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SCHOOL INTRODUCTION

SCHOOL COLORS: Blue, Gold, and White

SCHOOL MASCOT: Eagle

SCHOOL VERSE

“But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint” (Isaiah 40:31).

FIGHT SONG

We’re the mighty, mighty Eagles, blue and gold and white!
No one will ever stop us, we will win tonight!
Fight! Fight! Fight!
We’ve got the power; we will pass the test!
We are the mighty, mighty Eagles, the team that is the BEST!
C-H-S! C-H-S!
Go, Fight, Eagles!

PLEDGES

Bible

I pledge allegiance to the Bible, God’s Holy Word, and will make it a lamp unto my feet, and a light to my path, and will hide its words in my heart that I might not sin against God.

Christian Flag

I pledge allegiance to the Christian flag, and to the Savior for whose kingdom it stands, one Savior, crucified, risen, and coming again with life and liberty to all who believe.

United States Flag

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Texas Flag

Honor the Texas Flag; I pledge allegiance to thee, Texas, one and indivisible.
SECTION 1 - ADMINISTRATIVE POLICIES AND PROCEDURES

THE FOUNDATION OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

Policy and Procedures Manual Statement

The Christian School at Castle Hills Board of Trustees believes that the legislation of policies is the most important function of a Board of Trustees and that the execution of the policies should be the function of the superintendent.

Board of Trustees - The Christian School at Castle Hills Board of Trustees is responsible for the development and oversight of the implementation of policies and procedures.

Delegation by the board of powers to the superintendent provides freedom for the superintendent to manage the school within the board’s policies, and allows the board to devote its time to policy making and appraisal functions.

The Board of Trustees holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the board informed about school operations.

A copy of The Christian School at Castle Hills By-Laws duly adopted by the CHS Board of Trustees, which govern the operation and development of the school, is available upon request.

In this Handbook, the word “parents” refers to and includes parents, guardians, step-parents, and anyone with legal care or supervision of the child attending school.

Doctrinal and Belief Statements

The Christian School at Castle Hills, its Board of Trustees, faculty, and staff hold and subscribe to a strong fundamental, evangelical statement of doctrine embodied in the Baptist Faith and Message. The school was founded by Castle Hills First Baptist Church and is governed by a Board and administration of Bible-believing leaders. The mission and focus of this institution is to minister to families who support conservative Bible-believing evangelical theology and life practices. We believe denominational distinctives and preferences ought to be taught at church and in the home. The school will emphasize the traditional, fundamental, and historic essentials of Christian belief and practice, while emphasizing the need of a relationship with Christ through the new birth and Christian growth. The school follows the Baptist Faith and Message as the basis for Bible teaching and as the school’s statement of beliefs. Specifically, we adhere to the following:

- We believe the Bible to be the inspired, infallible, authoritative, inerrant Word of God (2 Timothy 3:16; 2 Peter 1:21).
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

- We believe there is one God, eternally existent in three persons: Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
- We believe in the deity of Christ (Matthew 3:17), His virgin birth (Isaiah 7:14; Matthew 1:23), His sinless life (Hebrews 4:15; 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7), His bodily resurrection (John 11:25; 1 Corinthians 15:4), His ascension to the right hand of the Father (Mark 16:19), and His personal return in power and glory (Acts 1:11; Revelation 19:11).
- We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ. Only by God’s grace and through faith alone we are saved (John 3:16-19; John 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of punishment (John 5:28-29).
- We believe that man was created by a direct act of God in His image, not from previously-existing life (Genesis 1:1, 22, 27; 1 Corinthians 11:7; James 3:9).
- We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
- We believe in the indwelling ministry of the Holy Spirit by whose presence the Christian is enabled to live a godly life (Romans 8:13-14; 1 Corinthians 3:16; 1 Corinthians 6:19-20; Ephesians 4:30; 5:18).

Mission Statement
That students might know Christ and make Christ known.

Vision Statement
Our mission and vision at CHS is to graduate mature students who live for the glory of God, think biblically, demonstrate Christian character, and develop as servant leaders through a personal relationship with Jesus Christ.

The Christian School at Castle Hills will provide a distinctively Christian education, focused on studies that are rooted in the Word of God. Drawing from a diverse Christian community, the school partners with parents and the church to develop each student’s unique, God-given talents to their highest potential. Caring, committed, and qualified teachers nurture and challenge students to become independent learners through an educational program marked by a Biblically integrated curriculum and extracurricular excellence.
Christian Philosophy of Education

The ultimate goal of The Christian School at Castle Hills is to assist parents in developing young people who know and love Jesus Christ, follow Him in life, and become positive, productive members of the coming generation. This is accomplished by instruction in right thinking, good conduct, and making life decisions in light of the principles of God’s Word.

Education and training of students are based upon a God-centered, traditional Christian approach to education, rather than a man-centered humanistic approach. We believe the Christian traditional system educates the mind and builds character. It encourages competition, hard work, humility, and the value of living under a free enterprise system of government. Our central goals are to

- Train up students to hide the Word of God in their hearts through Bible study, memorization, and application (Psalm 119:11);
- Prepare students mentally by promoting high academic standards, good study skills, and the ability to think critically and view their world from a Christian perspective (1 Timothy 4:12);
- Build character by training students to obey, do right, love God and country, and always measure their attitudes against principles in the Bible “that no one may spoil you through philosophy and deception” (Colossians 2:8);
- Realize that all students are “fearfully and wonderfully made” and that God has a unique plan and destiny for their lives (Psalm 139).

All of these goals work in harmony to train students to become obedient to authority and the voice of God. Thus, when He places a calling upon their lives, they will be both spiritually and academically prepared to answer that call and to ultimately become a useful instrument of the Lord.

- We believe the content of Christian education must be in harmony with Philippians 4:8: “whatsoever things are true, honest, just, pure, lovely, and of good report.” The classroom method should be teacher-directed (Deuteronomy 6:7) with the student acquiring knowledge through studying (2 Timothy 2:15), researching (John 5:39), reasoning (Isaiah 1:18), retelling (Luke 24:27), and recording (3 John 12).
- We believe the Scriptures give us the true view of God and man and their relationship. The Scriptures tell us that God is an orderly personality who created man and the universe, and that He is the Author of the order and reason reflected in His creation. Therefore, the Christian traditional system of education is rooted in teaching objective reality with absolutes, as opposed to subjective relativism. Because of this, all instruction is presented and interpreted in light of the precepts and prophecies of the written Word of God.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

Core Values

Excellence must be intentional rather than accidental. To foster intentional excellence, the CHS Board of Trustees, faculty, and staff are committed to the following nine core values to reach the hearts of children. These core values define the school in terms of its priorities, decisions, and accountability to its staff, parents and students. These core values include:

1) A Heart to Change the World

Christian education that is not mission-centered will never be mission-driven. Ultimately, our goal must be to change our world by changing young lives. Just as God spoke concerning David, we must remember to affirm to our students that “man looks on the outward appearance, but the Lord looketh on the heart” (I Samuel 16:20). Although we may desire to produce successful executives, doctors, pastors, engineers, and business people, our primary goal must always be clearly evident. Our focus is to bring about positive, productive change for the sake of the kingdom of God through the lives of students, alumni, and their families. “Every Eagle student should learn to be a servant leader... Every Eagle student should be inspired to be a warrior for Christ.” These statements are more than slogans. In short, all aspects of school life must exist for the purpose of reaching and changing the world for the glory of Christ.

2) A Heart to Create a Partnership with the Home

Christian schools are special because the institution is an extension of the Christian home. Truthfully, we have the children for almost two-thirds of the day for nearly three-fourths of the year. We know parents in this generation are extremely challenged to successfully raise godly kids. Offering advice, assistance, and encouragement supports the parents. Families live better lives when our actions build a solid bridge supporting their dreams for growing godly young men and women. We empower parents by communicating and operating in a way that shows we are an extension of their authority in their children’s lives. The Latin phrase, in loco parentis, means “in the place of parents.” That is the teacher’s location when standing before the students – we are serving each family in the place that God gave them to educate and prepare their children for life.

3) A Heart to Develop Servant Leadership

Leadership is not defined as a position as much as an influence in life. If we are to produce world changers, our students must learn to lead. Jesus was clear on this, “Leadership is valid only as it serves the interest of others. Self-serving leaders may achieve worldly success – yet they live empty, hollow lives.” It is a central goal of our school to teach principles of leadership, to be an example in modeling that leadership, and to provide specific opportunities to develop leadership skills. We envision every student leaving Castle Hills equipped to lead and serve after graduation.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

4) A Heart to Affirm Value and Worth

Much in educational psychology can be critiqued in light of popular views on building children’s self-esteem. However, the Christian school has a tremendous responsibility to create an atmosphere that affirms the value and worth of each child in Christ. A specific effort should be made to identify, cultivate and document the gifts, abilities, affinities and talents of each student. No matter a child’s ability or disability, his report card average, or even his behavior, a Christian school student should always be valued on the basis of being: (1) a special person who God created in His image; (2) a person that God loves and sent His Son to redeem; and finally, (3) a person for whom God has a wonderful plan. All relationships in the school family should be built around communication that affirms value, worth, and a godly self-image.

5) A Heart to Discipline with Dignity

Blessed is the Christian schoolteacher who has come to see discipline as an opportunity rather than an interruption. Often, students receive more from our correction than our directions. We must believe that every student is providentially placed in our classroom, and that we are his teacher by God’s design and specific plan. We should anticipate those inevitable failures and trouble spots as opportunities to positively shape each student’s life.

Christian school discipline should demonstrate value for the child’s person, while dealing proactively with his behavior. We are firm in discipline, yet still affirming. We must never use shame, guilt, or intimidation as our tools to shape behavior. The dignity of the child is to be preserved in discipline if we ever hope to produce independent, self-disciplined individuals.

6) A Heart to Demonstrate Living Lessons

The greatest lessons being taught on our campus today are communicated through the lifestyle of the faculty. Our actions and reactions show students our true character and values. Teachers’ greatest lessons must be confirmed by the greatest lives. Constantly, we must remind ourselves as teachers that we are “the living curriculum” in the classroom. Administrators must place as much focus on developing the personal lives of the faculty as is placed on developing the curriculum guides and school programs. Teachers are the most effective visual aids of the character we hope to develop in students’ lives. As it is said, real “character is better caught than taught.”

