

# Rockbridge Academy Employee Manual

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APPROVED BY:

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## 1.0 REVISIONS TO THE EMPLOYEE MANUAL

**EMPLOYEE MANUAL REVISION STATUS**

REV	DESCRIPTION OF CHANGE	DATE	APPROVED BY
New	Original Creation of Staff Manual	10/01/2000	_____
12.2	Page 51: <b>First para.:</b> deleted in entirety; <b>Second para.:</b> added "planned or unplanned"; <b>Third para.:</b> deleted phrase, "whether planned or unplanned"; <b>Last para.:</b> corrected punctuation	10/10/2001	mjm
12.1	Page 49: Rule #2: added the word "inappropriate" before "arguing"	10/11/2001	mjm
13.1	Page 53: Grading Guidelines revised	10/7/2003	mjm
8.1	Teacher Job Description: Planning and Communications section adjusted to reflect change from quarters to trimesters	SEP 2005	mjm
8.2	Evaluation Guidelines: <i>General</i> section adjusted to reflect change from quarters to trimesters	SEP 2005	mjm
9.2	Student Promotion Policy: Adjusted to reflect change from quarters to trimesters	SEP 2005	mjm
9.3	Student Retention: Adjusted text to reflect change from quarters/semesters to trimesters	SEP 2005	mjm
10.2	In-Class Entertainment Guidelines: Adjusted text to reflect change from quarters/semesters to trimesters	SEP 2005	mjm
11.1	Parent Involvement: Adjusted text to reflect change from quarters/semesters to trimesters	SEP 2005	mjm
11.3	Parent Teacher Conferences: Adjusted text to reflect change from quarters/semesters to trimesters	SEP 2005	mjm
12.2	Attendance Requirements: School hours changed due to split campus and adjusted text to reflect change from quarters to trimesters	SEP 2005	mjm
13.1	Grading: Adjusted text to reflect change from quarters to trimesters	SEP 2005	mjm
13.1	Grading Guidelines: Reporting a Grade of "F" text was modified to include new reporting available to parents on-line	OCT 2005	mjm
8.1.1	Added Teacher Qualification and Assignment section per suggestion of the ACCS Accreditation Team	DEC 2005	mjm & board
13.2	Academic Awards requirements were rewritten to reflect the averaging of final grades as we moved to trimesters	MAY 2006	mjm

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REV	DESCRIPTION OF CHANGE	DATE	APPROVED BY
8.1	Added requirement that all employees are to attend teacher training, and that during such training the staff manual will be reviewed	AUG 2009	mjm & board
8.5	Added language stipulating the means of reporting accusations of harassment or sexual misconduct, referencing Sections 8.8 (Comprehensive Grievance) and 8.9 (Separation)	AUG 2009	mjm & board
8.8	Added paragraph detailing to whom complaints of suspected sexual harassment should be reported, and stipulating that all such complaints will be investigated	AUG 2009	mjm & board
12.1	Clarification added regarding electronic games and devices; separate line item re: guns and knives on school grounds	AUG 2010	mjm
ALL	Changed “staff” to “employee” throughout manual to be comprehensive of all employees	AUG 2011	mjm
8.1	Revised Teacher Job Description	AUG 2011	mjm
8.2	Revised Evaluation Guidelines	AUG 2011	mjm
8.2.2	Added “Teacher Certification” section	AUG 2011	mjm
8.6	Revised Emergency/Sick Leave	AUG 2011	mjm
8.7	Revised Personal Leave	AUG 2011	mjm
8.10	Revised Obtaining Substitute Teachers	AUG 2011	mjm
8.11	Revised Mandatory Enrollment of Employee’s Children	AUG 2011	mjm
8.13	Revised Rockbridge Faculty Development Policy	AUG 2011	mjm
9.2	Revised Student Promotion Policy	AUG 2011	mjm
9.4	Revised Assessing Student Readiness	AUG 2011	mjm
9.5	Revised Release of Students	AUG 2011	mjm
11.2	Revised Controversial Subjects	AUG 2011	mjm
11.3	Revised Parent Teacher Conferences	AUG 2011	mjm
12.2	Revised Attendance Requirements	AUG 2011	mjm
13.1	Revised Grading Guidelines	AUG 2011	mjm
14.2	Added Travel Reimbursement Administrative Directive	AUG 2011	mjm
14.3	Added Cost Recapturing Administrative Directive	AUG 2011	mjm
APP. A	Revised Teacher Evaluation Form	AUG 2011	mjm
6.0	Revised Organization Chart of Rockbridge Academy	AUG 2012	mjm

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APP. C	Revised Employee Personal Leave Request Form	AUG 2012	mjm
14.4	Added Food Allergies Administrative Directive	SEP 2012	mjm
14.5	Added Students With Academically Related Disabilities Administrative Directive	OCT 2012	mjm
14.6	Added Calculating Partial Year Tuition Administrative Directive	NOV 2012	mjm
14.7	Added New Financial Commitments Administrative Directive	NOV 2012	mjm
8.2	Revised Evaluation Guidelines	JAN 2013	mjm & board
8.6	Revised Sick Leave	FEB 2013	mjm & board
8.10	Revised Mandatory Enrollment of Employee's Children	APR 2013	mjm & board
8.1	Revised Teacher Job Description	AUG 2013	mjm & board
APP. C	Revised Employee Leave Request Form	AUG 2014	mjm
7.0	Added "Marriage and Gender" section to Code of Ethics	AUG 2015	R Griffith
8.10	Revised Mandatory Enrollment of Employee's Children	AUG 2015	R Griffith
9.2	Revised Student Admissions & Promotion	AUG 2015	R Griffith
12.1	Added item #12 under School Rules	AUG 2015	R Griffith
14.1	Removed "Faculty Debate" from Rockbridge Academy Activities Resolution	AUG 2015	R Griffith
APP. D	Updated benefits descriptions	AUG 2015	R Griffith

## 2.0 VISION

### VISION

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 they distinguish real religion from religion in form only; and that they possess the former knowing and loving the Lord Jesus Christ. And all these we desire them to possess 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 Rockbridge 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 follow biblical principles in addressing concerns, to be inclined to hear 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.

### 3.0 GOALS

#### **GOALS**

“A Classical and Christ-Centered Education”

##### **Christ-Centered**

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

- Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);
- Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);
- Encourage every student to begin to develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

##### **Classical**

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

- Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);
- Encourage every student to develop a love for learning and live up to his academic potential;
- 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.



## 4.0 STATEMENT OF FAITH

### STATEMENT OF FAITH

Rockbridge Academy is a Protestant school, which does not teach a specific denominational set of beliefs. The following is the foundation of beliefs on which Rockbridge Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered *primary doctrine* at Rockbridge Academy. Secondary or divisive doctrines and issues will not be presented as *primary doctrine*. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority.

#### **The Bible**

We believe that the original manuscripts of the Old and New Testament comprise the full, word-for-word, truthful, inerrant Word of God, which is the supreme and final authority in doctrine and practice.

(Isa. 40:8; II Tim. 3:16-17; Heb. 4:12; II Pet. 1:20, 21)

#### **The Father**

We believe that as Eternal Father, He is the Father of all men in the non-salvation, Creator-creature sense, the Father of the nation Israel, the Father of the Lord Jesus Christ, and the spiritual Father of all who believe in Christ. He is the author of salvation, the One who sent the Son, and the disciplinarian of His children.

(Ex. 4:22; Ps. 2:7-9; John 5:37; Acts 17:29; Gal. 3:26; Eph. 1:3-6; Heb. 12:9; I Pet. 1:3)

#### **The Person and Work of Jesus Christ**

We believe Jesus Christ is God incarnate, conceived by the Holy Spirit, born of a virgin, completely God and completely man. We believe in His pre-existence, His sinless life, His substitutionary atonement, His bodily resurrection from the grave, His ascension into Heaven, and His bodily return from Heaven.

(John 1:1, 14, 18; Luke 1:35; Rom. 3:24-26, 4:25; I Pet. 1:3-5; Eph. 4:11-16; I Thess. 4:13-18; Heb. 1:3, 7:23-25; I John 2:1-2)

#### **The Holy Spirit**

At the time of conversion, we believe that the Holy Spirit regenerates, indwells, baptizes, seals, and bestows spiritual gifts upon all who know Christ as Lord and Savior.

Experientially, He fills, teaches, leads, assures, and prays for believers.

(John 14: 26, 16:6-15; Acts 1:5, 2:1-4, 11:1-18; Rom. 8:14-16, 26-27; I Cor. 6:19, 12:7-11, 13; Eph. 1:13-14, 5:18; II Thess. 2:1-10; Titus 3:5)

#### 4.0 STATEMENT OF FAITH (Continued)

##### **The Trinity**

In the unity of the Godhead, there are three persons, of one substance, power, and eternity; God the Father, God the Son, and God the Holy Spirit. The Father is neither begotten, nor proceeding: The Son is eternally begotten of the Father: the Holy Spirit eternally proceeding from the Father and the Son.

(I John 5:7; Matt. 3:16, 28:19; II Cor. 13:14; John 1:14, 15:26; Gal. 4:6)

##### **Man and Sin**

We believe man was created in the image of God; that Adam in his first sin condemned not only himself but also all mankind to an estate of sin. All of mankind in Adam is now separated from God and in need of a redeemer.

(Gen. 1:1, 27, 2:17, 3:1-19; Isa. 14:12-14; Luke 20:36; Heb. 1:13-14, 2:5-8; I Pet. 2:4; Jude 6; John 12:31; Heb. 2:14; Rev. 20:10; John 1:1-3, 8:44; Col. 1:16-17; Rom. 5:12-21; Eph. 2:1-3)

##### **Salvation**

“In Him also we have obtained an inheritance, being predestined according to the purpose of Him who works all things according to the counsel of His will, that we who first trusted in Christ should be to the praise of His glory. In Him you also trusted, after you heard the word of truth, the gospel of your salvation; in whom also, having believed, you were sealed with the Holy Spirit of promise, who is the guarantee of our inheritance until the redemption of the purchased possession, to the praise of His glory” (Eph. 1:11-14). We affirm that these believers are eternally secure, have everlasting life, will not come into condemnation, and shall never perish.

We believe that assurance comes to the believer from three primary means: trusting the Word of God’s promises, the witness of the Holy Spirit, and a persevering walk with the Lord.

(John 1:12, 2:3, 16; II Cor. 5:17-21; Eph. 2:8-9; Titus 3:4-7; Dan. 12:1-2; Matt. 25:31-46; John 3:16, 36, 5:24, 10:28-29, 11:25-26; Rom. 8:28-39; I John 4:11-13; Jude 1; Rev. 20:12-15)

##### **The Church**

We believe in the Church, both universally and locally, as the spiritual body of which Christ is the Head. The church exercises Christ’s authority until His return. We also believe that the church is entrusted with the sacraments of baptism and the Lord’s Supper.

(Matt. 16:18; cf. Acts 1:5, 11:15; I Cor. 12:13; Eph. 1:22-23, 4:11-16, 5:22-23; Col. 1:18)

#### 4.0 STATEMENT OF FAITH (Continued)

##### **The Great Commission**

We believe that those whom God has saved are sent into the world by Christ as He was by the Father. Those so sent are ambassadors, commissioned to go make disciples and make Christ known to the whole world.

(Matt. 28:18-20; John 15:8, 17:18, 20:21; Acts 1; Rom. 10:14-15; II Cor. 5:18-20; Col. 4:2-6; II Tim. 2:14-26)

##### **Eternity**

We believe in the physical resurrection of the human body (at the second coming of Christ); in the eternal conscious existence of all individuals in either Heaven or Hell; and in the rewards of the saved and the punishment of the lost for eternity.

(I Cor. 15; Luke 16:19-31; II Cor. 5:8-10; I Cor. 3:11-15)

Essentially, our Statement of Faith is best summarized in the five solas of the Reformation:

Sola Fide - By faith alone

Sola Gratia - By grace alone

Sola Christus - Because of Christ's substitutionary atonement alone

Sola Scriptura - On the Word of God alone

Soli Deo Gloria - To God alone be the glory

## 5.0 PHILOSOPHY OF EDUCATION

### EDUCATIONAL PHILOSOPHY OF ROCKBRIDGE ACADEMY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their children. Therefore, below are the most important philosophical elements that we at Rockbridge Academy believe distinguish our approach to education.

We believe that the Bible clearly instructs *parents*, not the church or State, to “bring children up in the discipline and instruction of the Lord.” The Church’s commission is essentially to spread the gospel and train believers (Matt. 28:18-20). The State has been directed to enforce God’s laws and protect the innocent (Romans 13). The church trains parents and the State protects families. The Family raises and educates children (Eph. 6:1-4). Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.

We believe that God’s character is revealed not only in His Word, but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.

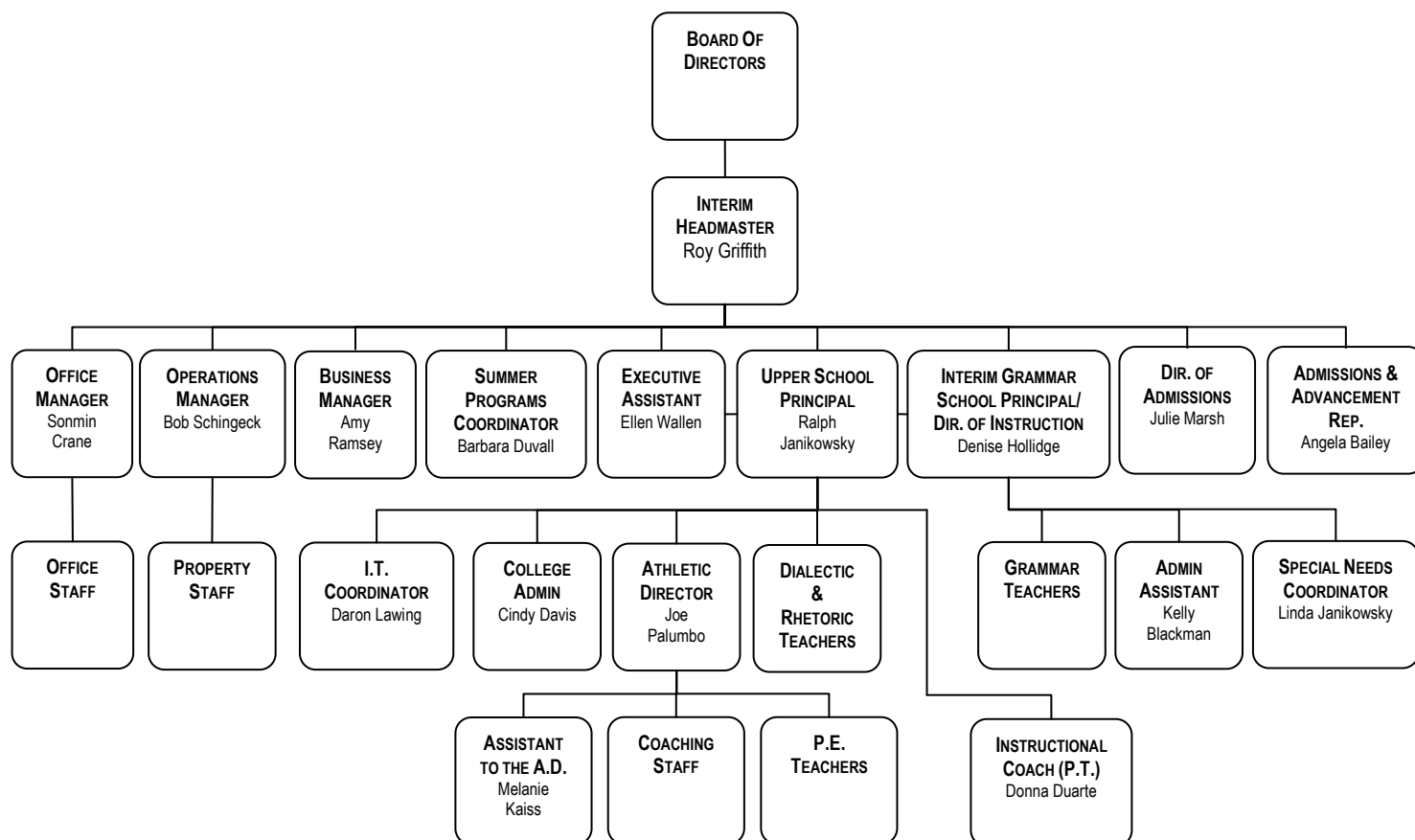
God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them *how* to learn, by using the centuries-old, proven *classical* method (see Goals), incorporating instruction in Latin.

We want to help parents teach their children that all they do should be done “heartily, as unto the Lord.” Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.

We are committed to have a full K-12 program because we believe that as long as a child is under the parents’ authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

Above all, parents can be confident that their child, at every stage of his development in school, will be loved with Christ’s love in Rockbridge Academy.

## 6.0 ORGANIZATIONAL STRUCTURE

**ORGANIZATION CHART OF ROCKBRIDGE ACADEMY****Board of Directors**

The Board of Directors serves the school by setting policies that define and maintain the goals of the school. The Board of Directors examines the school's goals, policies, programs, and curriculum in light of biblical principles and those of classical education. It is a corporate body comprised of up to seven active directors at any one time. Because of the corporate nature of the Board of Directors, an individual director has no authority over the school in any capacity.

**Headmaster**

The Headmaster reports to the Board of Directors and is the head administrator over the entire school. He oversees the management of the school and is directly involved in policy development and implementation, finances, curriculum development, teacher supervision and training, student discipline, curriculum implementation, and school programs.

