



CROSSROADS CHRISTIAN ACADEMY

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# CROSSROADS CHRISTIAN ACADEMY AZ

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POLICY MANUAL



2024-2025

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### 2013-2014 CROSSROADS CHRISTIAN ACADEMY AZ UNIFORM POLICY

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

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

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

**“Veritas Vos Liberabit”**

Translates from Latin as:

**“The Truth Will Set You free”- John 8:32**

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This reflects the belief of Crossroads Christian Academy leadership that learning and walking in truth with the highest of these being faith in our Lord, God and Savior Jesus Christ frees the individual from the bondage of sin and allows human beings to one day dwell with their Creator for eternity.

## ***1.2 Our Mission***

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

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

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

We likewise aim to cultivate these same qualities in our staff and to see them well compensated so that they may make a career at Crossroads Christian Academy AZ. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord. We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works. Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

## ***1.4 Crossroads Christian Academy AZ Goals***

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

#### **CHRIST- CENTERED**

In all its levels, programs, and teaching, Crossroads Christian Academy AZ seeks to:

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

## CLASSICAL

In all its levels, programs, and teaching, Crossroads Christian Academy AZ seeks to:

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

Definitions:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

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

## 2. General Philosophy and Purpose of Crossroads Christian Academy AZ

### 2.1 Philosophy

Crossroads Christian Academy AZ was established in December 2022 as a private, Christian school committed to providing a classical and biblically-based education to young people in elementary and secondary grade levels. Education at Crossroads Christian Academy AZ is intended to be inherently different in philosophy and content from that offered in the public schools. Crossroads Christian Academy AZ strives to operate as an extension of the family under the assumption that the education of young people is the responsibility of parents and the immediate family rather than the responsibility of the state. Crossroads Christian Academy AZ provides a biblical and classical curriculum and teaches all subjects as parts of an integrated whole with the Scriptures at the center. In conjunction with the biblical emphasis, Crossroads Christian Academy AZ strives to follow a classical and Christian education.

### 2.2 Statement of Faith

The following statement of faith was adopted to allow multiple Christian denominations to partake in the trinitarian Christian education and community that CCA seeks to establish and personify. Families are not required to sign the statement of faith as faculty are but must understand that the doctrine therein will be what is taught and held by Crossroads Christian Academy.

**Crossroads Christian Academy Statement of Faith:**

**Old Roman Creed (Romanum Creed) (circa 125-135AD):**

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I believe in God the Father almighty;  
and in Christ Jesus His only Son, our Lord,  
Who was born from the Holy Spirit and the Virgin Mary,  
Who under Pontius Pilate was crucified and buried,  
on the third day rose again from the dead,  
ascended to heaven,  
sits at the right hand of the Father,  
whence He will come to judge the living and the dead,  
and in the Holy Spirit,  
the holy Church,  
the remission of sins,  
the resurrection of the flesh  
(the life everlasting).

### **The Trinity:**

The uncreated God who made all things, exists as three persons: Father, Son, and Holy Spirit.

### **Christ and The Kingdom of God:**

Jesus Christ alone is Savior, Lord, and King. His earthly ministry, culminating in the crucifixion and literal bodily resurrection on the 3<sup>rd</sup> day atones for the sin of the world.

### **Salvation and Resurrection:**

Human rebellion and sin separate us all from God under whose just and holy wrath we stand. Christ's crucifixion and death on the cross are the means of atonement and salvation for humankind. Salvation is by grace through Faith in the Lord Jesus Christ. Christ's resurrection from the dead on the 3<sup>rd</sup> day foreshadows the bodily resurrection of all He saves.

### **View of Holy Scripture:**

The Bible is the infallible, divinely inspired Word of God; its authority is transcendent, absolute, and eternal.

### **Christian Morality and Living:**

Holy Scripture provides the guidelines and standards for marriage, family, and all matters concerning relationships between the two sexes: man and woman. God defines marriage as the life-long covenant between one genetic man and one genetic woman, and that all forms of sexual activity outside of marriage are sin.

### **Sacredness of Human Life:**

Human beings are uniquely created in the image and likeness of God. The incarnation of Christ in the womb of the Virgin Mary demonstrated God's supreme love for humanity and the sanctity of all human life.

### **Christian Unity:**

Christ desires that His church be one united body and shine forth God's love into the world.

### **Canon of Scripture:**

The Biblical Canon of Holy Scripture as taught by Crossroads Christian Academy is made up of 66 books, from Genesis to Revelation.

The statement of faith adopted by Crossroads Christian Academy AZ is limited to primary Christian doctrine, which is considered to be central to all Christian denominations, and which sets Christianity

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apart from other faiths. The following statement of faith is taken directly from the Crossroads Christian Academy AZ Bylaws:

Crossroads Christian Academy AZ is an independent school without institutional ties to a particular church or denomination. Our Statement of Faith is focused on the truths that have bound orthodox Christians together through the ages, across the boundaries of time, place, race, denomination and tradition. As such, our Statement of Faith distinguishes between primary and secondary doctrine. Primary doctrine is defined as doctrines we believe constitute the core beliefs central to trinitarian Christian denominations, and which set trinitarian Christianity apart from other faiths. Primary doctrine, as summarized in this Statement of Faith, will be dogmatically taught in various ways through all grade levels and forms the foundation for all other academic inquiry at the school. Secondary doctrine is defined as non-primary doctrines and represents those doctrinal areas where various trinitarian Christian denominations may differ. While we believe there is no liberty to disagree where the Bible speaks clearly, we recognize our own fallibility, and acknowledge that sincere Christians hold differing views on certain issues that are not essential to salvation, our community life together, or our pedagogy. Particularly in the dialectic and rhetoric stages of our curriculum, treatment of the Statement of Faith may lead to the study of secondary doctrinal issues. When this occurs, the instructor will strive to teach the various views of orthodox trinitarian Christianity from an objective, unbiased, balanced view. We reserve for the parents and by extension their church the final responsibility to search the Scriptures with their children to resolve such issues.

### Primary Doctrines

1. The Bible. We believe that the Bible is God's written revelation to man, and thus the sixty-six books of the Bible given to us by the Holy Spirit constitute the plenary (inspired equally in all parts) Word of God. We believe that the Word of God is objective, propositional revelation, verbally inspired in every word, absolutely inerrant in the original documents, infallible, and God breathed. We teach that the Bible constitutes the infallible rule of faith and practice (John 17:17, 2 Timothy 3:16, 2 Peter 1:20-21).
2. God. We believe that there is but one living and true God, an infinite, all knowing Spirit, perfect in all His attributes, one in essence, eternally existing in three Persons – Father, Son and Holy Spirit – each equally deserving worship and obedience (Deut. 6:4; Mat. 28:19; 2 Cor. 13:14).
3. God the Father. We believe that God the Father, the first Person of the Trinity, orders and disposes all things according to His own purpose and grace. He is the Creator of all things. As the only absolute and omnipotent Ruler in the universe, He is sovereign in creation, providence, and redemption. His fatherhood involves both His designation within the Trinity and His relationship with mankind. As Creator He is Father to all humanity, but He is spiritual Father only to believers. He has decreed for His own glory all things that come to pass. He continually upholds, directs, and governs all creatures and events. In His sovereignty He is neither author nor approver of sin, nor does He abridge the accountability of moral, intelligent creatures. He has graciously chosen from eternity past those whom He would have as His own; He saves from sin all who come to Him through Jesus Christ; He adopts as his own all those who come to Him; and He becomes, upon adoption, Father to His own (Gen. 1; Rom. 8:14; 1 Cor. 8:6; Gal. 4:5; Eph. 1:4-6,11; Eph. 3:9).
4. God the Son. We believe that Jesus Christ is the per-existent and eternal Son of God who became man in order to reveal God and redeem mankind. We believe He was supernaturally conceived of the Holy Spirit and born of the virgin Mary. In His person, we believe the Lord Jesus combined forever full and undiminished deity with true and perfect humanity to become the God-man. We believe Christ died on the cross as a substitute for sinful man, was buried, arose bodily from the tomb, ascended into Heaven

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where He ministers on the behalf of saints, and someday will come again for His own (John 1:18, 8:58, Matt. 1:23, Col. 1:15-17, 1 Tim. 1:15, 3:16).