7) A Heart to Pursue Excellence

Whatever goals surface in a given school year, whatever programs make the drawing board, whether they are curricular or co-curricular – all pursuits should be initiated and maintained with no other target than excellence. Many things would be better not done at all than done half-heartedly. When too many areas are approached without passion,
the atmosphere of the school declines toward mediocrity. A school’s leadership must keep the student’s performance, growth and development as well as school programs on a pathway toward excellence. The pursuit of a culture of excellence must define the atmosphere of our school. We must choose our plans and programs wisely, in order “that you may approve things that are excellent.” (Philippians 1:10)

8) A Heart to Value the Soul

The highest goal in a Christian school must be the salvation of our students. Many schools take for granted the spiritual condition of the heart of a child. Simply because a child is growing up in a Christian home and weekly attends an evangelical church, does not remove our responsibility to introduce the Savior to him. Great teachers have a heart for the Great Commission in their classroom relationships. Are our students individually and personally encountered by the staff about their eternity? Imagine the shame in having a child for twelve or thirteen years of life and never having received a personal gospel witness. If we miss any heart issue, let this not be the one.

9) A Heart Committed to Develop a Christian Worldview

We must always keep at the forefront of staff meetings, in-services, and faculty discussions the joy and great value of applying the Word of God to our subjects. Every subject is to be viewed and presented through the lens of Scripture. Teachers should design illustrations, probing questions, testimonies, and group exercises that reveal to students God’s relationship to the subject. This is “where the real action is” in the Christian classroom. Biblical integration and the development of the Christian mind must be: (1) planned in curriculum development, (2) discussed in our priorities, and (3) affirmed in our teacher evaluations.

A Christian worldview is one of the central outcomes we keep ever before us. Our goal must preeminently be for students to discern an invisible kingdom in a visible world. Changed lives are always preceded by changed minds. “For as a man thinks in his heart; so is he.” (Proverbs 23:7)

These are the core values that drive our priorities and define the excellence we provide our students. Through them we are “teaching from a heart to change our world.”

Expected Student Outcomes

The Christian School at Castle Hills exists because of the belief that all Christian parents should have the opportunity to give their child a quality education based on the Word of God. The school views itself as an extension of the Christian home.

CHS teaches its students through a balanced curriculum in the academic, social, physical, and spiritual areas. The curriculum encourages a search for truth and knowledge that rests on the foundation of the written Word of God. Integrating the
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

Bible into all areas of curriculum gives integrity and meaning to all subject areas. The Holy Spirit makes the teacher's instruction meaningful, useful, and practical. The goal of this approach is to produce students who possess a Christian mind and who can stand independently in their generation for the Lord.

The student is encouraged to reach his or her fullest potential in every area of life. The unique nature of each young person calls for us to nurture his or her independent thinking and creative ability under the Lordship of Christ. As a result, the student can become the kind of leader and servant who will carry a commitment to Christ and kingdom principles to the world.

The expected student outcomes of The Christian School at Castle Hills include the following:

1) The student develops a Christian view of the world from a Biblical perspective by
   - Acknowledging the existence of the God of creation and revelation.
   - Recognizing the purpose of all God’s creation is to glorify Him.
   - Accepting Jesus Christ as revealed in Scripture as the mediator between God and man, the source of all wisdom and knowledge, the Creator, the Architect, and the Sustainer of all things; and personally accepting Jesus as both Savior and Lord, and maturing in the Word of God.
   - Accepting the Bible as the revealed Word of God, the ultimate authority for truth and the only reliable moral standard.
   - Acknowledging the indwelling of the Holy Spirit that teaches and guides the believer to all truth.
   - Evaluating his or her knowledge in the light of Scriptural truth.
   - Understanding and having an awareness of the world of ideas and events which are influencing our contemporary culture in order to participate knowledgeably in our society.
   - Supporting the ministry and work of Christ’s church.
   - Understanding how God has worked with man in all of world history.

   "Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ" (Colossians 2:8).

2) The student develops in spiritual growth and Christian character by
   - Accepting the Bible as infallible, authoritative, and inerrant.
   - Submitting to Christ as Savior and Lord with a commitment to follow Him.
   - Understanding the role of the New Testament church in today’s world.
   - Accepting principles of Christian morality as a standard for making choices and decisions in life.
   - Demonstrating strength and courage to stand for Biblical convictions about life issues.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

- Developing a servant's heart and a willingness to minister to others.
- Acknowledging God as the provider of all material resources and accepting Biblical principles of stewardship.
- Showing initiative and perseverance in the completion of tasks.
- Demonstrating honesty with himself or herself and in relationships with peers and authorities; showing an acceptance of the values of Christian integrity.
- Demonstrating a positive self-discipline in relationships with others.

"But seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you" (Matthew 6:33).

3) The student develops proficiency and masters skill in academic disciplines by

- Demonstrating intellectual curiosity and an eagerness for lifelong learning.
- Demonstrating basic reading skills and exercising effective oral and written communication at appropriate levels of performance.
- Demonstrating skills in critical and evaluative thinking.
- Demonstrating skills in basic mathematic operations and problem-solving strategies; applying mathematical and scientific principles to everyday living and life goals.
- Acquiring effective research skills and use of the scientific method.
- Displaying knowledge of the American system of government at local, state, and national levels, and understanding the importance of involvement in the American system of government.
- Recognizing the contributions of literature, art, and music in our society from a Christian perspective.
- Demonstrating an awareness of Christian contributions to the American way of life.

"Wisdom is the principal thing; therefore get wisdom and with all thy getting get understanding. Exalt her, and she shall promote thee; she shall bring thee to honor when thou dost embrace her. She shall give to thine head an ornament of grace, a crown of glory shall she deliver to thee" (Proverbs 4:7).

4) The student develops competency for positive social relations and a godly self-image by

- Appreciating the family as a God-ordained institution where Biblical roles are to be fulfilled and supporting traditional family values including love, respect, and obedience to parents.
- Developing a balanced personality based on a proper understanding and acceptance of himself or herself as God created him/her.
- Showing a positive respect for self and an awareness of his or her identity as to who he or she is in Jesus Christ.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

- Demonstrating a Christian attitude in relationships with others, including conflict resolution according to Matthew 18:15-17 principles.
- Presenting a positive attitude toward others and exhibiting self-confidence.
- Learning to respond proactively rather than reactively to life situations.
- Demonstrating a healthy attitude and appropriate adjustment toward mistakes and failure as well as success and achievement.
- Committing to principles of moral purity, abstinence before the life-long commitment of marriage, and a Biblical basis for establishing relationships.
- Demonstrating an understanding of the basic principles of physical fitness and health and of the body as the temple of the Holy Spirit.
- Maintaining good nutritional habits, good grooming, and personal hygiene.
- Developing godly priorities in time management and the wholesome use of leisure time.

"And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength, this is the first commandment; and the second is like unto it thou shalt love thy neighbor as thyself. There is no other commandment greater than these" (Mark 12:30-31).

5) The student develops a responsibility for citizenship by

- Showing respect for the rights, feelings, opinions, and properties of others.
- Abiding by decisions of those in positions of authority.
- Exhibiting loyalty to the American form of government with an attitude of patriotism.
- Understanding the present world by knowing the history of the past and how God has moved in and through history.
- Developing an appreciation for the Christian heritage of America.
- Adopting the principles of citizenship and responsibility.
- Demonstrating a willingness to accept the need for change in the American way of life and to return to God as a nation.

"If My people, which are called by My name, shall humble themselves and pray, and seek My face and turn from their wicked ways; then will I hear from Heaven and will forgive their sin and will heal their land" (2 Chronicles 7:14).

ADMISSION REQUIREMENTS AND PROCEDURES

Non-discriminatory Policy

The Christian School at Castle Hills admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

Inclusion Policy

The Christian School at Castle Hills is committed to provide developmentally appropriate curriculum and experiences designed to meet each student’s academic and physical needs. CHS reserves the right to deny admission to any student whose academic or physical needs exceed the resources available through the school’s general education or SOAR (Students Overcoming Academic Restrictions) program. The faculty at CHS, assisted by the SOAR program, will make every attempt to support the student through the accommodations and modifications necessary to meet the needs of the individual student.

Admissions Policy

The Christian School at Castle Hills is a religious institution providing an education in a distinct Christian environment, and it believes that its biblical role is to work in partnership with the home to mold students to be Christ-like. On any occasion in which the values, conversation, or conduct within a particular home is counter to or in opposition to the biblical lifestyle the school teaches, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. This includes, but is not necessarily limited to, living in, condoning, or supporting any form of sexual immorality; living together prior to or outside of a Biblical marriage; practicing a homosexual lifestyle or an alternative gender identity; promoting such practices; or otherwise having the inability to support the moral principles of the school (Leviticus 20:13a; Romans 1:24-32; Matthew 19:4-6; Romans 12:1-2; 1 Corinthians 6:9-20; Ephesians 4:1-11; 5:3-5; 1 Thessalonians 4:3-8; 1 Timothy 4:12; 2 Timothy 2:19-22; 1 Peter 1:15-16; 1 John 3:1-3).

Standards are set by the school administration with the approval of the CHS Board of Trustees. Admission relies on the following guidelines:

1) Applicants must complete an Admission Assessment to determine student readiness for the appropriate grade level. The administration uses the assessment scores to finalize decisions regarding acceptance and grade placement for each student.
2) The family (student and custodial parents/guardians) must interview with both the superintendent and area principal.
3) Academic ability based upon report cards, achievement test results, and the Admission Assessment will be evaluated during this interview.
4) Parents must be in agreement with the school in terms of the CHS Parent Commitment and the Parent Service Policy, and must sign all the required admission forms. In accordance with the school’s mission to partner with parents in their children’s education, parents are asked to adhere to the spirit and letter of all policies and guidelines established by the school in order that it may provide a quality Christian education.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

5) At least one parent (with whom the child resides) must have a profession of faith in Jesus Christ as Savior and Lord.

6) Parents follow the Biblical guidelines of marriage as outlined in the opening paragraph of the Admissions Policy.

7) The applicant and families must acknowledge agreement with the CHS statement of Faith. Applicants must affirm and support the Bible teaching and spiritual priority of the school as it seeks to reach students for Christ and disciple them to become fully devoted followers of Jesus.

8) Students in grades 5-12 must sign the Student Honor Code. Students above fifth grade are not usually admitted if they are resistant to or do not support a move to CHS.

9) Students must be in good standing with the school they have attended before being considered for admission. Students under suspension or expulsion from another school are not eligible to enroll at CHS. The desire of CHS is that such students in question return to their former school and place themselves under the proper authority of the school. The student may then apply to CHS after one year when their behavior and/or academic deficiencies are corrected.

Entrance will be based upon the school’s ability to meet the needs of the individual students.

- Students with failing grades, very poor grades, low assessment testing, or who are more than one year behind grade level may be admitted on a very limited basis as determined by the administration and admissions office.
- Students who are more than one year behind grade level are typically not accepted for admission based on our inability to meet the students’ needs.

All new students will be placed in an automatic nine-week probationary period.

