



# GRACE ACADEMY

2013-2014

**Faculty/Staff Handbook**

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## **1. Purpose of this Document**

Grace Academy of Georgetown, a non-profit corporation located in Georgetown, Texas, is managed by the Board of Trustees of the school (hereafter referred to as the Board) and its appointed Head of School. This policy manual is intended to provide guidelines and directives from the Board and the Head of School to Faculty and Staff in regard to general policies, operations, and guiding philosophy of the School. As such, this document contains critical information for implementing management plans and operations essential to meeting and maintaining the school objectives stated in the Grace Academy Bylaws.

### ***1.1 Our Motto***

Johann Sebastian Bach, one of the most prolific composers of the classical age of music, is said to have signed every composition with the initials “S.D.G.”, meaning Soli Deo Gloria. We have adopted that phrase as our motto and motive for all that we do at Grace Academy – Glory to God Alone!

### ***1.2 Our Mission***

To glorify God by serving parents in providing their children a distinctly Christ-centered, academically excellent, classical education as a foundation for life-long learning

### ***1.3 Our Desired Result***

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. We desire them to possess all these with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Grace Academy. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

## ***1.4 Grace Academy Goals***

### **"A Classical and Christ-centered Education"**

#### **CHRIST- CENTERED**

In all its levels, programs, and teaching, Grace Academy seeks to:

1. Develop Christian worldview thinking, so that students learn to evaluate their entire range of experience in light of Scripture.
2. Teach all subjects as parts of an integrated whole with the Scriptures at the center. (II Timothy 3:16-17)
3. Provide a clear model of the biblical Christian life through our Staff and Board. (Matthew 22:37-40)
4. Encourage every student to begin and develop his/her relationship with God the Father through Jesus Christ. (Matthew 28:18-20, Matthew 19:13-15)

#### **CLASSICAL**

In all its levels, programs, and teaching, Grace Academy seeks to:

1. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below).
2. Emphasize the development and flow of western civilization: history, science, math, government, art, literature, philosophy and the historic Protestant faith.
3. Encourage every student to develop a love for learning and live up to his/her academic potential.
4. Provide an orderly atmosphere conducive to the attainment of the above goals.

#### **Definitions:**

Grammar:        The fundamental rules of each subject.

Logic:            The ordered relationship of particulars in each subject.

Rhetoric:        How the grammar and logic of each subject may be clearly expressed.

## 2. General Philosophy and Purpose of Grace Academy

### 2.1 Philosophy

Grace Academy was established on August 6, 1998 as a private, Christian school committed to providing a classical and biblically-based education to young people in elementary and secondary grade levels. Education at Grace Academy is intended to be inherently different in philosophy and content from that offered in the public schools. Grace Academy strives to operate as an extension of the family under the assumption that the education of young people is the responsibility of parents and the immediate family rather than the responsibility of the state. Grace Academy provides a biblically-based curriculum and teaches all subjects as parts of an integrated whole with the Scriptures at the center.

In conjunction with the biblical emphasis, Grace Academy strives to follow a classical and Christian education, as described in the following documents:

1. The Lost Tools of Learning by Dorothy Sayers
2. The Seven Laws of Teaching by John Gregory
3. Recovering the Lost Tools of Learning by Douglas Wilson

### 2.2 Statement of Faith

The statement of faith adopted by Grace Academy is limited to primary Christian doctrine, which is considered to be central to all Christian denominations, and which sets Christianity apart from other faiths. The following statement of faith is taken directly from the Grace Academy Bylaws:

Grace Academy is an independent school without institutional ties to a particular church or denomination. Our Statement of Faith is focused on the truths that have bound orthodox Protestant Christians together through the ages, across the boundaries of time, place, race, denomination and tradition. As such, our Statement of Faith distinguishes between primary and secondary doctrine.

Primary doctrine is defined as doctrines we believe constitute the core beliefs central to Protestant Christian denominations, and which set Protestant Christianity apart from other faiths. Primary doctrine, as summarized in this Statement of Faith, will be dogmatically taught in various ways through all grade levels and forms the foundation for all other academic inquiry at the school. Secondary doctrine is defined as non-primary doctrines and represents those doctrinal areas where various Protestant denominations may differ. While we believe there is no liberty to disagree where the Bible speaks clearly, we recognize our own fallibility, and acknowledge that sincere Christians hold differing views on certain issues that are not essential to salvation, our community life together, or our pedagogy. Particularly in the dialectic and rhetoric stages of our curriculum, treatment of the Statement of Faith may lead to the study of secondary doctrinal issues. When this occurs, the instructor will strive to teach the various views of orthodox Protestant Christianity from an objective, unbiased, balanced view. We reserve for the parents and by extension their church the final responsibility to search the Scriptures with their children to resolve such issues.

#### Primary Doctrines

1. The Bible. We believe that the Bible is God's written revelation to man, and thus the sixty-six books of the Bible given to us by the Holy Spirit constitute the plenary (inspired equally in all parts) Word of God. We believe that the Word of God is objective, propositional revelation, verbally inspired in every word, absolutely inerrant in the original documents, infallible, and God breathed. We teach that the Bible constitutes the only infallible rule of faith and practice (John 17:17, 2 Timothy 3:16, 2 Peter 1:20-21).

2. God. We believe that there is but one living and true God, an infinite, all knowing Spirit, perfect in all His attributes, one in essence, eternally existing in three Persons – Father, Son and Holy Spirit – each equally deserving worship and obedience (Deut. 6:4; Mat. 28:19; 2 Cor. 13:14).
3. God the Father. We believe that God the Father, the first Person of the Trinity, orders and disposes all things according to His own purpose and grace. He is the Creator of all things. As the only absolute and omnipotent Ruler in the universe, He is sovereign in creation, providence, and redemption. His fatherhood involves both His designation within the Trinity and His relationship with mankind. As Creator He is Father to all men, but He is spiritual Father only to believers. He has decreed for His own glory all things that come to pass. He continually upholds, directs, and governs all creatures and events. In His sovereignty He is neither author nor approver of sin, nor does He abridge the accountability of moral, intelligent creatures. He has graciously chosen from eternity past those whom He would have as His own; He saves from sin all who come to Him through Jesus Christ; He adopts as his own all those who come to Him; and He becomes, upon adoption, Father to His own (Gen. 1; Rom. 8:14; 1 Cor. 8:6; Gal. 4:5; Eph. 1:4-6,11; Eph. 3:9).
4. God the Son. We believe that Jesus Christ is the per-existent and eternal Son of God who became man in order to reveal God and redeem man. We believe He was supernaturally conceived of the Holy Spirit and born of the virgin Mary. In His person, we believe the Lord Jesus combined forever full and undiminished deity with true and perfect humanity to become the God-man. We believe Christ died on the cross as a substitute for sinful man, was buried, arose bodily from the tomb, ascended into Heaven where He ministers on the behalf of saints, and someday will come again for His own (John 1:18, 8:58, Matt. 1:23, Col. 1:15-17, 1 Tim. 1:15, 3:16).
5. God the Holy Spirit. We believe that the Holy Spirit is the third Person of the Trinity, fully equal with God the Father and God the Son. Although He is of the exact same essence, we believe He is a personality distinct from the other members of the Godhead. The Holy Spirit, we believe, has an active ministry to the world in general which includes the restraining of evil, convicting of the unsaved and bestowing of God's goodness on all mankind. We also believe He has a ministry to every Christian which consists of regenerating, sealing, indwelling baptizing into the Body of Christ, and the giving of spiritual gifts. Ministries to obedient Christians include filling, assuring, teaching, guiding and comforting (Acts 5:3-4, 2 Thes. 2:3-9, John 16:7-11, Matt. 5:45, Tit. 3:5, Eph. 1:13, 1 Cor. 6:19, 12:13, Eph. 3:20, 1 Cor. 14, James 5:14, Eph. 5:18, Rom. 8:16, 14, John 16:13, 7).
6. Creation. We believe that the Triune God, according to His sovereign will and for His own glory, created the heavens and the earth without the use of pre-existent material. All living things, we believe, came into being by a direct creative act of God and not by an evolutionary or random process, and thus have an existence distinct from Him and yet always dependent on Him (Gen. 2:4, Prov. 16:4, Acts 17:24, Col. 1:16-17).
7. Man. We believe that man was directly and immediately created by God in His image and likeness. Man was created free of sin with a rational nature, intelligence, volition, self determination, and moral responsibility to God. We teach that God's intention in the creation of man was that man should glorify God, enjoy God's fellowship, live his life in the will of God, and by this accomplish God's purpose for man in the world. We believe that in Adam's sin of disobedience to the revealed will and Word of God, man lost his innocence; incurred the penalty of spiritual and physical death; became subject to the wrath of God; and became inherently corrupt and utterly incapable of choosing or doing that which is acceptable to God apart from divine grace. With no recuperative powers to enable him to recover himself, man is hopelessly lost. Man's salvation is thereby wholly of God's grace through the redemptive work of our Lord Jesus Christ. We teach that because all men were in Adam, a nature corrupted by Adam's sin has been transmitted to all men of all ages, Jesus Christ being the only exception. All men are thus sinners by nature, by choice, and by divine declaration (Gen 2:16-17; Gen 3; John 3:36; Rom. 3:9-18, 23; Rom. 6:23; Eph. 2,1-3).
8. Salvation. We believe salvation is wholly of God by grace on the basis of the redemption of Jesus Christ, the merit of His shed blood, and not on the basis of human merit or works (John 1:12; Eph. 1:7; 2:8-10; 1

Peter 1:18-19).

9. The Church. We believe in the spiritual unity of all believers in the body of our Lord Jesus Christ, of which He is the head. We agree with the admonition of Scripture not to forsake the gathering together with fellow believers and therefore advocate active participation in a local church. The purpose of the church is to glorify God by growing in faith and knowledge of God through instruction in the Word, fellowship, keeping the ordinances, and advancing and communicating the gospel to the entire world (Mat. 28:19; Acts 2:38-43; Eph. 1:22; Eph. 4:5, 13-16; Eph. 5:23; Heb.10: 24-25).

As a matter of firm policy, it is mandatory that all members of the Grace Academy faculty and staff subscribe to the above statement of faith in a manner and method prescribed by the Board, either by written statement or by oral testimony before the Board.

## ***2.3 Objectives and Standards of Grace Academy***

In the programs and teaching at all levels, as well as through extracurricular activities and examples set by faculty and staff, Grace Academy strives to:

1. Develop Christian worldview thinking, so that students learn to evaluate their entire range of experience in light of Scripture.
2. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ. (Matthew 28:18-20).
3. Provide a clear model of biblical Christian life and culture through our faculty, staff, and Board. (Matthew 22:37- 40).
4. Teach all subjects in the curriculum as parts of an integrated whole with the Scripture at the center (II Timothy 3:16-17).
5. Emphasize the tools of learning – grammar, logic, and rhetoric – in all subject matter. (Grammar is to be understood as the fundamental rules and data of each subject. Logic is to be understood as the ordered relationship of particulars in each subject. Rhetoric is to be understood as the means by which the grammar and logic of each subject may be expressed clearly.)
6. Emphasize the development and flow of western civilization: history, science, math, government, art, literature, philosophy and the historic Protestant faith.
7. Encourage every student to develop a love for learning and to achieve maximum academic potential.
8. Provide an orderly and secure atmosphere conducive to maintaining these standards.

## 2.4 The Trivium: Stages of Classical Education

<b>BEGINNING GRAMMAR</b> Grades K-2 Approximate Ages: 5 <sup>1/2</sup> -8	<b>GRAMMAR SCHOOL</b> Grades 3-5 Approximate Ages: 8-11	<b>LOGIC SCHOOL</b> Grades 6-8 Approximate Ages: 11-13	<b>RHETORIC SCHOOL</b> Grades 9-12 Approximate Ages: 14-18
<b>STUDENT CHARACTERISTICS</b>			
<ul style="list-style-type: none"> <li>• Excited about learning</li> <li>• Enjoys games, stories, songs, projects</li> <li>• Short attention span</li> <li>• Wants to touch, taste, feel, smell, see</li> <li>• Imaginative, creative</li> </ul>	<ul style="list-style-type: none"> <li>• Excited about new, interesting facts</li> <li>• Likes to explain, figure out, talk</li> <li>• Wants to relate own experiences to topic</li> <li>• Likes collections, organizing items</li> <li>• Likes chants, clever repetitious word sounds</li> <li>• Easily memorizes</li> <li>• Can assimilate another language well</li> </ul>	<ul style="list-style-type: none"> <li>• Still excitable but needs challenges</li> <li>• Judges, critiques, debates, critical</li> <li>• Likes to organize items and others</li> <li>• Shows off knowledge</li> <li>• Wants to know “behind the scenes” facts</li> <li>• Curious about <i>Why?</i> for most things</li> <li>• Thinks, acts as though more knowledgeable than adults</li> </ul>	<ul style="list-style-type: none"> <li>• Concerned with present events, especially in own life</li> <li>• Interested in justice, fairness</li> <li>• Moving toward special interests, topics</li> <li>• Can take on responsibility, independent work</li> <li>• Can synthesize</li> <li>• Desires to express feelings own ideas</li> <li>• Generally idealistic</li> </ul>
<b>TEACHING METHODS</b>			
<ul style="list-style-type: none"> <li>• Guide discovering</li> <li>• Explore, find things</li> <li>• Use lots of tactile items to illustrate point</li> <li>• Sing, play games, chant, recite, color, draw, paint, build</li> <li>• Use body movement</li> <li>• Short, creative projects</li> <li>• Show &amp; Tell, drama, hear/read/tell stories</li> <li>• Field trips</li> <li>• Reinforce conceptual understanding of letters, associated meanings</li> <li>• Story telling</li> <li>• Narration</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of sensory work,</li> <li>• Projects and manipulatives</li> <li>• Field trips</li> <li>• Make collections, displays, models</li> <li>• Integrate subjects through above means</li> <li>• Teach and assign simple research projects</li> <li>• Recitations, drama, memorizations, chants</li> <li>• Drills, games, songs</li> <li>• Oral/written presentations</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Time lines, charts, maps (visual materials)</li> <li>• Debates, persuasive reports, outlining</li> <li>• Drama, reenactments, role-playing</li> <li>• Evaluate, critique (with guidelines)</li> <li>• Formal logic</li> <li>• Music theory</li> <li>• Research projects</li> <li>• Oral/written presentations</li> <li>• Guest speakers, trips</li> <li>• Progymnasmata exercises such as fables, myths, proverbs, legends</li> </ul>	<ul style="list-style-type: none"> <li>• Drama, oral presentations</li> <li>• Guide research in major areas with goal of synthesis of ideas</li> <li>• Many papers, speeches, debates, progymnasmata</li> <li>• Give responsibilities, e.g. working with younger students, organize activities</li> <li>• In-depth field trips, travel abroad</li> <li>• World View discussion/written papers</li> <li>• Poetry, prose, journal</li> <li>• Construction/defense of theses</li> <li>• Art, music, drama</li> <li>• Yearbook, campus newspaper</li> </ul>

## 2.5 Code of Ethics Policy

**Objective:** To maintain the testimony of Grace Academy as a Christian school.

**Scope:** This policy applies to all individuals who represent Grace Academy in any capacity.

**Guidelines:**

All teachers, staff members, and representatives of Grace Academy are expected to conform to biblical standards of behavior at all times.