5. God the Holy Spirit. We believe that the Holy Spirit is the third Person of the Trinity, fully equal with God the Father and God the Son. Although He is of the exact same essence, we believe He is a personality distinct from the other members of the Godhead. The Holy Spirit, we believe, has an active ministry to the world in general which includes the restraining of evil, convicting of the unsaved and bestowing of God's goodness on all mankind. We also believe He has a ministry to every Christian which consists of regenerating, sealing, indwelling baptizing into the Body of Christ, and the giving of spiritual gifts. Ministries to obedient Christians include filling, assuring, teaching, guiding, and comforting (Acts 5:3-4, 2 Thes. 2:3-9, John 16:7-11, Matt. 5:45, Tit. 3:5, Eph. 1:13, 1 Cor. 6:19, 12:13, Eph. 3:20, 1 Cor. 14, James 5:14, Eph. 5:18, Rom. 8:16, 14, John 16:13, 7).

6. Creation. We believe that the Triune God, according to His sovereign will and for His own glory, created the heavens and the earth without the use of pre-existent material. All living things, we believe, came into being by a direct creative act of God and not by an evolutionary or random process, and thus have an existence distinct from Him and yet always dependent on Him (Gen. 2:4, Prov. 16:4, Acts 17:24, Col. 1:16-17).

7. Man. We believe that man was directly and immediately created by God in His image and likeness. Man was created free of sin with a rational nature, intelligence, volition, self-determination, and moral responsibility to God. We teach that God's intention in the creation of man was that man should glorify God, enjoy God's fellowship, live his life in the will of God, and by this accomplish God's purpose for man in the world. We believe that in Adam's sin of disobedience to the revealed will and Word of God, man lost his innocence; incurred the penalty of spiritual and physical death; became subject to the wrath of God; and became inherently corrupt and utterly incapable of choosing or doing that which is acceptable to God apart from divine grace. With no recuperative powers to enable him to recover himself, man is hopelessly lost. Man's salvation is thereby wholly of God's grace through the redemptive work of our Lord Jesus Christ. We teach that because all men were in Adam, a nature corrupted by Adam's sin has been transmitted to all men of all ages, Jesus Christ being the only exception. All men are thus sinners by nature, by choice, and by divine declaration (Gen 2:16-17; Gen 3; John 3:36; Rom. 3:9-18, 23; Rom. 6:23; Eph. 2,1-3).

8. Salvation. We believe salvation is wholly of God by grace on the basis of the redemption of Jesus Christ, the merit of His shed blood, and not on the basis of human merit or works (John 1:12; Eph. 1:7; 2:8-10; 1 Peter 1:18-19).

9. The Church. We believe in the spiritual unity of all faithful believers in the body of our Lord Jesus Christ, of which He is the head. We agree with the admonition of Scripture not to forsake the gathering together with fellow believers and therefore advocate active participation in a local church. The purpose of the Church is to glorify God by growing in faith and knowledge of God through instruction in the Word, fellowship, keeping the ordinances, and advancing and communicating the gospel to the entire world (Mat. 28:19; Acts 2:38-43; Eph. 1:22; Eph. 4:5, 13-16; Eph. 5:23; Heb.10: 24-25). As a matter of firm policy, it is mandatory that all members of the Crossroads Christian Academy AZ faculty and staff subscribe to the above statement of faith in a manner and method prescribed by the Board, either by written statement or by oral testimony before the Board.

### ***2.3 Objectives and Standards of Crossroads Christian Academy AZ***

In the programs and teaching at all levels, as well as through extracurricular activities and examples set by



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faculty and staff, Crossroads Christian Academy AZ strives to:

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

### ***2.4 The Trivium: Stages of Classical Education***

#### **BEGINNING GRAMMAR**

Grades K-2

Approximate Ages: 5<sup>1/2</sup>-8

#### **GRAMMAR SCHOOL**

Grades 3-5

Approximate Ages: 8-11

#### **LOGIC SCHOOL**

Grades 6-8

Approximate Ages: 11-13

#### **RHETORIC SCHOOL**

Grades 9-12

Approximate Ages: 14-18

### ***2.5 Code of Ethics Policy***

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

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

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**Guidelines:** All teachers, staff members, and representatives of Crossroads Christian Academy AZ are expected to conform to biblical standards of behavior at all times. Church pastors are encouraged to consult and guide families, faculty members, and the board when applicable/necessary.

### ***2.6 In Loco Parentis Policy***

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

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

**Definitions:** *In loco parentis* is Latin for, “in place of the parents”.

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

### ***2.7 Secondary Doctrine Policy***

**Objective:** To establish the limits of doctrinal teaching at Crossroads Christian Academy AZ.

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

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

**Guidelines:** The goal of doctrinal studies at Crossroads Christian Academy is to bring about greater understanding and knowledge of Christian denominations in order that students move towards Christ’s words: “all people will know you are my disciples, if you love one another” (John 13:35). Classroom discussion of secondary doctrine should be on an informative, non-partisan level in the School of Grammar. Teachers in the Schools of Logic and Rhetoric may take a position on secondary doctrine within trinitarian Christian doctrine to encourage classroom discussion. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of an issue is encouraged. The teacher should encourage the students to follow up any questions they have with their parents and pastor/priest. Doctrinal studies are to be informative and encourage fruitful discussion but avoid polemics or attacks on any specific denomination.

## **3. Organizational Structure**

### ***3.1 Definitions of Organizational Entities***

*Crossroads Christian Academy AZ:* is a non-profit corporation operating as an elementary and secondary educational institution in Sonoita/Elgin, Arizona. The school is operated by the Board of Directors, who are elected and serve in accordance with the Articles of Incorporation and the Bylaws of the school.

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*The Crossroads Christian Academy AZ Board of Directors:* is the duly elected and governing board for Crossroads Christian Academy AZ, elected and governing in accordance with the Crossroads Christian Academy AZ Articles of Incorporation and Crossroads Christian Academy AZ Bylaws. The Crossroads Christian Academy AZ Board consists of appointed members selected by the Crossroads Christian Academy AZ Board.

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

*Crossroads Christian Academy AZ Administrators:* may be interviewed by the Head of School but are hired by the Board. Detailed operational guidelines and responsibilities of the Crossroads Christian Academy AZ Board are presented in the By-Laws and Board Policy Manual.

### ***3.2 Policy Governing Crossroads Christian Academy AZ's Relations with Schools and Associations of Schools***

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

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

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

***Guidelines:*** Crossroads Christian Academy AZ will not compromise its educational mission (1.2 and 2.3) or program, or its responsibility to the parents of children enrolled at Crossroads Christian Academy AZ. To the extent possible, Crossroads Christian Academy AZ will seek to help other schools or associations of schools according to the following set of priorities:

1. Crossroads Christian Academy AZ will seek to further the cause of classical and Christian education as a ministry to families.
2. Crossroads Christian Academy AZ will always seek to benefit its constituency from the educational, procedural, financial, and ministerial aspects of its relationship with other schools or associations of schools. Crossroads Christian Academy AZ administrators and staff may offer informal help to inquirers by answering questions that may be briefly answered, or by referring the inquirer to the resources that are available elsewhere. Crossroads Christian Academy AZ Head of School may offer formal help to inquirers, provided that help is defined and determined by contract made with the Board. Crossroads Christian Academy AZ administrators, staff and Board may offer individual help within the parameters of the Consulting Policy 4.12.

#### ***School Associations***

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

## 4. Personnel Policies

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

### 4.1 Hiring Policy

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

**Scope:** This policy covers the necessary qualifications, interview, and hiring of all faculty and staff candidates. All paid employees of Crossroads Christian Academy AZ will be hired in line with this policy. The Crossroads Christian Academy AZ may engage a subject matter expert on a contract basis who does not consent to the Crossroads Christian Academy AZ Statement of Faith. The contractor will be limited to teaching a specific pre-approved subject. The contractor will be monitored at all times while conducting teaching by a Crossroads Christian Academy AZ Staff teacher. The Head of School is authorized to engage in such contracts.

**Guidelines:**

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

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

*Spiritual:*

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

*Professional:*

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1. A working knowledge of the purpose and philosophy behind Crossroads Christian Academy AZ.
2. Faculty will preferably have a bachelor's degree in the appropriate area(s) or teacher certifications from the ACCS training program. This may be waived at the Head of School's discretion with Board approval.
3. Training and previous experience (paid or unpaid) in the applicable area(s).
4. Good written and oral communication abilities.