## 7.0 CODE OF ETHICS

### CODE OF ETHICS

- Objective:* To maintain the testimony of Rockbridge Academy as a Christian school.
- Scope:* This applies to all individuals who represent Rockbridge Academy in any capacity.
- Guidelines:* All teachers, staff members, and representatives of Rockbridge Academy are expected to conform to biblical standards of behavior at all times.

### In Loco Parentis

- Objective:* To ensure that parental authority over the education of their children is respected at Rockbridge Academy.
- Scope:* This applies to all teachers and staff who exercise authority of any kind over the students.
- Definitions:* *In Loco parentis:* This phrase means “in place of the parents.”
- Guidelines:* Teachers are to remember that they do not function above parental authority, but rather with delegated authority (loco parentis) from the parents.

### Secondary Doctrine

- Objective:* To establish the limits of doctrinal teaching at Rockbridge Academy.
- Scope:* This applies to all Rockbridge Academy teachers in their capacity as teachers at Rockbridge Academy.
- Definitions:* *Secondary doctrine:* Doctrinal issues which are not addressed in the Rockbridge Academy Statement of Faith.
- Guidelines:* Classroom discussion of secondary doctrine should be on an informative, non-partisan level. 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 (Acts 17:11).

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

## 7.0 CODE OF ETHICS (Continued)

### **Reverence**

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

*Scope:* This applies to the entire program of Rockbridge 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.

Things to avoid include:

- silly or trite references to Jesus Christ and His work on the cross;
- implying, directly or indirectly, that all the students are Christians;
- mockery of angelic powers, whether demonic or heavenly;
- emphasis on good feelings or works, vs. humble obedience and grace.

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

### **Marriage and Gender**

*Objective:* To ensure that biblical standards for marriage and gender are maintained at Rockbridge Academy.

*Scope:* This applies to all employees of Rockbridge Academy.

*Guidelines:* An employee's participation in a relationship deemed a marriage under civil law but that is not between a man and a woman shall conclusively establish that the person does not maintain a credible Christian testimony and shall disqualify the person from employment.

An employee participating in ongoing adultery (sexual relationship between persons in which one is married to another person), fornication (sexual relationship between two unmarried persons), or homosexual acts shall conclusively establish that the person does not maintain a credible Christian testimony and shall disqualify the person from employment.

An employee's self-identification as having a gender other than the biological gender at birth, unless the self-identification is recognized as a sin to be fought, shall conclusively establish that the person does not maintain a credible Christian testimony and shall disqualify the person from employment.

## 8.0 TEACHING STAFF

### 8.1 TEACHER JOB DESCRIPTION

It is expected that all teachers will comply with all applicable school policies and guidelines. This job description is to be used in close conjunction with the Teacher Evaluation Form (Appendix A).

#### **General Requirements for All Teachers at Rockbridge Academy**

**Spiritual Leadership** - The teacher is expected to be a student and lover of God's Word and consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school.

**Classroom Procedures** - The teacher is expected to administer classroom routines that create an organized, efficient, and stimulating classroom environment for students.

**Class Management and Discipline** - The teacher is expected to train and enforce the spirit, as well as the letter, of school and classroom rules in a way that promotes a love of the gospel, joyful work, and fellowship within the school community.

**Lesson Preparation, Presentation, and Student Learning** - The teacher is expected to teach biblically integrated objectives outlined in the *Rockbridge Academy Curriculum Guide*, according to the classical methodology explained in *The Lost Tools of Learning* by Dorothy Sayers, and utilizing the pedagogy outlined in *The Seven Laws of Teaching* by John Milton Gregory.

**Parent Communication** - The teacher is expected to proactively communicate with the parents of his class regarding school mission and vision, as well as each child's academic status and character development via emails, letters, conferences, conversations, as well as grade book reporting as prescribed by school policy.

**Professionalism** - The teacher is expected to consistently and joyfully demonstrate pride in Rockbridge Academy by his work, punctuality, speech, attitude, dress, and attention to duties in daily work and required school events, and in similar ways maintain a Christ-like reputation both inside and outside the school community.

**Employee Training** - The teacher is required to participate in the following:

1. Rockbridge Academy Teacher Certification Program: Includes mandatory readings. See Employee Manual, Section 8.2.2.
2. ACCS Annual Conference: Required for all new teachers, and required periodically thereafter for veteran teachers in subsequent years.
3. Rockbridge Academy New Teacher Training: New teachers and every fifth year afterwards.
4. In-House Teacher Training: Each year, typically the two weeks prior to the beginning of the school year.
5. Mid-year in-service teacher training days.
6. Weekly faculty meetings.
7. Summer reading as assigned.



## 8.1 TEACHER JOB DESCRIPTION (Continued)

### **Specific Teaching Responsibilities and Roles**

#### **Spiritual Leadership**

- Uphold the school's statement of faith as well as the policies regarding the teaching of primary and secondary doctrine.
- Take all appropriate opportunities to counsel, guide, and exhort all members of the community in godliness, as well as to console and encourage in life's difficulties.
- Pursue peace in all relationships according to principles found in Matthew 18.
- Model respect for and obedience to authority through interactions with administrators.
- Actively, joyfully, participate in staff prayer meetings and required school events.
- Communicate with honesty and discretion, resolving to think the best of the intentions of all members of the school community.

#### **Classroom Procedures**

- Establish a classroom décor that reflects and promotes a classical and Christian understanding of truth, goodness, and beauty.
- Enforce routines that require the students to take an active part in cleaning and maintaining the appearance of their room.
- Establish efficient routines for taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.
- Start and end class promptly.
- Ensure each class period is used efficiently and purposefully.
- Grade and record assignments in the web-based grade book according to the standards of timeliness and accuracy described in the Employee Handbook.

#### **Class Management and Discipline**

- Encourage students toward self-discipline.
- Model that rules are not ends in themselves, but are extensions of the Greatest Commandments of love for God and one another (Matthew 22).
- Uphold school rules and discipline policy as described in the Rockbridge Academy Parent/Student Handbook.
- Establish, teach, and train classroom rules specific to grade level, coordinating with other grade level teachers and administrator expectations.
- Enforce the rules when disobedience occurs according to the school discipline policy with one or all of the following three levels of action as appropriate:
  1. Verbal in-class correction.
  2. Hallway conversation with the student: Including the identification of sin, the expression of repentance, the extending of forgiveness, and the offering of restoration and restitution as necessary. Hallway conversations should be followed by communication with the parent about the incident.

## 8.1 TEACHER JOB DESCRIPTION (Continued)

3. Administrative discipline: When administrative discipline is necessary, the teacher is expected to accompany the student to the office and give the appropriate principal an accurate accounting of the student's offense. In this case the teacher may be called upon to communicate the discipline circumstances to the parent.
- Emphasize personal sin, Christ-bought forgiveness, and Spirit-empowered sanctification in discipline related interactions with students.
  - Avoid creative consequences when disciplining students; it is rarely as effective as the basic enforcement actions (outlined above), which allow the gospel to be clearly communicated and allow the parents to maintain the ultimate responsibility for training their child's obedience.
  - Seek calm and consistent enforcement of standards to avoid frustration. Carry out teaching, training, and enforcement of standards in a godly manner that respects the *imago dei* in each child (Ephesians 6:4).

**Lesson Preparation, Presentation, and Student Learning**

- Incorporate a biblical worldview into all subjects and lessons taught using the school's curriculum guide and the Bible.
- Encourage the students to see how all subjects are interrelated as parts of God's integrated universe.
- Consistently use clear language and appropriate vocabulary.
- Prepare and adhere to a Long Range Plan for each subject taught. Grammar teachers are to coordinate Long Range Plans with their grade teaching partners.
- Prepare weekly lesson plans and turn in on time. Locate all electronic versions of plans, worksheets, and assessments in proper format on school server.
- Present content and prepare assessments in accordance with the respective level of the Trivium as described in Dorothy Sayers, *The Lost Tools of Learning*. For each level, emphasis should be placed on, and the teacher should be adept in facilitating, the following:
  1. Grammar: chants, songs, recitations, memorization
  2. Dialectic: recitation, note taking, synthesis, logical argument
  3. Rhetoric: presentation, rhetorical skill, thesis development
- Design lessons in accordance with John Milton Gregory's *The Seven Laws of Teaching* (see Employee Manual Section 8.2.1.).
- Execute lessons with the following modes of teaching as applicable to grade level:
  1. Chants and songs
  2. Comprehension checks
  3. Rephrasing of concepts by students
  4. Inductive questioning
  5. Deductive reasoning
  6. Frequent summaries and reviews
  7. Illustrations, applications, demonstrations
  8. Board work
  9. Class discussion and debate

## 8.1 TEACHER JOB DESCRIPTION (Continued)

### 10. Presentations and speeches

### 11. Student led instruction

- Teach with creativity, a good use of class time, and a variety of techniques of instruction and assessment in order to elicit student interest.
- Recognize and reasonably compensate for individual needs as necessary by incorporating a variety of techniques of instruction and testing to promote and measure the students' progress.
- Plan and implement appropriate field trips and activities according to guidelines set forth in the Employee Manual, Section 14.1.

### **Parent Communications**

- Provide a welcoming environment for parents (and visitors). Parents should feel welcome to visit and assist/observe in the classroom at virtually all times. Teachers should make efforts to attend student concerts, school athletics, and other school-sponsored events during the year to demonstrate godly care and interest in students and their families.
- Publish a syllabus (upper school) and a classroom policies letter (all grades) to students and parents.
- Setup and maintain a clear and efficient electronic grade book in which student grades are entered in a timely manner and made accessible to parents.
- Issue mid-trimester grade reports via RenWeb for all students.
- Conduct parent teacher conferences on an as needed basis.
- Communicate with parents during Back-to-School Night and participate in Open Houses as required.
- Communicate with parents about discipline issues on the day problems occur via phone call, email, or hand-written note (communication book).
- Grammar Teachers (K-6) will publish a weekly letter to classroom parents that informs parents of classroom activities and upcoming school events, and casts vision for Classical Christian Education.
- Welcome and make use of parent volunteers for various classroom needs. (Parent volunteer assignments should be vetted by the teacher with the Director of Instruction.)

### **Professionalism**

- Punctually attend and actively participate in morning prayer/announcements, weekly staff meetings, school assemblies, open houses, and all required school events.
- Dress according to standards outlined in the Employee Manual.
- Attend to school day duties outside of class as assigned (e.g. monitoring of lunch, recess, or student service, etc.)
- Speak well of students, parents, colleagues, and administrators at all times.

## 8.1 TEACHER JOB DESCRIPTION (Continued)

### **Employee Training**

Attend and participate in the following:

1. Rockbridge Academy Teacher Certification Program: Includes mandatory readings. See Employee Manual, Section 8.2.2
2. ACCS Annual Conference: New teachers and periodically in subsequent years.
3. Rockbridge Academy New Teacher Training: New teachers and every fifth year afterwards.
4. In-House Teacher Training: Each year, typically the two weeks prior to the beginning of each school year. During In-House Teacher Training, prior to the beginning of each school year, the Employee Manual will be reviewed and employees will be required to verify that they have read and understood the contents thereof.
5. Mid-year in-service teacher training days.
6. Weekly faculty meetings.
7. Summer reading as assigned.

### **The Grammar School Classroom Teacher**

In addition to the general responsibilities outlined above, the grammar teacher is expected to perform specific responsibilities in the classroom that include the following:

- Welcome students to the classroom each morning and provide meaningful “morning work” to assist young students in setting a tone for the day’s work.
- Know the whereabouts of his students and engage them in meaningful work at all times.
- Begin and end the day with prayer as well as leading the class in prayer at appropriate times of the day.
- Coordinate all class period transitions, test scheduling, and general schedule changes with non-classroom teachers (e.g. music, art, P.E., Latin, etc.).
- Compose a weekly parent letter to be distributed each Friday for the following week. (A homework assignment sheet is to be included. For 5th and 6th grade, guide students in the use of a homework planner.)
- Proctor standardized testing annually.
- Personally dismiss each student (teachers in grades K-3 only) to the parent or designated adult at pick up time each day.

### **Grammar School Science, Latin, Art, P.E., and Music Teachers**

In addition to the teaching responsibilities outlined for all teachers above, non-classroom teachers of these grammar level subjects are expected to perform specific responsibilities that include the following:

- Arrive and depart from the classroom in a timely manner.
- Coordinate test and homework scheduling with the classroom teacher.

## 8.1 TEACHER JOB DESCRIPTION (Continued)

- Clearly communicate homework and scheduled tests to students and parents in the manner particular to the routines established by the classroom teacher.
- Communicate student discipline issues to parents and to classroom teachers and administrators as appropriate.
- Integrate Long Range Plan objectives with the grade level curriculum in other subjects.

**The Dialectic/Rhetoric Homeroom Teacher**

In addition to general teaching responsibilities outlined above, the majority of dialectic and rhetoric faculty members will have homeroom responsibilities ranging from practical to spiritual. The homeroom teacher is expected to establish and maintain simple routines that include the following:

- Set the tone for the school day by beginning and ending homeroom on time.
- Communicate school announcements and write important events and dates on the board.
- Begin the day with the Lord through singing hymns, reading Scripture, and prayer.
- Solicit student prayer requests and encourage students to pray for one another as well as their teachers and administrators.
- Personally invest in the students, relating to their interests, sharing in their joys and sorrows, and building their trust.
- Build class unity by making an effort to encourage socially uplifting and positive events within the homeroom. The teacher should seek to delegate responsibility to students for such events to help develop their sense of leadership and service. (For example, it is the responsibility of the homeroom teacher to provide guidance during the annual Captain's Cup Christmas Decorating Contest.)

**Teacher Advisors**

Rhetoric students have specific advisory needs that require the time and attention of school faculty. While teachers at the rhetoric level attend to most of these needs, experienced dialectic and grammar faculty may be assigned specific limited advisory roles as well.

- Guide one or two students during the annual junior/senior thesis process. Required for Rhetoric teachers. Experienced Dialectic and Grammar teachers may be invited to volunteer. This involves two to four hours monthly to review, meet, and discuss material related to the student's thesis subject.
- Serve as interlocutors for midterm oral examinations or junior/senior thesis defense. Required for Rhetoric teachers. Experienced Dialectic and Grammar teachers may be invited to volunteer.
- Write letters of recommendation for students applying to colleges or internships. Required for Rhetoric teachers only.

## 8.1 TEACHER JOB DESCRIPTION (Continued)

- Participate in annual graduation exercises. Required for Rhetoric teachers only.

**Mentor Faculty Members**

A mentor faculty member is a member of the staff who has successfully carried out his duties for enough time to show himself capable of fulfilling his regular responsibilities well, and who can, in turn, help others. Mentor faculty may be asked by the administration to participate in special projects, or they may be asked to mentor a new teacher in the specifics of the job. While the Upper School or Grammar School Principals, in conjunction with the Director of Instruction, will monitor and guide a new teacher's ongoing training, it is the mentor teacher who is able to communicate most of the daily details about teaching specifics. Therefore, the role of mentor will typically be assigned to a new teacher's grade level team-teacher in the Grammar School, or to an experienced department colleague in the Upper School.

**Specific special project duties for mentor faculty may include the following:**

- Assist in ongoing curriculum development.
- Participate in strategic planning or *ad hoc* faculty committees.
- Prepare and present teacher training seminars at Rockbridge Academy New Teacher Training in the summer.

**Mentoring of New Teachers will include the following:**

- Provide formal and informal coaching to new teachers as assigned by an administrator.
- Provide spiritual as well as professional encouragement.
- Train new teachers in unfamiliar areas with an eye toward fostering their proficiency and independence. Incorporate the following progression in the training of specific responsibilities:
  1. *Teach* how a responsibility is accomplished and why it is important.
  2. *Model* the responsibility. This may involve arranging for the new teacher to observe the mentor teach a specific lesson or model a specific skill.
  3. *Delegate* increasing responsibility to the new teacher.
  4. *Check* the new teacher's progress as he or she moves toward independence.
- Monitor new teacher proficiency:
  1. Establishing classroom procedures including syllabus and schedules
  2. Long range planning
  3. Weekly lesson planning
  4. Class management and discipline
  5. Tips and techniques in preparation and presentation of specific lessons
  6. Appropriate parent communication
  7. Soliciting parent help
  8. Grading and grading standards

8.1 TEACHER JOB DESCRIPTION (Continued)

- 9. Grade book set-up and maintenance
- 10. Field trip and special event planning

### 8.1.1 TEACHER QUALIFICATION AND ASSIGNMENT

Rockbridge desires to hire and retain only the highest caliber of teacher for our classrooms. The first and foremost criterion is that each teacher must clearly exhibit godly character, demonstrating an active and growing faith in Jesus Christ. Rockbridge teachers are expected to be students and lovers of God's Word. This foundational principle will then be reflected in all aspects of our teacher's lives as they consistently exhibit love, joy, peace and spiritual maturity at school and at home. Our teachers are Christian role models for the students at all times as they live their lives *coram deo*.

Having met this first qualification, the qualifications listed below will also be considered. This is not a checklist of mandatory requirements, but a guide for the Administration and School Board to use in determining character, teaching aptitude and subject matter expertise in potential candidates. Teachers at Rockbridge receive significant training and oversight, so the Administration and School Board must determine if the diligence and motivation exist in potential teaching candidates for them to pour themselves into their students with wisdom, discernment and excellence.

- Church background and a candidate's testimony
- Personal and family background
- Academic background and demonstrated academic achievement
- Military experience and specialties
- Work and job background and performance, as well as any professional development, leadership training, courses, seminars or workshops
- Teaching experience and subject matter expertise
- Understanding of and familiarity with Christian and classical education

The Administration will screen and interview potential candidates for specific teaching positions at Rockbridge. When well-qualified candidates apply who do not have teaching experience, the interview process should include observing the candidate conduct a classroom lesson to ensure that the candidate is comfortable teaching in the classical style in front of a group of highly motivated students. The Administration will forward on to the School Board for hiring interviews only those candidates that he believes possess the godly character, motivation and background to excel in teaching at Rockbridge Academy.