## 2.6 In Loco Parentis Policy

**Objective:** To ensure that parental authority over the education of their children is respected at Grace Academy.

**Scope:** This policy applies to all teachers and staff who exercise authority of any kind over the students.

**Definitions:** *In loco parentis*: in place of the parents

**Guidelines:**

Teachers are to remember that they do not function above parental authority, but rather with delegated authority (*in loco parentis*) from the parents.

## 2.7 Secondary Doctrine Policy

**Objective:** To establish the limits of doctrinal teaching at Grace Academy.

**Scope:** This policy applies to all Grace Academy teachers in their capacity as teachers at Grace Academy.

**Definitions:** Secondary doctrine: Doctrinal issues which are not addressed in the Grace Academy Statement of Faith (2.2)

**Guidelines:**

Classroom discussion of secondary doctrine should be on an informative, non-partisan level in the School of Grammar. Teachers in the Schools of Logic and Rhetoric may take a position on secondary doctrine within orthodox Protestant Christian doctrine to encourage classroom discussion. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents.

Presentation of all sides of an issue is encouraged.

The teacher should encourage the students to follow up any questions they have with their parents and pastor.

## 3. Organizational Structure

### 3.1 Definitions of Organizational Entities

*Grace Academy of Georgetown* is a non-profit corporation operating as an elementary and secondary educational institution in Georgetown, Texas. The principle office of Grace Academy is located at 225 Grace Blvd, Georgetown, TX 78633. The school is owned and operated by the Board of Trustees, who are elected and serve in accordance with the Articles of Incorporation and the Bylaws of the school.

*The Grace Academy Board of Trustees* is the duly elected and governing board for Grace Academy, elected and governing in accordance with the Grace Academy Articles of Incorporation and Grace Academy Bylaws. The Grace Academy Board consists of appointed members selected by the Grace Academy Board after presentation to the school families for consideration and discussion.

*The Grace Academy Head of School*, chief administrator of Grace Academy of Georgetown, is appointed and hired by the Board to oversee the day-to-day operations of the school and to provide timely information to the Board .

*Grace Academy Administrators* may be interviewed and hired by the Head of School.

Detailed operational guidelines and responsibilities of the Grace Academy Board are presented in the Grace Academy By-Laws and Board Policy Manual.

### ***3.2 Policy Governing Grace Academy's Relations with Schools and Associations of Schools***

**Objective:** To establish Grace Academy philosophy and guidelines governing our relations with schools and associations of schools.

**Scope:** This policy applies to any institutional relationship Grace Academy may establish with any other school or association of schools.

**Definitions:** School: Any institution of education  
Association of schools: Any affiliated collection of schools

***Guidelines:***

Grace Academy will not compromise its educational mission (1.2 and 2.3) or program, or its responsibility to the parents of children enrolled at Grace Academy.

To the extent possible, Grace Academy will seek to help other schools or associations of schools according to the following set of priorities:

1. Grace Academy will seek to further the cause of classical and Christian education as a ministry to families.
2. Grace Academy will always seek to benefit its constituency from the educational, procedural, financial, and ministerial aspects of its relationship with other schools or associations of schools.

Grace Academy administrators and staff may offer informal help to inquirers by answering questions that may be briefly answered, or by referring the inquirer to the resources that are available elsewhere. Grace Academy Head of School may offer formal help to inquirers, provided that help is defined and determined by contract made with the Board. Grace Academy administrators, staff and Board may offer individual help within the parameters of the Consulting Policy 4.12.

***School Associations***

Grace Academy is a member of the **Association of Classical and Christian Schools (ACCS)**. ACCS is an association of Christian schools designed to serve the needs of new or established schools who are seeking to return to the educational heritage of the West. For more details and information about ACCS visit [www.accsedu.org](http://www.accsedu.org).

Grace Academy is also a member of the **Association of Christian Schools International**.

"A.C.S.I. is a service organization serving Christian schools across the United States and around the world. A.C.S.I. is not a member of or a part of any other organization. Each member school or college retains its individual distinctive and operating independence. Each member school receives a certificate of membership for display in the school office. Participation in any or all of the services of A.C.S.I. is voluntary." (*from A.C.S.I. publication*) For more information go to [www.acsi.org](http://www.acsi.org).

## 4. Personnel Policies

The policies presented in this section address personnel issues such as staff qualifications, hiring and firing, compensation and benefits, performance evaluations, grievances, and professional development.

### 4.1 Hiring Policy

**Objective:** To provide a clear policy describing the steps and necessary qualifications by which faculty and staff candidates are interviewed, considered, and hired by Grace Academy.

**Scope:** This policy covers the necessary qualifications, interview, and hiring of all faculty and staff candidates. All paid employees of Grace Academy will be hired in line with this policy.

**Guidelines:**

1. By April of each year, the Head of School will submit a list of recommended faculty and staff retentions and open positions for the next school year to the Board.
2. Interviewing and selection of faculty and staff will be by Head of School. It will also be his duty to obtain all appropriate documentation and references regarding the candidate(s).
3. All full and part-time faculty and staff will have work agreements and written job descriptions. Maintaining these documents is the responsibility of the Head of School.
4. The Board is to be informed of all faculty and staff hiring.
5. Grace Academy requires all faculty and staff members to be Christians (*see Spiritual Qualifications below*). Otherwise, there is no discrimination on the basis of race, color, national origin, age, sex, or physical disabilities-provided the person is able to fulfill all requirements of the position (*see Professional Qualifications below*).
6. The Head of School will establish the work calendar for all staff each year, as well as the times of all regular work days.

**Necessary Qualifications for All Faculty and Staff Candidates:** (Other, more prescriptive qualifications are to be included in all job descriptions.)

**Spiritual:**

1. Agreement with the Grace Academy Statement of Faith, indicated by signing same in the application document.
2. From all accounts and appearances, clear evidence of a personal commitment to, and life in the Lord Jesus Christ.
3. Acceptance of the requirement to consistently attend a local evangelical church (Personnel Policy 9.6.)
4. Faculty should have an obvious working knowledge of the scriptures, especially in regard to families, marriage, children, and authority.

**Professional:**

1. A working knowledge of the purpose and philosophy behind Grace Academy.
2. Faculty shall be required to have at least a bachelor's degree in the appropriate area(s). This requirement may be waived at the Head of School's discretion.
3. Training and previous experience (paid or unpaid) in the applicable area(s).
4. Good written and oral communication abilities.

## 4.2 Assignment of Personnel Policy

**Objective:** To ensure that assignment of faculty and staff members will be in the best interest of the students of Grace Academy, and will advance the goals of Grace Academy.

**Scope:** This policy applies to the Head of School in his assignment of duties to the staff of Grace Academy.

**Guidelines:**

1. The Head of School is authorized to assign or reassign faculty and staff.
2. Adequate notice of changes will be given to the personnel involved.
3. All assignments and reassignments will be reported to the Grace Academy Board.
4. Head of School may teach no more than two full credit classes per semester. The Head of School is subject to all policies and guidelines applicable to other teachers in such academic units.
5. Members of the Board, members of a Board member's immediate family, and members of an administrator's immediate family, are not eligible for employment by Grace Academy unless the Board waives the requirement of this policy.
6. *If the Board waives the requirement of Guideline #5, then the evaluation of such faculty or staff will be conducted according to the normal evaluation process. If there is any dispute about such an evaluation, or about the faculty or staff member's job performance in general, the normal grievance procedures will not apply. The dispute will be resolved and settled by the full Board, minus the teaching Board member/s in question, or Board members related to the employee/s in question. A simple majority of the remaining Board members will constitute a quorum for the settlement of the dispute.*

## 4.3 Certification Policy

**Objective:** To establish the academic qualifications for faculty at Grace Academy.

**Scope:** This policy applies to all staff members of Grace Academy with teaching responsibilities.

**Definitions:** ACCS: Association of Classical Christian Schools

**Guidelines:**

A valid state teaching certificate is not required for teaching at Grace Academy.

All Grace Academy faculty and administrators are encouraged to obtain ACCS certification.

#### 4.4 Grammar (K-5) Job Descriptions

**Objective:** This is not intended to be a complete delineation of all the possible responsibilities of a Grace Academy grammar teacher. Rather, it is a general description of the basic tasks a grammar teacher will be normally required to perform and be evaluated upon. In addition, it is expected that the teacher will comply with all applicable school policies and guidelines.

**Scope:** This job description is to be used in close conjunction with the Teacher Evaluation Form.

##### **BASIC TASKS OF A GRAMMAR SCHOOL TEACHER AT GRACE ACADEMY:**

1. ***Spiritual Leadership*** - The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God's only written Word. He is to use the school's curriculum guide and the Bible in constructing his daily Bible classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.
2. ***Classroom Management/Environment*** - The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple, manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.
3. ***Lesson Preparation and Presentation*** - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. These will normally include: Bible, reading, mathematics, science, grammar, composition, spelling, handwriting, history and/or geography. Also, in most grammar grades a working knowledge and interest in Latin, art, music, and physical education is necessary, though these are normally taught by other specially trained teachers. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in the Grace Academy Grammar Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language and appropriate vocabulary is also expected.
4. ***Classroom Decorum and Discipline*** - The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to accompany the student to the office and give the administrator an accurate accounting of the student's offense. The teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom.
  - a) Comprehension checks
  - b) Rephrasing of concepts by students
  - c) Inductive questioning (Questions designed to help the student move toward the correct conclusions)
  - d) Recitations, chants, songs, acronyms, summaries and reviews
  - e) Illustrations, applications, demonstrations
5. ***Student Learning*** - The teacher should seek to stimulate and maintain the students' interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress (see the Lost Tools Chart). The grammar school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students.

6. ***Planning and Communications*** - The teacher's weekly and quarterly plans should reflect creativity and a good use of class time. Copies of the weekly lesson plans are to be turned in each Friday to the administrator. The Curriculum Guide should be used to establish weekly, quarterly, and semester plans. The teacher is to regularly (at least twice each month) communicate with the parents in his class. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.
7. ***Professionalism*** - The teacher is to consistently and joyfully demonstrate pride in Grace Academy by his work, punctuality, speech, attitude, dress, and attention to duties.
8. ***The Seven Laws of Teaching***, as set forth in the work of John Gregory by the same title, must be regularly and thoroughly implemented into lesson plans, and should be evident in the classroom.

## 4.5 Logic and Rhetoric (6-12) Job Descriptions

**Objective:** This is not intended to be a complete delineation of all the possible responsibilities of a Grace Academy grammar teacher. Rather, it is a general description of the basic tasks a grammar teacher will be normally required to perform and be evaluated upon. In addition, it is expected that the teacher will comply with all applicable school policies and guidelines.

**Scope:** This job description is to be used in close conjunction with the Teacher Evaluation Form.

### **BASIC TASKS OF A SECONDARY SCHOOL TEACHER AT GRACE ACADEMY:**

1. ***Spiritual Leadership*** - The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God's only written Word. He is to use the school's curriculum guide and the Bible in constructing his daily Bible classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.
2. ***Classroom Management/Environment*** - The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple, manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.
3. ***Lesson Preparation and Presentation*** - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. All teachers must have a command of Scripture and a familiarity with composition and western civilization that may be integrated into the classroom. Also, in most secondary grades a working knowledge and interest in Latin, art, and music is highly beneficial, though these are normally taught by other specially trained teachers. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in the Grace Academy Logic/Rhetoric Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language and appropriate vocabulary is also expected.
4. ***Classroom Decorum and Discipline*** - The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to accompany the student to the office and give the administrator an accurate accounting of the student's offense. The teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom.
  - a) Comprehension checks
  - b) Discussion of concepts by students, Socratic discussion, disputation
  - c) Presentations, speeches, debates
  - d) Compositions based on progymnasmata
5. ***Student Learning*** - The teacher should seek to stimulate and maintain the students' interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress (see the Lost Tools Chart). The logic/rhetoric school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual student.
6. ***Planning and Communications*** - The teacher's weekly and quarterly plans should reflect creativity and a good use of class time. Lesson plans are to be entered and kept up to date in RenWeb. The Curriculum

Guide should be used to establish weekly, quarterly, and semester plans. The teacher is to weekly communicate with the parents in his class. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.

7. ***Professionalism*** - The teacher is to consistently and joyfully demonstrate pride in Grace Academy by his work, punctuality, speech, attitude, dress, and attention to duties.
8. ***The Seven Laws of Teaching***, as set forth in the work of John Gregory by the same title, must be regularly and thoroughly implemented into lesson plans, and should be evident in the classroom.

## ***4.6 Compensation and Benefits***

**Objective:** To define the compensation and benefit program provided to the faculty and staff members of Grace Academy.

**Scope:** This policy contains the salary administration program, and benefit program for the full-time and part-time faculty and staff. All direct employee benefits should be addressed herein.