### ***4.2 Assignment of Personnel Policy***

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

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

**Guidelines:**

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

### ***4.3 Certification Policy***

**Objective:** To establish the academic qualifications for faculty at Crossroads Christian Academy AZ.

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

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

**Guidelines:** A valid state teaching certificate is not required for teaching at Crossroads Christian Academy AZ. All Crossroads Christian Academy AZ faculty and administrators are encouraged to obtain ACCS certification.

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

**Objective:** This is not intended to be a complete delineation of all the possible responsibilities of a Crossroads Christian Academy grammar teacher. Rather, it is a general description of the basic tasks a

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grammar teacher will be normally required to perform and be evaluated upon. In addition, it is expected that the teacher will comply with all applicable school policies and guidelines.

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

### **BASIC TASKS OF A GRAMMAR SCHOOL TEACHER AT CROSSROADS CHRISTIAN ACADEMY AZ:**

1. ***Spiritual Leadership*** - The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God's only written Word. He is to use the school's curriculum guide and the Bible in constructing his/her daily Bible classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.

2. ***Classroom Management/Environment*** - The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple and manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.

3. ***Lesson Preparation and Presentation*** - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. These will normally include: Bible, reading, mathematics, science, grammar, composition, spelling, handwriting, history and/or geography. Also, in most grammar grades a working knowledge and interest in Latin, art, music, and physical education is necessary, though these are normally taught by other specially trained teachers. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in the Crossroads Christian Academy AZ Grammar Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language and appropriate vocabulary is also expected.

4. ***Classroom Decorum and Discipline*** - The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to accompany the student to the office and give the administrator an accurate accounting of the student's offense. The teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom.

5. ***Student Learning*** - The teacher should seek to stimulate and maintain the students' interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress (see the Lost Tools Chart). The grammar school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students.

- a) Comprehension checks
- b) Rephrasing of concepts by students
- c) Inductive questioning (Questions designed to help the student move toward the correct conclusions)
- d) Recitations, chants, songs, acronyms, summaries and reviews
- e) Illustrations, applications, demonstrations

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6. **Planning and Communications** - The teacher's weekly and quarterly plans should reflect creativity and a good use of class time. Copies of the weekly lesson plans are to be turned in each Friday to the administrator. The Curriculum Guide should be used to establish weekly, quarterly, and semester plans. The teacher is to regularly (at least twice each month) communicate with the parents in his class. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.

7. **Professionalism** - The teacher is to consistently and joyfully demonstrate pride in Crossroads Christian Academy, AZ by their work, punctuality, speech, attitude, dress, and attention to duties.

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

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

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

### **BASIC TASKS OF A SECONDARY SCHOOL TEACHER AT CROSSROADS CHRISTIAN ACADEMY AZ:**

1. **Spiritual Leadership** - The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God's only written Word. He is to use the school's curriculum guide and the Bible in constructing his daily Bible classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.

2. **Classroom Management/Environment** - The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple and manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage, and distribution, etc.

3. **Lesson Preparation and Presentation** - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. All teachers must have a command of Scripture and a familiarity with composition and western civilization that may be integrated into the classroom. Also, in most secondary grades a working knowledge and interest in Latin, art, and music is highly beneficial, though these are normally taught by other specially trained teachers. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in the Crossroads Christian Academy AZ Logic/Rhetoric Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language and appropriate vocabulary are also expected.

4. **Classroom Decorum and Discipline** - The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to accompany the student to the office and give the administrator an accurate accounting of the student's offense. The teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his

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classroom.

- a) Comprehension checks
- b) Discussion of concepts by students, Socratic discussion, disputation
- c) Presentations, speeches, debates
- d) Compositions

5. ***Student Learning*** - The teacher should seek to stimulate and maintain the students' interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress (see the Lost Tools Chart). The logic/rhetoric school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual student.

6. ***Planning and Communications*** - The teacher's weekly and quarterly plans should reflect creativity and a good use of class time. Lesson plans are to be kept up to date. The teacher is to weekly communicate with the parents in his class. Emphasis should be placed on getting to know the families' well, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.

7. ***Professionalism*** - The teacher is to consistently and joyfully demonstrate pride in Crossroads Christian Academy AZ by their work, punctuality, speech, attitude, dress, and attention to duties.

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

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

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

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

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

Administrative staff: Staff whose main responsibilities are administration.

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

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

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

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

Each year the Head of School will determine a compensation schedule for faculty and staff that will take into account experience and workload, as well as other components, e.g. increases related to degree attainment, professional certification, etc. This schedule will be submitted for approval to the Board. Paydays are bimonthly. Part-time employees may be eligible for available benefits.

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

The guidelines for administrators will be the following:



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

The salary of the Administrative Coordinator will be set annually by the Board.

### ***4.7 Evaluations/Personnel File Policy***

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

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

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

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

***Guidelines:*** All faculty and staff will be formally evaluated. The Head of School will be responsible to evaluate all faculty and staff. The Board will be responsible for the evaluation of the Head of School. The evaluation will be considered finalized when the faculty or staff member being evaluated and the one responsible for the evaluation both acknowledge by signature that the evaluation has been discussed in detail. When the evaluation is finalized, the Head of School will place it in that faculty or staff member's personnel file. Other appropriate inclusions in the personnel file would include letters of commendation or reprimand, as well as any responses, comments, or relevant data the faculty or staff member may wish to include. No unauthorized access to a faculty or staff member's personnel file will be allowed.

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

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

### ***4.8 Separation Policy***

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

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

***Guidelines:*** All employment agreements with Crossroads Christian Academy, AZ are at-will agreements. Separation of employees may take place under the following circumstances:

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

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

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

**Dismissal:** Reasons for dismissal may include but are not limited to: violation of the law; insubordination; consistently low performance; consistent violation of Crossroads Christian Academy AZ policy; immorality; mistreatment or blatant disrespect of parents, other faculty, staff or students.

The procedure for dismissal is:

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

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

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

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

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

**Guidelines:** Suspension of employees may take place under the following circumstances: An employee may be suspended with or without pay at the discretion of the Head of School. The Head of School will inform the Chair of the Board of this action as soon as possible.

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

**Objective:** To set the standard for church attendance for Crossroads Christian Academy, AZ staff.

**Scope:** This policy applies to all faculty and staff of Crossroads Christian Academy AZ.

**Definitions:** Christian fellowship: Any trinitarian Christian church including organized home churches in substantive agreement with the Crossroads Christian Academy.

**Guidelines:** All staff and faculty members are encouraged to attend regularly any local trinitarian Christian fellowship.

### ***4.11 Comprehensive Grievance Policy***

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

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Crossroads Christian Academy AZ.

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

**Definitions:** Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Crossroads Christian Academy AZ objectives and goals. Grievances: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level. Concerns: The substance and details of the dispute and/or grievance.

## **Guidelines:**

### *General:*

It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

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

All concerns about the classroom must first be presented to the faculty or staff by the parents, or if the student is mature enough, by the student himself. If the problem is not resolved, the parents may appeal the decision to the Head of School, his designated representative, the Director of Curriculum and Instruction and/or the Director of Student Affairs, depending upon the nature of the grievance. If there is still no resolution, they may request in writing a hearing with the Board.

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

If a member of the Crossroads Christian Academy faculty or staff has a grievance or dispute with another faculty or staff member, they should bring their concerns to that member of the faculty/staff. If the problem is not resolved, the affected faculty or staff should present the grievance or dispute to the Head of School. If there is still no resolution, they may request in writing a hearing with the Board.

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

All concerns about the standards of the school must first be presented to the Head of School or his designated representative. If the problem is still not resolved, the faculty/staff member may request in writing a hearing with the Board.

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

If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, Head of School, development director, etc.). If the problem is not resolved, then the concern should be presented in writing to the Head of School, followed by a meeting with him to discuss the concern. If the problem is still not resolved, the volunteer may request in writing a hearing with the Board.