Teachers will normally be hired for specific positions in the appropriate grades that align with their interests, backgrounds and skills. The Administration will, with advance notification to the School Board, assign teachers each year to the classes that best fit their skills, interests, talents and desires and align with school's needs. This process will be monitored and balanced by conducting formal evaluations, routine observations, and faculty training. The Administration will keep the School Board informed of teacher performance and any potential issues or problems, paying close attention to first year teachers.

Each year, only high caliber teachers who have demonstrated the requisite character and teaching skills will be asked to return to teach at Rockbridge Academy the following year. Rockbridge Academy does not offer tenure to teachers.



## 8.2 EVALUATION GUIDELINES

The following guidelines are to be used by the respective Headmaster and Principals in the formal evaluation of teachers.

*Objective:* Evaluations of teachers are mandatory for any educational institution that purports to be accountable to its patrons. Teaching performance must be evaluated to determine effectiveness and ways of improving. It is, therefore, in the best interest of all connected with Rockbridge Academy, but especially the teachers and students, that regular, formal, positive evaluations be conducted. Simply put, evaluations are conducted to help us to be better.

*General:* Teachers who have achieved either Permanent or Master's Certification (see 8.2.2, Teacher Certification), full or part-time, will be formally evaluated once a year, as a minimum.

Teachers who have yet to achieve Provisional Certification (see 8.2.2, Teacher Certification), and/or teachers whose most recent evaluation is determined by the Headmaster or Principal to warrant it, will be formally evaluated twice each year. Before each school year begins, in August, these teachers will also meet with their respective Principal to: 1) review general expectations of teachers at Rockbridge Academy (see section 8.1, Teacher Qualification and Assignment), 2) review any previous evaluations and recommendations for improvement therein, and 3) review any questions either party may have regarding the upcoming school year. Finally, Principals will also meet with these teachers in the January/February timeframe to review progress to date and any questions or concerns either may have at that time.

Administrators will be formally evaluated at least once a year by their Direct Report.

Job descriptions and the curriculum guide are to be reviewed by both the administrator and the teacher as part of the evaluation process.

All evaluations are confidential, between the Headmaster, Principals, Director of Instruction, and the teacher. The board may be privy to evaluations at the discretion of the Headmaster or the board.

*Guidelines:* Prior to visiting a teacher's class for a formal evaluation, the Headmaster or Principal should meet with the teacher to:

Set a mutually agreed upon time for the evaluation. The Headmaster and/or Principals may conduct formal evaluations without prior scheduling.

Determine the lesson to be observed and what particulars, if any, the Headmaster or Principal will focus on. The teacher should be encouraged to ask the Headmaster or Principal for specific assistance related to those particulars.

## 8.2 EVALUATION GUIDELINES (Continued)

The Teacher Evaluation Form (See Appendices A & B) and any comments should be filled out and given to the teacher, and a post-evaluation conference should be arranged within one week of the evaluation.

Questions and comments regarding the evaluation should be addressed at this time and objectives for the next evaluation set. If the teacher has a concern regarding the evaluation and desires another evaluation be done before it becomes part of his personnel file, the Headmaster or Principal should comply with this request. This second evaluation should be arranged with adequate time allowed before the next, regularly scheduled evaluation. If after this follow-up evaluation

there is still a disagreement about the teacher's performance, the teacher may appeal via the Grievance Policy to the Rockbridge Academy Board.

The Headmaster or Principal and the teacher should sign the final evaluation form. The original form is to go into the teacher's personnel file and a copy made for the Headmaster, Principal, and the teacher.

At the next pre-evaluation meeting (1. above) with the teacher, the Headmaster or Principal should go over the objectives from the last evaluation.

Informal evaluations will be conducted more frequently by the Headmaster, Principal, and Director of Instruction, with appropriate feedback being given to the faculty member in a timely fashion.

## 8.2.1 THE SEVEN LAWS/RULES OF TEACHING

### THE SEVEN LAWS/RULES OF TEACHING

As noted in The Seven Laws of Teaching<sup>1</sup>, teachers are expected to use these rules as guides for lesson preparation:

**Law 1** - A teacher must be one who knows the lesson or truth or art to be taught.

**Rule 1** - Know thoroughly and familiarly the lesson you wish to teach--teach from a full mind and a clear understanding.

**Law 2** - A learner is one who attends with interest to the lesson.

**Rule 2** - Gain and keep the attention and interest of the pupils upon the lesson. Do not try to teach without attention.

**Law 3** - The language used as a medium between teacher and learner must be common to both.

**Rule 3** - Use words understood in the same way by the pupils and yourself--language clear and vivid to both.

**Law 4** - The lesson to be mastered must be explicable in the terms of truth already known by the learner--the unknown must be explained by means of the known.

**Rule 4** - Begin with what is already well known to the pupil upon the subject and with what he has himself experienced--and proceed to the new material by single, easy, and natural steps, letting known explain the unknown.

**Law 5** - Teaching is arousing and using the pupil's mind to grasp the desired thought or to master the desired art.

**Rule 5** - Stimulate the pupil's own mind to action. Keep his thought as much as possible ahead of your expression, placing him in the attitude of a discoverer, an anticipator.

**Law 6** - Learning is thinking into one's own understanding a new idea to truth or working into habit a new art or skill.

**Rule 6** - Require the pupil to reproduce in thought the lesson he is learning--thinking it out in its various phases and applications until he can express it in his own language.

**Law 7** - The test and proof of teaching done--the finishing and fastening process--must be a reviewing, rethinking, reknowing, reproducing, and applying of the material that has been taught, the knowledge and ideals and arts that have been communicated.

**Rule 7** - Review, review, review, reproducing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views, and completing the true.

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<sup>1</sup> John Milton Gregory, *The Seven Laws of Teaching* (Moscow, Idaho: Charles Nolan Publishers, 2003)

## 8.2.2 TEACHER CERTIFICATION

**TEACHER CERTIFICATION INSTRUCTION****Background: Classical Christian Education Philosophy**

The goal of Rockbridge Academy teacher certification is to prepare a teacher to be an effective, confident apologist of classical Christian education to students, parents, pastors, friends, and possibly even naysayers. Further, it is to enable the teacher to embed a biblical worldview into all courses by design and each class in practice. Conversely, the goal of our teacher certification is *not* to make a teacher an expert in philosophical thought and all the underpinnings of Western education. In order for teachers to prepare themselves to be effective apologists, designers, and practitioners of classical Christian education, most will have to reorient, readjust, rebuild, and refresh their understanding of education – “repairing the ruins.” This philosophical journey requires direction, instruction, repetition, study, and touchstones so that our teachers can inculcate the principles of classical Christian education to students as they transfer and cultivate a love of learning to God’s glory in their respective subject matter areas and grades. The direction, instruction, repetition, and study will come from routine observations, periodic teacher training, ACCS conferences, and faculty meetings. The key touchstones, those essential topics that form the core understanding of classical Christian education in ACCS and guide us at Rockbridge Academy are summarized below and then formalized in the specific teacher certification requirements that follow.

1. Philosophical Tenets of Classical Christian Education to be clearly understood as part of our continuing teacher certification program:
  - a. Education is completely theological. It is the passing on of a way of life from one generation to another. It can never be neutral or fragmented. It is integrated and comprehensive, with God at the center. All education has bias, and the biases at Rockbridge Academy are toward Scripture, truth, and moral discernment as reflected in the history of Western Civilization, where Christianity began, grew, and flourished.
  - b. Classical Christian education starts with the parents who are the primary educators. Classical Christian teachers serve *in loco parentis* to reinforce, compliment, and enhance what children learn at home and church. At the same time, Rockbridge Academy teaches a carefully thought-out and integrated curriculum to provide a solid foundation in understanding Scripture, seeking truth, and building proficiency in the tools of learning. We teach our curriculum and primary doctrine confidently.
  - c. Classical Christian education cultivates a Christian worldview in students. Resting on the certainty of Scripture, we build a system of beliefs and a framework of values that will enable students to think rightly, i.e. Scripturally, about the world around them.
  - d. Classical Christian education is counter to the postmodern view of education, as the latter is reflective of a culture of media, TV, computer gaming, the Internet, and film. This entertainment culture creates a distortion of who we are to be and how we attain that sense of “being.” The ways, means, and ends of postmodern culture are at odds with Biblical wisdom. It teaches a selfish, internal bias, rather than a joyful, contented, and other directed

## 8.2.2 TEACHER CERTIFICATION (Continued)

bias. Classical education is not entertainment, but thoughtful discourse, logically, and persuasively communicated under the authority of Scripture. Our bias is toward language and the written word.

- e. Classical Christian education is about cultivating character in students, enabling graduates to make proper moral decisions, and thoughtful, right responses in a sinful, fallen world. It sharpens their moral instincts and God-given abilities, and builds confidence in their leadership skills while inspiring a desire to serve selflessly. We desire for our students to be servant leaders.
  - f. Classical Christian education builds a lifelong love of learning. By developing, repeating, and refining the understanding and application of the tools of learning, it trains the mind to reason carefully, to be critical yet gracious, to argue but not bicker, to be morally discerning but not judgmental. It is not about a job or a skill set; it is about how to live life, and life eternal.
  - g. Classical Christian education builds understanding and wisdom in students through the examination of the great events and great ideas of Western culture, the culture in which Christianity began, grew, and flourished. It is thoughtful, sophisticated, and eloquent, and examines prevailing schools of thought, searching for truth and beauty, with a profound appreciation for God's sovereign control over all of history. It provides the foundation from which students can, with confidence, explore and critique other cultures, philosophies, religions, and ideas.
  - h. Classical Christian education is unafraid of modernity. We teach logic, science, and math as languages to understand God's creation. Technology is a tool, not a destination. Technology, to be used properly, requires wisdom, creativity, problem solving, and ethical judgments. Technology changes and is superseded by new technology, but the critical thinking skills to understand a problem and effectively leverage the newest innovations come from developing confidence in the tools of learning and in making right decisions to God's glory.
2. The goal of teacher certification requirements is to form a common foundation for all our teachers that clearly identifies and reinforces our distinctive classical Christian characteristics. It is not meant to be all encompassing nor so demanding that it is burdensome. It is meant to be a useful and important part of teacher development and continuing teacher education so that our students are continually blessed in the classroom, and each teacher is growing in his or her classical Christian teaching skills. At Rockbridge Academy, we build confidence and expertise in three sequential certification stages as follows:
- a. Stage one: **Provisional Certification:** The initial, entry-level certification required of all teachers at Rockbridge Academy. This includes an introduction to classical Christian pedagogy and the use of the Seven Laws of Teaching. A full description of the requirements and the Provisional Teacher Certification Checklist is contained in Enclosure (1).

## 8.2.2 TEACHER CERTIFICATION (Continued)

- b. Stage Two: **Permanent Certification:** Following Provisional Certification, all teachers will pursue and accomplish Permanent Certification within five years. Permanent Certification signifies the attainment of proficiency in classical Christian pedagogy. Importantly, the teacher will be well versed in biblical worldview integration as it applies to the trivium, as well as Rockbridge Academy's curriculum. Permanent Certification is then repeated every five years until the teacher attains Master's Certification. This is to ensure that all Rockbridge Academy teachers are periodically re-infused and re-inculcated with the basics and principles of classical Christian education. A full description of the requirements and the Permanent Teacher Certification Checklist is contained in Enclosure (2)
  - c. Stage Three: **Master's Certification:** This designates a teacher as an expert in classical Christian education. A Master's Certification certifies that a teacher is proficient in teaching other teachers in classical Christian pedagogy and is able to observe and evaluate teachers at all levels of the trivium. A full description of the requirements and the Master's Teacher Certification Checklist is contained in Enclosure (3)
  - d. Appendix I contains a listing of books that contribute to the professional development of a Teacher at Rockbridge Academy. There are reading requirements specified in each stage of teacher certification. Unless otherwise specified, those requirements should be met from books contained in Appendix 1. Should a teacher desire to substitute a different book, prior approval will be obtained from the appropriate administrator.
3. Rockbridge Academy's Teacher Certification Program is implemented effective immediately and tracking of teacher certification progress is the responsibility of the Director of Instruction.

### Provisional Certificate Qualifications

Candidates for a provisional teaching certificate must demonstrate that they have met the following qualifications:

#### I. Philosophy of Christian and Classical Education

- A. Must submit a written statement that satisfactorily completes section five of the Rockbridge Academy Application for Teaching (This covers a philosophy of discipline, Christian education, and Classical education in the form of a written response to *The Lost Tools of Learning*, by Dorothy Sayers).
- B. Must have attended a full week of Rockbridge Academy ACCS Approved New Teacher Training Conference workshops within the past 2 years.

#### II. Knowledge of Subject Matter

- A. Must have received a successful personnel evaluation during their first year of teaching at Rockbridge Academy. "Successful" is qualified as 85% or greater of Outstanding and/or Good marks.

## 8.2.2 TEACHER CERTIFICATION (Continued)

- B. Must have successfully advanced their knowledge of the subject matter by accomplishing the following:
  - a. Read the appropriate Curriculum Guide (grammar, dialectic, or rhetoric) and subject appropriate student material contained therein.
  - b. If applicable, read the Scope and Sequence for grade or course appropriate subject.
  - c. Demonstrate the ability to use the Long Range Plans throughout the year.
  - d. Demonstrate the ability to use a lesson plan.

### III. Knowledge of Students

- A. Must demonstrate an understanding of children by achieving a positive personnel evaluation, either Outstanding or Good, in the Classroom Discipline and Student Learning areas.
- B. Must attend the New Teacher Training seminars on *Shepherding a Child's Heart*.
- C. Must read *Shepherding a Child's Heart* during the summer following the first year of teaching at Rockbridge Academy and attend the book discussion at In-House Teacher Training or write a two page response paper which includes practical application for teaching.

### IV. Knowledge of the Teaching Process

- A. Must have read and provide written or oral response to *The Lost Tools of Learning*, by Dorothy Sayers. (This requirement is met on the Rockbridge Academy application for teaching.)
- B. Must attend *The Seven Laws of Teaching* Plenary session at New Teacher Training.
- C. Must read *The Seven Laws of Teaching* by John Milton Gregory during the summer following the first year of teaching at Rockbridge Academy and attend the book discussion at In-House Teacher Training or write a two page response paper which includes practical application for teaching.
- V. Must have an oral interview with an administrator at the completion of the provisional certification requirements.

*Provisional Certification must be achieved within two years of employment at Rockbridge Academy.*

## 8.2.2 TEACHER CERTIFICATION (Continued)

**Provisional Certificate Checklist**

<b>Teacher Name:</b>		
<b>I. Philosophy of Christian and Classical Education</b>		
<i>AI</i>	<i>TI</i>	Satisfactorily complete Rockbridge Academy's Application for Teaching sections IV and V
		Section V, Question 1 - Philosophy of Discipline
		Section V, Question 2 - Philosophy of Education
		Section IV, Part C – the Function of a Christian School
		Section V, Question 3 - Response to Sayers' article <i>The Lost Tools of Learning</i>
		Attend a full week of Rockbridge Academy or another approved New Teacher Training
<b>II. Knowledge of Subject Matter</b>		
		Receive successful personnel evaluation during the first two years of teaching (85% O/G)
		Complete reading of:
		Appropriate Curriculum Guide and related student materials
		Scope and Sequence for grade or subject
		Demonstrate use of:
		Long Range Plans
		Lesson Plans
<b>III. Knowledge of Children</b>		
		Receive positive personnel evaluation, Outstanding or Good, in the particular areas of:
		Classroom Discipline
		Student Learning
		Attend <i>Shepherding a Child's Heart</i> seminar at New Teacher Training
		Complete summer reading of <i>Shepherding a Child's Heart</i> by Tripp and attend book discussion session at In-House Teacher Training <u>or</u> two page written response
<b>IV. Knowledge of the Teaching Process</b>		
		Read and give thoughts on Sayers' article <i>The Lost Tools of Learning</i> ( <u>✓ met in section I. above</u> )
		Attend <i>The Seven Laws of Teaching</i> plenary session at Rockbridge Academy's New Teacher Training
		Complete summer reading of <i>The Seven Laws of Teaching</i> by John Milton Gregory and attend book discussion session at In-House Teacher Training <u>or</u> 2 page written response
<b>V. Oral interview with an administrator at the completion of the provisional certification requirements</b>		
		Interview completed

*AI* = Administrator's Initials      *TI* = Teacher's Initials

**Requirements for Provisional Certificate Completed:**

Administrative Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## 8.2.2 TEACHER CERTIFICATION (Continued)

### **Permanent Certification**

- I. Completion of all requirements for the Provisional Certification
- II. Demonstration of Successful Teaching
  - A. Quantity: Two successful formal evaluations for three succeeding years  
Quality: Success is defined as 85% or greater of Outstanding and/or Good marks
  - B. Demonstrate the ability to independently write long range plans  
Grammar- All subjects within grade level
  - C. Dialectic and Rhetoric- All classes taught
  - D. Demonstrate the ability to independently write lesson plans
  - E. Demonstrate the inclusion of the classical and Christian methodology in lesson plans and the application of the methodology in classroom teaching as noted on the formal evaluation
- III. Evidence of Continual Learning

Two practical demonstrations of continuing interest in the understanding and application of the classical and Christian philosophy are:

  - A. Read at least one book in each of the following categories (see Appendix I) or as approved by the administration
    - a. Pedagogy
    - b. Subject area taught
    - c. Academic skills
    - d. Theology
  - B. Participation in training
    - a. (1) ACCS conference or Rockbridge Academy Summer Teacher Training
    - b. (3) Rockbridge Academy In-House Teacher Training sessions
- IV. Oral Interview
  - A. Participate in an oral interview with an administrator at the completion of the permanent certification requirements
  - B. Read and be able to discuss in the interview how the following Scripture passages relate to education:
    - a. Genesis 1-3
    - b. Deuteronomy 5, 6, and 11
    - c. Psalm 78
    - d. Proverbs
    - e. Ecclesiastes

## 8.2.2 TEACHER CERTIFICATION (Continued)

- f. Isaiah 55-56:2
- g. Matthew 18
- h. Matthew 22: 34-40
- i. Matthew 28: 16-20
- j. Luke 24: 13-17
- k. I Timothy 3: 1-13
- l. Titus 1:5- 2:15

Permanent certification must be achieved upon completion of 7<sup>th</sup> year of employment. Permanent Certification will be up for renewal every five years.