**Definitions:** Full-time employee: Faculty and staff who work at least 2/3 time  
Part-time employee: Faculty and staff who work less than 2/3 time  
Administrative staff: Staff whose main responsibilities are administration

### ***Guidelines:***

#### ***A. Full-time Employees***

Each year the Head of School will determine a compensation schedule for faculty and staff that will take into account experience and workload, as well as other components, e.g. increases related to degree attainment, professional certification, etc. This schedule will be submitted for approval to the Board.

Paydays are bimonthly.

Full-time employees are eligible for available benefits.

#### ***B. Part-Time Employees***

Each year the Head of School will determine a compensation schedule for faculty and staff that will take into account experience and workload, as well as other components, e.g. increases related to degree attainment, professional certification, etc. This schedule will be submitted for approval to the Board.

Paydays are bimonthly.

Part-time employees may be eligible for available benefits.

#### ***C. Administrators***

The guidelines for administrators will be the following:

***The salary of the Head of School will be set annually by the Board.***

## 4.7 Evaluations/Personnel File Policy

**Objective:** To ensure consistency of procedure and standards in all performance evaluations of the faculty and staff of Grace Academy.

**Scope:** This policy applies to board evaluations of the Head of School and the Head of School's evaluation of faculty and staff.

**Definitions:** Evaluation: a procedure for measuring a staff member's performance in helping to achieve the goals and policies of Grace Academy, the curriculum objectives of the school, and observation the guidelines and handbooks.

Personnel File: a file maintained by the Head of School in the administrative offices of Academy for all faculty and staff

### **Guidelines:**

All faculty and staff will be formally evaluated. The Head of School will be responsible to evaluate all faculty and staff. The Board will be responsible for the evaluation of the Head of School.

The evaluation will be considered finalized when the faculty or staff member being evaluated and the one responsible for the evaluation both acknowledge by signature that the evaluation has been discussed in detail.

When the evaluation is finalized, the Head of School will place it in that faculty or staff member's personnel file. Other appropriate inclusions in the personnel file would include letters of commendation or reprimand, as well as any responses, comments, or relevant data the faculty or staff member may wish to include.

No unauthorized access to a faculty or staff member's personnel file will be allowed.

*The personnel file may be used by an authorized representative of Grace Academy to draft a letter of recommendation to a prospective employer. The file is only to be used for purposes of refreshing the memory, and is not to be reproduced for the prospective employer.*

*See Appendix for Teacher Observation Form, Final Evaluation Form and Classroom Management Checklist*

## 4.8 Separation Policy

**Objective:** To provide a clear policy describing the steps by which employees may be separated from Grace Academy.

**Scope:** This policy covers the procedure of separating an employee.

**Guidelines:**

All employment agreements with Grace Academy are at-will agreements. Separation of employees may take place under the following circumstances:

**Voluntary Separation:** Employees may choose to voluntarily resign at the culmination of a standard work agreement period.

**Unforeseen Circumstances:** Due to events such as death, disability, illness, school closure, etc., the employee may not be able to continue his/her duties.

**Non-Renewal of Work Agreement:** At the normally scheduled time for re-signing the annual work agreements, the employee may not be offered a new work agreement by the Head of School.

**Dismissal:** Reasons for dismissal may include: violation of the law; insubordination; consistently low performance; consistent violation of Grace Academy policy; immorality; mistreatment or blatant disrespect of parents, other faculty, staff or students.

The procedure for dismissal is:

1. A conference with the Head of School that includes a written warning and specifies a correction plan with a deadline.
2. A follow-up evaluation conference with the Head of School to be held at the end of the specified time.
3. If at any time adequate improvement is not apparent, dismissal is in order.
4. The Head of School will communicate dismissal of faculty or staff to the Chair of the Grace Academy Board.

**Immediate Dismissal:** Immediate dismissal of an employee is always an option for the Head of School. The Head of School shall report this action as soon as possible to the Chair of the Grace Academy Board.

#### ***4.9 Suspension Policy***

***Objective:*** To provide a clear policy describing the steps by which employees may be suspended from duty at Grace Academy.

***Scope:*** This policy covers the procedure for suspension of an employee.

***Guidelines:***

Suspension of employees may take place under the following circumstances:

An employee may be suspended with or without pay at the discretion of the Head of School. The Head of School will inform the Chair of the Board of this action as soon as possible.

#### ***4.10 Church Attendance Policy***

***Objective:*** To set the standard for church attendance for Grace Academy staff.

***Scope:*** This policy applies to all faculty and staff of Grace Academy.

***Definitions:*** Evangelical Christian fellowship: Any church in substantive agreement with the Grace Academy Statement of Faith (2.2)

***Guidelines:***

All staff and faculty members are required to attend regularly any local evangelical Christian fellowship.

Any questions about which churches meet this criterion should be answered by the Head of School.

## 4.11 Comprehensive Grievance Policy

**Objective:** To establish biblical guidelines for the resolution of disputes and grievances in the operation of Grace Academy.

**Scope:** These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Grace Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, faculty, staff, volunteers, administration, and Board.

**Definitions:** Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Grace Academy objectives and goals.

Grievances: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

### **Guidelines:**

#### *General:*

It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.

It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

#### *Students/Parents to Faculty or Staff:*

All concerns about the classroom must first be presented to the faculty or staff by the parents, or if the student is mature enough, by the student himself.

If the problem is not resolved, the parents may appeal the decision to the Head of School, his designated representative, the Director of Curriculum and Instruction and/or the Director of Student Affairs, depending upon the nature of the grievance.

If there is still no resolution, they may request in writing a hearing with the Board.

#### *Faculty/Staff to Faculty/Staff:*

If a member of the Grace faculty or staff has a grievance or dispute with another faculty or staff member they should bring their concerns to that member of the faculty/staff.

If the problem is not resolved, the affected faculty or staff should present the grievance or dispute to the Head of School.

If there is still no resolution, they may request in writing a hearing with the Board.

#### *Grace constituency to Director of Curriculum and Instruction/Director of Student Affairs/Head of School:*

If a member of the Grace constituency has a grievance or dispute about the general operation of the

school (apart from the operation of the classrooms), they should bring their concerns to the Head of School, his designated representative, the Director of Curriculum and Instruction or the Director of Student Affairs.

If there is still no resolution, they may request in writing a hearing with the Board.

*Faculty/Staff to Director of Curriculum and Instruction/Director of Student Affairs/Head of School:*

All concerns about the standards of the school must first be presented to the Head of School or his designated representative.

If the problem is still not resolved, the faculty/staff member may request in writing a hearing with the Board.

*Volunteers to Faculty, Staff, Head of School:*

If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, Head of School, development director, etc.).

If the problem is not resolved, then the concern should be presented in writing to the Head of School, followed by a meeting with him to discuss the concern.

If the problem is still not resolved, the volunteer may request in writing a hearing with the Board.

*Individual Board Members to Head of School:*

If specific concerns arise during a Board meeting, Board members may not rebuke the Head of School in the Board meeting, but their concerns may be channeled through the Chair.

Any Board member may call the Board into executive session if a potential grievance or dispute arises during a Board meeting.

If the Board decides that the issue does not warrant executive session, the Board will return immediately to open session.

If the Board decides further investigation is warranted, the Head of School will meet with the Board in executive session to present his perspective and answer questions.

The Board will notify the Head of School of the Board's decision.

### ***4.12 Consulting Policy***

***Purpose:*** To define the procedures for the provision of consulting services.

***Scope:*** This policy applies to all board members, faculty, and staff of Grace Academy.

***Definitions:*** Consulting: the provision of educational counsel, advice, expertise, etc. for a fee

***Guidelines:***

On their own time, and with their own materials and expertise, Board members, faculty, and staff of Grace Academy are free to offer their own educational consulting services to other schools, prospective schools, or associations of schools. The Grace Academy Board reserves the right to withdraw this permission at any time.

Board members, faculty, and staff who provide consulting services may make use of official Grace Academy consulting materials only through prior arrangements with the Grace Academy Board.

### ***4.13 Publications Policy***

***Objective:*** To establish the ownership of material produced at Grace Academy.

***Scope:*** This policy applies to all material produced by the faculty and staff of Grace Academy in the course of their duties at Grace Academy, as well as any material produced as the result of special commissioning by Grace Academy.

***Definitions:*** Commissioned material: material that is produced by a staff member as a result of special arrangement with the administration of Grace Academy. No commissioning exists without a signed agreement.

***Guidelines:***

Individual staff members have full ownership rights to lecture notes, worksheets, lesson plans, as well as non-commissioned textbooks/workbooks or teacher guides they have written in the course of their teaching duties at Grace Academy. However, the staff member will provide requested copies of all noted materials to Grace Academy “at cost.”

Grace Academy has full ownership rights to curriculum guide outlines/objectives, scope and sequences, and materials lists.

Grace Academy retains the right to use "in house" all worksheets, lesson plans, and lecture notes. This "in house" use includes the right to market the material outside the confines of Grace Academy with prior written agreement with the staff involved. It should be understood that the staff member reserves the right to publish the same non-commissioned materials, if a joint agreement is not satisfactory.

The ownership of commissioned material will be specified by the commissioning agreement.

#### ***4.14 Professional Leave Policy***

***Objectives:*** To establish basic guidelines and limits for all faculty and staff members desiring professional leave within the work agreement period.

***Scope:*** This policy covers all faculty and staff members of Grace Academy desiring professional leave.

***Definitions:*** Professional leave: time taken by any faculty or staff member to grow professionally

***Guidelines:***

The following guidelines are to be adhered to by the faculty or staff member desiring professional leave and the administration in granting the leave:

Staff may request up to three days of professional leave during the academic year, plus five days during the summer.

Faculty may request up to three days of professional leave during the academic year.

If a faculty or staff member's professional leave requires more than the specified number of days, the Head of School may approve the additional days of professional leave on a case-by-case basis.

Requests for professional leave should be submitted in writing to the appropriate administrator for approval at least two weeks prior to the planned leave. The Head of School is to be informed of all such requests.

Professional leave days may not be accumulated from year to year.

### **4.15 Emergency/Sick Leave**

**Objectives:** To provide a consistent standard by which administrators can determine and authorize special requests from staff members needing emergency leave (see Personal Leave) and make any necessary salary decisions.

**Scope:** These guidelines cover all faculty and staff members of Grace Academy.

**Definitions:** Emergency leave – unplanned, but necessary time off due to serious or very unique circumstances such as illness (personal or family), death in the family, injuries, other family emergency, etc.

**Guidelines:**

Staff members needing to take time off work for typical illnesses (flu, colds, etc.) should contact the appropriate administrator and let him know the circumstances and potential loss of time related to their problem. For these type of illnesses or other emergencies (e.g. minor injuries, etc.) requiring no more than two to three days of missed work, no salary adjustments will be necessary.

Staff members may be granted up to five consecutive days emergency leave without any loss of pay should the circumstances of the emergency be in the nature of the following:

1. Extended recovery from injury or illness, but not requiring hospitalization
2. Loss of family member and resulting funeral attendance
3. Illness or injury of immediate family member (necessitating staff member's presence).
4. Circumstances resulting from wife's giving birth.
5. Unique circumstances of a situation which make it highly unlikely that another such situation will occur within the foreseeable future (at least the current school year)

The Administrator is authorized, when he deems it appropriate, to grant a staff member full pay for an additional, consecutive five days (total of ten maximum). Circumstances to consider in such a grant would be similar to the following:

1. Loss of pay would greatly aggravate the staff member's current crisis. In all probability, the staff member will be able to return to work no later than the end of the consecutive ten days.
2. The staff member has demonstrated through time and practice a high degree of reliability and punctuality. The unique circumstances of the current emergency make it highly unlikely that another such situation will occur within the foreseeable future (at least the current school year).

A staff member may request and be granted further unpaid time off if approved by the Director of Curriculum or Board. Allowable emergency leave days, like the personal leave days, are not accumulated from year to year. If a staff member's emergency situation requires a prolonged (more than ten days) absence from work, the reasons for the absence and the anticipated events will be presented to the board for a case-by-case decision as to salary and substitute issues.

Grace Academy does not recognize any form of "maternity leave." If a female staff member becomes pregnant while under a work agreement with the school, under the direction of her husband and doctor, she may work as long as considered wise. If she needs to leave before the final working date stated on the work agreement, a replacement will be obtained to fill the entire remaining period.

### ***4.16 Personal Leave***

***Objectives:*** To establish basic guidelines for all faculty members to request up to **three days** of personal leave each academic year.

***Scope:*** These guidelines cover all faculty members of Grace Academy desiring personal leave days during the academic year.

***Definitions:*** "Personal leave" is understood to be any planned, non-emergency time taken by any faculty member away from what would otherwise be his or her normal working hours/days. That is, for daily length of time normally devoted to work at Grace Academy, the faculty member may take personal leave for up to three increments of their working time, without forfeiture of pay. For example, if a teacher has only two classes per day, he may take personal leave equal to missing each of those classes three times.

***Guidelines:***

All faculty members of Grace Academy may request up to three days (as defined above) of personal leave each academic year. Requests for personal leave should be submitted in writing (see appropriate form) to Director of Curriculum at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the administrator.

The arrangements for substitutes for faculty members taking personal leave are the sole responsibility of the faculty members. The appropriate administrator must be made aware of the arrangements. It will be the administrator's responsibility to grant and record all personal leave days taken by his faculty members. No pay will be received for more than three days of personal leave taken during the academic year.

Personal leave days may not be accumulated from year to year. Personal leave days may not be taken in conjunction with an existing holiday (ex: the day before Christmas break).

### 4.17 Staff Vacation

**Objectives:** To set guidelines for the staff of Grace Academy in the taking off work for vacation time.

**Scope:** These guidelines apply to all the staff members of Grace Academy.

**Definitions:** “*Staff member*” – Any regularly paid employee of Grace Academy, i.e. contracted for work through an annual Work Agreement.

“*Vacation*” – Days taken off from a normal work period (i.e. not school vacation days, or weekends) for a recreational purpose, vs. emergency, personal, or professional leave (see applicable policies).

“*Summer months*” – Those months, normally June, July, and most of August, during which the school is not in session for the students.