### *Individual Board Members to Head of School:*

If specific concerns arise during a Board meeting, Board members may not rebuke the Head of School

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in the Board meeting, but their concerns may be channeled through the Chair. Any Board member may call the Board into executive session if a potential grievance or dispute arises during a Board meeting. If the Board decides that the issue does not warrant executive session, the Board will return immediately to open session. If the Board decides further investigation is warranted, the Head of School will meet with the Board in executive session to present his perspective and answer questions. The Board will notify the Head of School of the Board's decision.

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

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

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

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

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

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

***Objective:*** To establish the ownership of material produced at Crossroads Christian Academy AZ.

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

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

***Guidelines:*** Individual staff members have full ownership rights to lecture notes, worksheets, lesson plans, as well as non-commissioned textbooks/workbooks or teacher guides they have written in the course of their teaching duties at Crossroads Christian Academy AZ. However, the staff member will provide requested copies of all noted materials to Crossroads Christian Academy AZ "at cost." Crossroads Christian Academy AZ has full ownership rights to curriculum guide outlines/objectives, scope and sequences, and materials lists. Crossroads Christian Academy AZ retains the right to use "in house" all worksheets, lesson plans, and lecture notes. This "in house" use includes the right to market the material outside the confines of Crossroads Christian Academy AZ with prior written agreement with the staff involved. It should be understood that the staff member reserves the right to publish the same non-commissioned materials, if a joint agreement is not satisfactory. The ownership of commissioned material will be specified by the commissioning agreement.

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

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

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

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

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

Staff may request up to three days of professional leave during the academic year, plus five days during the summer. Faculty may request up to three days of professional leave during the academic year. If a faculty or staff member's professional leave requires more than the specified number of days, the Head of School may approve the additional days of professional leave on a case-by-case basis. Requests for professional leave should be submitted in writing to the appropriate administrator for approval at least two weeks prior to the planned leave. The Head of School is to be informed of all such requests. Professional leave days may not be accumulated from year to year.

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

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

**Scope:** These guidelines cover all faculty and staff members of Crossroads Christian Academy AZ.

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

**Guidelines:** Staff members needing to take time off work for typical illnesses (flu, colds, etc.) should contact the appropriate administrator and let him know the circumstances and potential loss of time related to their problem. For these types of illnesses or other emergencies (e.g. minor injuries, etc.) requiring no more than two to three days of missed work, no salary adjustments will be necessary. Staff members may be granted up to five consecutive days emergency leave without any loss of pay should the circumstances of the emergency be in the nature of the following:

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

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

1. Loss of pay would greatly aggravate the staff member's current crisis. In all probability, the staff member will be able to return to work no later than the end of the consecutive ten days.
2. The staff member has demonstrated through time and practice a high degree of reliability and

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punctuality. The unique circumstances of the current emergency make it highly unlikely that another such situation will occur within the foreseeable future (at least the current school year).

A staff member may request and be granted further unpaid time off if approved by the Director of Curriculum or Board. Allowable emergency leave days, like the personal leave days, are not accumulated from year to year. If a staff member's emergency situation requires a prolonged (more than ten days) absence from work, the reasons for the absence and the anticipated events will be presented to the board for a case-by-case decision as to salary and substitute issues. Crossroads Christian Academy AZ does not recognize any form of "maternity leave." If a female staff member becomes pregnant while under a work agreement with the school, under the direction of her husband and doctor, she may work as long as considered wise. If she needs to leave before the final working date stated on the work agreement, a replacement will be obtained to fill the entire remaining period.

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

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

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

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

***Guidelines:*** All faculty members of Crossroads Christian Academy AZ may request up to three days (as defined above) of personal leave each academic year. Requests for personal leave should be submitted in writing (see appropriate form) to Head of School at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the administrator. The arrangements for substitutes for faculty members taking personal leave are the sole responsibility of the faculty members. The appropriate administrator must be made aware of the arrangements. It will be the administrator's responsibility to grant and record all personal leave days taken by his faculty members. No pay will be received for more than three days of personal leave taken during the academic year. Personal leave days may not be accumulated from year to year. Personal leave days may not be taken in conjunction with an existing holiday (ex: the day before Christmas break).

### ***4.17 Staff Vacation***

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

***Scope:*** These guidelines apply to all the staff members of Crossroads Christian Academy AZ.

***Definitions:*** "Staff member" – Any regularly paid employee of Crossroads Christian Academy AZ, i.e. contracted for work through an annual Work Agreement. "Vacation" – Days taken off from a normal work period (i.e. not school vacation days, or weekends) for a recreational purpose, vs. emergency,

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personal, or professional leave (see applicable policies). “*Summer months*” – Those months, normally June, July, and most of August, during which the school is not in session for the students.

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

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

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

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

**Scope:** These guidelines cover all faculty members of Crossroads Christian Academy AZ.

**Guidelines:**

#### **Travel Expenses**

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

#### **Reimbursable Expenses**

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

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

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

**Scope:** These guidelines cover all faculty members of Crossroads Christian Academy AZ.

**Guidelines:** ACCS certification for all Crossroads Christian Academy AZ teachers and administrators is the long-term goal set by the Academy Board.

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

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**Objective:** To set guidelines for the practice of allowing student teachers to complete their practicums at Crossroads Christian Academy AZ.

**Scope:** This policy applies to any situation in which a university student seeks to complete any portion of his student teaching practicum at Crossroads Christian Academy AZ.

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

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

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

1. The student's Christian testimony.
2. The student's prior work and educational experiences and training.
3. The student's goals for his degree and plans for post-college work.
4. The necessary permission and procedural authority from the university. This would also give the name(s) of the college supervisor(s), as well as a detailed description of the objectives the student is to complete while in training. The administrator will determine whether the student is qualified to work at Crossroads Christian Academy AZ. During the entire practicum, the student teacher will be subject to all appropriate school policies and guidelines, as documented in applicable staff handbook.

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

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

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

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

#### **Investigating the Concern**

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

#### **Report to Complainant**

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



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The follow-up should include:

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

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

### **Document Retention**

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

### **Safeguards**

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

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

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

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

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

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

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

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

### ***4.22 Nondiscrimination Policy***

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

### 5. Policies Regarding Educational Programs

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

#### 5.1 Basic School Rules

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

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

#### 5.2 Reverence Policy

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

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**Scope:** This policy applies to the entire program of Crossroads Christian Academy AZ.

**Guidelines:**

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

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

### ***5.3 Faculty/Staff and Student Relations***

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

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

**Guidelines:**

In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between board members, faculty, and staff and students, the following guidelines are to be understood as representative of the practices and philosophies of Crossroads Christian Academy AZ. More specific guidelines conforming to this policy may be issued by the appropriate administrators, as necessary. Board members, faculty, and staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7-8). All relationships are to be friendly and courteous, not familial and intimate. Board members, faculty, and staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12). Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc., are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken. If it is necessary for a board member, faculty, or staff member to spend time alone with a student, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.) or have previously obtained written approval from the student's parent or legal guardian. Board, faculty, and staff members shall not travel alone in a car with one student without prior written approval from the student's parent or legal guardian.

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

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

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

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

**Guidelines:**

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1. All staff members: teachers, administrators, office personnel, and maintenance staff will serve as models of adult Christians to the students, and they should consider this in choosing their attire for school.
2. All teachers should wear appropriate chapel attire on Chapel days. Gentlemen are encouraged to wear button down shirts and pants (dress denim or dress pants) and a tie. Ladies are encouraged to wear skirts or dresses. This is written as a *guideline* and local dress/etiquette norms of local/ staff's church community will be considered. The goal is to promote honor, respect, and decorum when approaching formal Christian worship.
3. PE apparel is to be modest, appropriate for the sport, and only worn during the hours of teaching PE or for the sport being coached. No athletic apparel is to be worn by staff in any non-sport or non-athletic class environment. Tennis shoes or athletic shoes may be worn for recess, lunch duty, and natural history activities. Dress denim may be worn. Dress denim is defined as nice denim pants (jeans) without rips, tears, or stains.
4. **Women** are permitted to wear dress denim jeans, dresses, skirts, or slacks with a professional blouse or top. All attire is to have modesty in value with Christian teaching. Dresses and skirts should be knee-length.  
**Men** are permitted to wear dress denim jeans or business casual dress pants and a collared shirt with sleeves; a necktie is optional. Shirts should be tucked, and a belt worn. Hair, including facial hair, should be neat and clean.
5. Maturity, good taste and modesty in dress, appearance, and overall behavior is required.