Enrollees must be at least the age listed, on or before September 1 of the enrolling year:

a. Preschool: 2 years old
b. Pre-K 3: 3 years old
c. Pre-K 4: 4 years old
d. Kindergarten: 5 years old
e. First grade: 6 years old OR must have successfully completed an approved kindergarten program from an accredited school.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

Steps to Admission

1) **Complete the Admissions Application** and submit to the Admissions Office with all required supporting documents and fees.
   - Complete the Admissions Application and return to the admissions office.
   - Include copies of state/city-issued Birth Certificate, immunization records, most recent report card, previous year's completed report card, transcript, and, if applicable, achievement test scores (i.e., TAKS, Stanford Achievement), recommendation forms, and/or any special testing for learning difficulties, etc.
   - Submit the required Application and Academic Assessment Fee as stated in the Admissions Application.

2) **Schedule Academic Assessment**
   - An Academic Assessment will be scheduled once a completed application and the assessment fee have been received by the admissions office.

3) **Interview with the School Principal**
   - After receipt of the assessment testing and recommendation forms from both a teacher and a pastor/spiritual leader, a **Family Interview** will be scheduled with an administrator(s). The student and all custodial parent(s)/guardian(s) are requested to attend.

4) **Notification of Admission**
   - Notification of applicant’s acceptance will be made in a timely manner to the parents by either a phone call, formal letter, or both.

Enrollment

Open enrollment officially begins mid-February for the following school year. The exact date is determined annually by the administration. Completion of the admissions process, approval of the administration and payment of the registration fee will reserve a space in the appropriate grade level.

Reenrollment for students currently attending the school usually begins mid-January for the following school year. The exact date is determined annually by the administration. Current students have preference over new students concerning class vacancies until “open enrollment” commences.

After the start of “open enrollment,” all students are accepted on a first-come, first-served basis. Submission of the reenrollment forms and financial payment of the
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

registration fee indicates a parent’s intention of enrolling his or her student(s) and thereby reserves a space in the appropriate grade level. The administration may allow payment of the registration fee in the form of an initial deposit and subsequent payments due no later than June 10th. The school makes hiring decisions, textbook orders and other decisions based on the number of registration fees submitted. Therefore, once a registration deposit is paid the entire registration fee becomes payable and nonrefundable.

When classes fill, the administration may develop a waiting pool for families who have completed the admissions/enrollment process. The Admissions Committee will select students from the pool who best meet the admission criteria and whose families demonstrate philosophical agreement with the school policies and the educational program.

Classroom Placement of Students

It is the responsibility of the principals and preschool director to prayerfully arrange the class rosters and course assignments each year. Though most schools do not open themselves to advice or requests from parents on classroom placement, the input of a parent in regard to a special need placement (or roster arrangement) could be considered when given in advance (e.g., conflict with children who have not displayed good behavior, a new child being placed with a special friend, etc.). It should be clear, however, that because decisions regarding arranging course assignments or class rosters involve many factors, the final decision is left to the administration.

Church Attendance

The Christian school should never be considered a replacement for the local church in a Christian family. All students and at least one parent/legal guardian should assume their God-given responsibility to attend an evangelical, Bible-believing church of their choice on a weekly basis. Secondary students should be actively involved in the youth ministry of their church.

Classroom Sizes

The Christian School at Castle Hills uses as a guideline the following classroom sizes:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K 3-year-old</td>
<td>12 students</td>
</tr>
<tr>
<td>Pre-K 4-year-old</td>
<td>16 students</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>16 students</td>
</tr>
<tr>
<td>Elementary</td>
<td>22 students</td>
</tr>
<tr>
<td>Intermediate</td>
<td>22 students</td>
</tr>
<tr>
<td>Secondary</td>
<td>26 students</td>
</tr>
</tbody>
</table>
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

Administrative Exceptions to Classroom Size Policy:
In some classes, the limit may be exceeded in which case an additional teacher or aide may be added to the class. Exceptions can be made on a limited basis based on recommendation or approval of the superintendent and/or Board of Trustees. The exception to the policy would remain in effect for the remainder of the school year.

Accreditation and Voluntary Compliance
The Christian School at Castle Hills recognizes that accreditation is an important component to ensuring a quality educational program. Therefore, the Board of Trustees is committed to maintaining accreditation with the Association of Christian Schools International (ACSI) in grades Preschool - 12. The Board of Trustees expects the superintendent to ensure all the standards of accreditation are met and remain in compliance. Additionally, the Early Education program voluntarily complies with the State of Texas licensing requirements.

MEDICAL POLICIES

Health Records
In order to remain in compliance with the Texas Department of Health, student health and immunization records must be current in order for students to remain enrolled. If there is a medical reason for non-immunization, a doctor’s statement must remain on file. If, for religious reasons, a student is not immunized, a notarized affidavit from the parent must be filed with the school.

Illness
Children should be kept at home when they show any of the following symptoms: fever, earache, inflamed eyes, upset stomach, vomiting, diarrhea, rash, chicken pox, impetigo, lice, etc. No child with any of these symptoms can be admitted to classes. Any child experiencing fever or diarrhea should not return to class until free from symptoms for 24 hours. Any child recovering from a serious communicable disease shall be readmitted only with a certificate of release from the child’s physician or health clinic. If a physician has not been consulted, the child may not return to school until the time period has elapsed as recommended by the Texas State Health Department.

When a child becomes ill or injured while at school, he or she will be separated from other students under staff supervision until arrangements can be made for prompt pick up. The school will provide simple first aid, but cannot administer any non-prescription medication. A completed Emergency Medical Consent card will remain on file at all times.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

Medical/Accident Insurance

Medical requirements for injuries will be the responsibility of each parent or guardian. The school has student accident insurance that covers after the primary insurance pays.

Medication

Prescription medication and special medical procedures will be administered to a child only with a dated and signed request from a licensed physician and/or parent. Such requests should contain the following information: child’s name, name of medication, time and dosage to be given. All medication should be kept in its original container bearing the pharmacy label with prescription number, date filled, physician’s name, directions for use, and child’s name. All medications must be brought to the nurse’s office before class begins and will remain in the office until the end of the day. (Exception: respirators and inhalers for treatment of asthma may be kept in the elementary office or with the student for secondary grades.) In cases of sudden acute illness or serious injury, emergency care shall be obtained and the parents notified as soon as possible.

Screenings

Visual and auditory screening tests are given annually to all new students and to those in the grades required by the Texas Department of Health (TDH). Scoliosis tests are given to the students in the grade levels required by the TDH. Any difficulties or irregularities detected will be noted to the parent in writing.

Universal Precautions and Procedures

Teachers and staff are required to follow directions concerning the proper procedures for universal precautions and procedures as prescribed by the Occupational Safety and Health Administration (OSHA). A copy of those universal precautions and procedures are available to be viewed in the School Office.

BIBLICAL RESPONSE TO CONFLICT

As people reconciled to God by the death and resurrection of Jesus Christ, we believe that we are called to respond to conflict in a way that is remarkably different from the way the world deals with conflict. We also believe that conflict provides opportunities to glorify God, serve other people, and grow to be like Christ. Therefore, in response to God’s love and in reliance on His grace, we expect those associated with The Christian School at Castle Hills to respond to conflict using the Matthew 18 Principle as interpreted by Dr. Paul Kienel for ACSI:

“Due to our human nature, we may at times irritate others, resulting in misunderstandings or strong disagreements. In Matthew 18:15-17, KJV, Jesus gives
His formula for solving person-to-person problems. I call it “the Matthew 18 principle” for solving school problems. The following are the words of Jesus:

Moreover, if thy brother shall trespass against thee, go and tell him his fault between thee and him alone; if he shall hear thee, thou hast gained thy brother. But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established. And if he shall neglect to hear them, tell it unto the church; but if he neglects to hear the church, let him be unto thee as an heathen man and a tax collector.

There are several clear principles that Jesus taught in solving people-to-people problems:

One: Keep the matter confidential. The very pattern of sharing the problem only with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign others with their words. “An hypocrite with his mouth destroyeth his neighbor; but through knowledge shall the just be delivered” (Proverbs 11:9, KJV).

Two: Keep the circle small. “If thy brother shall trespass against thee, go and tell him his fault between thee and him alone….” The first step and most often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face-to-face dialogue. Most problems are solved at the two-people level.

Three: Be straightforward. “Tell him his fault.” Jesus tells us to be forthright and to love honestly. Sometimes it is difficult to be straightforward and tell someone the very heart of the matter. But restoration and improvement can only come when the issues are lovingly, yet clearly, presented. The Scripture says, “Faithful are the wounds of an friend . . . .” (Proverbs 27:6, KJV).

Four: Be forgiving. “If he shall hear thee, thou has gained thy brother.” This implies that once the matter is resolved, we should wholeheartedly forgive and restore the person whose fault has offended us. Galatians 6:1, KJV, reads “If a man be overtaken in a fault, ye who are spiritual restore such an one in the spirit of meekness, considering thyself, lest thou also be tempted.”

As I mentioned earlier, most school problems are resolved at the two-people level. Forgiveness and restoration is the normal happy conclusion. But what is the Matthew 18 principle if the individual will not “hear” you, or openly disagrees with your version of the problem? Let’s say you are a parent of a student in a Christian school. You are unhappy with a teacher because you believe your child is being treated unfairly in the classroom. The two of you have met and talked together and you are not satisfied with the outcome of your discussion. What is the next step in the Matthew 18 principle?
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

Five: The parent and teacher should agree to share the matter with the school principal. At this stage the counsel of Jesus would be “Take with thee one or two more, that in the mouth of two or three witnesses every word may be established.” Both parent and teacher should rehearse their version of the issue or issues with the school’s administration. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord’s will in the matter and also willing to submit to reproof and correction if needed. Those of us who bear the name of Christ should joyfully conform to the will of Christ. An open and honest discussion among people who are sensitive to godly principles will most often reach an amiable solution.

I estimate that 80% of school problems are solved at the two-people level. Another 18% of school problems are solved at the three- and four-people level which includes the school’s administration. This leaves 2% to be resolved at the level of the school board. The board represents the church or church community. Let’s say a problem now exists and is not solvable by the normal channels of communication and established school policy. What is the next step in the Matthew 18 principle?

Six: The school principal should explain the problem to the chairman of the school board. The chairman will decide how the matter should be presented to the board. Depending on the complexity of the problem, it may be appropriate for the board chairman to request that all persons involved be present at a school board meeting. The goal of such a high-level meeting is 1) a clear understanding of the problem; 2) solving the problem; 3) reproof and correction if necessary; and 4) forgiveness and wholehearted restoration of those who have made amends.

In summary, the Matthew 18 principle requires that parents talk to teachers about student problems before they talk to administrators. If unresolved at the two-people level, the matter is prayerfully and in an orderly fashion moved upward in the school organizational structure. This is the Lord’s way of solving people-to-people problems.

A Christian school is a ministry in Christ’s name. Everything that is done in the context of the school must be done Christ’s way. The world’s methods of solving school problems are inappropriate. The idea of suing the school or persons in the school is a secular idea that has no place in the Lord’s work. The Bible is clear on this. “Dare any of you, having a matter against another, go to law before the unjust, and not before the saints?” (1 Corinthians 6:1, KJV).