**Permanent Certification Checklist**

<b>Teacher Name:</b>		
<b>I. Completion of all requirements for the Provisional Certification</b>		
<i>AI</i>	<i>TI</i>	Provisional certification complete.
<b>II. Demonstration of Successful Teaching</b>		
		Receive successful formal evaluation for three succeeding years (85% O/G)
		Demonstrate the ability to independently write long range plans (Grammar – All subjects within grade level; Dialectic/Rhetoric – All classes taught)
		Demonstrate the ability to independently write lesson plans
		Demonstrate use of classical and Christian methodology in lesson plans and application in classroom teaching
<b>III. Evidence of Continual Learning</b>		
		Read at least one book in each of the following categories (see Appendix I):
		• Pedagogy
		• Subject area taught
		• Academic skills
		• Theology
		Participated in training:
		• (1) ACCS conference
		• (3) Rockbridge Academy In-House Teacher Training sessions
<b>IV. Oral interview with an administrator at the completion of the permanent certification requirements</b>		
		Discuss in interview how these scripture passages relate to education: <i>Gen. 1-3, Deut. 5, 6, &amp; 11, Ps. 78, Prov., Eccl., Is. 55-56:2, Matt. 18, Matt. 22:34-40, Matt. 28:16-20, Luke 24:13-17, I Tim. 3:1-13, Titus 1:5-2:15</i>
		Interview completed

*AI* = Administrator's Initials      *TI* = Teacher's Initials

**Requirements for Provisional Certificate Completed:**

Administrative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 8.2.2 TEACHER CERTIFICATION (Continued)

### Master's Certification

- I. Completion of all requirements for the Permanent Certification
- II. Evidence of Training in the Trivium, Including Grammar, Dialectic, and Rhetoric

The Master's Level candidate at Rockbridge Academy will demonstrate a working knowledge of all levels of instruction of the Trivium (Grammar, Logic, and Rhetoric) as well as practical teaching methods appropriate for each level, as verified by the following:

- A. Successful teaching of one class at the other two levels of the Trivium. (Prior arrangement with the administration required. Success determined by direct observation of administrator or designated teacher/colleague.)
- B. Observation of teaching at all three stages of the Trivium
  - a. One additional teacher at the candidate's current level of instruction
  - b. Two additional teachers at each of the other two levels of the Trivium (i.e., four additional observations, for a total of five observations)
  - c. A written evaluation of the candidate's classroom observations, including:
    - i. Lessons learned
    - ii. Suggested improvements
    - iii. Applicability to candidate's personal teaching
  - d. Observations to be discussed with administration upon completion
- III. Demonstration of Successful Teaching.

A minimum of five years (inclusive) of successful teaching at Rockbridge Academy is required. "Successful" teaching will be demonstrated through formal, annual evaluations conducted by the administration in which 85% or greater of Outstanding and/or Good marks are achieved.
- IV. Evidence of Continual Learning and Ability to Instruct Other Teachers
  - A. At least two significant readings in Christian education and classical education (see Appendix I). A summary paper of at least five pages will be written addressing one of the completed readings and its application to classical Christian education at Rockbridge Academy.
  - B. Participation as an instructor in
    - a. at least three of either: 1) ACCS sponsored, Rockbridge Academy New Teacher Training sessions, 2) Rockbridge Academy In-House Teacher Training, or 3) school-year faculty training;
    - b. two ACCS national conferences.
- V. A pre-approved Master's project or paper will be required that shows Master Level work in professional or curriculum development. The project can be a thesis paper or presentation, a curriculum development project, the development and presentation of training for other teachers, or a project of similar level. Projects completed at the university level for Master's or Doctorate level work may be acceptable if the subject is deemed appropriate by the administration.

## 8.2.2 TEACHER CERTIFICATION (Continued)

Master's Certification at Rockbridge Academy verifies that a teacher is highly qualified in pedagogy, curriculum development, and knowledge of the Trivium, as well as being able to teach other teachers.

**Master Certification Checklist**

<b>Teacher Name:</b>		
<b>I. Completion of all requirements for the Permanent Certification</b>		
<i>AI</i>	<i>TI</i>	Permanent certification complete
<b>II. Evidence of Training in the Trivium, including Grammar, Dialectic, and Rhetoric</b>		
		Successful teaching of one class at the other two levels of the Trivium
		Observation of teaching at all three stages of the Trivium:
		<ul style="list-style-type: none"> <li>One additional teacher at candidate's current level of instruction</li> </ul>
		<ul style="list-style-type: none"> <li>Two additional teachers at each of the other two levels of the Trivium</li> </ul>
		<ul style="list-style-type: none"> <li>Completed written evaluation of candidate's classroom observations, including: lessons learned, suggested improvements, and applicability to candidate's personal teaching</li> </ul>
		<ul style="list-style-type: none"> <li>Observations discussed with administration</li> </ul>
<b>III. Demonstration of Successful Teaching</b>		
		Minimum of five years (inclusive) of successful teaching at Rockbridge Academy (85% O/G)
<b>IV. Evidence of Continual Learning and Ability to Instruct Other Teachers</b>		
		Completed two significant readings in Christian education and classical education (see Appendix I)
		Completed at least a five-page summary of one of the readings addressing its application to classical Christian education at Rockbridge Academy
		Participated as an instructor in:
		<ul style="list-style-type: none"> <li>At least three of either: 1) ACCS sponsored, Rockbridge Academy New Teacher Training sessions, 2) Rockbridge Academy In-House Teacher Training, or 3) school-year faculty training</li> </ul>
		<ul style="list-style-type: none"> <li>Two ACCS national conferences</li> </ul>
<b>V. A pre-approved Master's project or paper required to show Master Level work in professional or curriculum development</b>		
		Completed Master's project or paper
<b>VI. Oral interview with an administrator at the completion of the Master's certification requirements</b>		
		Interview complete

*AI* = Administrator's Initials      *TI* = Teacher's Initials

**Requirements for Provisional Certificate Completed:**

Administrative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX I: READING SELECTIONS

Each item marked with an asterisk (\*) identifies it as a selected reading for Master's Certification:

### **Pedagogy:**

- *Classical Education* by Gene Veith and Andrew Kern
- \**Norms and Nobility*, David Hicks
- *Recovering the Lost Tools of Learning* by Douglas Wilson
- *Repairing the Ruins* edited by Doug Wilson
- *Total Truth* by Nancy Pearcey
- \**The Well-Trained Mind: A Guide to Classical Education at Home*, Susan Wise and Jessie Wise Bauer
- \**Wisdom and Eloquence: A Christian Paradigm for Classical Learning*, Robert Littlejohn and Charles Evans

### **Subject Area:**

- \**Climbing Parnassus: A New Apologia for Greek and Latin*, Tracey Lee Simmons
- \**On Rhetoric*, Aristotle
- \**The Republic* by Plato
- \**Rockbridge Academy Logic Text*, Bradley Finkbeiner
- \**Why Johnny Can't Preach/ The Media Have Shaped the Messengers* by T. David Gordon

### **Academics:**

- *The Call* by Os Guinness
- *The Seven Laws of Teaching* by John Gregory
- \**The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric*, Sister Miriam Joseph, C.S.C., Ph.D., ed. by Marguerite McGlinn
- *The Victory of Reason* by Rodney Stark

### **Theology:**

- \**The Abolition of Man* by C.S. Lewis
- \**Classical Apologetics*, R.C. Sproul, John Gerstner, and Arthur Lindsley
- *How Should We Then Live?* By Francis Schaeffer
- \**Mere Christianity* by C.S. Lewis
- \**Postmodern Times: A Christian Guide to Contemporary Thought and Culture*, Gene Edward Veith
- *The Reason for God* by Timothy Keller

### 8.3 EMPLOYEE DRESS CODE

#### **EMPLOYEE DRESS CODE**

All employees: teachers, administrators, and office personnel will serve as models of adult Christians to the students. Therefore, the appearance and dress of employees is to be always given serious attention.

Jeans of any color, dirty or torn clothing, tennis shoes, and similar casual apparel are not to be worn unless required for a field trip of a nature that would damage good clothing.

Women are encouraged to wear skirts or dresses as frequently as possible. Make-up is to be used modestly. Men are required to wear sport or dress slacks, dress shirts and ties. Hair, including facial, should be neat and clean.

Maturity, modesty, and professionalism in dress, appearance, and overall behavior are required.

## 8.4 EMPLOYEE AND STUDENT RELATIONS

### EMPLOYEE AND STUDENT RELATIONS

*Objective:* To provide overall and specific guidelines facilitating professional, friendly, and biblical relationships between Rockbridge Academy employees and Rockbridge Academy students. (To be understood in light of “Code of Ethics.”)

*Scope:* This applies to all hired members of the Rockbridge Academy employees.

*Guidelines:* In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between employees and students, the following guidelines are to be understood as representative of the practices and philosophies of Rockbridge Academy. More specific guidelines conforming to this may be issued by the appropriate administrators, as necessary.

Employees are to remember that they serve as professional, adult role models before the students (Titus 2:7, 8). Relationships between employees and students are to be friendly and courteous, not familial or intimate.

Employees are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (I Peter 2:12).

Flirtation, sexual innuendoes, 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 eliminate these kinds of behaviors should be corporately and individually taken. In the event that the reporting of any such conduct becomes necessary, cf., Section 8.7, COMPREHENSIVE GRIEVANCE. If disciplinary action is deemed necessary, such discipline will be handled in accordance with Section 8.8, SEPARATION.

If it is necessary for a male employee to spend time alone with a female student or employee, it should be arranged that they are easily visible to the public (e.g., an open door, windowed room, etc.).

Employees shall not travel alone in a car with one student.

On any school-sponsored trips lasting overnight and involving students of both sexes, all propriety will be observed.

## 8.5 SICK LEAVE

### SICK LEAVE

- Objective:* To provide a consistent standard by which administrators can determine and authorize requests from staff, faculty, and administrative members needing sick leave.
- Scope:* This would apply to all salaried staff, faculty, and administrative members of Rockbridge Academy.
- Definitions:* *Staff:* support personnel, including classroom aides, secretaries, and substitutes.  
*Faculty:* persons with teaching responsibility.  
*Administrators:* persons with administrative responsibility.  
*Sick Leave:* necessary time off due to circumstances such as serious illness (personal or family), death in the family, injuries, etc. For purposes of this definition, a day is understood to be time taken by any employee away from what would otherwise be his or her normal working hours/day.
- Guidelines:* Staff, faculty, and administrative members needing to take sick leave should contact the appropriate administrator and let him know the circumstances and potential loss of time related to their problem.

Sick days shall not exceed 10 (ten) in any given contract year. No salary adjustments will be necessary for sick leave not exceeding 10 (ten) days.

Sick leave may be used if the employee is unable to work due to his or her own sickness, disability, or medical appointments. At the principal's discretion, employees who use their sick leave may be required to obtain a medical certificate providing proof of the illness or injury.

Sick leave may also be used if the employee is unable to work because he or she must care for a sick or injured immediate family member.

Requests for *planned* sick leave (i.e., medical appointments) should be submitted in writing (see Appendix "C") to the administrator at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the administrator.

Staff, faculty, and administrative members may be granted up to ten consecutive days of sick leave without any loss of pay should the circumstances be in the nature of the following:

Personal illness or childbirth;

Extended recovery from injury or illness, but not requiring hospitalization;

Medical appointments for him or herself or immediate family member;

Loss of family member and resulting funeral attendance;



## 8.5 SICK LEAVE (Continued)

Illness or injury of immediate family member (necessitating employee's presence);

Circumstances resulting from wife's giving birth.

Allowable sick leave days, like the personal leave days, are not accumulated from year to year.

If an employee'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 other issues.

Rockbridge Academy does not recognize any form of "maternity leave." If a female employee 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. If the new mother is a teacher and desires to return to work the next year, it should be understood that the school recognizes her husband's authority to make that decision, but that Rockbridge Academy does not want to encourage or endorse any form of institutional day care.

## 8.6 PERSONAL LEAVE

### PERSONAL LEAVE

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

*Scope:* This covers all salaried faculty, administrators, and staff members of Rockbridge Academy desiring personal leave days during the academic year.

*Definitions:* *Personal leave:* is understood to be any planned, non-emergency time taken by any employee away from what would otherwise be his or her normal working hours/days. That is, for whatever daily length of time normally devoted to work at Rockbridge Academy, the employee may take personal leave for up to three days, 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.

*Faculty:* is understood to mean persons with teaching responsibility.

*Administrators:* persons with administrative responsibility.

*Staff:* includes all support personnel of a non-instructional nature.

*Guidelines:* The following guidelines are to be adhered to by the employee desiring personal leave and the administration in granting the leave:

All faculty members, full-time administrators, and staff of Rockbridge Academy may request up to three days of personal leave each academic year (as defined above).

Part-time administrative staff members do not accrue personal leave.

Requests for personal leave should be submitted in writing (see Appendix “C”) to the administrator 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 to be made by the faculty member and approved by the appropriate administrator.

It will be the administrator’s responsibility to grant and record all personal leave days taken.

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.

## 8.7 COMPREHENSIVE GRIEVANCE

### COMPREHENSIVE GRIEVANCE

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

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

All Board decisions are final.

Students/Parents to Teachers:

All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.

If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.

If there is still no resolution, they should request a hearing from the Rockbridge Academy Board.

## 8.7 COMPREHENSIVE GRIEVANCE (Continued)

### Parents/Patrons to Headmaster:

If parents or patrons have 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 appropriate administrator.

If there is still no resolution, they should request a hearing from the Rockbridge Academy Board.

This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

### Staff to Administration:

All concerns about the standards of the school must first be presented to the appropriate administrator. A respectful demeanor is required at all times.

If the problem is still not resolved, the employee may appeal to the Board in writing and request a hearing. The request will be passed to the Board through the Headmaster. The Headmaster must pass on all such requests.

### Volunteers to Staff/Administration:

If any volunteer has a concern about the volunteer work, he will present that concern to the employee responsible for his oversight (teacher, administrator, development director, etc.).

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

If the problem is still not resolved, the volunteer may request a hearing from the Board in writing. The request will be passed through the Headmaster. The Headmaster is required to pass the request on to the Board.

### In Cases Involving Complaints of Abuse, Molestation, and/or Sexual Harassment:

In cases involving complaints of suspected sexual harassment, the headmaster shall be the officer to whom all such complaints are directed. Employees are encouraged to report harassment that they experience or witness. Any school employee who receives a sexual harassment complaint shall report it immediately, orally or in writing, to the headmaster. If the complaint involves the headmaster, the report shall be made directly to the chairman of the school board. All complaints will be investigated.

## 8.8 SEPARATION

### SEPARATION

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

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

*Guidelines:* 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, school closure, etc., the employee may not be able to continue his work.

*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.

*Suspension:* The Headmaster may, at any time, immediately suspend an employee for conduct not in keeping with the standards of Rockbridge Academy. The Headmaster will notify the Board immediately.

*Dismissal:* The Headmaster may recommend to the Board the immediate dismissal of an employee. Reasons for dismissal will most likely be for the following:

Two or more very low evaluations without notable improvement; immorality, mistreatment of, or harshness with students; and/or blatant disrespect of parents, other staff, or students.

The procedure for dismissal is:

A written warning and conference with the immediate supervisor, with time for correction specified.

A follow-up evaluation conference to be held at the end of the specified time.

If adequate improvement is not apparent, immediate dismissal is in order.

The procedure for a Board hearing on a dismissal is:

The written request of the dismissed employee will be submitted to the Board Chairman through the Headmaster.

## 8.8 SEPARATION (Continued)

The Chairman will schedule a meeting for the employee to discuss the dismissal with the Board.

The Board will then make a final written decision on the matter with no further appeals.

## 8.9 OBTAINING SUBSTITUTE TEACHERS

### OBTAINING SUBSTITUTE TEACHERS

In the event (normally unforeseen) of a Rockbridge Academy teacher needing a substitute teacher for any portion of the day, the following procedures apply:

The teacher should contact the Headmaster as soon as possible (when in doubt, *call*; it is easier to cancel than to arrange last-minute substitutes). The Headmaster will maintain an up-to-date list of substitutes.

The teacher should make copies of lesson plans and any necessary materials available to the substitute. This normally is done by someone bringing in the materials. An emergency substitute notebook with plans should be readily available for substitutes.

In case of illness or emergency, the Headmaster will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred substitutes to the Headmaster.

It is the teacher's responsibility to let the Headmaster know how long a substitute will be needed (how many days). The teacher should call *prior* to the end of the first day if the substitute will be needed the next day.