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

**Objective:** To set the standards and guidelines for student attire at Crossroads Christian Academy AZ.

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

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

- Dress Neatly - That is, **all shirts tucked in**, shoes tied, no holes/tears/stains on clothes (holes in jeans may be waived for Grammar and Kindergarten students), missing buttons promptly replaced, clothing appropriately sized for the wearer.
- Be Clean - That is, recently laundered garments and groomed hair.
- Be Modest – That is, skirts and shorts should touch the knee. Outlandish or distracting clothing or appearance will not be allowed.

### **SCHOOL UNIFORM RATIONALE**

Crossroads Christian Academy has a primary objective of developing a community of Christ serving learners that are dedicated to the highest standards of Christian morality and academics. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. The school uniform is a reminder to its wearer of that purpose and of one's responsibility to the Crossroads Christian community.

Another purpose of the uniform is to reduce the attention given to appearances, and to questions of group affiliation, socio-economic status, and the like. We want students to attend to the ideas and character of their colleagues in school, expressed in other students' words and deeds, rather than focusing on external

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appearances. We hope to engender in students a respect for the essential dignity of others. Our desire is not to quash students' individuality, but to secure their commitment to a community of learners whose purpose, while at school, is faith, character development and scholarship.

Students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and in properly fitting condition. If a child is deemed to be wearing inappropriate attire, a parent will be notified, and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing. Decisions about the appropriateness of apparel may be referred to the Head of School, whose judgment will be final. Students who require exceptions to the uniform for medical reasons should seek permission from the Head of School and should attempt to approximate the dress code as much as possible.

Other than the dress code requirements which follow, there are special requirements for periodic, special events throughout the year, such as the “semi-formal” dress code for concert participation or “casual” days.

**Students must stay in uniform whenever they are on campus during a school day. This includes before and after school. Students may only change out of uniform after school with teacher/coach permission to participate in an approved curricular or extracurricular activity that requires a change in dress.**

1. Our goal is to honor God in all we do, acknowledging the Lordship of Jesus Christ in our choices.
2. All human actions, including outward manifestations such as clothing, reveal and communicate the disposition of the heart at some level. It is our desire to address these heart issues in one uniform policy rather than seeking to anticipate and curb the numerous manifestations of it that surface throughout the year with a looser dress code.
3. Clothing represents the vocational calling of a person, and inherent in the uniform policy is a desire to create an environment where undue attention is not drawn to specific students. The neat appearance created by a uniform enhances a ready-to-learn atmosphere.
4. Uniforms help engender a cohesive presentation of the students in our school. When our students are in uniform, it communicates, aesthetically, that they are part of the same team, working toward the same goals. The student is part of a group identity that strives for excellence, and the code establishes a tradition toward that end.
5. The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues.
6. The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

## Dress Code

### *Girls' Uniform*

- Polo shirt: Short or long sleeved and must be navy, white or baby blue in color.
- Button down/up shirt: Short or long sleeved with a collar and must be blue denim, navy, white or baby blue in color.
- Pants: Solid color blue jeans without rips or khaki pants (no cargo pockets).
- Shorts: Solid khaki shorts (no cargo pockets). Must touch the top of the kneecap and not extend below the knee area.
- Skirts: School approved khaki skirt. Must be knee length.
- Belts: Brown or black belts are mandatory if wearing pants or shorts. Western and 4H buckles are allowed.
- Jewelry: Girls may wear one pair of short earrings (the earrings should not hang more than one-half inch below the ear lobe.) Large hoops or other dangling or distracting earrings are not permitted. (Loops are not to be larger than the size of a nickel.) No body-piercing jewelry except earrings will be permitted. One

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metal bracelet worn at the wrist, one watch, two rings and one small necklace are permissible. No ankle bracelets. All items must be tasteful. Jewelry should not be distracting or dangerous. Items should be worn underneath clothing if applicable (such as necklace).

- Headwear: Hats and sunglasses are not permitted indoors and must be stored in student lockers or backpacks.
- Footwear: Shoes must be closed toe and of a non-distracting nature.
- Hair: Must be clean and neatly groomed and if dyed, it must be of a natural color.

### ***Boys' Uniform***

- Polo shirt: Short or long sleeved and must be navy, white or baby blue in color.
- Button down/up shirt: Short or long sleeved with a collar and must be blue denim, navy, white or baby blue in color.
- Pants: Solid color blue jeans without rips or khaki pants (no cargo pockets).
- Shorts: Solid khaki shorts (no cargo pockets). Must touch the top of the kneecap and not extend below the knee area.
- Belts: Brown or black belts are mandatory. Western and 4H buckles are allowed.
- Jewelry: No nose-rings or earrings or other body-piercing jewelry is permitted for boys. One bracelet worn at the wrist, one watch, and one small necklace are permissible. All items must be tasteful. Jewelry should not be distracting or dangerous. Items should be worn underneath clothing if applicable (such as necklace).
- Headwear: Hats and sunglasses are not permitted indoors and must be stored in student lockers or backpacks.
- Footwear: Shoes must be closed toe and of a non-distracting nature.
- Hair: Must be clean and neatly groomed if dyed, it must be of a natural color.

## ***5.6 Attendance***

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

### **Punctuality:**

Students should begin arriving no earlier than 07:30 a.m. A student who arrives after 08:00 a.m. is considered tardy. If a student is counted as tardy three times in one quarter, these three tardies will be counted as one absence. A student who is absent from school more than one half-day may not participate in extra-curricular activities that day, either in practice or in games unless the Head of School gives permission to do so. Any student leaving for a medical appointment and returning within a reasonable time will be eligible for practices or games.

### ***Absences:***

Regular attendance and prompt arrival at school are vital to each CCA student's attitude and subsequent success as a serious scholar. *It is the responsibility of a student's parent or guardian to call the school before 8:30 a.m. to report an absence by leaving a message on the attendance line: 520-500-6440 or by directly contacting the Administrative Coordinator or appropriate faculty.* Students will be recorded as having an unexcused absence if no parental notification is made. Please be sure the office has your current work and home telephone numbers as well as email on file in the event of emergencies. On the day a student returns to school after an absence, the child should bring a signed excuse stating the reason for the absence. Whenever possible, if a student's absence is anticipated, we recommend that the student notify

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teachers in advance and make arrangements with fellow students to receive the assignments, prior to the absence. *It is the responsibility of the student to make up all missed assignments* after an absence from school and to turn them in. If a student is unable to attend school and seeks assignments, the student should contact classmates for that information, not the school office or teachers. Each teacher will have an established make-up policy, including appropriate deadlines, for missed work. At the discretion of the Head of School, students may not be allowed to make up missed work due to an unexcused absence. Parents will receive a detailed attendance report at the end of each grading period through CCA's electronic reporting system. Because regular attendance is essential to a student's success at CCA, and numerous absences are also destructive to a student's and the school's morale, CCA has an established policy of assigning incompletes for semester grades to those students who miss more than 10 full days (or the equivalent thereof in partial absences) in a semester.

### ***Absences for Christian reasons***

CCA permits students to be excused from school attendance for Christian faith purposes, including participation in Christian exercises, Christian instruction, or the observance of Christian holidays, subject to the following conditions:

1. A reasonable number of excused absences from school incurred by a student for Christian purposes shall be allowed. For purposes of this policy, "reasonable number of excused absences for Christian purposes" shall be interpreted and deemed appropriate by the Dean of Students, Head of School and CCA Board.
2. The parent/guardian who has custody of the student shall provide written consent for the student to be absent from school on the designated days, the dates of which will be included in the written consent. The written consent should be sent in sufficient time to be received by the school no later than one week prior to the dates of the designated days on which the student will be absent.
3. A request for reasonable accommodation for absences for religious purposes shall be approved by the Dean of Students or Head of School.
4. Unless specifically approved by the Head of School in advance, all absences for religious purposes that exceed the requested and agreed upon days as set forth by the Dean of Students and Head of School shall be considered unexcused.
5. Any Christian exercise, instruction, or observance of Christian holidays shall take place at a suitable place away from school property designated by the church or religious denomination or group

### ***Illness***

If a child has a fever or is otherwise ill, it is best to keep the child at home, rather than send the child to school exposing others to infection. Students who come to the front office with a fever will be sent home upon parent contact. Each family should have an emergency card on file that specifies what medicines may be administered by the school, and what action to take in the event of illness or accident.