Satan would like to destroy the normal flow of harmony and good fellowship in Christian school education. That is not possible if all of us follow the Matthew 18 principle of solving school problems.”

SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

CHILD ABUSE AND NEGLECT PREVENTION

Because child abuse and neglect are both a violation of children's human rights and an obstacle to their educational development, the Board of Trustees directs that staff shall be alert for any evidence of such abuse or neglect. For purposes of this policy, "child abuse or neglect" shall mean the following:

• malicious harassment
• child molestation
• sexual misconduct with a minor
• rape of a child
• patronizing a juvenile prostitute
• child abandonment
• promoting pornography
• selling or distributing erotic material to a minor
• custodial assault
• violation of child abuse restraining order, or
• any of these crimes as they may be renamed in the future by a person under circumstances which indicated that the child’s health, welfare, and safety is harmed

From time to time, The Christian School at Castle Hills will provide educational programs for parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. All staff will be required to participate in annual trainings in which they will be taught how to recognize abuse and also learn the laws that govern reporting child neglect and abuse suspicions. Staff members are legally responsible for reporting all suspected cases of child abuse and neglect to the appropriate authorities within 48 hours of a concern. For this reason, under state law, staff members are free from liability for reporting instances of abuse or neglect and are criminally liable for failure to do so.

Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as appropriate under the circumstances.

ASBESTOS STATEMENT

Since October of 1988, The Christian School at Castle Hills has been required by federal law to have available official records concerning the Asbestos Hazard Emergency Response Act (AHERA). These records contain specific information concerning asbestos used in the construction of the Hope, Faith, and Love buildings. These asbestos materials are inspected regularly and have been found to be in safe order. For questions concerning AHERA, parents may ask to be directed to the Church's licensed Asbestos Operations Maintenance Supervisor.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

SEXUAL HARASSMENT

CHS will not tolerate verbal or physical conduct by or against any employee or student that harasses, disrupts, or interferes with another’s work or academic performance or that creates an intimidating, offensive, or hostile environment. While all forms of harassment are prohibited, CHS emphasizes that sexual harassment is specifically prohibited.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. No employee or student shall threaten or insinuate, either explicitly or implicitly, that another employee’s or student’s refusal to submit to sexual advances will adversely affect that person’s employment, academic or work performance, wages, advancement, evaluation, assigned duties, or any other condition of employment or academic development. Similarly, no employee shall promise, imply, or grant any preferential treatment to another employee or student for engaging in sexual conduct.

Any employee or student who thinks that he or she is a victim of harassment, including but not limited to any of the conduct listed previously, by any administrator, teacher, student, or any other person in connection with employment at CHS, should immediately bring the matter to the attention of his or her supervisor (that being the elementary or secondary principal or the school superintendent). In the event that the allegation involves either a principal or the superintendent, the employee should report the matter to a member of the Board of Trustees. CHS will promptly investigate all allegations of harassment as discreetly and confidentially as possible, and appropriate corrective action will be taken if warranted. No person will be adversely affected in employment or academic standing with CHS as a result of a complaint of harassment.

After an investigation, an employee or student determined to have engaged in harassment in violation of this policy will be subject to appropriate disciplinary action up to and including termination of employment or expulsion.

CRISIS MANAGEMENT POLICY

The Christian School at Castle Hills recognizes that schools are subject to a number of potentially disruptive events which may include major crises. Although there is no guarantee that a school will ever be completely safe from crime, The Christian School at Castle Hills will take the following security measures to lessen the chances of violence occurring on school grounds:

1) The administration will acquire crime-resistance awareness and take responsibility in working with the Board of Trustees to implement site security programs.

2) The administration will be aware of the various community agencies and the resources available during a crisis.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

3) A school communications network will be established that links classrooms with the office staff as well as with local law enforcement and fire departments.

4) All school faculty and staff will carry two-way radios and/or cell phones for communication during the day.

5) School staff will be informed and regularly updated on safety plans through in-service training. The training will include the teachers and part-time employees, and may include substitute teachers, parents and community volunteers.

6) Visitors, including parents and alumni, shall check in at the office.

7) Students will be taught to take responsibility for their own safety by reporting suspicious individuals or unusual activity on school grounds and by learning personal safety and conflict-resolution techniques.

To protect against intrusion, The Christian School at Castle Hills maintains and implements a crisis management plan so that each staff member and student knows what to do in an emergency.

TRANSPORTATION POLICIES

Fifteen-Passenger Vans

The Christian School at Castle Hills does not normally utilize standard fifteen (15) passenger vans in transporting students.

Rentals

CHS may rent additional vehicles to meet its transportation needs. Such vehicles shall be of the kind and type that promote the safe transportation to the desired location and return of all CHS students, coaches, staff members, parents, and sponsors. Rental of any standard fifteen (15) passenger van or any vehicle with side-facing seats is prohibited. A driver of any rented vehicle must be at least 25 years old. The maximum speed of the vehicle on the interstate or highway (i.e., anywhere but in town) is dependent upon the road conditions at the time but is not to exceed the posted speed limit.

Traditional School Bus and Shuttles

CHS may utilize yellow school buses and shuttles in meeting its transportation needs. However, the use and operation of any yellow bus shall be subject to the following criteria, which shall be strictly enforced. Any yellow bus shall be driven and maintained in accordance with the federal regulations governing the use of yellow school buses. No one shall be allowed to drive a yellow bus without first obtaining the proper CDL driver’s license and submitting to drug testing. Maintenance records of all work performed on any yellow bus shall be kept in accordance with federal regulations. As in the case with vans, the maximum speed of any yellow bus on the interstate or highway (i.e., anywhere but in town) is dependent upon the road conditions at the time, but is not to exceed the posted speed limit, or the legal speed limit for buses, whichever is lower.
SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

Vehicles Belonging to Volunteer Drivers

CHS may utilize vehicles belonging to volunteer drivers in meeting its transportation needs. However, the use and operation of such vehicles shall be subject to the following criteria, which shall be strictly enforced. It is intended that the definition of volunteer vehicle means a vehicle owned, operated and insured by a CHS staff member or the parent or grandparent of a CHS student. Proof that the volunteer vehicle is currently insured at, or above, levels required by the State of Texas and a cleared criminal background check and a driver background check must be on file with the CHS administrative offices before any CHS students and staff members are permitted to travel in the volunteer vehicle. The maximum number of CHS students, coaches, and staff members permitted to ride in the volunteer vehicle is limited to the number of properly operating seat belts in the volunteer vehicle including the driver.

CHS shall maintain a list of approved volunteer drivers with the date their insurance policy expires. A current copy of such a list shall be kept at all times in the possession of the CHS coach or staff member responsible for the trip. Students are not permitted to travel with anyone who is not on the approved volunteer driver list and is not currently insured. All students must have two forms signed, the Medical and Field Trip Release form and the Field Trip Parent Permission form, before they are allowed to ride with an approved volunteer driver. Drivers are responsible for updating the expiration date on the CHS records when their policy renews. If they fail to bring in new proof of insurance meeting the standards mentioned above, their name will automatically be deleted from the list of approved drivers. No one convicted of driving under the influence, driving while intoxicated or convicted of a sex offense will be permitted to transport CHS students, coaches, or staff members on CHS-sponsored activities.

Just like vehicles owned or rented by CHS, it is expected that all volunteer vehicles will be operated in the safest manner possible to insure the absolute safety of all CHS students, coaches, and staff members. As with school-owned or rented vehicles, the maximum speed of all volunteer vehicles transporting CHS students, coaches, and staff members on CHS-sponsored activities on the interstate or highway (i.e., anywhere but in town) is dependent upon the road conditions at the time but is not to exceed the posted speed limit. Any driver violating this policy will be removed from the approved volunteer driver list.
SECTION 2 - EDUCATIONAL POLICIES AND PROCEDURES

GENERAL INFORMATION/POLICIES

School Hours

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten and Elementary:</td>
<td>8:05 am – 3:05 pm</td>
</tr>
<tr>
<td>Intermediate:</td>
<td>7:55 am – 3:25 pm</td>
</tr>
<tr>
<td>Secondary:</td>
<td>8:10 am – 3:40 pm</td>
</tr>
</tbody>
</table>

Early Dismissal

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten and Elementary Early Dismissal:</td>
<td>11:55 am – 12:15 pm</td>
</tr>
<tr>
<td>Intermediate Early Dismissal:</td>
<td>12:20 pm – 12:30 pm</td>
</tr>
<tr>
<td>Secondary Early Dismissal:</td>
<td>12:35 pm – 12:50 pm</td>
</tr>
</tbody>
</table>

Parents who are unable to pick students up on early dismissal days should plan ahead and make other pick-up arrangements or make arrangements for daycare. Parents should not assume that space is always available in the daycare for last minute drop-ins.

Arrival and Departure Information

Afternoon Pick-Up

Only persons whose names are on the pick-up list as having permission from the parent or legal guardian are allowed to pick up students. Members of the carpool the student rides in may pick up the student. When a student is going home with a friend or being picked up by someone else, the parent should communicate the change of pick up in writing to the classroom teacher or call the office to give verbal notification of the change of pick up. Parents who wish to walk in and pick up students at the end of the day must wait in the first-floor foyer. Parking on a red curb to walk in and pick-up a student is prohibited.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>K – 4th grade pick-up:</td>
<td>3:05 pm – 3:20 pm</td>
</tr>
<tr>
<td>Intermediate pick-up:</td>
<td>3:25 pm – 3:35 pm</td>
</tr>
</tbody>
</table>

Parents who wish to drive through the moving carline will pick students up in the designated area. Students will be loaded into cars by duty teachers and student patrols. Parents should not get out of their vehicles while in the moving car line.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Secondary dismissal:</td>
<td>3:40 pm – 3:55 pm</td>
</tr>
</tbody>
</table>

Students must be picked up no later than 3:55 pm
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Early Pick-up
Students picked up any time prior to afternoon dismissal time must be picked up in the office. No student is allowed to wait outside unsupervised for pick-up except at regular dismissal time while under teacher supervision. Please DO NOT pick up a student directly from the classroom. The secretary will call the student out of the classroom to meet parent in the office.

Arrivals before 7:30 am
Students should be dropped off no earlier than 7:30 am in the morning in the designated area. Any students in grades K – 6 arriving before 7:30 am are required to attend daycare. Morning daycare begins at 7:00 am. Please contact the Daycare Office at 210-878-1070 for the current fee, schedule and registration information.

Late Pick-Up
Students in K-6 who are not picked up from school on time will be taken to daycare if they are registered. Students not registered in daycare will be checked into the School Office to wait for their parent.