**Guidelines:**

The following times and conditions for vacations apply to staff members within the stated categories:

1. All vacation days taken within the stated allowances will be paid vacation days.
2. Full-time staff members working twelve months may take up to two weeks vacation during the summer months.
3. Half-time staff members working twelve months may take up to one week vacation during the summer months. (With permission, they may choose to work one week of full days to allow two weeks of vacation.)
4. Full-time staff and half-time staff working less than twelve months will not receive any paid vacation days beyond the school vacation days. If they are granted vacation days by the administration, the days taken will not be paid.
5. All teaching staff are to confine their vacations to the summer months. This does not apply to the allocated three personal leave days (see Personal Leave Policy)

### ***4.18 Employee Reimbursement***

**Objectives:** To establish basic guidelines for reimbursable expenses.

**Scope:** These guidelines cover all faculty members of Grace Academy.

**Guidelines:**

#### **Travel Expenses**

All pre-approved school travel expenses are reimbursable. Grace Academy will only reimburse reasonable expenses incurred while traveling on school business. Grace Academy reserves the right to pay for travel expenses on a per diem basis.

#### **Reimbursable Expenses**

Expense reports will be used to reimburse employees for their out-of-pocket expenses on Grace Academy's behalf. Expense reports must include all receipts from lodging, airfare, meals and other transactions.

### ***4.19 Professional Improvement***

**Objectives:** To establish guidelines for reimbursement of expenses associated with ACCS certification of faculty and staff members.

**Scope:** These guidelines cover all faculty members of Grace Academy.

**Guidelines:**

ACCS certification for all Grace Academy teachers and administrators is the long-term goal set by the Grace Academy Board.

The school will pay the costs of any board-approved course of study. This may include advanced degree work, enhancement courses, training sessions or correspondence materials from A.C.S.I., A.C.C.S., etc. The board's approval will be determined on a case-by-case basis. Requests for approval/financing must be submitted through the Administrator. A major consideration for approval will be the individual's longevity potential with Grace Academy.

#### ***4.20 Student Teachers Policy***

- Objective:*** To set guidelines for the practice of allowing student teachers to complete their practicums at Grace Academy.
- Scope:*** This policy applies to any situation in which a university student seeks to complete any portion of his student teaching practicum at Grace Academy.
- Definitions:*** Practicum: the period of time and experience in an actual teaching situation necessary for completing most undergraduate teaching degrees and certificates

***Guidelines:***

Should a university student, or his college advisor/placement officer, seek to have any or all of the student's required practicum completed at Grace Academy, the following steps are to be taken:

The student must submit to the appropriate administrator documentation that includes:

1. The student's Christian testimony.
2. The student's prior work and educational experiences and training.
3. The student's goals for his degree and plans for post-college work.
4. The necessary permission and procedural authority from the university. This would also give the name(s) of the college supervisor(s), as well as a detailed description of the objectives the student is to complete while in training.

The administrator will determine whether the student is qualified to work at Grace Academy.

During the entire practicum, the student teacher will be subject to all appropriate school policies and guidelines, as documented in applicable staff handbook.

## ***4.21 Whistle-blower Policy***

**Objective:** To provide a process for employees to raise concerns about suspected fraud and to protect them from reprisals for whistle-blowing in good faith.

**Guidelines:**

Grace Academy is committed to the highest possible standards of ethical, moral, and legal conduct. Consistent with this commitment, this policy aims to provide an avenue for employees to raise concerns about suspected fraud and to provide reassurance that they will be protected from reprisals or victimization for whistle-blowing in good faith.

### **Reporting**

It is the responsibility of every employee to report concerns relating to suspected dishonesty or fraud. Such concerns shall be set forth in writing and sent in a sealed envelope to the Chair of the Grace Board in a timely manner.

### **Investigating the Concern**

Following the receipt of any complaints submitted, the Board will investigate each matter so reported and take corrective and disciplinary actions when appropriate. The Board may enlist employees and/or outside legal, accounting, or other advisors, as appropriate, to conduct any investigation of complaints regarding financial reporting, accounting, internal-accounting controls, auditing matters, or any other form of fraud. In conducting any investigation, the Board shall use reasonable efforts to protect the confidentiality and anonymity of the complainant.

### **Report to Complainant**

The complainant will be given the opportunity to receive follow-up on his or her concern within two weeks.

The follow-up should include

- an acknowledgement that the report of the concern was received,
- a description of how the matter will be dealt with,
- an estimate of the time that it will take for a final response,
- an indication of whether initial inquiries have been made, and
- an indication of whether further investigation will follow, and if not, a justification for the reason.

The complainant will receive information, a process subject to legal constraints, about the outcome of any investigations.

### **Document Retention**

The Board shall retain as a part of the records of the investigation any such complaints or concerns for a period of at least seven years.

### **Safeguards**

No employee who in good faith reports a violation shall suffer harassment, retaliation, or adverse employment consequences as a result of the reporting. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This policy is intended to encourage and enable employees and others to raise concerns within the organization before seeking resolution outside the organization.

Additionally, no employee shall be adversely affected because he or she refuses to carry out a directive that would constitute corporate fraud, or that would violate of state or federal law.

Suspected violations may be reported confidentially by the complainant or may be reported anonymously. Reports of suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. Every effort will be made to protect the complainant's identity.

Employees are encouraged to put their names to allegations because appropriate follow-up investigation may not be possible unless the source of the information is identified. Concerns expressed anonymously will be investigated, but consideration will be given to

- the seriousness of the issue raised,
- the credibility of the concern, and
- the likelihood of confirming the allegation from attributable sources.

Anyone filing a complaint must be acting in good faith and must have reasonable grounds for believing the information disclosed indicates misconduct, dishonesty, or fraud. Any allegations that prove not to be substantiated and that prove to have been made maliciously or made knowingly as false will be viewed as a serious disciplinary offense.

For purposes of this policy, the definition of fraud includes but is not limited to

- theft or other misappropriation of Grace Academy assets,
- misstatements or other irregularities in the Grace Academy financial records,
- incorrect financial reporting,
- misuse of Grace Academy financial resources,
- illegal financial activities.

## ***4.22 Nondiscrimination Policy***

Grace Academy does not discriminate on the basis of sex, race, color, age, national and ethnic origin, or any other impermissible factor in administration of its admission practices. However, Grace Academy is an independent, tax exempt 501(c)3 educational corporation led by a Board of Trustees and is an independent non-profit Christian ministry. As such, Grace Academy reserves its right to choose to discriminate in its admission practices in favor of individuals whose faith compliments its Mission and Statement of Faith.

## 5. Policies Regarding Educational Programs

The policies presented in this section address educational programs sanctioned by Grace Academy, including both curricular and extra-curricular activities. Pertinent issues include topics such as Grammar, Logic, and Rhetoric curriculum, the scope and sequence of topics/courses, criteria for textbook selection, and guidelines for the implementation of and participation in extra-curricular activities.

### 5.1 Basic School Rules

The following list of school rules are those essential policies that we require all our students to be aware of and adhere to:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. **Prompt and cheerful obedience is expected.** Requests from the teacher should not have to be repeated.
3. No chewing gum, electrical music devices, guns or knives are allowed on the school grounds.
4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds (e.g. students are not to go behind the buildings, or beyond fences).
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks).
6. Students are not to run or make noise on the decks, but to walk and talk quietly. Grammar teachers are to escort their classes to lunch, assemblies, and other class functions.
7. Quiet talk and good behavior are to be the standard while in between classes, in the bathrooms, and all other non-classroom times inside the building.
8. Teachers are to dismiss their classes to recess one row at a time. Students are not to run into the building after recess. They are to walk into the building.
9. Honor God, Honor others, and Honor God's property are the guiding principles in all our activities.
10. The chant "Obey all the way, right away, with a good attitude everyday," should be used on a regular basis to remind grammar students of behavioral expectations at Grace Academy.
11. Laptop computers, netbooks, electronic tablets and e-readers may only be used as a tool to assist in the everyday routine of school (taking notes, writing papers, or using spreadsheets).
12. No internet access is allowed while on campus. There are exceptions at the Rhetoric level but those will be requested by the teachers and not students.

## 5.2 Reverence Policy

**Objectives:** To ensure that God's name, character, and truth are honored and respected at Grace Academy.

**Scope:** This policy applies to the entire program of Grace Academy.

**Guidelines:**

In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles.

For the sake of the students' spiritual training and the work of Grace Academy, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored and respected at Grace Academy.

## 5.3 Faculty/Staff and Student Relations

**Objective:** To provide overall and specific guidelines facilitating professional, friendly, and biblical relationships between Grace Academy Board members, faculty and staff members and Grace Academy students. (To be understood in light of Policy 2.5, "Code of Ethics Policy")

**Scope:** These guidelines apply to all members of the Grace Academy Board, faculty, and staff.

**Guidelines:**

In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between board members, faculty, and staff and students, the following guidelines are to be understood as representative of the practices and philosophies of Grace Academy. More specific guidelines conforming to this policy may be issued by the appropriate administrators, as necessary.

Board members, faculty, and staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7-8). All relationships are to be friendly and courteous, not familial and intimate.

Board members, faculty, and staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12).

Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc., are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.

If it is necessary for a board member, faculty, or staff member to spend time alone with a student, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.) or have previously obtained written approval from the student's parent or legal guardian.

Board, faculty, and staff members shall not travel alone in a car with one student without prior written approval from the student's parent or legal guardian.

***On any school-sponsored trips lasting overnight and involving students of both genders, chaperones of both genders will be required.***

## ***5.4 Faculty/Staff Dress Code***

**Objective:** To set the standards and guidelines for faculty and staff attire at Grace Academy.

**Scope:** These guidelines apply to all staff members.

**Guidelines:**

1. All staff members: teachers, administrators, office personnel, and maintenance staff will serve as models of adult Christians to the students, and they should consider this in choosing their attire for school.
2. All teachers should wear appropriate chapel attire on Chapel days. Gentlemen are encouraged to wear dress shirts and ties. Ladies are encouraged to wear skirts or dresses.
3. PE apparel is to be modest, appropriate for the sport, and only worn during the hours of teaching PE or for the sport being coached. No athletic apparel is to be worn by staff in any non-sport or non-athletic class environment. Tennis shoes or athletic shoes may be worn for recess, lunch duty, and natural history activities. Dress denim may be worn on Casual Fridays or other designated casual days. Dress denim is defined as nice denim pants (jeans) without rips, tears, or stains. Jeans may not be worn on other days.
4. Women must wear dresses, skirts, or slacks with blouse/sweater or Grace Academy uniform shirts. Dresses and skirts should be knee-length. Men must wear sport or dress slacks, Grace Academy uniform shirt or other polo or button-up shirt; a neck-tie is optional. Hair, including facial hair, should be neat and clean.
5. Maturity, good taste and modesty in dress, appearance, and overall behavior is required.

## ***5.5 Student Uniform Policy***

**Objective:** To set the standards and guidelines for student attire at Grace Academy.

**Scope:** This policy applies to all students and all staff are required to help enforce the dress code as it is outlined in the Dress Code Policy

**Guidelines:** Grace Academy students are expected to comply with the following guidelines for student attire.

**See Appendix for the 2013-2014 Uniform Policy**

## 5.6 Attendance

A student enrolled in Grace Academy is expected to be present and on time to school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend, and complete all requirements for every course offered. Attendance records for the students are kept in RenWeb and reported on the student's report card.

### **Punctuality:**

Students should begin arriving no earlier than 7:50 a.m. A student who arrives after 8:15 a.m. is considered tardy. If a student is counted as tardy three times in one quarter, these three tardies will be counted as one absence.

A student who is absent from school more than one half-day may not participate in extra-curricular activities that day, either in practice or in games unless the Head of School gives permission to do so. Any student leaving for a medical appointment and returning within a reasonable time will be eligible for practices or games.

### **Absences:**

If a student needs to be absent from school for one or more days for any reason, the parents should contact the school office by note, e-mail or phone as soon as possible. If a student arrives after 10 a.m., he will be considered absent for the whole day.

### **Make-up Work in the event of an absences:**

In the case of an unplanned absence, a student may have one day for each day absent plus one additional day to turn in the missed work.

For example, if a student misses three days unexpectedly (e.g. illness, family emergency) then he may have four days to make up any missed assignments.

### **In the case of a planned absence, a student must notify the teacher at least one week in advance. All make up work will be due the first day the student returns following the absence.**

For example, if a student plans to miss three days (e.g. family trip) then the student should contact his teacher to obtain the assignments he will miss when absent. Those assignments are due the day the student returns to school.

### **Long-Term Absences:**

If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. This eliminates both the need to work on vacation or doing a significant amount of make-up work. It is the student's responsibility to complete the assignments or work as outlined or prescribed by the teacher. Parents should not expect teachers to pre-plan or prepare handouts, tests or worksheets prior to any extended absences unless extenuating circumstances exist.

### **Maximum Absences:**

In the event the total number of absences, whether *planned or unplanned*, for one quarter is equal to or exceeds five days, the student may not receive credit for that time period. In the event the total number of absences, whether *planned or unplanned*, for one semester is equal to or exceeds ten days, the student may not receive credit for that time period. The student's parents will meet with the Director of Curriculum and Instruction (and teacher/s if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.

In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester. The student's parents will meet with the Director of Curriculum and Instruction who will make a recommendation to the Board of Trustees.

Students need to attend school consistently, daily and faithfully. Exceptions to attendance requirements may be granted based on unusual or unexpected circumstances and approved by the Director of Curriculum and Instruction.

Long, sustained illness or other unusual circumstance is always a consideration for grace for this requirement.

## 5.7 Discipline

The kind and amount of discipline will be determined by the teachers, and when necessary the Director of Student Affairs or his designee. The discipline consequences will be administered in the light of the individual student's actions, attitude, and/or history of misbehaviors.

Order and discipline in the classroom shall be enforced. All discipline will be based on biblical principles, e.g. confrontation of sinful behavior, confession & apologies, (public and private), swift/painful punishment, restitution, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of all students. Student misbehavior will not be tolerated at school, at school functions, school trips, events or activities.

**Office Visits:** There are five basic behaviors that will automatically result in a visit to the Director of Student Affairs or his designee: (see Code of Conduct for further information)

1. Disrespect shown to any staff member. The faculty or staff member will be the judge regarding disrespectful behavior.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion, i.e. outright disobedience or defiance in response to instructions, failure to comply. The faculty or staff member will be the judge regarding rebellious behavior.
4. Fighting, i.e. striking others with the intention to harm another student.
5. Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain.

