or physical evidence or in other ways aiding a criminal investigation.
 - ii. Whenever the assistance of a child is required by the peace officer in the detection or apprehension of a criminal.

Except in those cases where it is impossible, impractical, or duly interferes with law enforcement, a peace officer seeking to arrest, interview, or remove a child from school should first contact the Principal or other school official in charge, identify himself, and give motive of his contemplated actions. The school official shall then assist the peace officer fully in the accomplishment of his duty.

While it is the duty of the peace officer to notify parents or guardian of the person taken into custody or placed in detention, it is still the responsibility of the Principal to confirm this notification with the parent or guardian of the child.

2. In the case of suspected child abuse, refer to CHS Policy #3.069-1.

3.100-1

Role Model Policy

The teacher will manifest, by precept and example, the highest Christian virtue and personal decorum, serving as a **role model** (I Timothy 4:12) both in and out of school to pupils (Luke 6:40), and as an example to parents, and fellow faculty members in judgment, respect, and Christian living. This includes, but is not limited to, the refraining from such activities as the use of alcohol, tobacco, illicit drugs, and the use of vulgar and profane language (Col. 3:17 Titus 2:7-8, I Thess. 2:10, 5:18, 21-22, James 3:17-18). The teacher agrees that the Scripture dictates standards of sexual behavior. Any promiscuity, homosexuality, or other deviant sexual behavior is forbidden, and, as such, violates the requirement of being a **role model**. The unique role of male and female are clearly defined in Scripture. Romans 1:24-43 states that God recognizes homosexuals and other deviates as perverted. Such deviation from Scriptural standards is grounds for termination (Romans 12:1-2, I Cor. 6:9-20, Ephesians 4:1-11, 5:3-5, I Thess. 4:3-8, I Tim. 4:12, II Tim. 2:19-22, I Peter 1:15-16, I John 3:1-2).