Substitutes will receive a copy of Guidelines and Standards for Substitutes and will be expected to fulfill the teacher's normal supervisory duties.

Substitute will receive \$10 per hour; up to \$70 a day.

The teacher should send the substitute(s) a written "thank you" note after resuming work.

## 8.10 MANDATORY ENROLLMENT OF EMPLOYEE'S CHILDREN

### MANDATORY ENROLLMENT OF EMPLOYEE'S CHILDREN

*Objective:* To clearly define the purpose of mandatory enrollment for the children of employees and the parameters of the tuition benefit for Rockbridge Academy faculty, staff, aides and administration.

*Policy:* In solidarity with the mission of the school, all school-aged children of employees who are employed half-time or full-time shall be required to attend Rockbridge Academy. (Exceptions to this policy may only be granted by the school board for compelling reasons. Exemptions of employee children must be in line with all other pertinent policies found in this manual.)

*Terminology:* *Employee:* Any individual receiving pay for services rendered on behalf of Rockbridge Academy.

*Employee Category:*

*Administration:* Persons with managerial and/or administrative responsibilities

*Faculty:* Individuals with teaching responsibilities

*Staff:* Support personnel including teachers' aides, as well as operational and administrative assistants

*Employment Status:*

*Full-Time Employee:* Those performing their assigned duties a minimum of 30 hours per week plus all time necessary to prepare for and plan their duties.

*Half-Time Employee:* Those performing their assigned duties a minimum of 20 hours per week plus all time necessary to prepare for and plan their duties.

*Part-Time Employee:* Those performing their assigned duties a minimum of 15 hours per week plus all time necessary to prepare for and plan their duties.

*Hourly Employee:* Those performing their assigned duties on an hourly basis.

*Faculty Hours:* Full day classroom teachers are considered full-time (e.g., grammar teachers). For other faculty, employment status will be based upon assigned classroom hours and other duties. For upper school teachers, a 50-minute class period equals one teaching hour.

#### *Tuition Benefit*

*Guidelines:* By virtue of mandatory enrollment, children of employees shall attend Rockbridge Academy at a rate reduction contingent on employment category and employment status. Employees with reduced summer hours will not have a tuition benefit reduction. Rather, the tuition benefit shall be based upon school year status. Employees with responsibilities that cross categories shall be classified within their predominant employee category, and employment status will be determined based upon a compilation of designated hours for all responsibilities. Only salaried employees shall receive the tuition benefit. There shall be no tuition benefit for temporary assignments.



8.10 MANDATORY ENROLLMENT OF EMPLOYEE'S CHILDREN (Continued)

**ADMINISTRATION:**

*Full-Time Administrator:* Full tuition benefits  
*Half-Time Administrator:* 50% tuition benefits  
*Part-Time Administrator:* 25% tuition benefits  
*Hourly Administrator:* No tuition benefits

**FACULTY:**

*Full-Time Faculty:* Full tuition benefits  
*Half-Time Faculty:* 50% tuition benefits  
*Part-Time Faculty:* 25% tuition benefits  
*Hourly Faculty:* No tuition benefits

**STAFF:**

*Full-Time Staff:* 50% tuition benefits  
*Half-Time Staff:* 25% tuition benefits  
*Part-Time Staff:* No tuition benefits  
*Hourly Staff:* No tuition benefits

## 8.11 CHURCH ATTENDANCE

### **CHURCH ATTENDANCE**

*Objective:* To set the standard for church attendance for Rockbridge Academy employees. The intent is to ensure that all employees are under the care, instruction and oversight of a pastor and church government and are involved in Christian fellowship.

*Scope:* This applies to all half to full-time employees of Rockbridge Academy.

*Definitions:* Evangelical Christian fellowship: Any church in substantive agreement with the Rockbridge Academy Statement of Faith (4.0).

*Guidelines:* All employees are required to belong and attend regularly any local evangelical Christian fellowship.

The Headmaster should answer any questions about which churches meet this criterion.

If there is still a question, it should be referred to the Rockbridge Academy Board.

## 8.12 EMPLOYEE COMPREHENSIVE MEDIA USAGE POLICY

### **GENERAL PROVISIONS**

This policy applies to the use of computers and information technology (IT), including: the internet; internet communication tools including social media, email, and other forms of electronic communication; telephone based communication; photocopy/scanning; and video/audio recording equipment. This policy applies to use of school-owned equipment or privately owned equipment used by an employee at school or in a manner that identifies the individual with the school. This policy also applies to the use of any internet or social media accounts associated with the school or accessed by school-paid access methods.

The equipment and IT tools provided by Rockbridge Academy provide vast informational and educational capabilities that can help us all do our jobs better, but not at the expense of the productivity of our staff, the security of our students, or the honor of the name of Christ. Rockbridge Academy encourages the use of electronic media in order to be effective and efficient in our communication. However, the electronic media and services provided by the school are Rockbridge Academy property, and their purpose is to facilitate school business.

### **INTERNET AND ELECTRONIC MEDIA**

Employees are expected to use Internet access in a professional manner, primarily for school-related research and communication. Exemplary behavior must be exhibited by all employees as representatives of Christ's church and of Rockbridge Academy.

Employees may conduct non-business research or browsing during breaks, or outside of work hours, provided other usage policies are adhered to. Limited use of IT resources for personal, nonschool purposes is understandable and acceptable, as is the case with personal phone calls or the occasional email. As laborers in Christ at a Christian school, we are to model good stewardship of our time and resources to each other and our students.

Offensive and or sexually explicit documents may not be accessed, displayed, printed, archived, stored, distributed, edited, or recorded using school resources.

No employee may use Rockbridge Academy computers, servers, networks, email accounts or other IT sources to knowingly download or distribute pirated software or data.

Intentional use of any school resources, including IT, for any illegal activity is grounds for immediate dismissal, and Rockbridge Academy will cooperate with any legitimate law enforcement activity in that regard.

Any employee attempting to disable, defeat, or circumvent any school security systems (firewalls, proxies, screening programs, etc.) may be subject to immediate dismissal.

## 8.12 EMPLOYEE COMPREHENSIVE MEDIA USAGE POLICY (Continued)

### **NON-DISCRIMINATION AND MONITORING**

Electronic media may not be used for knowingly transmitting, retrieving, or storing any communications that are of a harassing nature, or are of a defamatory or threatening nature, or are for “chain letters” or pyramid schemes, or are for any other purpose that is illegal. The use of Rockbridge Academy electronic media for solicitation or promoting of a commercial interest is forbidden.

Use of school equipment, internet access and email accounts will be subject to monitoring for appropriate usage. Electronic information created and/or communicated by an employee using email, word processing, voice mail, telephones, internet, etc., will generally not be monitored by the school. However, the school reserves the right to review any employee electronic files and messages and usage to the extent necessary to ensure that electronic media and services are being used in compliance with the law and with school policies. All existing school policies apply to conduct on the internet, especially those that deal with privacy, school records, student records, sexual harassment, and confidentiality.

### **SOCIAL MEDIA**

Social networks allow people to broadcast their thoughts, images and pictures on the Web and collaborate on documents and issues that are interesting and important. It is these elements that create the attraction to this media. As wonderful as these tools are for bringing people together and accumulating knowledge, they can quickly develop into unproductive or divisive dialogues.

Understand that opinions are not necessarily truth or sources of authority. Please exercise common sense, biblical charity, and professional maturity when using this mode of communication. All school policies must be adhered to when using the social network. Rockbridge Academy faculty and staff must keep in mind that as teachers and administrators at a Christian school, we are always on display to our students and parents and must conduct ourselves accordingly on social media.

Rockbridge Academy reserves the right to edit, modify, or delete comments that are inappropriate and that violate established standards and protocols. Potential edits include, but are not limited to, removing some or all the information that may threaten the security or privacy of individuals or compromise the testimony and integrity of the school.

### **EMPLOYEE STATEMENT**

I have received a written copy of the Rockbridge Academy Comprehensive Media Usage Policy. I fully understand the terms of this policy and agree to abide by it. I realize that security software may record for administrative use the Internet address of any site that I visit and keep a record of any network activity in which I transmit or receive any kind of file. I acknowledge that any message I send or receive may be recorded and stored as an archive file for administrative use. I know that any violation of this policy could lead to dismissal.

Name: \_\_\_\_\_

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

## 8.13 FACULTY DEVELOPMENT POLICY

### **FACULTY DEVELOPMENT POLICY**

It is a goal at Rockbridge Academy that the entire faculty models for our students the characteristics of lifelong learners. This is important not only for the faculty, but for the students as well. Much of the learning that Rockbridge's faculty does will occur through routine training and personal study.

However, it is also important for faculty to periodically take formal courses outside of Rockbridge to improve their skills as a teacher, to broaden their understanding of classical education, and to expand their knowledge of key subjects that will in turn be invested into Rockbridge's curriculum, classrooms and most importantly, our students.

When faculty members will be pursuing educational opportunities outside of Rockbridge that will be of direct benefit to the school, Rockbridge Academy's School Board will consider subsidizing in part or in whole the costs of the faculty development up to but not to exceed the IRS limit for excludable educational assistance fringe benefits per employee. Teachers who desire to avail themselves of this opportunity should submit in writing a short description of the training to include:

1. Brief description of the course including duration, cost, time and expected degree/certification.
2. How the course will benefit the teacher and Rockbridge Academy

For request above and beyond the normal operating budget, the Board, on a case-by-case basis, will evaluate each request for faculty development. The Board will consider several factors in arriving at a decision including the school's fiscal position, the benefit to the teacher, the benefit to the school, the number of requests, and prior use of the program. Based on the nature of the request, the teacher may be asked to agree to an extended duration of service commitment in return for approval of the request. Should a teacher fail to complete or pass a course of instruction with a minimum grade of B, funded in part or in full by Rockbridge Academy, the teacher will normally be required to reimburse the school.

The terms of each educational assistance application, including pay and service commitment, will be spelled out in a contract written by Rockbridge Academy and signed by the teacher.

## 9.0 STUDENT ISSUES

### 9.1 HOMEWORK PHILOSOPHY AND GUIDELINES

#### **HOMEWORK PHILOSOPHY AND GUIDELINES**

##### **PHILOSOPHY:**

Rockbridge Academy may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned.

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment, which could have been completed in school. The student's time at home is to be encroached upon for only the best of purposes.

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as *average times*, not as required minimum times, and then only *if* homework is assigned. Class homework assignments, for the elementary grades, will be written on a Weekly Homework Assignment Sheet.

##### **GUIDELINES FOR ASSIGNING HOMEWORK:**

Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.

Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.

Since Rockbridge Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.

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.

## 9.1 HOMEWORK PHILOSOPHY AND GUIDELINES (Continued)

The chart below is an estimated time of homework assigned to the average student at Rockbridge Academy. Individual times may vary according to individual ability and work habits.

<b><u>GRADE</u></b>	<b><u>APPROX. TIME PER NIGHT*</u></b>
Kindergarten	Rare, occasional reading or special projects
First, Second	20-40 minutes (infrequently)
Third	30-45 minutes (as needed)
Fourth, Fifth	45 minutes
Sixth	60 minutes
Upper School (7th-12th)	1-2 hours

*\*Normally, homework will not be given over weekends, holidays or vacations.  
Tests will not be given on Mondays.*

## 9.2 STUDENT ADMISSION & PROMOTION

### STUDENT ADMISSION & PROMOTION

*Objective:* To establish a consistent set of standards to be applied in determining grade promotions for all Grammar, Dialectic and Rhetoric students.

*Scope:* To be applied to all entering and continuing students in grades 1 - 12. (Students entering Kindergarten must meet only the age and maturity requirements)

*Definitions:* **Promotion:** The advancement of a student from the most recent grade completed to the next successive grade.

**Retention:** Requiring a student to repeat the grade in which he was most recently enrolled.

**New students:** Those students entering Rockbridge Academy for the first time, coming from another Christian school, a homeschool, or a public school.

**Current students:** Those students enrolled in Rockbridge Academy during the current year or previously enrolled in Rockbridge Academy within the last two academic years.

*Guidelines:* New students must meet the following criteria to be accepted into the next successive grade level:

**Grammar Students (Grades K-6):**

All newly enrolling students will be given an admissions test to determine basic skills levels (reading math, and English) and grade placement.

Have documentation showing that they successfully completed the previous grade by a demonstrated proficiency of at least 75% or higher in reading, math, and English. They also should have satisfactorily (60% or higher) completed science and "social studies" (history and/or geography) within the previous curriculum.

Recognizing that many public schools (and some home schools) do not use letter grades (A-F) or percentages to indicate academic proficiency in the Grammar grades, a mark of "Satisfactory" in at least 90% of the subjects on the student's transcript/report card will be acceptable. However, if there is any doubt as to the student's abilities or the quality of the curriculum used previously, the student will be tested in the three critical areas (reading, math, and English mechanics) using in-school standardized testing materials.

If the new student has taken any standardized tests, the student should have earned national scores of at least 50% or higher in reading, math, and language (as appropriate to age level).

The results of any in-school testing will be combined with the new student's report card and any previous standardized testing scores to determine the best grade level at Rockbridge Academy for that student to enter. If the combined results are not



## 9.2 STUDENT ADMISSION &amp; PROMOTION (Continued)

satisfactory, the parents will be apprised of this and be encouraged to consider having their child retained at the previous grade. (It should be noted that Rockbridge Academy's academic program tends to be a challenge with varying degrees of difficulty for students coming into the program. Should a student have had academic difficulties in his previous program, the likelihood of compounding that difficulty would be great were he to be promoted to the next successive grade at Rockbridge Academy.)

**Dialectic Students (*Grades 7-9*):**

Applicants are assessed in the areas of math, literature, comprehension, and Latin. The nature of the assessment enables us to determine an applicant's readiness for Rockbridge Academy's upper school program. Our upper school faculty will review the assessment results and recommend the best placement for the student, which may or may not be at current grade level. Students entering grade 9 *must* have completed a course in formal logic.

**Rhetoric Students (*Grades 10-12*):**

It is unusual for transfer students to be admitted after grade 9. Exceptions will be considered for students transferring from another classical Christian school.

**PROMOTION:**

Readiness for promotion is measured fundamentally by a fair and accurate assessment of the student on stated objectives. 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 trimester grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades or grades from poorly representative assignments do not allow for an objective assessment of mastery, and ultimately, readiness for promotion.

Current students must meet the following criteria to be promoted to the next successive grade:

**KINDERGARTEN through SIXTH GRADE:** Pass each subject, reading, math, and English with at least a 70% final grade average, and have no more than one grade in any subject below 70% in a trimester.

Readiness for promotion from the student's current grade in the Grammar School is determined by cumulative mastery of curriculum objectives with at least a 70% grade on the student's report card in the core subjects of reading, math, and English. In younger grades, a student's behavioral maturity is also considered. In the event that a student has a test average in a subject that is less than 70%, summer remediation or tutoring may be recommended.

## 9.2 STUDENT ADMISSION & PROMOTION (Continued)

**SEVENTH GRADE** through **TWELFTH GRADE**: Pass all subjects with at least a 70% final grade average and have not more than one grade in any subject below 70% in a trimester.

Readiness for promotion from the student's current grade is determined by cumulative mastery of curriculum objectives with at least a 70% grade on the student's report card in all subjects. In the event that a student has a test average in a subject that is less than 70%, summer remediation or tutoring may be recommended.

**GRADUATION REQUIREMENTS:** Cumulative mastery of the above requirements, determined by the satisfactory completion (70%) of curriculum objectives for twelfth grade. In addition, the student must meet graduation credit requirements detailed on page 3 of the *Rockbridge Academy Course Catalog*.

### **Exceptions**

Any requests to deviate from or waive these requirements will be submitted to the appropriate administrator. He may require summer tutoring, instruction, and/or testing, in addition to seeking whatever additional information is necessary, to render a proper judgment.

### 9.3 STUDENT RETENTION

#### GUIDELINES FOR STUDENT RETENTION

*Objective:* These guidelines have been created to compliment and support the school's promotion 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:

*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.)

*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 do.)

*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.)

*What is the home life like for the child?* (Things to consider include: church life, family devotions, 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.)

*Are 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?)

*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.)

*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.)

### 9.3 STUDENT RETENTION (Continued)

What are the specific indicators the teacher has identified that give rise to the current consideration? (These should be documented as indicated in the Recommendations 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 timeline and recommended procedures are aimed at the primary grades especially, although not exclusively.

At the time of reporting for:

The First Trimester 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. 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.

The Second Trimester 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 described in the Promotion) 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.

The Third Trimester midterm another conference should be held with the parents to seriously consider retention if inadequate progress has been made. If the Promotion 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, 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.

## 9.4 ASSESSING STUDENT READINESS

### ASSESSING STUDENT ACADEMIC READINESS

#### For New and Returning Students

*Objective:* To encourage every teacher to have as accurate an understanding as possible of each student's academic readiness upon entering a new grade/class. This is especially needful for students transferring into Rockbridge Academy from other Christian schools, public schools, or homeschools.

There are a 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:

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.

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.

The teacher can plan to build on the student's previous specific growth and can relate that progress more informatively to the parents.

*Guidelines:* Student record – Teachers are to become familiar with all their students' school files, especially: any standardized test scores, all report/progress forms, any special testing or programs, any specific health problems (e.g. allergies, hearing, vision, etc.), and family composition.

Entrance testing – Each student will have completed an entrance test which is designed to provide general and detailed information as to the reading ability and math skills of every student entering Rockbridge Academy for their first year. Teachers of new students should consult the student's applicant file (located in the main office) to obtain this information as well as other notes and observations made throughout the admission process.

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, and getting a sample of his writing and math skills will be helpful.