During the visit with the Director of Student Affairs or his designee, the Director of Student Affairs or his designee will determine the nature and degree of the discipline. The Director of Student Affairs or his designee may require seeking forgiveness from the offended party, restitution, community service, physical exercise, loss of privileges/opportunity, spanking, or any other measures consistent with biblical guidelines which may be appropriate.

If, for any of the above or other misbehavior, a student receives disciplinary action from the Director of Student Affairs or his designee, the following accounting will be observed within each semester of the school year:

- The first two times a student is sent to the office for discipline, the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- The third office visit will be followed by a meeting with the student's parents and Head of School.
- Should the student require a fourth office visit, a two-day suspension will be imposed on the student.
- If a fifth office visit is required, the student will be expelled from the school.

**Expulsion:** The Grace Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

**Serious Misconduct:** Should a student commit an act with such serious consequences that the Head of School deems it necessary, the office-visit process may be by-passed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering other students or staff members, extreme violence, vandalism to school facilities, violations of civil law, or any act in clear contradiction to scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

**Re-admittance:** Should an expelled student desire to be readmitted to Grace Academy at a later date, the Grace Academy Board, or its delegated authority, will make a decision based on the student's demonstrated attitude and actions of repentance and circumstances at the time of reapplication.

***Information Regarding Corporal Punishment and Spanking:***

Spanking will be administered only by the Head of School or his specific designated appointee, with a faculty or staff member (witness) present. Every attempt will be made to phone the parent. A wooden paddle is used, and two swats are the norm. After punishment is administered, time is spent with the child to discuss apology, restitution, forgiveness, repentance, and encouragement. (See Proverbs 1:7, 13:24, 19:18; 22:15, 23:13-14 and 29:15)

***If parents do not agree with their child(ren) being spanked, they must notify the school in writing of their disagreement, and specify no less than two emergency contacts (besides themselves) who will be able to come to the school immediately to take the child home in the event the parents are unable to be reached. We realize special ward children (foster care, etc.) are prohibited by law from being spanked; therefore it is the parent/guardian's responsibility to inform the school in writing of these situations.***

## 5.8 Class Size Policy

**Objective:** To provide the administration with guidelines on class sizes.

**Scope:** This policy would affect all students, K-12, faculty, and staff members.

**Definitions:** School of Grammar: Grades kindergarten through five  
School of Logic: Grades six through eight  
School of Rhetoric: Grades nine through twelve

**Guidelines:**

*School of Grammar:*

In the School of Grammar, class sizes will normally be limited to 20 or fewer.

*Schools of Logic and Rhetoric:*

In the School of Logic and School of Rhetoric, class sizes will normally be limited to 25 or fewer.

## 5.9 Learning Disabilities Policy

**Objective:** To clarify the educational goals of Grace Academy in regard to students with learning disabilities.

**Scope:** This policy applies to all students and teachers in all the classrooms of Grace Academy.

**Definitions:** Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, or staff in order to provide the educational services desired by the parents (e.g. Down's syndrome, deaf/mute, blind, etc.).

Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, or staff in order to provide the education services desired by the parents (e.g. hyperactivity, Attention Deficit Disorder, dyslexia, etc.). For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed, or is a genuine learning disability.

**Guidelines:**

Children with a severe learning disability will not be admitted to Grace Academy due to the lack of adequate staffing, funding, and facilities.

Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.

Children who have been diagnosed with a learning disability will be given as much individual instruction and encouragement as their classmates.

### ***5.10 Assessing Student Academic Readiness***

***Objective:*** To encourage every teacher to have a realistic and accurate understanding of each student's academic readiness upon entering a new grade/class. This is especially needed for students transferring into Grace Academy from other Christian schools, public schools, or home schools.

***Guidelines:***

There are number of obvious benefits that are gained by determining a student's academic background and aptitude as early as possible. A few of these benefits are:

1. The teacher can see his students as individuals and learn their strengths and weaknesses, which will enable him to plan his lessons with individuals in mind.
2. Grouping, especially for reading and math, can be established more knowledgeably and readily, without undue time spent on review. This will be a benefit to the rest of the class as well.
3. The teacher can plan to build on the student's previous specific growth and can relate that progress more informatively to the parents.

***Procedures:***

1. STUDENT RECORDS - Teachers should have access to new student testing materials from the student's administrative file.
2. STANDARDIZED TESTING - Key tests in reading, grammar, and math are required for all incoming students from 2nd grade and up. If both reading and math scores are below grade level, the student shall not be admitted at that grade level. Any completed test sheets should go into the student's file for future reference.
3. PREVIOUS GRADE CURRICULUM OBJECTIVES - The objectives in the previous grade (to the one the student is enrolled in currently) may also be helpful in determining a student's relative knowledge in critical areas. Further, individual time with the student, listening to him read, getting a sample of his writing and math skills will be helpful.

## 5.11 Homework Philosophy and Guidelines

### Philosophy

Homework is a normal, usual and required experience for learning at Grace Academy. There is a strong relationship between remembering old learning and/or mastery of new concepts and homework. For a student at Grace Academy to reach their full potential homework is essential. Homework is an important tool for teaching time management, diligence and personal responsibility as well as the curricular content. Parents should help students organize their work and budget their time especially in grammar grades to develop proper habits of upper grades. Additional reasons for homework include:

Students often need extra practice in new concepts, skills, or facts. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice and rehearsal of new learning.

1. Repeated, short periods of practice or study of new information are often a better way to learn than one long period study. Daily homework allows for shorter periods of study.
2. Parental involvement is critical to a child's education. Homework may be used as an opportunity for parents to actively assist their children in their studies. This will also keep the parents informed as to the current topics of study in the class and/or if a student is being successful at their work.
3. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation serves a punitive, as well as practical purpose. Students who do not use their time wisely to complete an assignment in class may have homework.
4. Some students may work more slowly than others, so they may have homework in order to complete an assignment. All students should make every attempt to complete all homework on time and complete all the assignment.

### Guidelines for Homework:

Homework will not be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school.

Students will find they go through periods or seasons of peaks and valleys of much or little homework. The time spent in doing homework will vary from grade to grade and even from student to student. The information below is a guideline and should be regarded as estimated times, not as required minimum/maximum times. When homework is assigned, a Homework Assignment Sheet should be used in the grammar grades and/or a student-owned assignment book should be used (especially for the older students). All students should have daily reading that should be completed at home. When possible, homework assignments can be posted on teacher web pages.

### Guidelines for time spent on homework\*

K	NONE
1ST- 2ND	20-30 MINUTES
3RD	30-45 MINUTES
4TH- 5TH	45 MINUTES
6TH	45-60 MINUTES
7TH-8TH	60-90 MINUTES
9TH-12TH	90-120 MINUTES

As the student progresses through their academic life the amount of homework and self-initiated study will and must increase. Upper school students should expect increased work requirements around due dates for projects, exams, etc. Friday is a school day and it is reasonable to expect homework on a school day. Students taking AP courses should expect a minimum of 30-45 minutes per AP course per night.

*\*Normally homework is not to be assigned over holidays and vacation periods (except for required reading). There may be an exception to this guideline for “special” assignment or in the case of a student procrastinating on an assignment made well ahead of a due date. Please monitor your student’s time or task and help them learn to plan and develop clear, consistent routines for homework and a routine for your own review of completed work. Your positive participation in the homework process reinforces learning, habits of learning, and study for the rest of their life. Failure to complete homework on time and or incomplete work could become a violation of the code of conduct if the student demonstrates clear patterns of refusing to complete their work. If for any reason a parent has a concern for the amount of homework assigned to their student, the parent should contact the teacher who assigned the work and express their concerns.*

## 5.12 Grading Guidelines

Percentages and Grade Equivalents:

90% - 100%	=	A ("Excellent")
80% - 89%	=	B ("Surpassing")
70% - 79%	=	C ("Satisfactory")
1% - 69%	=	F (A zero for material not turned in is worth <u>less</u> than an "F".)

Other evaluation assignments: (Used primarily for Kindergarten and First Grade.)

**E** = Excels  
**S** = Satisfactory

**N** = Needs Work  
**U** = Unsatisfactory

**I** = Incomplete  
(work missing)

**Minimum of 10 grades per each 9 week quarter for each subject's grade.**

*Example:*

**Grammar School:** (Percentages and number of assignments are not arbitrary, but indicative.)

Daily Work (50%):

13 assignments done

Tests/Quizzes (50%):

5 tests/quizzes. Total

**Logic School:**

Daily Work (40%):

13 assignments done

Tests/Quizzes (60%):

5 tests/quizzes. Total

**Rhetoric School:**

Daily Work (30%):

13 assignments done

Tests/Quizzes (70%):

5 tests/quizzes. Total

**All academic/objective grading in Grace Academy will use a criterion-referenced base for evaluations.** That is, objective standards will be used to judge student performance. Grading on a "curve" is not allowed.

**Quarter grades should be based on the following:**

Tests

Quizzes

Assesments

Compositions

Projects

Daily Work

Notes:

- Virtually all assigned work done for/in class should receive a recorded credit toward a grade.
- Participation in class discussion may also be graded. If so, daily participation should be recorded on a consistent basis.
- Projects, depending on the scope of the assignment, may be used in place of tests.
- Variety in the amount and kind of testing, assignments, and homework is highly encouraged

Behavioral Ratings: The Progress portion of the quarterly report provides an opportunity for an evaluation of the student's class/school behavior. The marks used for acquiring skills (such as in kindergarten and first grade) are used:

**E = Excels**

**S = Satisfactory**

**N = Needs work**

**U = Unsatisfactory**

Types of Behaviors to Evaluate:

- Work/study habits - neatness/timeliness of work, completeness of work, works independently, follows directions, uses free time well
- Conduct - Follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, shows initiative
- Skills related to specific subject areas

**Teacher's comments will be included in a separate section on the report.**

**Procedures for quarterly reporting:**

- Report Cards will be sent via RenWeb.
- Teachers must have all grades entered in RenWeb by the end of the second school day after the quarter ends. Report cards are emailed by the Administrative Assistant no later than the second week of the following quarter.
- Teachers are responsible for entering all grades for courses taught and for homeroom attendance if applicable. A paper copy is kept in the student's file.
- Progress Reports will be sent at mid-quarter. Parents of students who have a grade average of lower than 80 should be notified by the teacher and offered a conference. Students with an average below a 70 average must have a parent/teacher conference.

Reporting a Grade of "F":

***In the event a student earns an "F" for the quarter in any class or subject, the parents must receive prior notification. That is, no quarter grade of an F may be assigned unless the teacher has notified the parents and the student (missing assignments, poor grades, etc.) about the forthcoming grade. RenWeb notifications are to be used for this purpose as an ongoing means of accountability. "Blind-siding", i.e. surprising parents with an F is forbidden. To help prevent this from happening, Parent-Teacher Conferences are required for any student whose performance for the quarter may result in a "Failure". The Administrator will determine from each teacher that all parents of students potentially receiving an F for the quarter have been contacted and sufficiently informed.***

### 5.13 70% Rule

If a student in any given class fails a test or any major assignment (e.g. project or composition), which assesses work over a period of days, not having already been subjected to any late penalty, the following steps shall be taken:

1. Students who have a failing grade can retake the test or redo the assignment with corrections but may only receive a final grade of 70% on the retest or redo. They must do the retake within a week of receiving the grade from the teacher. If they score below 70% on the retake, the higher of the two grades becomes their grade with no other rewrites or retakes.

*The philosophy behind the rule is that priority should be on students learning the material. Grades should be viewed as a tool for motivating students to learn the material.*

### 5.14 Guidelines for Late Work and Absent Work

#### ***Make-up Work in the Event of an Absence***

In the case of an unplanned absence, a student may have one day for each day absent plus one additional day to turn in the missed work.

*For example, if a student misses three days unexpectedly (e.g. illness, family emergency) then he may have four days to make up any missed assignments.*

In the case of a planned absence, a student must notify the teacher at least one week in advance. All make up work will be due the first day the student returns following the absence.

*For example, if a student plans to miss three days (e.g. family trip) then the student should contact his teacher to obtain the assignments he will miss when absent. Those assignments are due the day the student returns to school.*

In both of the above situations, after the grace period has expired the policies for late work will apply.

#### ***Late Work***

All assignments are due on the day specified by the teacher at the time the assignment is given. A teacher may, at his discretion, extend a one day grace period under the following parameters.

1. The assignment may be turned in one day late with a 10% penalty. 10% will be deducted based on the total possible points for that assignment.

For example:

- a. A 100 point assignment will deduct 10 points.
  - b. A 50 point assignment will deduct 5 points.
2. The teacher should notify student and parent of late status.
  3. After the one day grace period, the assignment will be assigned a grade of zero.

### ***5.15 Student Promotion***

GRAMMAR students currently in Grace Academy must meet all the following basic criteria for promotion to the next successive grade:

1. Pass Language Arts (reading, writing, spelling, grammar) and Math for the year.
2. Have no more than one "F" per semester in any other academic subject (e.g. Natural History (Science), Latin, etc.) and no more than two "F's" in the same subject within an academic year. Teachers shall follow and adhere to their grading guidelines found in the faculty handbook.
3. There shall be a minimum of 10 grades per subject per quarter for assessment purpose. An overall average of 70% is the minimum standard for passing in those grades using numerical grading.
4. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the following skills/subjects in the grades noted:
  - a) Kindergarten to First Grade: Behavioral maturity, reading readiness and a general readiness for leaning should be demonstrated for First Grade.
  - b) First Grade to Second Grade: Able to read orally and silently with adequate speed, correct use of phonetic skills, and fundamental oral and written comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy. Ability to recognize shapes, tell time, and understanding of days, weeks, seasons, and years.
  - c) Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy. Demonstrate ability to read, write and cipher at grade level with a 70% mastery.
  - d) Third Grade to Fourth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.
  - e) Fourth to Fifth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.
  - f) Fifth to Sixth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

LOGIC SCHOOL students currently in Grace Academy must meet the following basic criteria for promotion to the next successive grade:

1. Pass history, literature, math, science and logic (if applicable) with at least a 70% average.
2. Have no more than one 'F' (or 'U') per quarter in any given subject.
3. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. **For example, the requirement that there be at least 10 objective grades per subject area by which the quarterly grade is computed, has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and therefore unobjective judgment call.**
4. SIXTH GRADE to SEVENTH GRADE: Cumulative mastery of grammar school requirements, plus: Satisfactory (75%) completion of curriculum objectives for this grade level. In addition, cumulative, comprehensive mastery tests may be administered to assess the students' readiness for entering Grace Academy School of Logic, particularly with new incoming students.
5. SEVENTH GRADE to EIGHTH GRADE: Cumulative mastery of sixth grade requirements, plus: Satisfactory (75%) completion of curriculum objectives for this grade level.
6. EIGHTH GRADE to NINTH GRADE: Cumulative mastery of seventh school requirements, plus: Satisfactory (75%) completion of curriculum objectives for this grade level.