Students who have been diagnosed with a communicable disease, or who have symptoms that indicate a communicable condition, should be kept at home. Before a student returns to school, the following criteria must be met:

1. If the child is taken to a healthcare provider, please bring the physician report/release to the Front Office before the student returns to class.
2. If antibiotics were prescribed, the student must complete 24 hours of medication dosage before returning to school.
3. The student should be fever-free for 24 hours (temperature below 99.8° without the use of fever reducing medications) before returning to school.
4. The student must be free of diarrhea and vomiting for 24 hours before returning to school.
5. The period of contagion has passed.

### ***Tardiness***

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CCA recognizes that a student may be late on occasion due to transportation problems or other challenges. Tardiness is defined as arriving to class at any time after the scheduled beginning of the period until 10 minutes after the beginning of class. Late arrival after this time is considered an absence for the given class period. Students who are tardy to any class must report to the office for a late pass to be admitted to class. If your child will be late to school, please either provide your child with a signed excuse, report via the attendance line, or “sign in” at the office on arrival. Tardiness due to medical appointments or to circumstances beyond a student’s control will be excused. If a child is late in arriving to class after a passing period, the tardy is considered unexcused unless it is excused by a member of the faculty, staff, or administration. Persistent tardiness interrupts instruction and undermines morale, which, in turn, affects all students and families. On the third occasion that a student receives an unexcused tardy in any rolling 30-day period, the student will receive a lunch detention (student eats lunch during detention). Additional tardiness in the same 30-day period will result in a lunch detention for each tardy. If a student accumulates more than six unexcused tardies in a quarter, they will receive consequences as follows for each additional tardy in the quarter:

- Tardies 7-9: Lunch detention and 45 minutes after school detention for each tardy.
- Tardies 10-12: Lunch detention and Friday/Saturday detention for each tardy along with a phone conference with the Head of School or Dean of Students.
- Tardies 13-15: One day In-school suspension for each tardy along with a parent meeting with the Head of School or Dean of Students and a plan of action to remediate the problem.
- Tardy 16: Out-of-school suspension and a meeting with the Head of School.

If a student needs to be absent from school for one or more days for any reason, the parents should contact the school office by note, e-mail or phone as soon as possible.

### ***5.7 Discipline and Honor Code***

#### ***Honor Code***

Attendance at Crossroads Christian Academy is a great privilege. And like all privileges, it comes with certain responsibilities. I, therefore, personally accept each of the following Christian responsibilities.

##### ***To God Almighty:***

- I will seek to honor the Lord in all that I think, say, and do. (Deut. 26:17)
- I will submit myself to the authority of His grace and His commands. (2 Tim. 3:16-17)
- I recognize that my appearance and behavior reflect on Him as much as on me and will exercise wisdom and modesty. (I Cor. 10:31)

##### ***To my parents:***

- I will attempt to honor my parents in everything I think, say, and do. (Ex. 20:12)
- I will seek to learn all that I can from them. (Eph. 6:1-3)
- I acknowledge that I cannot receive what I need in life or godliness without them and will manifest diligence, gratitude, and careful stewardship. (Ps. 78:1-8)

##### ***To my church:***

- I will submit to all the ecclesiastical authorities God has placed over me. (Titus 2:1-15)
- I will make worship, discipleship, and spiritual growth a priority in my life. (Gal. 2:20)
- I will attempt to be an ambassador of Christ and His Church wherever I am. (Matt. 28:19-20)

##### ***To my teachers:***

- I will demonstrate respect, attentiveness, gratitude, and obedience to my teachers. (Heb. 13:1)
- I will seek to do all the work I have been assigned with diligence and integrity. (Eph. 5:8-17)



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- I will do my utmost to learn as much and achieve as much as I possibly can. (Phil. 4:8-9)

### *To my classmates:*

- I will honor and respect the time, work and feelings of my fellow students. (Rom. 12:9-18)
- I will try to model honesty, integrity, kindness, and modesty in my relationships. (Phil. 2:3-7)
- I realize that disturbances affect everyone at school and will thus strive for peace. (Eph. 4:1-6)

I, therefore, affirm my personal and covenantal commitment to uphold these Christian responsibilities realizing that I will be able to enjoy the privilege of attending Crossroads Christian Academy only so long as I fully maintain this commitment – by the generous grace and according to the merciful providence of God the Father, Son and Holy Spirit.

_____ Name of Student	_____ Signature of Student	_____ Date
_____ Name of Parent	_____ Signature of Parent	_____ Date

**The role of discipline in Christian formation:** The foundation of discipline and order at Crossroads Christian Academy is the realization that a civilized Christian learning community demands certain fundamental norms of courtesy, morality, and orderly behavior to fulfill its mission. Having met these fundamentals, students are allowed as much freedom as they can reasonably handle. We accept children and young adults into the Crossroads Christian Academy with the understanding that they will be on time for class, will be properly groomed, will complete their assignments, will follow rules of good classroom order, will be honest, and will follow the spirit and letter of the student handbook.

Unless there are clear mitigating circumstances, we believe that students freely choose to behave as they do. They are responsible and accountable for their actions. It is our conviction that students are entirely capable of living appropriately in the Crossroads Christian Academy culture according to Christian living. The type and amount of discipline will be determined by the teachers, and if necessary, the head of the school. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), and just punishment (this does not mean physical pain or punishment but rather the fact that misconduct and sin often leave us with painful consequences such as increased work, time, and effort towards repairing the damage), restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline will be handled at the classroom level. Love and forgiveness will be an integral part of the discipline of a student. When discipline is warranted, Redemptive Discipline will be used initially. Redeem means to gain something of value in an exchange. Discipline means to train. Thus, Redemptive Discipline trains students to gain the skills needed to love as Jesus commanded (John 13:34). The key foundation of Redemptive Discipline is relationship. Every effort will be made to develop a secure and appropriate relationship with the students. However, discipline situations vary among age groups and class dynamics. Our teachers are equipped with various class management, discipleship, conversational, and corrective tools.

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Basic Classroom Tools are:

- Nurturing love and responding with empathy towards building trust.
- Prayer with the students to stay God-honoring and connected to the transforming power of the Holy Spirit.
- Setting limits with clear reasonable goals and communicating (with a low calm tone of voice) the expectations for growth and development; reminding students and guiding their choices.
- Transitions help train students to adapt to change when moving from one activity to another; and to manage the energy of the class.
- Offer choices to redirect behavior – the offer of these choices will have acceptable outcomes while being clear about unacceptable choices.

Redemptive Boundaries will also be used by our teachers. They will NOT:

- Discipline out of anger, intimidate, or belittle students.
- Use spiritual manipulation which gives students an incorrect view of God (for example – God only loves students who obey).

## Age-Appropriate Communication for **Kindergarten** and the **School of Grammar**

Age- Appropriate consequences and redirection may be:

- Temporarily separate fighting peers until self-control is demonstrated.
- Mix up seating.
- Engage students in a stretch break for a “re-set”.
- Guide a private conversation between peers to help reach an agreement.
- Speak to a student privately about repeated behavior.

## Age-Appropriate Communication for **School of Logic**

Age-appropriate consequences and redirection may be:

- Temporarily separate a group or peer when they are rejecting or teasing.
- Temporarily ask students to work independently.
- Guide two students in a peacemaking conversation.
- Discuss with the student (or class) potential options for showing respect or empathy to others instead of rejecting or embarrassing them.

## Age-Appropriate Communication for the **School of Rhetoric**

Age-appropriate consequences and redirection may be:

- Temporarily restricting freedom such as sitting with a friend or removing distracting objects.
- Address the heart of the issue as appropriate.
- Invite students into conversation when setting classroom limits.
- Have a private conversation with a student to guide them toward wise choices.

In cases of inappropriate behavior observed by a teacher, the teacher has the discretion to issue a warning, assign detention, initiate a parental conference, or recommend suspension orally or in writing to the head of the school.

**I. Detention:** Students may be assigned detention, which can include the performance of a work detail after school or sitting in a classroom in silence. Afterschool detention will occur in 15 to 30-minute time frames. Offenses warranting detentions include but are not limited to littering; being late to class or school; talking out of turn or otherwise disrupting class; use of profanity or disrespectful speech toward other students; uniform and dress code violations; and other inappropriate behaviors. If a student repeatedly violates any of the above, a parent may be contacted, and further disciplinary measures may be taken.