## 9.5 RELEASE OF STUDENTS

### **RELEASE OF STUDENTS**

Teachers are not to release a student to anyone before first checking with the office. The teachers and Headmaster 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.

The following guidelines will be followed:

Students in grades K-3 must remain in classrooms until picked up by an authorized adult or older student.

Students in grades 5 and up may be authorized by parents, in writing, to pick up students in K-3 and escort them to the parking lot.

Students in grades 4 and up may be dismissed directly from their classrooms.

## 10.0 CLASSROOM

### 10.1 CLASS SIZE POLICY

#### **CLASS SIZE POLICY**

*Objective:* To establish guidelines for determining the number of students placed in a class.

*Scope:* This policy determines the class size limits for elementary and secondary classes.

*Definitions:* Early elementary class size: The number of students assigned to the primary teacher of a classroom in grades kindergarten through second.

Elementary class size: The number of students assigned to the primary teacher of a classroom in grades three through six.

Secondary class size: The number of students assigned to a classroom of a primary subject during one class period in grades seven through twelve.

*Guidelines:* Early elementary class sizes shall be unlimited to 16 students under normal circumstances. The Headmaster may extend the class size to 18 if need be without Board approval. A majority of the Board must approve a class size in excess of 18 students.

A class size may exceed 16 students periodically during the day to accommodate students who advance for a particular subject (i.e., math).

Elementary class sizes shall be limited to 18 students under normal circumstances. The Headmaster may extend the class size to 20 if need be without Board approval. A majority of the Board must approve a class size in excess of 20 students.

A class size may exceed 18 students periodically during the day to accommodate students who advance for a particular subject.

Secondary class sizes shall be limited to 23 students under normal circumstances. The Headmaster may extend the class size to 25 if need be without Board approval. A majority of the board must approve a class size in excess of 25 students.

A class size may exceed 23 students periodically during the day to accommodate students who advance for a particular subject.

The Headmaster may set smaller class size limits should he deem it appropriate depending upon various factors such as physical size and layout of the room, teacher capabilities, mix of student needs and abilities, etc.

## 10.2 IN-CLASS ENTERTAINMENT

### IN-CLASS ENTERTAINMENT GUIDELINES

*Objective:* 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 classroom. Teachers desiring a deviation from these guidelines should check with the Headmaster *prior* to allowing the entertainment to take place.

*Guidelines:* *In-class Parties:*  
Birthdays are to be celebrated at lunchtime only. The teacher should let the administration know so that the birthday can be announced and the school sing “Happy Birthday” to the student.

ALL parties should take place in the afternoon.

No party should exceed 45 minutes in length, unless it is coupled with lunch, in which case only 45 minutes of class time may be used.

If a video is used in conjunction with a party (see Video below), it must fit within the above-prescribed time limit.

Aside from holiday parties, e.g., Thanksgiving and Christmas, 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 propriety listed in Php. 4:8.

All videos must receive prior approval by the Headmaster 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 four per year. No literary video should be shown unless the students have already read the book.

*Entertainment:* No more than two videos per year will be allowed for entertainment purposes.

For further clarification, see administrative directive, Rockbridge Academy Activities Resolution.



## 11.0 PARENTAL ISSUES

### 11.1 PARENT INVOLVEMENT

#### **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 Rockbridge 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, Rockbridge Academy is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school’s regular and special programs.

Communications with the school’s parents, in terms of critical parental involvement, 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 wondering how their child is progressing.

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.

All formal, written communications to class parents must be read and approved by the Headmaster or his delegate, prior to being disseminated.

After the first trimester of the school year, formal parent-teacher conferences may be arranged as needed. (See Conference Guidelines Section 11.3). Informal conferences may and should be arranged as needed.

Other ways parents may be involved in the school are:

- Homeroom parents
- TST organization activities
- Guest speakers
- Field trip hosts or chaperones
- Teacher aides
- Library aides
- Prayer groups

## 11.2 CONTROVERSIAL SUBJECTS

### CONTROVERSIAL SUBJECTS

*Objective:* To establish a policy that helps Rockbridge 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:* This applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff, or 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: Environmentalism, the War Between the States, old earth/young earth, partisan politics, human sexual relations, 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 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:

When known in advance that a potentially sensitive subject will be addressed, notify parents first.

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.

Search the Scriptures to see what principles are applicable (Acts 17:10-11).

## 11.2 CONTROVERSIAL SUBJECTS (Continued)

Allow room for different views and ideas to co-exist where they do not conflict with Scripture.

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 Rockbridge 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 students on controversial subjects within a classroom setting. Although the teacher may hold strong personal convictions regarding the subject, in light of this and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

### 11.3 PARENT TEACHER CONFERENCES

#### **PARENT TEACHER CONFERENCES**

*Guidelines:* These guidelines can be applied to any scheduled conference with a family.

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.

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.

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.

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.

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.)

Sit with the parents, as opposed to behind your desk. You take the lead. 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.

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. If it ends early, so be it.

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.

Write down any action or objectives for the coming trimester. 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.)

### 11.3 PARENT TEACHER CONFERENCES (Continued)

Be sure to write down and follow-up on any concerns or questions that will take some research on your part. Check with the Headmaster on any policy-related or confusing issue raised during the conference.

*Never discuss 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.

Be cordial, polite and thank them for coming. Pray with parents only when you believe it would be appropriate.

## 12.0 DISCIPLINE

### **DISCIPLINE**

Rockbridge Academy seeks to provide an environment where the students are encouraged and challenged to exemplify Christian behavior in all aspects of the school day. It is imperative that our school is a haven of safety for all children. Actions that jeopardize the safety of others are dealt with promptly and severely where necessary.

The kind and amount of discipline (punishment) will be determined by the teachers and Headmaster. The discipline will be administered in light of the student's problem and attitude. All discipline will be based on biblical principles, e.g., restitution, apologies (public and private), swift and appropriate punishment to bring about restoration of fellowship without lingering attitudes, etc. As part of our belief in the authority of the family, parents will be made aware of concerns or warnings given to a student by a teacher or the administration as well as any disciplinary action taken as soon as possible after each incident.

The classroom teacher should conduct the majority of day-to-day discipline. However, there are instances where a stronger warning or more severe penalty is needed. The Headmaster will deal with such cases. There are five basic offenses that will automatically necessitate such action. They are:

Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect was shown.

Dishonesty in any situation while at school, including lying, cheating, and stealing or creating a false impression.

Rebellion, i.e., outright disobedience in response to instructions, including repeated failure to follow teacher directions or to complete tasks as assigned.

Fighting, i.e., striking in anger with the intention to harm other students(s).

Unkind, obscene, vulgar, or profane language or action, as well as taking the name of the Lord in vain.

The Headmaster may require immediate suspension for the remainder of the day, restitution, janitorial work, parental attendance during the school day with their child, or other measures deemed appropriate. In severe cases where there is no change in the student's actions or assistance from the parents, the child will be expelled for the remainder of the school year.

*Suspension:* The Headmaster will normally follow the protocol below. In cases where change is evident and the student appears repentant, exceptions are possible. The Headmaster will determine these exceptions. Appeals for exceptions will not be recognized.

## 12.0 DISCIPLINE (Continued)

*First offense* of any of the above mentioned behaviors: Warning, restitution/apologies, suspension for one school day (missed work must be turned in within one day of suspension or a grade of zero will be recorded).

*Second offense:* Restitution/apologies, suspension for two school days (missed work must be turned in within one day of returning to school or a grade of zero will be recorded).

*Third offense:* Restitution/apologies, suspension for five school days (missed work must be turned in within two days of returning to school or a grade of zero will be recorded).

*Fourth offense:* Expulsion for the remainder of the school year.

*Expulsion:* The Rockbridge 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 (repairing the damages through work, apologies, etc.) are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fourth offense occurs, the student will be expelled.

*Serious Misconduct:*

Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the protocol defined above may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct, which occurs after school hours.

*Re-admittance:*

Should the expelled student desire to be readmitted to Rockbridge Academy at a later date, the school board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

*Corporal Punishment:*

While Rockbridge Academy believes that corporal punishment is both biblical and wise, at this time corporal punishment is left solely to the parents.

## 12.1 SCHOOL RULES

### 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. Each teacher is free to add to this list those rules that allow his/her classroom to run more smoothly and efficiently.

Students are expected to cooperate with and embrace basic Christian standards of behavior and conversation.

There should be no talking back or inappropriate arguing with teachers or staff. Prompt and cheerful obedience is expected. Instructions from the teacher should not have to be repeated.

No chewing gum, electronic games, or devices in school during normal school day. Cell phone use is permitted outside the building after school hours only.

No guns or knives are allowed on the school grounds.

Students are expected to be aware of and avoid the off-limits areas of the building or grounds. *Children should not play in parking lots before or after school.* Parental supervision is required for any after-school play of children 12 and under.

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.)

Students are expected to treat one another with kindness and respect. Teasing, criticizing, and name-calling are not permitted.

Students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, or behavior that treats the Lord's name or character with triviality are not permitted.

Public displays of affection (i.e., holding hands, kissing, etc.) are not permitted at school.

It is expected that students work diligently and concentrate fully on their work while in school.

All work is to be completed within the time specified by the teacher. Repeated failure to complete assignments on time is considered disobedience and will be addressed in an office visit and possibly suspension.

Restrooms, locker room, and changing facilities are only to be used in conformity with one's biological gender.



## 12.2 ATTENDANCE

### ATTENDANCE

**Objective:** To establish a policy that encourages student attendance at school. At school, a student is exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objectives of Rockbridge Academy, and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interests of their child not to attend school on a particular day.

**Scope:** This applies to all Grammar School and Secondary students, as indicated.

**Definitions:** Planned absence: any absence that is the result of a parent deciding to excuse their student from attendance at school for reasons that are foreseeable. Examples are absences due to family vacations, doctor or dentist visits, programs that are not school-related, etc.

Unplanned absence: any unforeseeable absence. Specific examples are illnesses, or family emergencies.

### GUIDELINES

A student enrolled in Rockbridge Academy is expected to be present and on time every day school is in session.

**School hours:** *Main Campus* 8:00 a.m.-2:45 p.m. *K-3 Campus* 8:20 a.m.-3:00 p.m.

**A note about arrival time:** In order to assist students with preparing their minds for a hard day's work, each teacher provides a "Morning Work" assignment for the students to complete as they enter. The assignment usually involves a review of needed skills and should only take 5 minutes of the student's time. Students who arrive late or are not diligent in completing their work will need to finish it during recess or another time designated by the teacher. It is most helpful when students arrive on time and are ready to begin their work when they enter the classroom.

**Classes begin:**

<b>AM Kindergarten:</b>	8:30 a.m. to 11:30 a.m. (arrival time - 8:00-8:20 a.m., late after 8:20 a.m.)
<b>PM Kindergarten:</b>	12:00 p.m. to 3:00 p.m. (arrival time - 11:45-11:55 a.m., late after 11:55 a.m.)
<b>Grades (1-3):</b>	promptly at 8:30 a.m. (arrival time - 8:00-8:20 a.m., late after 8:20 a.m.)
<b>Grades (4-12):</b>	promptly at 8:00 a.m. (arrival time - 7:45-8:00 a.m., late after 8:00 a.m.)

The actual number of days school is in session will be determined by the yearly school calendar. Attendance records for the students are reported on the student's report card each trimester.

## 12.2 ATTENDANCE (Continued)

- I. **Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.
- II. **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 administration 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.
- III. **Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed within the time specified by the teacher. We recommend that students complete their assignments prior to planned, extended absences. This eliminates the need to work on vacation and complete make-up work.

In the event a student is absent from a class, or from school, for more than twelve days during one trimester (*for any reason, planned or unplanned*), the appropriate administrator and teacher(s) will meet to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card. A parents' conference will be scheduled immediately.

In the event the total number of absences is equal to or exceeds twelve days in one trimester, the student will not receive credit for that trimester.

A student must complete final exams before advancing to the next grade level. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed.

Upon request from parents, the school board is authorized to waive requirements set by other provisions of this policy. In doing so, it shall take into account the Headmaster's recommendation, the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

- IV. **Make-up work:** Students may take make-up tests and submit any other make-up work before or after school. It is expected that the child or his parents discuss these arrangements with the teacher and take the initiative in completing the missed work.
- V. **Lateness:** Students are required to arrive by 8:00 a.m. (Main Campus) or 8:20 a.m. (K-3 Campus). Students arriving after the required time should report to the office for a late pass before entering their classroom. Parents should recognize that one student's lateness affects an entire class and that the responsibility to arrive on time is theirs. Therefore, out of Christian charity and consideration for others' children and their teachers, please make every effort to be punctual.

## 13.0 GRADING

## 13.1 GRADING GUIDELINES

**GRADING GUIDELINES**

*Guidelines:* Percentages and Grade Equivalents:

99-100	A+
94-98	A
<u>90-93</u>	<u>A-</u>
88-89	B+
84-87	B
<u>80-83</u>	<u>B-</u>
78-79	C+
74-77	C
<u>70-73</u>	<u>C-</u>
69-below	F (Zero for material not turned in is worth less than an "F")

Other evaluation assignments: (Used only for Kindergarten "I" will continue to be used when classwork is insufficient to provide a letter grade.)

E = Excels (in skill acquisition)

G= Good

S = Satisfactory

I = Incomplete (work missing, not enough grades to assign letter)

U= Unsatisfactory (in skills or behavior)

*Minimum of 10 grades per trimester for each subject's grade.*

Example: A fifth grade student's trimester grade in Science: (percentages and number of assignments are arbitrary, but indicative.)

<u>Homework (30%)</u>	<u>Tests/Quizzes (40%)</u>	<u>Projects (30%)</u>
13 assignments done, out of 15	5 tests/quizzes. Total points earned = 343/400	4 assigned (various values) Total points earned = 67/75
= 87% X .30 = 26%	= 86% X .40 = 34%	= 89% X .30 = 27%
26	34	27 = 87/100 = B for Science

Teachers should also include spelling, neatness, and diligence in grading all assignments. This should be done by adding 10% of the content points to the assignments.

53 content points + 5.3 spelling & mechanics points = 58.3 total points

## 13.1 GRADING GUIDELINES (Continued)

One-tenth of a point is subtracted per spelling and mechanics error. No more than one-tenth of a point can be subtracted per word. Points may be subtracted only when the student has been instructed in the mechanics skills and spelling of the words or has access to the spelling words on the assignment page. The number of spelling mechanics points subtracted for errors may not exceed 10% of the number of content points per question or answer.

A student with five content errors and six spelling and mechanics errors would receive the following grades:

$$\begin{array}{rclcl} \underline{48} & + & \underline{4.7} & = & \underline{52.7} = \\ 53 \text{ (content) } 91\% & & 5.3 \text{ (spelling \& mechanics) } 87\% & & 58.3 \text{ (final content grade) } 90\% \end{array}$$

The spelling and mechanics points should be recorded separately in the student's spelling grade.

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

Trimester grades should be based on the following:

Tests/Papers/Speeches  
Quizzes  
Homework/class work

*Note:* 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.

All assignments must be returned to the students in a timely manner.

Class work and homework must be returned within two days.

Tests and projects must be returned within one week.

Teachers will be asked to give an account of all assignments which were not returned in the time specified.

Variety in the amount and kind of testing, assignments, and homework is highly encouraged.

### 13.1 GRADING GUIDELINES (Continued)

*Character:* The trimester progress 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 (in skill acquisition)

G= Good

S = Satisfactory

I = Incomplete (work missing, not enough grades to assign letter)

U= Unsatisfactory (in skills or behavior)

Types of Behaviors to Evaluate:

Work/study habits – neatness/timeliness of work, completeness of work, working independently, following directions, using free time well.

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

Procedure for trimester reporting:

The trimester ends as noted in the yearly calendar, followed by a teacher workday. This is intended to be used to finalize grading, and complete report cards. Report cards for first and second trimester will be sent home the following week. Grades for the third trimester will be mailed by the end of June.

Originals of the report cards will be kept in individual student files.

Teachers are responsible for the collection of all grades to be reported and the attendance numbers for each trimester. The school secretary will keep a tally of the attendance.

A copy of each report is to be sent home.

Parents should sign and return the report card envelope.

Reporting a Grade of "F":

In the event of a student earning an "F" for the trimester in any class or subject, the parents must have received prior notification. That is, no trimester grade of an "F" is to be assigned unless the teacher has ascertained that the parents and the student understand the reasons (missing assignments, poor grades, etc.) for the forthcoming grade.

"Blind-siding", i.e., surprising parents with an "F" is forbidden. To help prevent this from happening, parents are encouraged to access their child's grades online at any time they wish. In addition, each teacher will be required to forward home progress reports at least once per trimester. The Headmaster will determine from each teacher that all parents of students potentially receiving an "F" for the trimester have been contacted.

## 13.2 ACADEMIC HONORS AND AWARDS

Rockbridge Academy maintains a system of formal honors and awards for several reasons:

The recognition of good work is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.

We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.

We want to draw public attention to the high quality of work being done by our students, to the glory of God and their parents.