RHETORIC SCHOOL Students in the School of Rhetoric (grades 9 – 12) should refer to the graduation requirements in lieu of promotion criteria. Students must demonstrate satisfactory (70%) completion in each course in order to progress to the next course in succession for that subject area.

All appeals for diverging from or waiving the requirements of this policy will be submitted to the Director of Curriculum & Instruction, who may seek whatever counsel is deemed necessary to render a proper judgment.

## 5.16 Student Retention

### *Purpose:*

These guidelines have been created to compliment and support the school's Promotion Policy and should be used in such manner. The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade. This is to assist the parents, as the final decision-makers regarding their child's education, in making as informed a decision as possible.

### *Guidelines:*

**Considering and recommending** a student for possible retention in a grade is always a very serious matter and every step of the process should be well-documented.

CONSIDERATION: A number of similar questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but includes samples of some pertinent questions the teacher may want to document and go over with the parents:

1. **How old is the child?** (Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.)
2. **What is the sex of the child?** (Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.)
3. **Did the child attend Kindergarten?** (Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.)
4. **What is the home life like for the child?** (Things to consider include: saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child's home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life of a child.)
5. **Is reading and the love of books evident in the home?** (No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?)
6. **Is the cause for concern here primarily behavioral, academic or a combination of both?** (If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.)
7. **Has the child had to repeat a grade before?** (If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.)
8. **What are the specific indicators the teacher has identified that give rise to the current consideration?** (These should be documented as indicated in the Recommendation section below.)

RECOMMENDATIONS: This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be

built upon in later school life. Retention should be a greater possibility in these years, rather than in upper grammar, in order to give the child more time to mature and master the basic skills before going on.

Therefore, the following time-line and recommended procedures are aimed at the primary grades especially, although not exclusively.

At the time of reporting for:

1. **The First Quarter** there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress), should have a short, written summary made, in addition to the report card. This summary should identify the specific concerns the teacher has documented objective observations. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be gone over with the parents at the conference.
2. **The First Semester**, if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time report cards go out. (The teacher should use the appropriate form for this.) Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the child's file and a copy to the parent to be signed.
3. **The Third Quarter** the Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. Unless the child cannot meet the criteria for passing the grade (as prescribed in the Promotion Policy), it is not recommended that retention be planned at this time. If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.
4. **The Fourth Quarter Mid-Term** another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. In questionable cases (i.e. not involving the policy), the parents will make the final decision regarding retention. The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

### ***5.17 Curriculum Materials Selection***

**Objective:** To help ensure that the philosophical and scriptural goals of Grace Academy are being adequately reinforced through the curriculum materials selected for each core class.

**Scope:** These guidelines apply to all non-elective (core) courses taught in the grammar and secondary levels of Grace Academy.

**Definitions:** "Core courses"- Those subject areas normally considered indispensable to and adequate education: Bible, math, science, history, English, literature, foreign languages.

#### ***Guidelines:***

##### **Selection of materials**

No curriculum materials with a secular worldview may be adopted for student use unless all the following conditions have been considered:

1. After thorough research there appears to be no biblically-based materials of equal or better quality to the secular materials.
2. The secular material's primary document status necessitates it be used to fulfill adopted course objectives.
3. After a thorough examination, it is determined that while secular in intent, the materials do not undermine, but rather support broad biblical truths (e.g., a high quality, secular mathematics text, or high quality, timeless literature).

##### **Adoption of materials (Grammar, Logic and Rhetoric)**

All core materials for student use may only be adopted through the following procedures:

1. A teacher or administrator may make the recommendation to add or delete a student text. This may be done at any time, but is normally submitted at the end of the school during the annual evaluation period. In most cases, unless it would significantly alter the purposes and objectives of the coursework, the decision for replacement of a text/materials will be left to the Director of Curriculum and Instruction.
2. All such substitutions of texts/materials must comply with the above considerations for using secular materials. Should a member of the school (parent, teacher, board member, administrator) wish to challenge the adoption/use of a particular text/material; or if the proposed selections would conflict, rather than support the previously adopted course objectives, the matter will be referred to the curriculum committee for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the board.

##### **Use of secular materials (at any level)**

When secular materials have been adopted for student use, the following guidelines must be adhered to:

1. The secular material must be rigorously examined and countered in philosophy with biblical/true perspectives (e.g. presenting the elements of the Theory of Evolution is desirable, but it must be subjugated in time and emphasis to the elements of the Creation account), in keeping with the scope of the course.
2. Falsehoods and unbiblical philosophies must be always identified as such.
3. Biblical principles within and/or related to the course objectives must also be presented to the students (e.g. while using a secular United States history text), the teacher must identify and emphasize the biblical foundations of our country.

### 5.18 Controversial Subjects

**Objective:** To establish a policy that helps Grace Academy to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

**Scope:** These guidelines apply to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff, nor to teaching staff on their own time.

**Definitions:** Controversial subject: a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: partisan politics, human sexual relations, election vs. human choice, etc.

**Guidelines:**

If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.

If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:

- As necessary, instruct the class on the responsibility of Christians to be charitable in debate. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
- As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as a research paper, guest speakers, reading differing authors, etc.
- Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
- Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts.
- The teacher is to remember that according to Scripture and the second stated goal of Grace Academy, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with student/s on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

### 5.19 Parent Involvement

*"Fathers, do not provoke your children to anger,  
but bring them up in the discipline and instruction of the Lord."*

*Eph. 6:4*

The family unit is of first importance to Grace Academy since the family is the most important human institution ordained by God. No other institution is given the high calling of bringing forth and raising up children. Therefore, Grace Academy is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school's regular and special programs. Communication with the school's parents are only second to having the parents actually in the classroom. **The parents should never have to be in the position of wondering what is happening in their child's class or wonder how their child is progressing.**

1. The teachers are required to communicate with all the class parents at least once every two weeks (a once-a-week, planning form is very common.) This may be done in a written or verbal form.
2. After the first and third quarters of the school year, formal parent-teacher conferences will be arranged.

***See Parent-Teacher Conferences.*** Informal conferences may and should be arranged as needed.

Other ways parents may be involved in the school are:

1. Home room parents
2. Parent-Teacher Organization activities
3. Guest speaker
4. Field trip hosts or chaperons
5. Teacher aides
6. Library aid

### ***5.20 Parent-Teacher Conferences***

These guidelines can be applied to almost any scheduled conference with a family, but are specifically intended for use during the planned Conference Days after the end of the First and Third quarters.

1. Schedule each conference for about 15-20 minutes. Let the parent(s) know this at the beginning of the conference so that they, as well as you, are mindful of the time. If it looks like more time will be needed, schedule another conference when you both will have adequate time.
2. If at all possible, have both parents at the conference. Dads and moms see things differently and frequently are a good balance for each other.
3. Be prepared for the conference: know what you intend to cover, but allow time for some questions. Have a folder of the student's materials to use for illustration of your points.
4. Be positive, especially in the case of a "problem" student. Enlist the parents' help and ideas on ways to improve the situation. For example: what do they do at home?, is a good question. Seek more ways for the home and school to compliment each other.
5. Be direct! Don't beat around the bush; if you have a concern or question, state it plainly. Too much time is wasted on vague references and many times the point is lost or misunderstood. The best way to accomplish this is to have the student's applicable class work, or similar examples to show the parents. The more concrete your reference, the better. (KEEP RECORDS/WORKS OF EACH STUDENT; this file will be very helpful.)
6. Sit with the parents, as opposed to behind your desk. It helps open up communication if you are all "equally" sharing. Talk to both parents. The tendency is to talk to just the mom or let her do all the talking. Ask the dads specific questions, especially about discipline.
7. Stay on the point; don't go off on tangents. Also, without being rude, cut the time used on pleasantries. If you don't have much to discuss related to school, say so, thank them, and prepare for the next conference.
8. Listen carefully to the parents! They may say a lot without saying much and it can help you understand their child better. Ask open-ended questions, when appropriate.
9. Write down any action or objectives for the coming quarter. At the end of the conference, remind the parents of any specific actions or objectives. (You'll really impress them by referencing those specifics at the next conference and describing any action taken.)
10. Be sure to write down and follow up on any concerns or questions that will take some research on your part. Check with an administrator on any policy-related or confusing issue raised during the conference.
11. NEVER, EVER GET INTO DISCUSSING ANOTHER STUDENT DURING A CONFERENCE, EVEN IF THE COMMENTS ARE POSITIVE. Parents talk to each other and it's very easy to cause unintentional offense through second-hand conversations.
12. Be cordial, polite and thank them for coming. Pray with parents only when you believe it would be appropriate.

### ***5.21 School-Sponsored Events Policy***

***Objective:*** This policy is designed to limit the liability assumed by Grace Academy for school-sponsored events.

***Scope:*** This policy applies to school-sponsored activities.

***Definitions:*** School-sponsored events: 1) events which are organized by a Grace Academy faculty or staff member acting in their official capacity, 2) events which are published on the Grace Academy official calendar, or 3) events which receive financial support from Grace Academy.

***Guidelines:***

School-sponsored events require the attendance of a faculty, staff, or approved representative of Grace Academy.

Parents or legal guardians must sign a written waiver releasing Grace Academy from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.

The appropriate administrator must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.

## 5.22 In-Class Entertainment

**Purpose:** Recognizing the fact that teachers and students will want to have, from time to time, a party or other form of entertainment in the classroom, these guidelines present standards that should provide consistency in the allowance of entertainment in the Grammar School. Teachers desiring a deviation from these guidelines should check with the Director of C&I prior to allowing the entertainment to take place.

### **Guidelines:**

#### **In-Class Parties**

- Birthday parties should be limited to 20-30 minutes. No more than one per day. If necessary, the party may be in honor of several studentship parties should take place at lunch or after school.
- No party should exceed 45 minutes in length.
- If a video is used in conjunction with a party (see Video below), it must fit within the above prescribed time limit.
- Aside from birthday and holiday parties, no more than three parties per year.
- Preferably, parties should be used as rewards for good conduct.
- The teacher is responsible for all activities related to an in-class party, even if the students do the planning.

#### **Video Use**

- All videos used in class should conform to the principles of property listed in Phil. 4:8.
- All videos must receive prior approval by the Director of C&I before use.
- Videos may be used in class for two reasons, educational or entertainment.
- Educational: Includes historical, documentary, and literary videos. These should be used sparingly, i.e. no more than 2 per semester.
  - No literary video should be shown unless the book has already been read by the students.
  - The time limit above does not apply to educational videos.
- Entertainment: No more than one video per semester will be allowed for entertainment purposes. They must conform to the above time limits.

### ***5.23 Obtaining Subs***

In the event a Grace Academy teacher needs a substitute teacher for any portion of the day, the following procedures apply:

1. The teacher should contact the Administrative Assistant to the HOS as soon as possible (when in doubt, call; it's easier to cancel than to arrange last-minute subs). The Administrative Staff will maintain an up-to-date list of substitutes.
2. Copies of lesson plans and any necessary materials should be made available to the substitute by the teacher. This normally is done by email or by someone bringing in the materials.
3. In case of illness or emergency, the Administrative Assistant to the HOS will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred subs to the school office.
4. It is the teacher's responsibility to let the administrator know how long a sub will be needed (how many days). The teacher should call prior to the end of the first day if the sub will be needed the next day.
5. Substitutes must complete a Substitute Orientation and must have completed a Background Check. He will be expected to fulfill the teacher's normal supervisory duties.
6. The teacher should send the substitute(s) a written Thank-You note after resuming work.

### ***5.24 Release of Students***

Teachers are not to release a student to anyone without first checking with the office. The teachers and Administrator have the responsibility and custody of all the children while they are in school. The office should be made aware of any instance of the legal parent or guardian removing a child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted. Parents who are picking up their child/children should come to the office and sign out the student.

## 5.25 Standard Response Protocol

**Objective:** To provide uniform classroom response to potential incidents such as weather events, fires, accidents, intruders and other threats to student safety facilitating professional,

**Scope:** These guidelines apply to all students, faculty and teachers on the Grace Academy campus.

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given scenario. This protocol is based on four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

**Lockout** is followed by the Directive: "Secure the Perimeter" and is the protocol used to safeguard students and staff within the building.

During Lockout:

- Students return inside and proceed with the day as usual.
- Teachers bring students into the building, increase their situational awareness, take roll and then proceed with the day as usual.

**Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.

During Lockdown:

- Students move away from sight and maintain silence.
- Teachers lock classroom door(s), turn out the lights, move away from sight, maintain silence and take roll. Teachers will wait for responder to open the door.

**Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.

During Evacuate:

- Students form a hand-in-hand line and leave all of their belongings behind.
- Teachers lead evacuation to location, take roll and notify administration if there are missing, extra or injured students.

**Shelter** is always followed by a type and a method and is the protocol for group and self protection.

During Evacuate:

- Students will take shelter for tornado or hazmat situations.
- Teachers lead students to shelter and take roll.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement Agency would then be "We are under Lockdown." Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be chained. "Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold."

Standard Response Protocol posters are to be posted around campus and practiced by students and teachers throughout the school year.

## Appendix I.

### Teacher Observation Form

#### TEACHER OBSERVATION FORM

Observation of \_\_\_\_\_ on \_\_\_\_\_

#### Chronological Overview:

:00	
:05	
:10	
:15	
:20	
:25	
:30	

#### 1. Command of Lesson (Law 1)

Teacher is evidently prepared for lesson and ensuing discussions.