Students in grades K-4 not picked up by 3:25 pm (or 12:15 pm on early dismissal days) who have not made daycare reservations will be taken to the School Office. Students in grades 5-6 who are not picked up by 3:35 pm (or 12:30 pm on early dismissal days) will be taken to the School Office if parents have not made daycare reservations. Each student who has not been picked up is assessed a late fee of $5.00 for each half hour (or part thereof).

The office is not staffed nor equipped to care for children after school. Parents should make every effort to pick up their children on time.

Students in grades 7-12 not picked up by 3:55 pm will go to a designated area. Middle school and high school students will gather in separate areas. High school students will remain in the first floor Victory foyer. Middle school students will report to a designated classroom for after school care.

Students may not go off campus and come back unless they are with their parent or guardian. Students are not allowed to go to the gyms, library, or any other area unless they have written permission from the office and have an adult chaperone.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Morning Drop-Off

Parents who wish to drive through and drop off K – 6th grade students should follow the traffic flow diagram to the designated drop off area. Students in grades 7 – 12 can be dropped off in front of the Victory building as shown in the traffic flow diagram.

Kindergarten – 4th grade students arriving between 7:30 am and 7:50 am should go to the lunchroom. Students arriving after 7:50 am should proceed to their classrooms.

Intermediate (5th – 6th) students arriving between 7:30 am and 7:45 am should go to the lunchroom. Students arriving after 7:45 am should proceed to their classrooms.

Secondary students arriving between 7:30 am and 7:55 am should go to the area designated by the administration. Secondary duty teachers will release the students by 7:55 am to go to the lockers/classrooms. Students arriving after 8:10 am or at any other time during the day must report to the school office before going to their class.

Loading and Unloading Procedures

No teacher is on duty before 7:30 am or after 3:55 pm. Teachers attend prayer time in the morning, which leaves hallways and classrooms unattended until 7:45 am. Therefore, students are not allowed in the elementary hallways/classrooms until 7:50 am. Intermediate hallways/classrooms until 7:45 each morning, and Secondary hallways/classrooms until 7:55 am. Teacher preparation time in the mornings is vital for a successful school day. We ask that parents not go to classrooms in the morning unless it is an emergency or they are doing volunteer work. This allows the day to start with fewer interruptions.

Automobile and Parking Policy for Students and Parents

Students who have a valid Texas driver’s license may drive their own car to and from school under the following conditions:

Cell phone use by drivers is prohibited while in a moving vehicle in the parking lot. Parents give written consent and assume full legal responsibility. Written proof of driver’s license and liability insurance must be provided, and a Permission to Drive form completed. A student may ride to and from school with another student when written permission is obtained in advance from parents of all students concerned.

Parking lot rules for students and parents:

A speed limit of 5 mph is enforced.
Drivers may not park in the handicapped parking places without a permit.
Drivers may not park in reserved/designated parking places.
Drivers may not leave vehicles unattended on a red curb at any time.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Drivers are expected to drive in a careful, cautious, and courteous manner at all times while on or near the campus. Failure to do so by student drivers may result in loss of driving privileges to and from school. Students will park in designated areas, or they may lose parking privileges. No students are allowed in the parking lot during school hours without a pass. Once a student arrives on campus, he/she is to remain until dismissal. Students may not eat lunch or loiter in the parking lot. Students will wait on the sidewalk to be picked up.

Child Safety Seats and Backseat Passengers
Texas law states that any child under 8 years of age or under 4’9” tall needs to be fastened into a safety seat. In addition, Texas law now requires that all backseat passengers be secured in a seat belt. Parents are strongly encouraged to abide by these Texas safety laws when picking their students up from school each day.

Flower and Balloon Deliveries
Flowers, balloons, and other items delivered commercially to a student must be delivered to the office. Students are called down to the office at the end of the day. These items are not allowed in the classroom or lockers.

Holidays
Parents and students will be provided with a school calendar at Parent Orientation. It provides a complete schedule of school holidays and early release days for the entire year. The calendar is subject to revision during the year; a monthly schedule of events is published on the website and school newsletter at the beginning of each month to include any revisions.

Inclement Weather
In times of emergency or inclement weather, parents are notified of school closing or other emergency measures. Generally speaking, CHS will follow the North East Independent School District (NEISD) in determining school closures. In the event of a school closure, the school administration will alert parents through a RenWeb text alert. A recorded message will be provided if parents wish to call the school office. When the school closes or delays opening, the Daycare will also close or delay opening.

Lockers
Students in grades 5-12 are assigned a locker in which to keep their school supplies and books. Lockers are the property of the school and may be accessed by the administration at any time and for any reason. Locker checks may be done at the discretion of the administration. The school is not responsible for any lost, stolen or damaged goods belonging to the student.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Locker Guidelines

Students with lockers that are jammed or holding any food except what is to be eaten at lunch are subject to disciplinary action.

Students are not to switch lockers with another student. Students who violate this rule will be subject to disciplinary measures.

Lockers must be kept clean inside and out.

Stickers are not allowed on any part of the lockers.

Students must not place anything on the lockers that they cannot easily remove without affecting the surface.

Students should not decorate the outside of the locker in any way except when approved in writing by school administration.

Writing or painting on any part of the lockers is not allowed.

It is unwise to leave valuable items in a locker.

Students should not enter any other student’s locker without permission.

Students are responsible to pay for any locker damage resulting from a violation of locker rules.

A violation of the above rules can result in a suspension.

Lost and Found

Unidentified items will be placed in a lost and found area in or near the secondary and elementary offices. Any material (books, shoes, purses, clothes, etc.) that is left out overnight is turned into the lost and found. Articles with names are returned to students. If unclaimed, these items will be set out in the main hall at designated times throughout the year. After that, items will be sent to a local charity on the fifth day of the following month. Students’ names should be written in permanent marker on all personal belongings.

Lunch Program

A hot lunch program is available for all students in grades K – 12. Information is sent home at the beginning of the year with details for pricing, ordering, etc. In addition, information is available via RenWeb for parents.

Microwaves are available in the lunchroom for use by students in 3rd-12th grade

Fundraiser pizza and drink lunches may be sold one day a week by the junior and senior classes. The senior class operates a snack shack daily for grades 7-12 and on pizza days for grades 5-6. Cash must be used for snack shack purchases. Additional fundraiser lunches, announced in advance, are also on a cash only basis.
SECTION 2 - EDUCATIONAL POLICIES AND PROCEDURES

Pictures and Yearbook

Individual pictures will be taken in the fall of each year; class and group pictures will be in the spring. Check the school calendar for the dates for each grade. The school yearbook is published each year and distributed in the fall of the following school year. Every student receives a yearbook as part of his or her registration fee.

Request for School Documents

Any request for a school document (academic, disciplinary, or records) must be presented in writing to the School Office. The parent will be notified when the document is available for pick up.

Transcripts, report cards or other school records and documents are not issued when any tuition, fees, fines, or other financial obligations are owed to the school.

Snack Machines and Drink Machines

Secondary students may use the vending machines during lunch times, and all students may use them after school. Students may not bring snack or concession items into classrooms to eat.

Use of Facilities

Any activity requiring use of any school facility must be approved through the School Office. School personnel have no authority to give any group permission to use the facility after school hours.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

ACADEMICS

Instructional Program

Course Requirements for Graduation/Graduation Plans

All the requirements specified below reflect the requirements for graduation from The Christian School at Castle Hills. Every student is encouraged to take as many courses as he or she can and to achieve his or her maximum potential for God's glory.

College Preparatory Diploma – Recommended Graduation Program:

To graduate from The Christian School at Castle Hills, students must meet the State of Texas High School Foundation Plan with an endorsement, successfully complete 27 credits, and have earned a grade of 70 or above in each class for the year.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Department</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Bible</td>
<td>Bible 9, Bible 10, Bible 11, Bible 12 (required each year in attendance at CHS)</td>
</tr>
<tr>
<td>4</td>
<td>English</td>
<td>English 9, English 10, English 11 AP, English 12 AP</td>
</tr>
<tr>
<td>½</td>
<td>Speech</td>
<td>Speech Communication</td>
</tr>
<tr>
<td>½</td>
<td>College Prep</td>
<td>College Preparation including SAT, ACT, Scholarships and College Applications Prep</td>
</tr>
<tr>
<td>3 ½</td>
<td>Social Studies</td>
<td>Geography, World History, American History AP, Government (½ credit)</td>
</tr>
<tr>
<td>½</td>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
<td>Algebra I, Algebra II, Geometry, Trig/Pre-Calculus, AP Calculus AB</td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
<td>Biology, Chemistry, Physics, Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>2</td>
<td>Foreign Language</td>
<td>Spanish I, II, III; American Sign Language I, II</td>
</tr>
<tr>
<td>1</td>
<td>Physical Education</td>
<td>General PE (can be met through sports participation.)</td>
</tr>
<tr>
<td>1</td>
<td>Fine Arts Elective</td>
<td>Art I, Art II, Band, Choir, Theater</td>
</tr>
<tr>
<td>1</td>
<td>Electives</td>
<td>Yearbook, Art I, Art II, Band, Choir, Theater, additional Dual Credit or AP courses</td>
</tr>
<tr>
<td>1</td>
<td>Computer Technology</td>
<td>Advanced Computer</td>
</tr>
<tr>
<td>27</td>
<td>Total Credits Required</td>
<td>27</td>
</tr>
</tbody>
</table>
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

Advanced Placement

Advanced Placement courses are offered in high school.

Students making a yearly average of 85 or above in an Advanced Placement class are awarded AP credit on their HS transcript. Advanced Placement classes are weighted as 1.0 on a 5.0 scale when a student earns an average of 85 or above in a semester (i.e., in a non-AP credit class a 90 is an “A” and an “A” is 4.0; in Advanced Placement, that grade point would be 5.0).

“The AP® Program enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school. AP Exams are given each year in May. A score of 3 or higher on an AP Exam can typically earn students college credit and/or placement into advanced courses in college.

“AP courses are for any student who is academically prepared and motivated to take on college-level courses. AP can set students apart in the college admission process. Students who take AP courses send a signal to colleges that they’re serious about their education and that they’re willing to challenge themselves with rigorous course work. AP courses give students access to rigorous college-level work, but with the support of high school teachers and peers. Students build confidence and learn the essential time management and study skills needed for college and career success. Students have the opportunity to dig deeper into subjects that interest them, develop advanced research and communication skills, and learn to tap their creativity and their problem-solving and analytical skills to address course challenges. AP students learn what will be expected of them in college.

“AP courses require students to do research and reading outside of class, and many students participate in study groups or tutoring sessions to stay on track. It’s important for students to think about the amount of work they’ll have so they can succeed in the courses they choose.”

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Honors Policy

As a means of enriching the educational experience at CHS, certain courses offer an honors class or honors credit by contract for students desiring to be challenged within a specific subject area in grades 9-12. Specific requirements for subject areas will be provided by the teacher during the first two weeks of school.