Accomplishments and correlating honors/awards bestowed (other awards/honors may be recognized as appropriate):

*Summa Cum Laude*      Final grades = All **A**'s in all subjects

*Magna Cum Laude*      Final grades = All **A**'s and one **B** in all subjects

*Cum Laude*              Final grades = All **A**'s and 2 **B**'s in all subjects

## 14.0 ADMINISTRATIVE DIRECTIVES

### 14.1 ROCKBRIDGE ACADEMY ACTIVITIES RESOLUTION

#### **ROCKBRIDGE ACADEMY ACTIVITIES RESOLUTION**

- Athletics Awards Night
  - Change to *End of Season Celebration*
  - To be held at the conclusion of *each season*
  - Community-building/Family format, i.e., player acknowledgements, food, parent-student game or competition, etc.
  - AD responsible to plan well in advance, and recruit parent director.
- K-3<sup>rd</sup> Parent-Teacher Conferences: No longer *Required*. Only at the teachers' or parents' request.
- All Christmas parties are to be limited to either the second day before, or the day before Christmas break, and are to be limited to the timeframe between lunch and the day's end.
- 1<sup>st</sup> Grade Crab Feast and Indian Feast. Choose one, eliminate the other.
- Egyptian Feast. Limited to meal and activity, lunch-time through day's end.
- Valentine's Day Parties *in all grades* are eliminated.
- 3<sup>rd</sup> Grade Greco-Roman Feast. Limited to meal and activity, lunch through day's end.
- 5<sup>th</sup> Grade Colonial Ball. Limited to meal and activity, lunch through day's end.
- 6<sup>th</sup> Grade Cowboy Feast/Dickens Victorian Feast. Pick one, eliminate the other. Whichever remains, limited to meal and activity, lunch through day's end.
- Choral Festivals/Competitions limited to no more than one per semester (i.e., Sept-Dec/Jan-May). If a competition requires rounds, i.e., local competition with potential to move on to State, these will be considered as one festival/competition for purposes of these guidelines.
- Christmas/Spring Concerts. These are necessary as part of the curriculum. However, no more than one additional outside school-day performance per semester, and one additional evening performance per semester. For example, if the choir is requested to sing its Christmas program at a nursing home, the Naval Academy Women's Reception, Annapolis Rotary (all three being during the day), and the State House (evening), the choir director will have to choose between the first three daytime requests, while being permitted to accept the State House invitation, if she desires.
- College lunch-time visits. No more than four per year, all limited to the fall semester.
- Home debate tournaments to be held on Saturdays, with no more than three total debate tournaments per year. (Away tournaments may be held M-F.)
- K reading seniors. Limit to volunteers only, and one day per week.
- Musical preview lunch. Limit to Big House only.

#### 14.1 ROCKBRIDGE ACADEMY ACTIVITIES RESOLUTION (Continued)

- Soirée Training to take place on one Saturday. Student attendance at training is mandatory if students wish to participate in Soirée. Schedule well in advance. (It is expected that Junior Soirée and Senior Soirée training will take place on two separate days.)
- Field trips in all grades limited to no more than three/year. (For purposes of this guideline, Rockies' trips to the Big House are not considered "field trips.")
- First Grade Poetry Recital. Hold at the Rock.
- GIBC Christmas Dinner. Strictly speaking, this is not an RA event, and any involvement by RA staff is purely voluntary.
- High School Night. Rename "Choosing Rockbridge Academy for High School Night," and open to 6<sup>th</sup>-8<sup>th</sup> grade, as parents begin to make this decision earlier than 8<sup>th</sup> grade.
- Parent Orientation Night. Rename "New Parent Orientation Night," and fold mentor family meet-and-greet into this event as well.
- Photo Sales. Eliminate. Keep only if able to be taken on by a parent volunteer.

##### Miscellaneous Comments/Directives:

- The Upper School Principal will schedule no more than three "elective day swaps," or other schedule "shuffles," per trimester. Every effort will be made to provide staff with minimum two week's notice.
- Athlete of the Year awards will be reserved for Awards Day on the last school day of the year, as always.
- Athletic department early dismissals are limited to *away games only*, and are limited to no more than *four per season*.
- The administration (Grammar School Principal [grades 5-6] and Upper School Principal [grades 7-12]) will permit no more than four events per season per team, which require students to miss athletics practice, in part or in total. All care will be given to see to it that field trips are concluded by 2:45PM, when possible.



## 14.2 TRAVEL REIMBURSEMENT

### MILEAGE REIMBURSEMENT

At times our personal vehicles may be necessary in order to transport equipment or reduce costs when several people are traveling together on school business. Guidelines for reimbursement are as follows: Reimbursement is calculated per mile based on the current reimbursement rate as established by the IRS.

- Tolls and reasonable parking charges will be reimbursed in addition to the mileage allowance.
- Fuel costs are included in the per-mile reimbursement rate. If you request reimbursement for mileage you will not be reimbursed for fuel costs.
- When claiming reimbursement for mileage, the following information must be included: date(s) of travel, origin, destination, business purposes, and miles traveled

**\*Note:** Reimbursement for mileage to and from the school-related functions is calculated based on the traveler's work/office location. (Mileage is not calculated to/from your home.) For example, if you reside in Edgewater, you would calculate your mileage to and from BWI based on your work location in Millersville (13 miles), not on your residential location in Edgewater (24.6 miles).

### LOCAL MILEAGE

Rockbridge Academy does not reimburse local in-town mileage (i.e., travel between the Main campus and the Rock or Belvoir for meetings), or commuting cost (i.e., the costs associated with driving a car between home and the normal place of work or business). However, detail on the process for requesting exceptions to the policy appear below:

- Tolls and reasonable parking charges will be reimbursed in addition to the mileage allowance.
- Exceptions due to job requirements (where travel is extensive, i.e., greater than five miles from the main campus, and intrinsic to the type of work the employee is expected to do, e.g. field trips) may be made with approval from the appropriate administrator (headmaster, or upper school principal).
- When submitting an expense report, an explanation and rationale for local mileage reimbursement must be entered at the description/purpose field.

### 14.3 COST RECAPTURING

Rockbridge Academy sponsors a variety of school activities that are required to be self-funded. The term self-funded indicates that the costs associated with the activity will be paid for by the families of the students who participate in the activity, and not through the school budget. These costs include the direct costs of the activity and the indirect administrative costs of supporting the activity. This policy defines how the indirect costs are to be determined and included in the cost of the impacted activities. Based upon analysis of the total dollars collected in a school year for self-funded activities (approximately \$100,000) and the estimated administrative costs for supporting these activities (approximately \$10,000 including website maintenance, credit card fees, telephone, office overhead and administrative time) the effective cost is 10%.

Self-funded activities should add 10% to the direct cost of the activity when determining the cost to the student. These activities include: Field trips; Hot lunches; Black tie; Soiree; School attire or supplies not purchased through the school store; Staged performances; and Yearbook. This 10% will be allocated to reduce administrative costs. Once calculated, the fee charged for these activities should be rounded up to the closest dollar or up to the next \$0.50 if the item is under \$10. The 10% administrative fee assessed for these activities will be used to offset administrative costs. Parents should be encouraged to pay for these items through the web site.

The School Store requires a greater degree of administrative effort for procurement, storage and security, web site maintenance, and delivery the items purchased. Therefore, the administrative cost recovery rate to be applied to the cost of school store items is 14% in addition to the desired profit margin. The 14% administrative fee assessed for school store sales will be used to offset administrative costs.

Finally, there are certain school fees that, when paid by credit card, result in significant administrative costs in the form of credit card fees. These fees include: Tuition Payments, including the Enrollment Fee; Athletic Fees; String Program Fees; Summer Program Fees; and Grand Tour Fees. For these activities parents who choose to with a credit card, either on-line or in the office, shall be assessed a 3% credit card convenience fee. The convenience fees will be used to offset credit card fees.

## 14.4 STUDENTS WITH FOOD ALLERGIES

### FOOD ALLERGIES

Food allergies in the grammar school classroom at Rockbridge Academy will be handled according to the following protocol:

- Parents will be responsible for providing the school office with Benedryl®, an Epi-pen®, and a completed form for permission to administer medication signed by the child's pediatrician.
- When compiling emergency forms for the teacher, office staff will copy forms for allergic students (food, bee sting, etc.) on yellow paper to highlight this student within the emergency form notebook.
- The classroom teacher will notify classroom parents via email during the first week of school that there are students with food allergies in the class. The email should specify which ingredients to avoid when sending in birthday snacks or treats for the whole class.
- The parent of the allergic student will send into class at the beginning of the year a non-allergic alternative for any questionable treat that someone brings for the entire class. The teacher will keep those alternative snacks in a safe place for that allergic student.
- Students are not allowed to share food at any time, including lunches and recess snacks.
- Parents and teacher should discuss with the student the importance of monitoring his own food choices should anyone offer food.
- Allergic students who forget their lunches should call home immediately and wait for their parent to bring a lunch. The class will not be permitted to donate food to the allergic student who has forgotten his lunch.
- Employees will be retrained annually to recognize the signs of anaphylactic shock and in the protocol for administering an Epi-pen®.
- In the event of a questionable allergic reaction, the allergic child should be sent directly to the office, accompanied by the teacher. Office staff will monitor the child's condition, administer medication, call the parents, and/or call 911 as necessary.
- In the event of acute anaphylactic shock, employees should administer an Epi-pen as soon as possible and call 911 immediately, regardless of whether the distressed student can be moved to the office.
- Students with food allergies will be excused from such duties as emptying trash, which may risk putting them in contact with wrappers, discarded food items, etc.

#### 14.4 STUDENTS WITH FOOD ALLERGIES (Continued)

- When classes are required to have indoor lunch or recess, teachers will see to it that all student desk-tops are wiped down with disinfecting wipes and that all students wash their hands after throwing their trash away.

Particularly for nut allergies, when eating in the lunch room, students with “nut free” lunches will be encouraged to sit at a designated end of the lunch table.

## 14.5 STUDENTS WITH ACADEMICALLY RELATED DISABILITIES

Students with academically related disabilities in the grammar and upper school classrooms at Rockbridge Academy will be provided assistance in accordance with the following protocol:

### **CONCERNING POSSIBLE DISABILITIES OR LEARNING CHALLENGES**

- Parents are responsible to inform the school of their child's known disability and family history of learning disabilities during the application process or when the disability becomes apparent and diagnosed.
- Parents are responsible to inform the school of their child's use of prescription medications to ensure faculty awareness of possible mood altering side-effects in an effort to assess the seriousness of changes in student personality or behavior.
- The teacher will inform the Director of Instruction about any concerns he/she has regarding student learning delays or struggles and he/she shall keep a file of work samples and a record of incidents of concern.
- The Director of Instruction will conduct an observation of the student in his/her normal classroom setting and, when warranted, shall call a conference with the parent and teacher to discuss her observations and recommend temporary accommodations to address student needs and an educational evaluation.
- The continuation of accommodations for any student is subject to approval of the Grammar or Upper School Principals based on recommendations of the Director of Instruction. The Director of Instruction's recommendation is dependent on a physician's current diagnosis and/or adequate recommendations from a professional educational evaluator.

### **CONCERNING STUDENT AIDES**

- The Grammar School or Upper School Principal and the Director of Instruction will determine whether an aide is required and conduct interviews to determine the suitability of and oversee the eventual hiring and training of any student aide. The student aide will be evaluated by the classroom teacher.
- Parents are responsible for providing any costs related to the hiring of an aide to assist the student during the school day. The working hours of student aides are not to exceed 30 hours and a parent must assist their child for some portion or the remaining school week where assistance is required.
- The aide's sole responsibility is to assist the specified student and his/her teacher in tasks related to the student during school hours with the long term goal being the equipping of the student to

## 14.5 STUDENTS WITH ACADEMICALLY RELATED DISABILITIES (Continued)

participate in classroom instruction and meet grade-level classroom expectations with independence or with accommodations approved by the Director of Instruction.

- Parents are responsible for providing professional educational evaluations consisting of a battery of cognitive reasoning, achievement, skills, and language testing that identifies and develops goals and strategies for possible implementation in the classroom. The task of identifying and developing appropriate strategies and recommendations that would possibly enhance student learning in the classroom is the responsibility of the parent and the educational evaluator.
- Upon receipt of a professional educational evaluation, the Director of Instruction will identify, develop, and assist the teacher and aide in the implementation of learning strategies and approved accommodations at our discretion.
- The aide will report directly to the classroom teacher and work in conjunction with the classroom teacher on all disciplinary actions and implementation of all approved accommodations.
- The aide will relay any concerns or communications about the student to the teacher. All communication of student progress to the parent will be through the teacher. When appropriate, the teacher is responsible to initiate conferences with parents, aide, and Director of Instruction to discuss student progress.

**DISCLAIMER: ELIGIBILITY FOR ACCOMMODATIONS ON COLLEGE BOARD TESTS**

In order to use accommodations on College Board tests, accommodations must be approved by the College Board's Services for Students with Disabilities. Documentation for eligibility usually requires a current (within five years) educational evaluation or a current (within two years) eye examination. Use of accommodations without prior approval will result in the cancellation of test scores.

With limited exceptions, once approved for accommodations, students remain approved and do not have to apply again when they apply for another College Board test. This includes the SAT, AP and PSAT/NMSQT programs.

For more information regarding eligibility for accommodations on College Board tests, see the College Board website.

## 14.6 CALCULATING PARTIAL YEAR TUITION

It is not uncommon to have students enroll or disenroll during the school year. In the absence of a board directed school policy mandating that tuition be paid in full in either of these circumstances, it is necessary for the administration to establish a standard method for calculating partial-year tuition.

### **MID-YEAR ENROLLMENT**

Partial-year tuition for mid-year enrollments will be calculated based upon a ratio of school days remaining during the school year to the total number of days in the school year rounded up to the nearest \$100. The days are already enumerated on the administrative school calendar making this a simple computation. It is not necessary to collect a tuition deposit for mid-year enrollments (although it might be necessary to collect a tuition deposit for the next school year if the student enrolls after January 15), however, \$850 of the tuition will still be considered non-refundable.

#### *Example of mid-year enrollment calculation:*

A student enrolls in Grade 4 on January 3, 2012. January 3 is the 69<sup>th</sup> of 161 school days during the year. The student will attend school for 93 days of 161 total school days. Annual tuition for the Grammar school is \$9,910. Therefore the family will owe  $\$9,910 \times 93/161$  or \$5,724 which is rounded to \$5,800.

### **MID-YEAR DISENROLLMENT**

Partial year tuition for disenrollments will be calculated based upon elapsed whole months plus the non-refundable tuition deposit (for a student disenrolling in May the entire tuition would be due), rounded up to the nearest \$100. In many cases this will result in a net amount due to the school. Student records will not be released until the total amount owed has been paid. This calculation is intended to minimize the negative impact of the disenrollment on the school's budget that was planned under the assumption that the student would remain enrolled for the entire school year.

#### *Example of mid-year disenrollment calculation:*

A student in Grade 2 leaves the school on February 10<sup>th</sup>. February is the 6<sup>th</sup> of 9 school months. The family will be responsible for 6/9ths of the tuition plus \$850. Annual tuition for the Grammar school is \$9,910. Therefore the family will owe  $(\$9,910 \times 6/9) + \$850$ , rounded up to the nearest \$100, or \$7,500.

## 14.7 NEW FINANCIAL COMMITMENTS

Decisions to obligate the school financially should be made with reference to the school budget. For routine, recurring operational expenses, this is accomplished during the budgeting process. However, the school operates in a dynamic environment in which all potential financial obligations are not routine and recurring. Frequently during the school year we are presented with opportunities or challenges that have a financial cost. We need a well-defined process for consulting the budget, or we risk obligating the school without a wise consideration of the budgetary ramifications of the decision.

Most fiscal years the school's operating budget is structured to result in a limited net income (and a neutral cash flow). These residual funds represent a margin of error for planned expenses, not excess funds to be spent when a bona fide opportunity presents itself. When we obligate the school without first doing a budget analysis, we risk spending funds that we do not have.

### ***Required procedures:***

1. All administrators must be familiar with the budget for their areas and usual and recurring types of expenses for their departments. Administrators are responsible for keeping expenditures in their areas of accountability within the budget. The Business Manager will present a budget to actual analysis of the current school year quarterly (October, February, May, and August). Administrators are welcome to inquire about budget status between these reports or request an emailed copy of the monthly income statement.
2. Each administrator should have a mental concept of the amount of money in his budget that might be applied toward non-routine expenses or new initiatives (funds that might be considered discretionary or re-directable).
3. When a non-routine expense or a new initiative is being contemplated, the administrator should complete a Rockbridge Academy Extra-Budget Spending Request form for consideration by the Finance Committee. It is highly likely that the extra-budget spending requests will result in "borrowing from Peter to pay Paul" among budgeted line items. When funds are re-directed among line items, the impacted administrators will be notified.
4. Any time an administrator makes a commitment that will result in future payment, he should summarize that commitment in an email and/or forward a copy of the contract to the Business Manager *even if that commitment is routine and recurring*. Examples: rental of space for school activities; hiring a teacher for curricular or facility work; approving a request for professional education; approving the acquisition of new technical equipment.



## ROCKBRIDGE ACADEMY EXTRA BUDGET SPENDING REQUEST

The purpose of this form is to provide a written approval process and a written history of administrative decisions that depart from the budget as approved by the Board of Directors. These departures from budget will be paid for by re-allocating funds from one budgeted line item to another, ***not by creating a net increase in total expenses, which would require board approval.***

Item requested: \_\_\_\_\_ Estimated cost: \_\_\_\_\_

Recommended Vendor/Supplier: \_\_\_\_\_

Components of cost (consider shipping, installation, and peripheral equipment required to place the item into service):

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Requested time frame for purchase: \_\_\_\_\_

Purpose and urgency of this request (why can this initiative not wait for 18 months?):

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---

---

If this item is to be purchased with operating funds, to which budget line item should it be charged?

---

If this item is to be purchased with operation funds from which budget line item(s) will we borrow to release the necessary funds?