1      2      3      4      5

#### 2. Language of Learner (Law 3)

The teacher uses and seeks out the best means of communication for all students. Communication is clear and honors others.

1      2      3      4      5

#### 3. Teaching Tools (consider Laws 4 -7):

Review/oral & written	Reciting	Question & Answer	Biblical Worldview
Integration	Testing/Feedback	Reproducing	Prayer

1      2      3      4      5

#### 4. On Task Analysis (Law 2): Active Learners!!

Time	# on task	Students not on task	Percentage:	1-5
:05				
:10				
:15				
:20				
:25				
:30				
:35				
:40				
:45				
:50				

95% - 100% = 5  
90 – 94% = 4  
80 -89% = 3

70 – 79% = 2  
60 – 69% = 1

**Feedback:**


**Section 1**    \_\_\_\_\_  
**Section 2**    \_\_\_\_\_  
**Section 3**    \_\_\_\_\_  
**Section 4**    \_\_\_\_\_

OVERALL: \_\_\_\_\_

**Observer (sign and date):**

\_\_\_\_\_

# Final Evaluation Form

## TEACHER FINAL EVALUATION FORM

School Year \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

Key:    **A = Outstanding**        **B = Satisfactory**        **C = Needs Work**

### Categories:

#### **Spiritual Maturity**

1. The teacher consistently exhibits Biblical love, joy, peace, and spiritual maturity in daily work and all relationships in the school. **Rating** \_\_\_\_\_

2. The teacher demonstrates a working knowledge of Scripture and application in daily teaching and activity. **Rating** \_\_\_\_\_

#### **Comments:**

---

#### **Classroom Appearance**

1. The classroom is neat and clean. **Rating** \_\_\_\_\_

2. The whole room is used creatively to reinforce material presented. **Rating** \_\_\_\_\_

3. Routines and maintenance procedures are simple, but adequate. **Rating** \_\_\_\_\_

#### **Comments:**

---

#### **Lesson Preparation/Planning**

1. The teacher's plans are clearly written and turned in on time each week. **Rating** \_\_\_\_\_

2. The teacher's plans show creativity and a good use of the time in class. **Rating** \_\_\_\_\_

3. The teacher's planning obviously uses the curriculum guide for timing and content. **Rating** \_\_\_\_\_

4. The teacher communicates effectively and frequently enough with the parents. **Rating** \_\_\_\_\_

5. The teacher allows for parental input and involvement in the class. **Rating** \_\_\_\_\_

6. The teacher comes to class adequately prepared for the day's teaching. **Rating** \_\_\_\_\_

7.

8. The teacher demonstrates consistent planning ahead. **Rating** \_\_\_\_\_

---

**Comments**

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**Organization**

1. The teacher arrives early enough to present a calm, organized, and effective lesson.

**Rating** \_\_\_\_\_

2. The teacher maintains good records, turns in grades on time, and demonstrates an overall ability at staying organized.

**Rating** \_\_\_\_\_

**Comments:**

---

**Professionalism**

1. The teacher demonstrates a biblical approach to work by punctuality, a teachable and compliant attitude, attention to duties, appearance, etc.

**Rating** \_\_\_\_\_

2. The teacher maintains proper relationships with students so that at all times respect is given to the teacher (students are not over-familiar with the teacher).

**Rating** \_\_\_\_\_

**Comments:**

---

**Classroom Discipline & Management**

1. The teacher consistently communicates and enforces their own and the school's discipline policies to provide a calm, respectful, quiet and orderly learning environment.

**Rating** \_\_\_\_\_

2. Students understand what is expected of them and display a good degree of self-control and compliance to the known classroom rules.

**Rating** \_\_\_\_\_

3. The teacher does not talk over, repeat warnings or in other ways demonstrate any expectation other than first-time obedience from the students.

**Rating** \_\_\_\_\_

**Comments:**

---

**Student Learning**

1. The teacher maintains the student's interest in the task/presentation. **Rating** \_\_\_\_\_

2. The teacher recognizes the variety of individual abilities with the class. **Rating** \_\_\_\_\_

3. The teacher uses a variety of means to measure the student's progress. **Rating** \_\_\_\_\_

4. The student demonstrates adequate progress in the pertinent curriculum objectives.

**Rating** \_\_\_\_\_

**Comments:**

---

### **Communication**

1. The teacher communicates clearly with the students regarding the subject matter, assignments, and classroom expectations.

**Rating** \_\_\_\_\_

2. The teacher communicates regularly with parents regarding the student's progress and development.

**Rating** \_\_\_\_\_

3. The teacher communicates regularly with the administration regarding course progress, potential problems, planning needs, and other issues as they develop.

**Rating** \_\_\_\_\_

**Comments:**

---

### **Teamwork**

1. The teacher makes a demonstrable effort at attending morning prayer, teacher meetings, chapel, and other activities which build relationships and teamwork among the faculty and staff.

**Rating** \_\_\_\_\_

2. The teacher seeks involvement in helping with extra-curricular activities.

**Rating** \_\_\_\_\_

3. The teacher seeks to encourage and support other faculty and staff.

**Rating** \_\_\_\_\_

4. The teacher seeks to support and help in various programs which the school presents and/or hosts.

**Rating** \_\_\_\_\_

5. The teacher seeks to be involved in daily chapel services.

**Rating** \_\_\_\_\_

6. The teacher volunteers to help with lunchroom duty and playground supervision.

**Rating** \_\_\_\_\_

7. The teacher consistently reinforces the dress code as described in the uniform policy (Section 4.3).

**Rating** \_\_\_\_\_

**Comments:**

---

**Teachability/Personal Development**

1. The teacher reads widely in subject area in which they are teaching. **Rating** \_\_\_\_\_
2. The teacher reads materials given out or recommended at teacher
3. meetings, such as The Seven Laws of Teaching. **Rating** \_\_\_\_\_
4. The teacher is open to input, ideas, constructive criticism, and personal development activities. **Rating** \_\_\_\_\_
5. The teacher demonstrates a consistent interest in learning how to grow in personal effectiveness, in teaching classically, and in teaching from a Christian worldview perspective. **Rating** \_\_\_\_\_

**General Comments:**

# Classroom Management Checklist

## CLASSROOM MANAGEMENT CHECKLIST

When requested, please check off the items below, as they apply to your classroom. Then make a copy of this form and give the original to the Director of Curriculum & Instruction. Comments may be written at the end or on the back of this form.

**KEY:** Y = YES      N = NO      N/A = Not Applicable to my class

### I. ROOM MAINTENANCE

#### A. ROOM DECOR:

1. Does your room have recent student work displayed? \_\_\_\_\_
2. Do you have high-quality posters or displays pertinent to current studies? \_\_\_\_\_ Changed regularly? \_\_\_\_\_
3. Have class rules been explained and posted in a high-visibility location? \_\_\_\_\_
4. Is your room a pleasant working area? \_\_\_\_\_ Does it normally have an organized appearance (i.e. is there "a place for everything, and everything in its place")? \_\_\_\_\_

#### B. ROUTINES:

1. Do the students know what their responsibilities are for keeping the classroom neat and functioning? \_\_\_\_\_
2. Do you check lockers, cubbies, and desks regularly for neatness and care of materials? \_\_\_\_\_ Are there penalties for messes and rewards for good care? \_\_\_\_\_
3. Are daily time schedules followed well? \_\_\_\_\_

### II. ASSIGNMENTS/TESTS

#### A. ASSIGNMENTS/HOMEWORK:

1. Are assignments posted on the whiteboard/classroom calendar with date due? \_\_\_\_\_
2. Do you make sure students understand assignments? \_\_\_\_\_
3. Do you consider ways to make assignments interesting? \_\_\_\_\_
4. Do you ever rely on homework alone for the student's understanding? \_\_\_\_\_
5. Do you have no-homework days? \_\_\_\_\_

#### B. TESTS:

1. Are the students and parents informed at least a week prior to a test? \_\_\_\_\_
2. Do you stick to the date? \_\_\_\_\_
3. Are reviews frequent and complete? \_\_\_\_\_
4. Are the students given study sheets, or taught how to make one by you? \_\_\_\_\_
5. Are the tests content valid (test only what was taught)? \_\_\_\_\_
6. Are the parents informed prior to all tests? \_\_\_\_\_
7. Do your tests require a variety of skills/knowledge/applications vs. uniform questions? \_\_\_\_\_
8. Do your students know how much the tests count in their grade? \_\_\_\_\_

### III. LESSON PLANNING

#### A. OBJECTIVES:

1. Do you regularly use the school's curriculum guide to develop your lesson plans? \_\_\_\_\_
2. Do you consider the order of the curriculum objectives in your planning? \_\_\_\_\_
3. Do the students have a grasp of the major goals of each subject area (why is this important)? \_\_\_\_\_ (As appropriate for the age level.)
4. Have you laid out broad, 'mile-marker' quarterly and semester goals? \_\_\_\_\_
5. Do your daily plans include 2-3 specific objectives and the time frames for each subject/area? \_\_\_\_\_

#### B. TEXTS/MATERIALS:

1. Do you rely only on the texts for your plans? \_\_\_\_\_ Do you consider other resources to supplement the text? \_\_\_\_\_
2. Have you become familiar enough with your texts/materials to prioritize sections (vs. just following content pages)? \_\_\_\_\_
3. Do you encourage the students to read and research in the texts themselves, vs. telling them everything? \_\_\_\_\_
4. Have you kept an accurate inventory of the texts/materials listed in your curriculum guide? \_\_\_\_\_

#### C. APPLICATION:

1. Can the students demonstrate their knowledge of the material in a variety of ways? \_\_\_\_\_
2. Do you involve the students in finding ways to use newly acquired knowledge? \_\_\_\_\_

### IV. PARENT INVOLVEMENT

#### A. COMMUNICATIONS:

1. Are the parents in your class regularly (at least weekly) informed of class work/assignments? \_\_\_\_\_
2. Do you assist your students in a system of getting notes and papers home? \_\_\_\_\_ Do the parents know the system? \_\_\_\_\_
3. Are the parents informed quickly when there is a significant success, failure, or discipline problem in class? \_\_\_\_\_

#### B. INVOLVEMENT:

1. Do you have a room mom? \_\_\_\_\_
2. Do the parents know how they can help in the classroom? \_\_\_\_\_
3. Do you have parents helping in the room? \_\_\_\_\_
4. Do you occasionally make assignments that involve the home and the parents? \_\_\_\_\_
5. Do you know all your students' parents? \_\_\_\_\_ Do they feel that they know you well? \_\_\_\_\_

### V. DISCIPLINE

1. Do you consistently enforce school/class rules? \_\_\_\_\_
2. Do you use the 3 count-on-the-board system? \_\_\_\_\_
3. Do your students know the consequences of misbehavior? \_\_\_\_\_
4. Do you try to use encouragement vs. just rebukes to build a good discipline atmosphere? \_\_\_\_\_
5. Do your students know you love them? \_\_\_\_\_
6. Do you know your students well enough to know when problems are beginning? \_\_\_\_\_ Do you know how to intervene/diffuse or positively manage the problem(s)? \_\_\_\_\_

### VI. SUMMARY COMMENTS:

**If desired, please use this space and the back of the form to comment or expand on any of the above answers. Refer to the appropriate section and letter.**

## Uniform Policy

### 2013-2014 Grace Academy Uniform Policy

*Lands' End Preferred School Number 900064247*

#### Basic Guidelines

- Dress Neatly - That is, all shirts tucked in, shoes tied, no holes/tears/stains on clothes, missing buttons promptly replaced, clothing appropriately sized for the wearer.
- Be Clean - That is, recently laundered garments and groomed hair.
- Be Modest – That is, skirts and shorts should touch the knee. Outlandish or distracting clothing or appearance will not be allowed. Modesty shorts are required to be worn with skirts.
- Land's End is the only approved vendor for plaid.
- \*Designation for clothing styles are listed here as they are posted on the Land's End website and catalog.

## Grammar School Dress Code

All clothing items must be purchased through Lands' End

#### *Grammar Grades – K -5*

#### 1. Girls' Grammar School Dress Uniform – *Required on Mondays and at special designated events*

- Short sleeve navy polo shirt with Grace logo, tucked in
- Below the Knee Khaki A-Line Skirt\*
  - Modesty shorts required (*For your convenience, modesty shorts are available through Land's End. However, these may be purchased from any vendor*)
- Socks: Solid white ankle, crew, or knee high socks without logos or contrasting trim
- Shoe options are described below - Grammar School Shoes

#### 2. Girls' Grammar School Standard Uniform

- All above dress uniform items are approved to be worn on standard uniform days
- Short or Long Sleeve Polo Shirts: Navy, Evergreen or White (*logos not required for standard uniforms*)
- Khaki Plain/Khaki Pleated-Front Chino Pants
- Blend Top of the Knee Chino Short\*
- Top of the Knee Pleated Side Buckle Jumper\*
- Belts: For 2nd Grade and above: A solid navy, solid brown or solid black belt is required with pants.
- Socks: Ankle, crew, or knee high socks - Solid white, solid black, solid navy or solid khaki without logos or contrasting trim
- Tights: Solid white, solid black or solid navy tights (No leggings or footless tights)
- Shoe options are described below - Grammar School Shoes

**\*\*Please note:**

- The two button stretch skort is no longer an approved uniform item.

#### Girls may also wear:

- Modest hair accessories must be either school colors (navy, evergreen, gold) or black, white, silver or gold (no other colors allowed)
- Single, solid color nail polish
- A watch with no audible alarms set (No sounds going off during school)
- Only stud earrings allowed; no dangles

Notes for Grammar Girls:

- Undergarments must not show through uniforms
- Modesty shorts must not be visible below skirts/jumper/skorts
- White undershirts and Camisoles (camis) may be worn under shirts but must not be longer than uniform shirt or longer than the sleeve of the uniform shirt
- Girls may not wear dangling earrings and may only have a single earring in each ear (only stud earrings allowed).
- Girls may not wear any other jewelry such as rings, bracelets, necklaces, wristbands, anklets or other accessories
- Girls hair must be neatly groomed and girls may not dye their hair unnatural colors or have unnatural color extensions (hair clips included)
- No cosmetics
- No artificial nails
- No leggings or footless tights
- No tattoos or other body art visible, no cartilage or other facial piercings.