General Requirements:
An honors student is expected to
1) Exhibit a firm grasp of the English language.
2) Show depth of understanding, excellent organizational skills, and creativity in written and in oral projects.
3) Have maintained a yearly average higher than 85 in a specific subject area for the previous school year in order to be accepted into an honors’ class or put on honors contract for that specific subject.
4) Demonstrate exemplary citizenship. Integrity must be maintained in all areas, especially in writing; therefore, it is important to give credit for ideas, thoughts and analyses that are not one’s own. Any incident of plagiarism will be grounds for removal from an honors class or honors contract at any time during the school year.

Honors Guidelines:
1) Honors contracts must be signed by both student and parent or guardian and returned to the teacher on or before the due date set by the teacher or no later than the first Friday in September. For spring courses that are only one semester in length, students should return honors contracts to the teacher on or before the due date set by the teacher or no later than two weeks following the beginning of the third nine-weeks.
2) Acceptance to an honors class or on honors contract is not guaranteed. Teachers have the right to accept or not accept any honors contract.
3) Honors students may drop an honors class or withdraw from an honors contract any time before the beginning of the third nine-weeks. For fall courses that are only one semester, students may withdraw from an honors contract before the beginning of the second nine weeks. For spring courses that are only one semester in length, students may withdraw from an honors contract any time before the beginning of the fourth nine-weeks. To withdraw from an honors contract, students should inform the teacher in writing, indicating they desire to be withdrawn from honors.
4) At any point during the first two nine-weeks, the teacher has the right to remove any student not performing up to honors requirements from an honors class or contract. For courses that are only one semester in length, teachers may remove any student at any point during the first or third nine-weeks for fall and spring, respectively. Teachers will provide the student and/or parent with a written note indicating removal from honors.
SECTION 2 – EDUCATIONAL POLICIES AND PROCEDURES

5) If a student has not withdrawn or been removed from an honors contract before the beginning of the third nine-weeks (or for spring courses that are only one semester, before the beginning of the fourth nine-weeks), the student will be required to complete all honors requirements regardless of whether he or she meets the requirements to receive credit. Any work not completed will receive appropriate penalties per the grading policy.

6) Honors classes may require extra time spent on independent study, access to the internet, trips to the public library, the purchase of additional books and/or materials, attendance to scheduled evaluation/discussion/lab times or attendance to cultural and other significant events at the teacher’s discretion.

7) All honors assignments must be completed and turned in on time. No late work will be accepted. If an honors student is sick or has an appointment on the due date of project, the student should either email the project to the teacher or have a parent drop it by the School Office.

8) If on an honors contract, the student must meet all guidelines and assignments for the regular curriculum and all the honors assignments. The student’s average will be comprised of all regular and honors assignments.

9) Each student is allowed only one (1) Bible honors credit toward graduating with honors.

Receiving Honors’ Credit:
Students taking honors by contract or in an honors class will receive honors credit only if

1) The student and parent/guardian have signed an honors’ contract.

2) The contract is turned in to the teacher in the appropriate time frame and approved by the teacher.

3) The student has not withdrawn or been removed from the honors class.

4) The student has completed the work assigned for the entire year. Students that drop out of honors or transfer during the year will not receive honors’ credit.

5) The student earns a yearly grade average of 90 or higher.

Calculating Honors Credit:
Honors by contract and honors classes are weighted as an additional .5 points on a 4.5 scale (i.e., in a non-honors class a grade of 95 is an A and an A is a 4.0; in honors that grade point would be 4.5). The numerical grade in the class is reported on the report card and transcript as the actual number grade earned. On the report card and transcript “H” is noted next to the grade posted. The .5 is not shown for that specific class on the report card or on the transcript but is reflected in semester and final averages on both the transcript and report card. The recorded H indicates that the .5 points are to be added for honor list purposes and for purposes of class rank and other honors and recognition related to grade point averages.
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

If, at the end of the year, a student in an honors course receives a yearly grade average lower than a 90, the .5 is not added to the transcript, and no H is recorded.

Graduating with Advanced Honors

Graduating with Advanced Honors requires the following in addition to the College Prep Plan:

A third year of the same foreign language (counts as the second Elective credit)
Completion of seven (7) honors, AP, or Dual Credit courses. (The student must meet requirements to earn Honors, AP or Dual Credit in 7 courses.)
Membership in good standing in the National Honor Society
Completion of two of the following advanced measure options:

1) Original research project:
   - Judged by a panel of faculty members and professionals in the field that is the focus of the project
   - Conducted under the direction of mentor(s) and reported to an appropriate audience and related to the required curriculum

2) A score of three or above on a College Board AP examination or a B average or higher for a Dual Credit course.

3) A composite score of 1100 for the SAT exam (‘16 – ‘17) or a 24 for the ACT exam. Limit one.

4) A score on the PSAT that qualifies a student for national recognition. Limit one.

Graduating with Honors

A student may graduate with Honors by earning honors credit with a grade of 90 or above in 5 courses.

Dual Credit

Dual credit college courses are offered in the high school. Enrollment in these classes is subject to the college guidelines and administrative approval. The Dual Credit Program allows a high school student to enroll in a community college to earn college level credit while at the same time gaining high school credits. Courses taken online DO NOT replace core courses required by CHS to graduate in some instances. Dual credit classes may be taken in the fall or spring semesters, and students may earn up to 18 college level credits total. A student may take only 2 dual credit courses per semester. More information regarding dual credit courses can be requested from the Guidance Counselor or principal.

Any and all costs for Dual Credit are determined by the colleges offering the courses. All expenses are the responsibility of the student’s family. CHS does not provide textbooks for the dual credit courses. The textbooks are determined by the college and must be purchased by the student.
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

Juniors and seniors who have the following test scores on their official high school transcript are eligible for dual credit courses:

<table>
<thead>
<tr>
<th>SAT</th>
<th>ACT</th>
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</thead>
<tbody>
<tr>
<td>Math: 500 (min. 560 for calculus)</td>
<td>Math: 19 (26 for calculus)</td>
</tr>
<tr>
<td>Verbal (CR): 500 (min.)</td>
<td>Verbal 19</td>
</tr>
<tr>
<td>Total: 1070</td>
<td>Composite 23</td>
</tr>
</tbody>
</table>

Students who do NOT have the qualifying SAT or ACT scores on their official high school transcript must take a college readiness exam. Students should check with their guidance counselor for minimum eligibility scores on the placement exam for acceptance into the dual credit program.

The college assigns college instructors to teach the dual credit courses. Therefore, these instructors are not held to the same guidelines as CHS high school teachers, such as calling parents when a student is failing. Students enrolled in dual credit classes are expected to perform at the college level in their coursework and attendance. Any student who does not meet the expectations and requirements of the college instructors may be dropped from the class. End-of-semester grades are the only grades that are recorded in these classes. A student expectations contract must be signed for dual credit courses. If a student drops a class after the designated drop date for that course, the student will receive a failing grade and may jeopardize completion of requirements for high school graduation. Students must see the college’s handbook for withdrawal (dropping a class) and any associated penalties from the college.

Students making a grade of 85 or better in a dual credit class are awarded dual credit.

Dual credit classes are weighted as 1.0 on a 5.0 scale (i.e., in a non-dual credit class a 90 is an “A” and an “A” is 4.0. In dual credit, that grade point would be 5.0). Transfer students will have their credits transferred to The Christian School at Castle Hills transcript according to our system.

Concurrent Enrollment and Internships

Concurrent enrollment and internships are subject to approval by the superintendent. The following guidelines will be followed:

Since students are enrolled at CHS to receive a Christian education, students will not generally be permitted to take a college-level course that is not taught from a Christian worldview.

Parents must work out a schedule which has no conflicts with regular course work required for graduation.

A student is not permitted to schedule concurrent enrollment or an internship without administration approval.

Dual credit - Credit may be given for courses that fulfill graduation requirements or are approved by administration.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Ranking - The student’s grades received from concurrent enrollment are not averaged into his personal GPA or percent average without administrative approval. It is permissible for students to do this type of course work in the summer or in the evenings. The Christian School at Castle Hills will indicate that a student has taken other courses or been involved in an internship on the student’s official transcript. The course will be listed with the amount of credit and grade received as long as it has been approved in advance and is from a recognized, accredited institution.

Independent Studies
Independent study courses are courses taken through CHS and taught by CHS faculty in formats other than standard, regularly scheduled classroom instruction. They may be used to meet a variety of needs such as addressing scheduling problems or allowing students to pursue special academic interests. Independent studies courses are treated as courses delivered by CHS; hence, they earn both credit and a grade that affects the student’s GPA. They are costly to the school, especially with regard to the time and energy of the teachers involved in delivering such a course; the resources a teacher expends in planning, instructing, and evaluating a course conducted for the sake of one or two students represent time and energy that he or she cannot invest in fulfilling his or her regular responsibilities or in other work that may help the school better achieve its mission. Therefore, any course taught outside of the normal schedule must receive administrative approval before it can be offered as an independent studies course. If conducted without prior administrative approval, it will be regarded as private instruction and treated in accordance with all guidelines governing private instruction. Because they are costly to the school, independent studies courses requested primarily for the convenience of the student will not receive administrative approval.

Administrative approval for taking a course on an independent study basis cannot be granted unless the CHS teacher submits a syllabus identifying the academic discipline and level of the course and describing the course objectives, proposed timeline (including a deadline for course completion), and means of assessing student achievement in the course.

Other Ways to Earn Academic Credit
All credit earned for CHS transcripts, through any approved means, must meet CHS grading requirements. A passing grade must be 70 or higher to receive credit on CHS transcripts. College-Level Examination Program (CLEP).

When a student takes certain high school courses while in middle school, the grade earned is used in determining the student’s high school GPA.

Credit by exam (CBE) will only be approved for credit recovery or in limited situations to move a student up to a grade level course. CBE will not be approved for courses offered within the normal level classes. CBE grades will be recorded on the transcript with a Pass/Fail.
Online courses (i.e., Northstar, ABeka Academy, etc.) may be taken with prior administrative approval. A student, with prior administrative approval, may be allowed to take courses on a pass/fail basis if the course is beyond his graduation requirements. These grades are not included in the student’s grade point average (GPA).

*Taking Courses not Offered by CHS*
Each student must meet the following requirements in order to get credit for a course that is approved by the superintendent for home study:

**Time required**
- **Class time:** 45 minutes/day, 5 days a week for 175 days (131 hours total)
- **Homework time:** 30 minutes/day, 5 days a week for 175 days (88 hours total)
- Grand total of time including homework and classwork: 219 hours

*Summer school:* If the student were going to take a course in the summer over an eight-week period for 5 days per week (40 days), he or she would have to spend a little over 5 hours a day. If he or she were going to take a course in the summer over a ten-week period for 5 days per week (50 days), the student would have to spend 4 hours a day.