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A high number of detentions can indicate a student's general unwillingness to cooperate with the mission and values of Crossroads Christian Academy. If a student in grades 6-8 receives six detentions for any reason in a quarter, he or she may be required to serve a work detail on Friday or Saturday. If a student in grades 9-12 receives four detentions for any reason in a quarter, the student may be required to serve a work detail on Friday or Saturday. If a student misses more than two detentions in a quarter, the student may be required to serve a Friday or Saturday work detail. Failure to serve the assigned work detail may result in suspension. Students may either be assigned a work detail or be suspended for a lesser number of detentions if the detentions are received for the same offense (e.g., tardiness), or if the head of school determines that the detentions are serious in nature.

**II. Office Visits:** Five basic behaviors will automatically necessitate discipline from the head of the school.

- **Disrespect** shown to an adult (staff member, parent, etc.)
- **Dishonesty** in any situation, including lying, cheating, and stealing.
- **Rebellion**, i.e. outright disobedience in response to instructions.
- **Fighting**, i.e. striking or kicking in anger or with the intention to harm.
- **Obscene, vulgar, or profane language**, as well as taking the name of the Lord in vain.

The head of the school will determine the nature of the discipline. If a student receives an office visit, the following accounting will be observed within the school year:

- The first two times a student has an office visit the student's parents will be contacted afterward and given the details. Their assistance and support in averting further problems will be sought.
- The third office visit will be followed by a meeting with the parents and the head of the school.
- Should the student require a fourth office visit, he will be suspended for two days.
- If a fifth office visit is required, the student may be expelled from the school.

**III. Serious Misconduct:** If the head of school deems it necessary, the office-visit process may be bypassed, and suspension imposed immediately.

- Examples of such misconduct include but are not limited to: acts endangering the lives of others, gross violence, theft, vandalism, violations of civil law, or drug abuse, whether it happens on campus or off, during school hours, or outside of the school day.
- If the head of the school desires to pursue expulsion, he will meet with the school board who will make the final decision.

**IV. School Culture:** If a student has a significant negative influence on other students, the head of the school has the right to seek to expel the student, apart from the process of office visits.

- Examples of such behavior would include, but not be limited to student romances, disobedience to parents, love of worldliness, a surly attitude, and any other ongoing attitudes reflecting a clear disregard of scriptural standards.
- If the head of school exercises this option, he will meet with the parents and the board. The board will make the final decision. The parents will then have the option to withdraw their student to prevent expulsion.

**IV. Re-enrollment:** At the discretion of the head of the school, in consultation with the board, a student may be refused re-enrollment. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

**V. Re-admittance:** Should a student who was expelled, or who withdrew to prevent expulsion, desire to be readmitted to Crossroads Christian Academy at a later date, the board in consultation with the head of school, will make a decision based on the student's attitude and circumstances.

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## ***Behavior Outside of the School***

Moral behavior is expected of all members of the Crossroads Christian Academy both on and off campus. Misbehavior off campus reflects badly on the school, its values, and the Christian faith. More importantly, serious misbehavior by members of Crossroads Christian Academy is antithetical to the very mission of the school and to the culture we seek to establish. Crossroads Christian Academy does not tolerate sexual immorality or the use or possession of illegal drugs or alcohol. Offenders will be liable to serious disciplinary action at school for violations of this policy off campus.

## ***Staff/Student Interaction***

1. Employees may not initiate friend requests on social media to students.
2. Employees may not accept social media friend requests from students enrolled in the school unless it is their child. Any private or isolated types of communication with students that might be interpreted as unprofessional will not be tolerated and are subject to discipline and dismissal from employment.
3. Crossroads Christian Academy has zero tolerance for inappropriate interactions between staff and students.

## ***Student Etiquette***

There are numerous ways that students are encouraged and expected to show kindness to one another, and to their teachers, during their hours at Crossroads Christian Academy. Periodically, students will receive teaching and reminders about these expectations. We hope that these actions will become part of the daily fabric at Crossroads Christian Academy.

We train our young men to show consideration and respect for the ladies in the school. We want to train our young ladies to accept the sacrifice of the young men with humility and thankfulness. As some applications of this truth, we want the young men to do the following:

1. Open doors for all ladies - whether parents, teachers, or students.
2. In the hallways, men are courteous and defer to the ladies by giving them space.
3. In all events where food is served, the women are to be served and seated first.

We want to train our students to show proper respect to their teachers and administrators.

1. Students should address their teachers by Mr., Miss, or Mrs.
  2. Students should respond by saying “yes” or “no”, not “yeah”. “Sir” and “Ma’am” are always welcome.
- We would like Crossroads Christian Academy to be a place where visitors sense the aroma of Christian love. “But thanks be to God, who always leads us in triumphal procession in Christ and through us spreads everywhere the fragrance of the knowledge of him. For we are to God the aroma of Christ among those who are being saved and those who are perishing. To the one we are the smell of death, to the other, the fragrance of life” (II Corinthians 2:14-15).

## ***5.8 Class Size Policy***

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

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

### ***Definitions:***

School of Grammar: Grades kindergarten through five

School of Logic: Grades six through eight

School of Rhetoric: Grades nine through twelve

### ***Guidelines:***

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### *School of Grammar:*

In the School of Grammar, class sizes will normally be limited to 15 or fewer.

### *Schools of Logic and Rhetoric:*

In the School of Logic and School of Rhetoric, class sizes will normally be limited to 15 or fewer.

## **5.9 Learning Disabilities Policy**

**Objective:** To clarify the educational goals of Crossroads Christian Academy AZ regarding students with learning disabilities.

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

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

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

### **Guidelines:**

Children with a severe learning disability may not be admitted to Crossroads Christian Academy AZ due to the lack of adequate staffing, funding, and facilities. This is considered on an individual student and family basis and will be reviewed by the faculty and Head of School. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level. Children who have been diagnosed with a learning disability will be given as much individual instruction and encouragement as their classmates.

## **5.10 Assessing Student Academic Readiness**

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

### **Guidelines:**

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

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

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## ***Procedures:***

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

## ***5.11 Homework Philosophy and Guidelines***

### ***Philosophy***

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

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

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

### ***Guidelines for Homework:***

Homework will not be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school. Students will find they go through periods or seasons of peaks and valleys of much or little homework. The time spent in doing homework will vary from grade to grade and even from student to student. The information below is a guideline and should be regarded as estimated

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times, not as required minimum/maximum times. When homework is assigned, a Homework Assignment Sheet should be used in the grammar grades and/or a student owned assignment book should be used (especially for the older students). All students should have daily reading that should be completed at home. When possible, homework assignments can be posted on teacher web pages.

Guidelines for time spent on homework\*

K 10 MINUTES (INFREQUENTLY)

1<sup>ST</sup>- 15 MINUTES

2<sup>ND</sup>- 30 MINUTES

3<sup>RD</sup> thru 5<sup>TH</sup>- 45 MINUTES

6<sup>TH</sup> thru 8<sup>TH</sup>- 1 HOUR

9<sup>TH</sup> thru 12<sup>TH</sup>- 1.5 to 2 HOURS

As the student progresses through their academic life the amount of homework and self-initiated study will and must increase. Upper school students should expect increased work requirements around due dates for projects, exams, etc.

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

### 5.12 Grading Guidelines

Percentages and Grade Equivalents:

A (4.0) = 100-93 B+ (3.33) = 89-88

A- (3.67) = 92-90 B (3.0) = 87-83

B- (2.67) = 82-80

C+ (2.33) = 79-78 C (2.0) = 77-73 C- (1.67) = 72-70

D+ (1.33) = 69-68 D (1.0) = 67-63 D- (0.67) = 62-60

F (0.0) = 59-0

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

**E** = Excels

**S** = Satisfactory

**N** = Needs Work

**U** = Unsatisfactory

**I** = Incomplete

(work missing)

· Virtually all assigned work done for/in class should receive a recorded credit toward a grade.

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

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**E = Excels**  
**S = Satisfactory**  
**N = Needs work**  
**U = Unsatisfactory**

Types of Behaviors to Evaluate:

- Work/study habits - neatness/timeliness of work, completeness of work, works independently, follows directions, uses free time well.
  - Conduct - Follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, shows initiative.
  - Skills related to specific subject areas.
- Teacher's comments will be included in a separate section on the report.