---

---

Should we consider making an Annual Fund request to purchase this item? \_\_\_\_\_

Finance Committee Discussion:

---

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☐ Approved      ☐ Disapproved

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

## 14.8 MEDICAL SABBATICAL

*Objective:* From time to time in the life of our employees medical situations may arise that, although of a temporary nature, require an employee to be absent from school for a prolonged period of time. When this absence exceeds sick leave and the 12 week window of the Family Medical Leave Act (FMLA), the employee enters a status with regard to his employment and benefits that is undefined. This undefined status creates uncertainty with regard to benefits and expectations of continued employment.

*General Objectives:* By defining a “Medical Sabbatical” three objectives are accomplished: 1) the benefit eligibility of an individual in this status is clarified; 2) the rights and obligations of the employee with regard to benefits, premium contributions, and the return to work are clearly established; and 3) the conditions under which employment may be terminated are carefully established as well.

*Guidelines:* All full-time teaching staff and year-round administrators are eligible for a Medical Sabbatical in the event of a long-term illness or recovery that renders the employee *temporarily* unable to return to work. The Medical Sabbatical begins after 12 weeks of unpaid leave and extends until end the school year (June 30) in which it begins, or for six months, whichever is longer. Employees are eligible for Medical Sabbatical after one year of service.

While on Medical Sabbatical an employee does not receive salary, wages, bonus or any other compensation, but remains eligible for certain benefits. The school will continue to purchase health and life insurance, and short and long-term disability on behalf of the employee. The employee remains responsible for the employee premium contribution, if any, for these benefits. In addition, the school will continue to honor any current year tuition benefit received by the employee on Medical Sabbatical (see Employee Manual Section 8.10).

At the end of the Medical Sabbatical the employee must return to work or employment will be terminated. There is no guarantee that the employee will be able to return to the same position after the Medical Sabbatical that was held before the Medical Sabbatical.

## Appendix "A"

**ROCKBRIDGE ACADEMY TEACHER EVALUATION FORM**

YEAR \_\_\_\_ - \_\_\_\_

Teacher \_\_\_\_\_

Class/Grade \_\_\_\_\_

Date of Observation \_\_\_\_\_

Time \_\_\_\_\_ - \_\_\_\_\_

Lesson Theme \_\_\_\_\_

KEY: **O = OUTSTANDING, G = GOOD, S = SATISFACTORY, N = NEEDS WORK**  
**U/O = UNOBSERVED DURING VISIT**

**OBJECTIVES****MARK****COMMENTS****I. SPIRITUAL LEADERSHIP**

A. The teacher consistently exhibits love, joy, peace and spiritual maturity in his daily work and relationships in the school.

\_\_\_\_\_

\_\_\_\_\_

**II. CLASSROOM APPEARANCE**

A. The classroom is neat and clean.

\_\_\_\_\_

\_\_\_\_\_

B. The whole room is used creatively to reinforce material presented.

\_\_\_\_\_

\_\_\_\_\_

C. Routines and maintenance procedures are simple, but adequate.

\_\_\_\_\_

\_\_\_\_\_

**III. CLASSROOM DISCIPLINE**

A. The teacher consistently enforces his own and the school's discipline policies to provide an orderly atmosphere.

\_\_\_\_\_

\_\_\_\_\_

B. Students understand what is expected of them and display a good degree of self-discipline.

\_\_\_\_\_

\_\_\_\_\_

**IV. LESSON PRESENTATION**

A. The teacher demonstrates a thorough knowledge of, and interest in, the subject.

\_\_\_\_\_

\_\_\_\_\_

B. The teacher attempts, with consideration of the age level, to show the integration of subject matter.

\_\_\_\_\_

\_\_\_\_\_

C. The teacher uses clear language and vocabulary appropriate to the level of the students' understanding.

\_\_\_\_\_

\_\_\_\_\_

**OBJECTIVES****MARK****COMMENTS**

D. The teacher regularly checks for comprehension and does not assume on the students' understanding of new ideas/terms.

\_\_\_\_\_

\_\_\_\_\_

E. The teacher often has the students rephrase material in their own words.

\_\_\_\_\_

\_\_\_\_\_

F. The teacher uses a variety of thought- and interest-provoking techniques; e.g. questioning, illustrations, applications, etc.

\_\_\_\_\_

\_\_\_\_\_

G. The teacher begins with a review of material already familiar to the students.

\_\_\_\_\_

\_\_\_\_\_

H. The teacher often uses summaries.

\_\_\_\_\_

\_\_\_\_\_

**V. STUDENT LEARNING**

A. The teacher maintains the students' interest in the task/presentation.

\_\_\_\_\_

\_\_\_\_\_

B. The teacher recognizes the variety of individual abilities within his class.

\_\_\_\_\_

\_\_\_\_\_

C. The students seem to be making adequate progress in the pertinent curriculum objectives.

\_\_\_\_\_

\_\_\_\_\_

**VI. PLANNING/COMMUNICATIONS**

A. The teacher's plans show creativity and a good use of the time in class.

\_\_\_\_\_

\_\_\_\_\_

B. The teacher's plans are clearly written and turned in on time each week.

\_\_\_\_\_

\_\_\_\_\_

C. The teacher's planning obviously uses the curriculum guide for timing and content.

\_\_\_\_\_

\_\_\_\_\_

D. The teacher communicates effectively and frequently enough with the parents.

\_\_\_\_\_

\_\_\_\_\_

E. The teacher allows for parental input and involvement in the class.

\_\_\_\_\_

\_\_\_\_\_

**OBJECTIVES**

**MARK**

**COMMENTS**

**VII. PROFESSIONALISM**

A. The teacher demonstrates a biblical approach to his work by his punctuality, compliant attitude, attention to duties, appearance, etc.

\_\_\_\_\_

\_\_\_\_\_

**SUMMARY COMMENTS:**

\_\_\_\_\_  
\_\_\_\_\_  
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**OBJECTIVES FOR NEXT EVALUATION:**

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\_\_\_\_\_

\_\_\_\_\_  
Teacher Trainer's signature/Date

\_\_\_\_\_  
Teacher's signature/Date

**ROCKBRIDGE ACADEMY UPPER SCHOOL TEACHING EVALUATION FORM****Teacher:** \_\_\_\_\_ **Grade/Class:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

Lesson Title/Theme: \_\_\_\_\_

*Beside each item below, circle: Outstanding, Excellent, Good, Needs Emphasis ( O E G N )*

<b>Grade</b>	<b>Teaching Preparation, Skills, and Accomplishment</b>
<i>O E G N</i>	Teacher displays spiritual leadership in speech & conduct, and serves as a godly role model:
<i>O E G N</i>	Teacher draws out and applies Christian worldview to subjects taught in class:
<i>O E G N</i>	Exercises positive and proactive classroom control, discipline, and student oversight:
<i>O E G N</i>	Teacher arrives, starts, and ends on time:
<i>O E G N</i>	Teacher previews and reviews at start of class, gaining students’ attention and interest:
<i>O E G N</i>	Teacher demonstrates enthusiasm, joy, and personal interest:
<i>O E G N</i>	Teacher reviews and summarizes at end of class:
<i>O E G N</i>	Class had clear objectives that were accomplished:
<i>O E G N</i>	Teacher checks for comprehension and makes students discoverers/anticipators of material:
<i>O E G N</i>	Teacher’s diction, vocabulary, phraseology, and rhetoric engaging and appropriate:
<i>O E G N</i>	Teacher integrates lesson with other subjects, classes, concepts, and/or lessons:
<i>O E G N</i>	Teacher’s use of white board/visuals is clear, organized, and enhances discussion:
<i>O E G N</i>	Teacher involves all students in class discussion, questioning, and review:
<b>Yes/No</b>	Teacher clearly annotates homework and assignments on whiteboard:

## Upper School Classical Teaching Methodologies

*Some Dialectic/Rhetoric skills should be emphasized every class. Briefly annotate or describe.*

**Teacher demonstrates a thorough knowledge of and appropriately applies Scripture:**

**Teacher identifies, applies, evaluates, and explores primary sources. Students guided to make relevant connections:**

**Teacher chooses examples and illustrations (word pictures) that clarify, contrast, and explain using language the student understands:**

**Demonstrations, diagrams, or experiments used to interpret, analyze, predict, or examine outcomes:**

**Teacher guides students' observations in logical progressions. Careful problem and situation analysis used to build conclusions:**

**Teacher controls, redirects, focuses, and summarizes debates, guided discussion, speeches:**

**Emphasis on comparing, contrasting, and categorizing information and/or results:**

**Emphasis on using precise, clear, vivid language to differentiate, distinguish, and describe:**

**Emphasis on correct argumentation and logic in a polite, respectful, and temperate manner:**

**Emphasis on the context and integration of material:**

**Emphasis on students' drawing appropriate conclusions, predictions, and generalizations:**

**Emphasis on students' exploring implications, outcomes, and consequences:**

**Emphasis on student review, summary, and rephrasing:**

**Summary Comments:**

**Recommendations and areas of continued emphasis:**

Evaluator Signature / Date: \_\_\_\_\_ Teacher Signature / Date\_\_\_\_\_



## Employee Leave Request Form

Today's Date: \_\_\_\_\_ Employee Name: \_\_\_\_\_

Requested Leave Date (s):      Begin \_\_\_\_\_

End \_\_\_\_\_

Total Hours/Days needed \_\_\_\_\_

Total Hours/Days used to date \_\_\_\_\_

Type of Leave Requested:      ☐ Personal    ☐ Sick    ☐ Vacation (summer – admin only)    ☐ Work-related

Name of Substitute Teacher(s) Secured: \_\_\_\_\_

Reason: \_\_\_\_\_

- ❖ "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 whatever daily length of time normally devoted to work at Rockbridge Academy, the faculty member may take personal leave for up to three days, 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.
- ❖ "Sick leave" is defined as any necessary planned leave related to the physical health of the employee or a member of the employee's family, i.e., medical appointments, injury, death in the family, etc.
- ❖ "Work-related" applies to times when a faculty member will miss classes due to a work-related event (i.e., taking students on a field trip, chaperoning a field trip as an employee, taking a continuing education course, etc.). Attending a field trip with your child counts as personal leave; it is not work-related.
- ❖ Administrative personnel who work during the summer months are permitted two weeks of vacation leave each summer.
- ❖ "Faculty" is understood to mean teaching personnel.
- ❖ "Staff" includes all support personnel of a non-instructional nature.
- ❖ "Administration" includes personnel in an administrative capacity.

### Guidelines:

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

1. All employees of Rockbridge Academy may request up to **three days** (as defined above) of **personal leave** and **10 days of sick leave** (the 10 days include planned and unplanned sick leave) each academic year.
2. Requests for leave should be submitted in writing to the administrator at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the administrator. **All appropriate administrators for a particular employee must approve the employee's leave.**
3. The arrangements for substitutes for faculty members taking personal leave are to be made by the faculty member and approved by the appropriate administrator.
4. Administrators will return the approved/disapproved form to the school office, and the office staff will retain the original, record and track all personal days, and return a copy of the signed form to the employee.
5. No pay will be received for more than three days of personal leave and 10 days of sick leave taken during the academic year.
6. Leave days may not be accumulated from year to year.

### OFFICE USE ONLY:

Approved ☐      Denied ☐      Date: \_\_\_\_\_

Reason: \_\_\_\_\_

For Administrative Personnel: \_\_\_\_\_  
Michael J. McKenna, Headmaster

For Grammar Personnel: \_\_\_\_\_  
Roy Griffith, Grammar School Principal

For Upper School Personnel: \_\_\_\_\_  
Ralph Janikowsky, Upper School Principal

## Rockbridge Academy Work Agreement

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

This agreement is intended to clarify the terms of employment between the employee and Rockbridge Academy.

<b>Name</b>		<b>Employee Category</b>	
<b>Job Title/Description</b>			
<b>Other Duties</b>			
<b>Employment Status</b>	<div style="display: flex; justify-content: space-around;"> <div>Full-time</div> <div>Half-time</div> <div>Part-time</div> <div>Hourly</div> </div>	See Section 8.10 of the Rockbridge Academy Employee Manual for job classification definitions.	
<b>Agreement Dates</b>		to	

## Compensation

*Paychecks are issued on the last working day of the month.*

<b>Base Salary or Hourly Wage</b>		To be paid in <u>12</u> monthly payments. Total Compensation includes the benefit package described below.
<b>Other</b>		

## Employee Benefits

*New employees are eligible to participate in benefits as of September 1 of the school year covered by this agreement, but not before the agreement beginning date. Non-participation in optional benefits does not permit the value of those benefits to be applied elsewhere.*

### Benefits for Full-time and Year-Round Employees

<b>Mandatory Benefits</b>	Life Insurance, Short-term Disability, and Long-term Disability	Yes	N/A
<b>Optional Benefits</b> <i>(please initial)</i>	Employee elects to participate in the <b>Rockbridge Academy Health Plan</b> , described below.	Yes	No
	Employee elects to participate in the <b>Rockbridge Academy Dental Reimbursement Plan</b> , described below.	Yes	No

### Benefits for All Qualified Employees

<b>Retirement Savings Plan</b>	Rockbridge Academy will match employee contributions to the 403(b) Plan for qualified employees at a rate of 50% up to a maximum of 4% of the employee's salary. Enrollment requires a consultation with a representative of The Charter Financial Group.		
<b>Tuition Credit</b> <i>(please initial)</i>	Employees are eligible for a tuition credit according to Section 8.10 of the Rockbridge Academy Manual.		
	Employee elects to receive tuition credit of _____%.	Yes	No

## Responsibilities

<b>General responsibilities</b>	An employee will comply with all applicable policies in the Employee Handbook and with all administrative directives. For clarification purposes, “policies” are those directives which the Rockbridge Academy School Board has adopted. “Administrative directives” are issued by the school administration.
<b>Normal workday times</b>	7:30 a.m. – 3:30 p.m. ____; Other ____; as required ____.
<b>Required attendance</b>	Attend staff training and conduct/attend school programs as required.
<b>Dress</b>	All employees are necessarily models for students. Neatness and modesty are unalterable standards. Refer to Employee Manual for specific details of dress code.
<b>Room order and cleanliness:</b>	Teachers are expected to maintain a good degree of neatness and cleanliness in their classrooms. Rooms are to be neat and clean prior to the teacher leaving for the day.
<b>Other related tasks</b>	Lunch and recess duties, substitute teaching, or study hall as assigned. Other tasks assigned to Part or Half time faculty <i>within the confines of their normal work days</i> will be considered normal work responsibilities. Substitute teaching duties requested beyond the normal work day will be compensated at the established substitute rate of pay.
<b>Striving for excellence</b>	Perform normal job functions, as outlined in your job description, with excellence and to the glory of God.

## Evaluation

The employee will be evaluated formally at least twice each school year based on the School Goals, pertinent Job Description, Curriculum Guide, and the Teacher Evaluation Form.

## Signatures

Employee	Date
Headmaster	Date

## **The Rockbridge Academy Health Insurance Plan**

Rockbridge Academy will contribute toward health insurance premiums to the maximum permitted by school policy. Any premiums in excess of this maximum will be deducted from the employee's paycheck. Coverage is available for employees, employee plus children, couples, and families. Spouses of employees who are eligible for health insurance coverage elsewhere are not eligible for coverage under the Rockbridge Academy Health Insurance Plan unless the coverage is paid for through employee contributions. Employees are obligated to notify the school if their covered spouse is eligible for health insurance at their place of employment. Summary Plan Descriptions and Plan cost information will be provided at an Open Enrollment meeting before June 1. Employees may enroll in the Health Insurance Plan during Open Enrollment each year, or at any time that a qualifying event has occurred.

## **The Rockbridge Academy Dental Reimbursement Plan**

Rockbridge Academy will reimburse dental expenses up to the maximum permitted by school policy. Reimbursement will be made directly to the employee as a taxable fringe benefit as part of the monthly payroll cycle. The employee must submit proof of payment of eligible expenses to request reimbursement. Reimbursements will be made in accordance with the school's fiscal year: July 1 to June 30. New employees are eligible to participate as of September 1<sup>st</sup> of the school year in which they become an employee of Rockbridge Academy, but not before their date of hire. Reimbursement limits are \$400 for Employee + Family; \$200 for Employee + Spouse; and \$100 for Employee only.

## **Eligibility for The Rockbridge Academy Retirement Savings Plan**

All employees who work 20 hours or more per week are eligible for the Rockbridge Academy Retirement Savings Plan. The plan is organized under section 403(b) of the Internal Revenue Code. Employees may enroll at any time after September 1<sup>st</sup> of the school year in which they become an employee of Rockbridge Academy, but not before their date of hire.

## Coaching Addendum to the Rockbridge Academy Work Agreement

Employees who agree to coach students take on significant responsibility to train the hearts and bodies of the young men and women on their team. In consideration of the importance of this role, the following additional responsibilities are required of our coaches:

- Ensure that God's name, character, and truth are honored and respected. For the sake of students' spiritual training and the work of Rockbridge Academy, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored, and respected (Rockbridge Academy Employee Manual, section 7.0, Code of Ethics).
- Attend any scheduled coaches' meetings prior to, and at the conclusion of, the season.
- Understand and adhere to the goals and policies of the Rockbridge Academy athletic program as stated in the Parent/Student Handbook and the Athletic Handbook.
- Lead and instruct team at practices and games.
- Assist in recruitment of assistant coaches.
- Comply with terms of usage of permitted, or rented, facilities.
- Have an up-to-date background check on file with Anne Arundel County Recreation and Parks.
- Have current certification in CPR and First Aid (training provided by Rockbridge Academy).
- Communicate to the Athletic Department on a weekly basis game scores and injury reports.
- Comply with the Rockbridge Academy grading policy as it applies to athletes.

### Signatures

Employee	Date
Athletic Director	Date