**Other Requirements**
A log must be kept by the student and verified on a daily or weekly basis by the student's teacher as to how much time has been spent on the required course work. All assignments, quizzes, tests, nine-week exams, semester exams, and final exams must be kept in a notebook and given to the superintendent to verify the student's work. A textbook or recognized, approved course must be used. A gradebook must be kept indicating grades recorded for daily work, quizzes, tests, projects, nine-week exams, semester exams, and final exams.

The Christian School at Castle Hills reserves the right to withhold credit if all course requirements are not met.

**Classification Requirements**
- **Sophomore (10th grade):** 7 credits completed
- **Junior (11th grade):** 12 credits completed
- **Senior (12th grade):** 19 credits completed

**Ranking**
The Christian School at Castle Hills only ranks the valedictorian and salutatorian for the purpose of college admissions and/or scholarship services. Other students are not ranked because these students would be ranked higher if they were in a less competitive and/or larger school.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Each student’s cumulative un-weighted and weighted numerical average and GPA are computed each semester. **Class rankings for CHS use are based on the cumulative weighted Grade Point Average (GPA).** CHS does not assign a class rank (for valedictorian/salutatorian purposes) to a student who transfers into the school after day one of the first semester of the student’s junior year.

**Student Transfer Information**

A student transferring into The Christian School at Castle Hills from another accredited school must meet the graduation requirements of The Christian School at Castle Hills (CHS) to be eligible for a CHS diploma. A senior, at minimum, must successfully complete the entire last semester to receive a diploma from CHS.

A student who transfers after the start of the junior year (11th grade) is not eligible for valedictorian or salutatorian honors from CHS.

A transfer student who has 22 credits but is deficient in one or more required credit areas may still be eligible for a diploma. He or she must petition the administration for an exception to the graduation requirements no later than December of his or her senior year.

A transfer student who is deficient in Bible requirements may request other course work be substituted as an alternative for the Bible requirement.

A student transferring from a non-accredited institution, including home school, must successfully pass all courses in his or her first full semester at The Christian School at Castle Hills for the credits from his or her non-accredited institution to transfer to the CHS transcript. A student who fails any class in his or her first semester The Christian School at Castle Hills may be delayed credit for the previously earned credits from the non-accredited institution (school or homeschool). The student and parents will have to meet with the administration to determine which course of action the school will take to transfer credits. Grades from non-accredited institutions will not be entered into the transcript. When credits from a non-accredited institution are approved by the administration, the student will receive the numerical grade provided; however, the grade will not be calculated as part of the student’s GPA.

The decision of the administration is final in all cases related to transfer credits.

**SOAR (Students Overcoming Academic Restrictions)**

For students who have been identified with a learning difference, the school has educators to assist them. Students who have current documentation on file at the school for identified learning differences are considered for modifications. Any modifications are based on individual needs determined by school personnel with parental consultation. Due to staff and funding limitations, CHS cannot guarantee the implementation of an Individual Education Plan (IEP) recommended by another school or other educational diagnostic source. The SOAR (Students Overcoming Academic Restrictions) program is
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

provided for a fee to support the student who has been diagnosed with a learning difference, ADD, ADHD, or other medically diagnosed health impairment that is not sufficiently corrected through classroom modifications, medication, or diet.

Guidance Program

The Christian School at Castle Hills employs a guidance counselor to help each high school student plan toward degree requirements, as well as college and career planning. All students must meet with the counselor at least one time annually. The guidance counselor will meet with the students during the spring semester each year. Parent meetings are available with the guidance counselor upon request. The guidance counselor will provide assignments with completion dates assigned to all high school students towards college preparation, admission applications, scholarship applications, college entrance testing, career testing instruments, etc. Faculty and parents are expected to support and assist students in meeting these requirements. The published minimum requirements must be met for continued enrollment in CHS.

CHS does not employ a licensed professional counselor. If a student reveals information that in the principal’s opinion and discretion raises concerns for the safety or emotional stability of the student, that information may be revealed to appropriate officials and the parents.

Changes in Graduation Requirements:

There may be changes and new interpretations in the future that could not be included at the time of this publication. Students should maintain contact with the guidance counselor in order to be sure their plans are accurate and current.

Class Scheduling (Drop/Add)

Each spring, all students in grades 6-11 will, with the help of the guidance counselor, review their class schedule for the next school year. Students may modify (drop/add) courses, subject to class availability. No class changes will be permitted after the 10th day of class in the fall semester (or the spring semester in the case of a one-semester class) unless extraordinary circumstances dictate a special dispensation. The administration will make the final determination after consultation with the student, parents, teachers, and guidance counselor. No refunds will be processed for materials associated with dropped courses.

Evaluating Student Progress

Evaluation is the process of determining to what extent the teacher has achieved his or her goals. There are two important presuppositions in the evaluation effort: (1) The teacher must assume that goals have been established, and (2) he or she must realize there are some goals that cannot be measured objectively. This is largely true of goals of spiritual growth, behavior, and attitudes. Evaluation is more than measurement by written forms. If learning should result in change, then change observed in the life of the student is also an indication of effective communication from teacher to student.
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Homework

Homework is a method for both teacher and parents to evaluate the student’s understanding of the material being taught. Parents should expect that their child will be required to do homework on any given evening or weekend. Good effort applied to homework by the student ensures that he is prepared to do his best in class the next day.

As a general rule for the average student, families may have the following time expectations for daily homework for most school days. Students who struggle or need remedial help may need to invest additional time to meet expectations. All students may occasionally need extra time to meet requirements for special projects, reports, etc. Students in honors and/or dual credit courses should expect to spend additional time on homework.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Estimated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>10 to 20 minutes</td>
</tr>
<tr>
<td>Grades 1-2</td>
<td>20 to 30 minutes</td>
</tr>
<tr>
<td>Grade 3</td>
<td>30 to 40 minutes</td>
</tr>
<tr>
<td>Grade 4</td>
<td>40 to 50 minutes</td>
</tr>
<tr>
<td>Grades 5 &amp; 6</td>
<td>50 to 70 minutes</td>
</tr>
<tr>
<td>Grades 7 &amp; 8</td>
<td>1-1/2 to 2-1/2 hours</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>1-1/2 to 3 hours</td>
</tr>
</tbody>
</table>

Makeup Work

If a student is absent due to an illness, an emergency, or a superintendent-approved activity (i.e., science fairs, contests, sporting events), the student must make up the work missed. The student will be given one day for each day of absence to make up the work. All tests missed will be rescheduled at the convenience of the teacher. The teacher may use discretion in giving more time if he feels it is warranted.

For planned absences, teachers may be able to provide work for students in advance. If so, all the missed work is due on the first day the child returns to class. If the teacher is not able to provide the work, the student will be given the same time to complete the work as for illness, etc. All tests missed will be rescheduled at the convenience of the teacher. A grade of zero will be entered for any work not turned in upon return to class. It is for this reason that parents must make prior arrangements with the teacher in order to allow the child sufficient time to do the work required for the classes missed.

Work for absences can be requested on the second full day of absences. Parents are encouraged to check RenWeb for assignments first. On the second day, parents need to call or email the respective school office before 9:00 a.m. in order for the work to be able to be assembled for pick up at the end of the day.
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Penalties for Late Homework

Elementary Grades (K-2)

- **1-4 days late**: 10 points per day will be deducted from the earned grade.
- **5 or more days late**: the student will receive a 50-point penalty.

*Note: A zero will be given if the work is not turned in before the end of the quarter. Parents will receive automatic notification via RenWeb email for any missing assignments or grades of 0.*

Elementary Grades (3-4)

For students in grades 3-4 when any work is not turned in on time, the student will receive

- **Day 1** – 10 points off
- **Day 2** – 25 points off with parent contact being made by the teacher
- **Day 3** – 50 points off

*Note: If an assignment is not turned in within 5 days of parent notification, the student will receive a grade of a 0 (zero). Parents will receive automatic notification via RenWeb email for any grades of zero (0). Parents will also receive automatic notification via RenWeb email for any grades marked in the grade book as M for missing. If the work is not turned in on time, the M will be changed to a grade of 0.*

Intermediate Grades (5-6)

- **5th grade (first semester)**: follow the elementary (3-4) late penalties.
- **5th grade (second semester)**: follow the secondary late penalties.
- **6th grade (all year)**: follow the secondary late work policy.

*Note: Parents will receive automatic notification via RenWeb email for any grades of zero (0). Parents will also receive automatic notification via RenWeb email for any grades marked in the grade book as M for missing. If the work is not turned in on time, the M will be changed to a grade of 0.*

Secondary Grades (7 – 12)

Late work procedures are as follows:

- When daily work is not turned in on time, the student will receive a grade of 0.
- The student may redo the assignment and turn it in within **one school day** of the original due date for a maximum grade of 70.
- If the student does not redo and turn in the assignment within one school day of the original due date, the assignment may no longer be made up for a grade, and the grade will remain a 0.

*Note: Parents will receive automatic notification via RenWeb email for any grades of 0. Secondary parents will also receive notification for any grades below a 70. All parents will also receive automatic notification via RenWeb email for any grades marked in the grade book as M for missing. If the work is not turned in on time, the M will be changed to a grade of 0.*
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Penalties for Late Projects
Due dates for assigned projects are given well in advance. Intermediate and secondary students will be expected to have projects turned in on the day they are due. If the student is sick or has an appointment, a parent should bring the project to school and drop it off for the student. When a special project is turned in late, 10 points are deducted from the student's grade on the assignment for each day the assignment is late. Parent notification will take place through RenWeb.

Reporting Academic Progress

Achievement and Abilities Tests

TerraNova3 Achievement Test
The TerraNova3 Achievement Test (CTB-McGraw Hill) is given annually, usually in the spring, to all students in grades K-11. The results are compared nationally to other Christian schools, as well as to secular schools nationwide. This is a valuable instrument in assessing our teaching effectiveness.

InView Cognitive Abilities Test
The InView cognitive abilities test (CTB-McGraw Hill) is given annually to all students in Grades 3, 5, 7, and 9. The results assist the teachers in determining the approximate potential a student may have.

The following are specific ways in which the tests are utilized:
To ensure that students are placed in the appropriate grade level.
To provide information for each student's cumulative file so his rate of progress can be observed.
To demonstrate accountability to parents by providing them with a copy of their child's test scores.
To provide teachers with information that assists them in evaluating their personal performance along with the curriculum that is used.
To provide data necessary to chart historical patterns to assist in the evaluation of individual teachers, curriculum, and student groupings.
To provide data necessary to discover class and individual student weaknesses, so that necessary adjustments can be made in curriculum or methodology to strengthen the weaknesses.
To compare the school's norm with the norms from public and private schools.