Procedures for quarterly reporting:

- Report Cards will be issued.
- Teachers must have all grades by the end of the second school day after the quarter ends. Report cards are emailed by the Administrative Coordinator no later than the second week of the following quarter.
- Teachers are responsible for entering all grades for courses taught and for homeroom attendance if applicable. A paper copy may be kept in the student's file as a backup to RenWeb/FACTS.
- Parent/ teacher and parent/ teacher/ scholar conferences will be held mid semester along with the release of report cards.

Reporting a Grade of "D or F":

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

### **5.13 70% Rule**

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

1. Students who have a failing grade can retake the test or redo the assignment with corrections but may only receive a final grade of 70% on the retest or redo. They must do the retake within a week of receiving the grade from the teacher. If they score below 75% on the retake, the higher of the two grades becomes their grade with no other rewrites or retakes.

*The philosophy behind the rule is that priority should be on students learning the material. Grades should be viewed as a tool for motivating students to learn the material. This policy is subject/ exercised at the discretion of the teacher and Head of School.*

### **5.14 Guidelines for Late Work and Absent Work**



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

In the case of an unplanned absence, a student may have one day for each day absent plus one additional day to turn in the missed work. *For example, if a student misses three days unexpectedly (e.g. illness, family emergency) then he may have four days to make up any missed assignments.*

In the case of a planned absence, a student must notify the teacher at least one week in advance. All make up work will be due the first day the student returns following the absence. *For example, if a student plans to miss three days (e.g. family trip) then the student should contact his teacher to obtain the assignments he will miss when absent. Those assignments are due the day the student returns to school.* In both of the above situations, after the grace period has expired the policies for late work will apply.

### ***Late Work***

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

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

For example:

a. A 100 point assignment may deduct 10 points.

b. A 50 point assignment may deduct 5 points.

2. The teacher should notify student and parent of late status.

3. After the one-day grace period, the assignment will be assigned a grade of zero.

4. The teacher in consult with the Head of School will have final say on grace periods and further deductions.

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

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

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

1. Pass Language Arts (reading, writing, spelling, grammar) and Math for the year.

2. Have no more than one "F" per semester in any other academic subject (e.g. Natural History (Science), Latin, etc.) and no more than two "Ds or Fs" in the same subject within an academic year.

3. There shall be a minimum of 10 grades per subject per quarter for assessment purpose. An overall average of 70% is the minimum standard for passing in those grades using numerical grading.

4. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the following skills/subjects in the grades noted:

a) Kindergarten to First Grade: Behavioral maturity, reading readiness and a general readiness for leaning should be demonstrated for First Grade.

b) First Grade to Second Grade: Able to read orally and silently with adequate speed, correct use of phonetic skills, and fundamental oral and written comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70%

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accuracy. Ability to recognize shapes, tell time, and understanding of days, weeks, seasons, and years.

c) Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

Demonstrate ability to read, write and cipher at grade level with a 70% mastery.

d) Third Grade to Fourth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

e) Fourth to Fifth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

f) Fifth to Sixth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

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

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

RHETORIC SCHOOL Students in the School of Rhetoric (grades 9 – 12) should refer to the graduation requirements in lieu of promotion criteria. Students must demonstrate satisfactory (60%) completion in each course in order to progress to the next course in succession for that subject area.

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

### ***5.16 Student Retention***

*Purpose:* These guidelines have been created to compliment and support the school's Promotion Policy and should be used in such manner. The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade.

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This is to assist the parents, as the final decision-makers regarding their child's education, in making as informed a decision as possible.

### *Guidelines:*

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

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

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

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

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

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

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

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

**Guidelines:**

#### **Selection of materials**

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

1. After thorough research there appears to be no biblically-based materials of equal or better quality to the secular materials.

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2. The secular material's primary document status necessitates it be used to fulfill adopted course objectives.
3. After a thorough examination, it is determined that while secular in intent, the materials do not undermine, but rather support broad biblical truths (e.g.. a high quality, secular mathematics text, or high quality, timeless literature).

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

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

1. A teacher or administrator may make the recommendation to add or delete a student text. This may be done at any time, but is normally submitted at the end of the school during the annual evaluation period. In most cases, unless it would significantly alter the purposes and objectives of the coursework, the decision for replacement of a text/materials will be left to the Director of Curriculum and Instruction.
2. All such substitutions of texts/materials must comply with the above considerations for using secular materials.

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

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

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

## ***5.18 Controversial Subjects***

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

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

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

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### ***Guidelines:***

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

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

### ***5.19 Parent Involvement***

***"Fathers, do not provoke your children to anger,  
but bring them up in the discipline and instruction of the Lord."  
Eph. 6:4***

The family unit is of first importance to Crossroads Christian Academy AZ 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, Crossroads Christian Academy AZ is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school's regular and special programs. Communication with the school's parents are only second to having the parents actually in the classroom.

**The parents should never have to be in the position of wondering what is happening in their child's class or wonder how their child is progressing.**

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

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Other ways parents may be involved in the school are:

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

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

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

1. Schedule each conference for about 15-20 minutes. Let the parent(s) know this at the beginning of the conference so that they, as well as you, are mindful of the time. If it looks like more time will be needed, schedule another conference when you both will have adequate time.
2. If at all possible, have both parents at the conference. Dads and moms see things differently and frequently are a good balance for each other.
3. Be prepared for the conference: know what you intend to cover but allow time for some questions. Have a folder of the student's materials to use for illustration of your points.
4. Be positive, especially in the case of a "problem" student. Enlist the parents' help and ideas on ways to improve the situation. For example: what do they do at home? is a good question. Seek more ways for the home and school to complement each other.
5. Be direct! Don't beat around the bush; if you have a concern or question, state it plainly. Too much time is wasted on vague references and many times the point is lost or misunderstood. The best way to accomplish this is to have the student's applicable class work, or similar examples to show the parents. The more concrete your reference, the better. (KEEP RECORDS/WORKS OF EACH STUDENT; this file will be very helpful.)
6. Sit with the parents, as opposed to behind your desk. It helps open up communication if you are all "equally" sharing. Talk to both parents. The tendency is to talk to just the mom or let her do all the talking. Ask the dads specific questions, especially about discipline.
7. Stay on the point; don't go off on tangents. Also, without being rude, cut the time used on pleasantries. If you don't have much to discuss related to school, say so, thank them, and prepare for the next conference.
8. Listen carefully to the parents! They may say a lot without saying much and it can help you understand their child better. Ask open-ended questions, when appropriate.
9. Write down any action or objectives for the coming quarter. At the end of the conference, remind the parents of any specific actions or objectives. (You'll really impress them by referencing those specifics at the next conference and describing any action taken.)

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

11. NEVER, EVER GET INTO DISCUSSING ANOTHER STUDENT DURING A CONFERENCE, EVEN IF THE COMMENTS ARE POSITIVE. Parents talk to each other and it's very easy to cause unintentional offense through second-hand conversations.

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

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

**Objective:** This policy is designed to limit the liability assumed by Crossroads Christian Academy AZ for school sponsored events.

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

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

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

School-sponsored events require the attendance of a faculty, staff, or approved representative of Crossroads Christian Academy. Parents or legal guardians must sign a written waiver releasing Crossroads Christian Academy AZ from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury. The appropriate administrator must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.

### ***5.22 In-Class Entertainment***

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

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

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

- Birthday parties should be limited to 20-30 minutes. No more than one per day.
- If a video is used in conjunction with a party (see Video below), it must fit within the above prescribed time limit.

##### **Video Use**

- All videos used in class should conform to the principles of property listed in Phil. 4:8.
- All videos must receive prior approval by the Director of C&I before use.



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- Videos may be used in class for two reasons, educational or entertainment.
- Educational: Includes historical, documentary, and literary videos. These should be used sparingly, i.e. no more than 2 per semester.
- No literary video should be shown unless the book has already been read by the students.
- The time limit above does not apply to educational videos.

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

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

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

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

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

### ***5.25 Standard Response Protocol***

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

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

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

During Lockout:

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

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

During Lockdown:

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

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

During Evacuate:

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

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

During Evacuate:

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

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