3. Boys' Grammar School Dress Uniform--Required on Mondays and at special designated events

- Short sleeve navy polo shirt with Grace logo, tucked in
- Khaki Plain/Khaki Pleated-Front Chino Pants
- Solid brown, solid black or solid navy belt (grades 2 and above)
- Socks: Solid white ankle or crew length socks without logos or contrasting trim
- Dress shoes as described below - Grammar School Shoes

4. Boys' Grammar School Standard Uniform

- Short or Long Sleeve Polo Shirts: Navy, Evergreen or White (*logos not required for standard uniforms*)
- Khaki Plain/Khaki Pleated-Front Chino Pants
- Khaki Plain/Khaki Pleated-Front Chino Shorts
- Belts: For 2nd Grade and above: A solid navy, solid brown or solid black belt is required with shorts and pants
- Socks: Ankle or crew length - Solid white, solid black, solid navy or solid khaki socks without logos or contrasting trim

Boys may wear:

- A watch with no audible alarms (No sounds going off during school)

Notes for Grammar Boys:

- Grammar boys may not wear any jewelry other than a watch (i.e. rings, bracelets, necklaces, wristbands, anklets or other accessories)
- Boys' hair must be neatly groomed, out of the face and eyes, no long spikes, and head is not to be shaved
- Boys may not dye their hair unnatural colors, have unnatural color extensions, wear cosmetics or nail polish
- No underwear showing
- No tattoos or other body art visible, no piercings

4. Grammar School Outerwear

- Grace zip-up hoodie (purchased through Parent Council, available in navy and hunter green)
- Grace pull-over hoodie (purchased through Parent Council, available in navy)

- Approved Navy zip-front cardigan or sweater from Lands' End (not required to have Logo)
- When the weather requires an additional outer layer, students may wear jacket of choice along with gloves, scarves and hats. Once they enter a school building, however, these items may not be worn.

### 5. Grammar School Shoes

- Athletic Shoes
    - These shoes are only approved for the standard uniform
    - No slip-ons; must be athletic style shoe with laces
    - No bling, sparkles, lights; without characters, and no wheelies
    - Shoelaces must match trim and colors on shoe
  - Dress Shoes
    - Solid color dark brown or solid color black closed toe and closed heel dress-style shoes (for girls, Mary Jane style with a secured strap) – no prints, plaid, patterned, boots or athletic style shoes allowed
6. These shoes are required to be worn with the dress uniform
  7. These shoes are also approved to be worn with the standard uniform
  8. No shoe above the ankle
  9. Shoes must have rubber soles so that students can play and participate in P.E. safely

### 6. Grammar Field Trip Uniform

- Standard Uniform

## Logic and Rhetoric School Dress Code

All Dress Uniform items and new Crop pant option must be purchased through Lands' End

*Logic Grades 6 – 8 Rhetoric Grades 9 - 12*

### 1. Girls' Logic School Dress Uniform--Required on Mondays and at special designated events

- Short sleeve navy polo shirt with Grace logo, tucked in
- Below the Knee Plaid A-Line Skirt\*
- Socks, if worn, must be solid white ankle, crew, or knee high socks without logos or contrasting trim
- Tights or hosiery, if worn, must be solid white or natural colored hosiery. No leggings or footless tights.
- Shoe options are described below – Logic and Rhetoric School Shoes

### 2. Girls' Rhetoric School Dress Uniform--Required on Mondays and at special designated events

- $\frac{3}{4}$  Sleeve White Oxford with Grace Logo, may be worn out or tucked in
- Below the Knee Plaid A-Line Skirt\*
- Socks, if worn, must be solid white ankle, crew, or knee high socks without logos or contrasting trim
- Tights or hosiery, if worn, must be solid white or natural colored hosiery. No leggings or footless tights.
- Shoe options are described below – Logic and Rhetoric School Shoes

### 3. Girls' Logic and Rhetoric School Standard Uniform

- All above dress uniform items are approved to be worn on standard uniform days
- Short or Long Sleeve Polo Shirts: Navy, Evergreen or White (*logos not required for standard uniforms*)
  - a. Khaki Plain/Khaki Pleated-Front Chinos pants
  - b. Khaki Plain/Khaki Pleated Bermuda Shorts (knee-length, no cargo pockets or carpenter style loops)
  - c. *New Item!* Khaki Stain Resistant Stretch Crop pants (*From Land's End only*)

- d. Belts: A solid navy, solid brown or solid black belt is required with pants and shorts
- e. Socks: When worn, socks must be ankle, crew, or knee high in solid white, solid black, solid navy, or solid khaki without logos or contrasting trim
- f. Shoe options are described below – Logic and Rhetoric School Shoes

Girls may wear:

- Modest hair accessories must be either school colors (navy, evergreen, gold) or black, white, silver or gold (no other colors allowed)
- A watch with no audible alarms
- Nail polish may be worn
- Jewelry must be simple, understated, and modest
- Earrings, studs or dangles, may be worn in one piercing, only in the earlobes
- Tights or hosiery: Solid white, solid black, solid navy tights, or natural colored hosiery. No leggings or footless tights.

Notes for Logic and Rhetoric Girls:

- Undergarments must not show through uniforms
- White undershirts and camisoles (camis) may be worn under shirts but must not be longer than uniform shirt or longer than the sleeve of the uniform shirt
- Girls may not dye their hair unnatural colors or have unnatural color extensions (hair clips included)
- No artificial nails
- If there is body piercing elsewhere than the earlobes, no decoration/ornaments/jewelry may be worn in those places
- No gauges
- For additional details, see shoe policy below, but no open-toe shoes, sling-back shoes, or spike heels allowed. Upper school girls may not wear boots, Uggs or similar footwear.
- Cosmetics must be a natural enhancement and be simple, understated and modest
- No tattoos or other body art showing
- Socks: When worn, socks must be either ankle, crew, or knee high in solid white, solid black, solid navy, or solid khaki socks without logos or contrasting trim

4. Boys' Logic School Dress Uniform--Required on Mondays and at special designated events

- Short sleeve navy polo shirt with Grace logo (*From Land's End only*), tucked in
- Khaki Plain/Khaki Pleated-Front Chinos pants and solid navy, solid brown or solid black belt
- Socks, if worn, must be solid white ankle or crew length socks without logos or contrasting trim
- Shoe options are described below – Logic and Rhetoric School Shoes

5. Boys' Rhetoric School Dress Uniform--Required on Mondays and at special designated events

- White short-sleeve Oxford with Grace logo (*From Land's End only*), tucked in
- Plaid tie (*OPTIONAL. From Land's End only*)
- Khaki Plain/Khaki Pleated-Front Chinos pants and solid navy, solid brown or solid black belt
- Socks, if worn, must be solid white ankle or crew length socks without logos or contrasting trim
- Shoe options are described below – Logic and Rhetoric School Shoes

6. Boys' Logic and Rhetoric School Standard Uniform

- All above dress uniform items are approved to be worn on standard uniform days
- Short or Long Sleeve Polo Shirts: Navy, Evergreen or White (*logos not required for standard uniforms*)
- Khaki Plain/Khaki Pleated-Front Chinos pants

- Khaki Plain/Khaki Pleated-Front Chino shorts (Knee-length, no cargo pockets or carpenter style loops)
- Belts: A solid navy, solid brown or solid black belt is required with pants and shorts
- Socks: When worn, socks must be either ankle or crew length and solid white, solid black, solid navy, or solid khaki socks without logos or contrasting trim
- Shoe options are described below – Logic and Rhetoric School Shoes

Boys may wear:

- A watch with no audible alarms
- Modest and understated jewelry (for example: a single necklace with a small cross)

Notes for Logic & Rhetoric Boys:

- Boys' hair must be neatly groomed and not allowed in the face or to cover their eyes, no long spikes, and head is not to be shaved
- White undershirts may be worn under shirts but must not be longer than uniform shirt or longer than the sleeve of the uniform shirt
- No facial hair
- No nail polish
- Boys may not dye their hair unnatural colors or have unnatural color extensions
- No cosmetics
- No body piercings (including gauges), tattoos, or other visible body art
- Socks: When worn, socks must be either ankle or crew length and solid white, solid black, solid navy, or solid khaki socks without logos or contrasting trim

4. Logic and Rhetoric School Cold Outerwear/Jacket Policy

- Grace zip-up hoodie (purchased through Parent Council, available in navy and hunter green)
- Grace pull-over hoodie (purchased through Parent Council, available in navy)
- Approved Navy zip-front cardigan or sweater from Lands' End (not required to have Logo)
- Grace Academy Letter Jacket
- *New Optional Item! Rhetoric only* - Men's Hopsack Blazer from Land's End
- When the weather requires an additional outer layer, students may wear jacket of choice along with gloves, scarfs and hats. Once they enter a school building, however, these items may not be worn.

4. Logic and Rhetoric School Shoes

- a. Standard Uniforms Shoe Options:
  - Athletic Shoes
    - No bling, sparkles, lights; without characters, and no wheelies
    - Closed toe, closed heel shoes; nothing above ankles
    - Shoelaces must match trim and colors on shoe
  - Non-Athletic Shoe
    - No bling, sparkles, lights; no fur, without characters, and no wheelies
    - Closed toe, closed heel shoes; nothing above ankles
    - Shoelaces must match trim and colors on shoe
- b. Dress Uniform Shoes:
  - Solid color dark brown or black closed toe and closed heel *dress shoe* (Logic girls – ballet flats; Rhetoric girls – ballet flats or heels no higher than 1½")
    - No prints, plaid, patterned, boots, casual or athletic style shoes allowed
    - These shoes are required to be worn with the Dress Uniform
    - These shoes are approved to wear with the Standard Uniform
    - No shoe above the ankle

**5. Logic and Rhetoric School P.E. Uniform**

- c. Grace Academy PE Shirt (Purchased through Parent Council)
- d. Navy athletic short—must be longer than mid-thigh
- e. Must have shoes suitable for P.E. and Athletic participation

**6. Upper School Field Trip Uniform**

- Standard Uniform

**Note for Logic & Rhetoric Students:**

Lands' End now offers junior sizes to accommodate the diversity of sizes in Logic and Rhetoric. While it is our strong preference that you purchase the majority of uniform pieces through Lands' End, students may choose another vendor for pants and shorts only, provided the style, look and color match Lands' End as closely as possible. Belts are required. Shorts must be at the knee-length and may not have cargo pockets, or carpenter style loops. They should match the look and color of a Lands' End khaki as closely as possible.

**Non-Uniform Dress Days**

The dress on Non-Uniform Dress Days for all students will be blue denim jeans or denim capris for the ladies and a school t-shirt. (No rips, tears or holes in clothing)

**Wearing Hats**

Unless granted permission for special days or events, students are not to wear hats while in the school building.

## **Appendix II. Definition of Terms**

The following is a list of key terms used in the Grace Academy Policy Manual.

ACCS: Association of Classical Christian Schools

Administrative staff: Staff whose main responsibilities are administration

Association of schools: Any affiliated collection of schools

Basic Christian doctrine: The doctrine presented in Grace Academy's statement of faith

Basic Christian morality: The standard of morality represented in 1 Corinthians 5:11-13

Board of Trustees: The duly elected and governing board for Grace Academy, elected and governing in accordance with the Grace Academy Articles of Incorporation and Bylaws

Capital expenditures: Monies spent generally on improvements or extensive repairs and which are not allocated in the annual operations budget.

Christian Church: Any church in basic agreement with Grace Academy's statement of faith.

Commissioned material: material that is produced by a staff member as a result of special arrangements with the administration of Grace Academy.

Concerns: The substance and details of the dispute and/or grievance.

Consulting: the provision of educational counsel, advice, expertise, etc. for a fee

Direct sales: activities generating assets by the provision of goods or services to the donor.

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Grace Academy objectives and goals.

Evaluation: a procedure for measuring a staff member's performance in helping to achieve the goals and policies of Grace Academy, the curriculum objectives of the school, and observation of the guidelines and handbooks.

Evangelical Christian fellowship: Any church in substantive agreement with the Grace Academy Statement of Faith (2.2)

Financial Crisis: Any time the Board agrees on the basis of the inability to pay obligations.

Full-time employee: Faculty and staff who work at least 2/3 time

Gifts: assets received without regard for the provision of goods or services to the donor. Grammar: the fundamental rules and data of each subject.

Grievances: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Head of School: The chief administrative officer of Grace Academy, hired by and reporting to the Board

Honor: To comply with, respect, implement.

*In loco parentis*: in place of the parents

Late fees: Fees not paid in full by the fifth working day of the month due.

Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, or staff in order to provide the education services desired by the parents

Logic: the ordered relationship of particulars in each subject.

Overdue bill: Any bill that has not been paid by the date upon which we have agreed to pay it

Part-time employee: Faculty and staff who work less than 2/3 time

Personnel File: a file maintained by the Head of School in the administrative offices of Grace Academy for all faculty and staff

Practicum: the period of time and experience in an actual teaching situation necessary for completing most undergraduate teaching degrees and certificates

Professional leave: time taken by any faculty or staff member to grow professionally

Projected costs: The total cost of labor and materials associated with the project from start to finish. Rhetoric: the means by which the grammar and logic of each subject may be expressed clearly. School of Grammar: Grades kindergarten through five

School of Grammar: Grades Kindergarten through five

School of Logic: Grades six through eight

School of Rhetoric: Grades nine through twelve School: Any institution of education

School-sponsored events: 1) events which are organized by a Grace Academy faculty or staff member acting in their official capacity, 2) events which are published on the Grace Academy official calendar, or 3) events which receive financial support from Grace Academy

Secondary doctrine: Doctrinal issues which are not addressed in the Grace Academy Statement of Faith (2.2)

Serious diseases: those diseases which are potentially life-threatening, or which can cause permanent bodily damage, and can be communicated from one person to another (other than genetically).

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, or staff in order to provide the educational services desired by the parents.

Unused funds: Prepaid tuition monies remaining as a result of a student discontinuing enrollment, for any reason