College Readiness Tests

PSAT - The PSAT (Preliminary SAT) is a two-part exam administered to 10th and 11th graders. Scores on the PSAT during the 11th grade year are used to determine National Merit Scholars.
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Grading Methods

Alpha-Numeric Grading Scale

Grading System for Kindergarten Classes:
The Kindergarten report card is skill-based. The scale is as follows:

- E: Almost Always
- S+: Most Often
- S: Some of the time
- N: Limited progress
- U: Unable to demonstrate
- NA: Not assessed

Grading System (1st – 12th grade):
Grades will be posted for both academic and citizenship progress. The following guidelines will be used for both elementary and secondary grade reporting:

- A: 100-90
- B: 89-80
- C: 79-70
- F: 69 and below (failing)
- I: Incomplete

Grading System for Specialty and Non-Core Classes (K – 6):

- E: 88.5 – 100
- S+: 83.5 – 88
- S: 77.5 – 83
- S-: 72.5 – 77
- N: 69.5 – 72
- U: 0 – 69

Citizenship:

- E: Excellent
- S: Satisfactory
- N: Needs improvement
- U: Unsatisfactory

- No or slight room for improvement
- Well done
- Work in this area is necessary
- Unacceptable performance
- An immediate change is required
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Grading and Reporting Periods High School (Grades 9-12):
Each semester is divided into two (2) nine-weeks grading and reporting periods. In computing the semester grades for the course, all grades are determined in the following manner:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Nine Weeks – 43%</td>
<td>3rd Nine Weeks – 43%</td>
</tr>
<tr>
<td>2nd Nine Weeks – 43%</td>
<td>4th Nine Weeks – 43%</td>
</tr>
<tr>
<td>Exam or Activity – 14%</td>
<td>Exam or Activity – 14%</td>
</tr>
</tbody>
</table>

Grading and Reporting Periods Elementary Through Middle School (Grades K-8):
Each semester is divided into two (2) nine-weeks grading and reporting periods. No semester grade is computed. A final grade is computed for each course in the following manner:

| 1st Nine Weeks – 25% | 3rd Nine Weeks – 25% |
| 2nd Nine Weeks – 25% | 4th Nine Weeks – 25% |

Alternate Grading Symbols
I - Incomplete - no grade can be given due to the number of school days missed, either from illness or being a new student.

Grade Point Average (See Ranking p. 35)
CHS uses a weighted Grade Point Average (GPA) for computing class ranking. A student’s GPA will be based upon the numerical average and whether the class was a regular, honors, Advanced Placement (AP), or dual credit class.

Reporting Student Progress
Grades
Student grades are available 24/7 through RenWeb. Parents are encouraged to check grades as often as needed to assist their children in being fully successful. In addition, the secondary school emails notification of grades below a 70.

“Sign-and-Return” folders for K-6
Pocket folders containing the student’s graded papers and important information for parents are sent home with students in grades K-6th on Fridays. They are to be reviewed by the parent, initialed, and returned the following Monday.

Progress Reports
Progress Reports will be sent via email to parents at the mid-point of each quarter.
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**Report cards**

Report Cards will be sent home each nine-week reporting period for all grade levels. Hard copies will be sent home with students in K-6. Report cards will be sent via email for students in grades 7-12. Parent–teacher conferences are scheduled at the end of the 1st and 3rd quarters for the purpose of reviewing the student’s report card. Parent-teacher conferences are mandatory for students in grades K-6th. Report cards will also be posted online at the end of each marking period with grades always available online for review. Parents should direct all questions concerning grades to the teacher.

**Honor List and Honor Roll System (Grades 3-12)**

Only courses that receive a numeric grade are averaged in computing the GPA for the Honor List and Roll. In no case will a student be eligible for the Honor List and Roll, regardless of overall average, if he or she has received a numeric failing grade. Any student receiving an alpha grade of N or U will not be eligible. Students will not qualify for Honor Lists or Rolls if they make an N or a U in conduct, are suspended, have more than 8 absences in any semester, possess more than 2 tardies per grading period per class, or have 4 detentions for other than attendance issues. For conduct Honor List or Roll the student may not have 3 or more tardies in total.

**Honor List**

The Honor List is compiled after each grading period. The different lists are as follows:

- **Superintendent’s Honor List (K-12)**
  - Grade average of 95-100, no single grade below 80 and no conduct grade of N or U
  - Grades 3-6: no more than 6 tardies total
  - Grades 7-12: no more than 2 tardies total per class

- **Principal’s Honor List (K-12)**
  - Grade average of 89 – 94, no single grade below 80 and no conduct grade of N or U
  - Grades 3-6: no more than 6 tardies total
  - Grades 7-12: no more than 2 tardies total per class

- **Conduct Honor List (7-12)**
  - Secondary students must earn at least four E’s in conduct without any N or U with no more than 2 tardies total per class.

- **Eaglet of Excellence (K-2)**
  - Students may have zero to one conduct marks in a nine-week marking period.

- **Eagle of Excellence (3-6)**
  - Students must have zero conduct marks in a nine-week marking period and no more than 6 tardies.

**Secondary Only:** If a student receives a grade of F (failure) or I (Incomplete) for a nine-weeks grading period, the student is not eligible for the honor list that nine-weeks.
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Honor Roll
The Honor Roll is an annual recognition. The criteria are as follows:

Superintendent’s Honor Roll
Cumulative average of 95, no single grade below 80, no conduct grade of N or U
Grades 3-6: no more than 6 tardies in any nine-week grading period
Grades 7-12: no more than 2 tardies total per class in any nine-week grading period

Principal’s Honor Roll
Cumulative average of 89 – 94, no single grade below 80, no conduct grade of N or U
Grades 3-6: no more than 6 tardies in any nine-week grading period
Grades 7-12: no more than 2 tardies total per class in any nine-week grading period

Conduct Honor Roll
A student must make the Conduct Honor List each grading period of the school year.

Eaglet of Excellence (K-2)
Students must have received the Eaglet of Excellence award for all grading periods.

Eagle of Excellence (3-6)
Students must have received the Eagle of Excellence award for all grading periods.
Grades 3-6: no more than 6 tardies in any nine-week grading period

Final Exam Exemption Policy- Seniors (12th grade) Only
All students taking high school courses, including seniors, are required to take final examinations in every class in the fall semester and for single semester classes. In the spring semester seniors may be exempt from year-long classes by
Passing the class with a year average of 92 or above
Having no more than 3 tardies in any one semester for that class
Having no more than 8 absences in any one semester for that class
Having no conduct grades of N or U for that class
Not having been on disciplinary probation
Not having been suspended from school

Any student enrolled in an Advanced Placement (AP) class and taking the AP Exam for that class will be exempt from the second semester exam in that class as long as the student has maintained an average of 85 or above for the year.

Any academic dishonesty (i.e., plagiarism) in any class in the second semester will disqualify a student from all final exam exemptions.
School activities such as athletic competitions, field trips, and mission trips do not count as absences for this policy; however, all other absences do. We encourage participation in
church sponsored mission trips (with parental permission) and may grant excused absences when academic probation is not in effect. However, days missed for church sponsored mission trips will be counted as part of the eight absences for this policy. Absences excused with an approved waiver count as absences for this policy. The waiver only applies to whether or not credit is given for a course.

**Academic Probation/Suspension**

A student receiving two or more semester averages below 70 will be placed on academic probation for the following semester. The offer of reenrollment will be contingent upon significant academic improvement.

Probationary status will be reviewed by the superintendent at the end of each semester.

Academic probation will be invoked in the following manner:

- A student who received two grades below 70 at the conclusion of the semester will be placed on academic probation for one semester.
- A letter of notification will be sent to parents.
- After being on probation, a student who receives less than two semester grades of 70 may be removed from probation.
- After being placed on probation, if a student’s grades warrant a second academic probation period, the principal will review the student’s lack of progress and will make the appropriate recommendation as to whether the student will be allowed to remain in the school. Following removal or withdrawal from The Christian School at Castle Hills for academic reasons, a student may apply for reenrollment if the following conditions are fulfilled. The student has
  - Attended another accredited or recognized school for one full year.
  - Completed a full academic load and receives no failing grade.
  - Not been placed on academic probation or experienced any discipline issues.
  - Received strong, positive references from administration and classroom teachers.

**Reinstatement**

The superintendent has the authority to reinstate any expelled or suspended student when the superintendent has been satisfied that the problem leading to the expulsion or suspension has been corrected and the student has demonstrated sufficient change.

**Plagiarism/Cheating**

Plagiarism and cheating are serious offenses that involve taking information from another source and presenting it as one’s own, thus including the components of both stealing and lying. It is therefore very important that students come to understand the seriousness of
SECTION 2- EDUCATIONAL POLICIES AND PROCEDURES

any act of cheating or plagiarism. Teachers are also expected to take precautions in terms of test security and the structure of the classroom testing environment in order to protect students from unnecessary temptation.

When a student is suspected of cheating or plagiarizing, the teacher or staff member is responsible for verifying the accuracy of the alleged cheating and notifying the parent. The Biblical model (Deuteronomy 19:15-19) is followed in determining if cheating has taken place:
The teacher or staff member must have direct knowledge through observation,
The student confesses, or
The testimony of at least two reliable witnesses confirms the suspicion.

Teachers and staff members are required to fully investigate any suspicion of cheating prior to determining if a student has cheated. Some examples of cheating are
Copying homework or any other school work
Handing in the work of another person
Plagiarizing (presenting another person’s work as his or her own)
Giving or receiving unauthorized assistance on tests, quizzes or other classwork.

If it is determined that a student has indeed cheated, the following actions will be taken:
The student will receive a zero on the assignment.
The area principal will be notified.
The student will confer with the area principal.
The parents will be called.
The student is suspended from any sort of membership or leadership position in a club, class, or athletic team, or is removed from the position. Cheating is a violation of honor, and leadership is a matter of honor.
The student will be notified that he or she has forfeited the right to any exam exemptions. (See Final Exam Exemption Policy- Seniors (12th grade) Only, p. 44)

In case of a second offense, the student will automatically be placed on academic and disciplinary probation for a period not less than a full grading period. A conference with the parent, student, teacher, and area principal will be held. A third offense within the school year will result in the student being subject to expulsion. A conference with the parent, student, teacher, area principal, and the superintendent will be held.

Promotion and Retention

Students in Kinder through 8th grade must pass 4 of 5 major subject areas to be promoted. If a student fails two or more major subjects, he is automatically retained. The major subjects include Bible, Science, Social Studies, Math, and English (in elementary, the English grade is the average of all language arts subjects).
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Students in grades 9 – 12

Students must maintain a yearly average of 70 or higher to receive credit. The grade requirement applies to all classes taken when a student is enrolled at CHS (regular classes, summer school, online classes, etc.); even if the school/course states a grade lower than 70 is passing.

Students who fail will be required to make up the full class to replace the loss of the full credit.

Students who fail no more than two classes will be required make up the full class to replace the loss of the full credit before they may enroll for the following school year. Core subjects many times have prerequisites to advance, and failing to make up the credits for these courses may prevent the student from enrolling due to scheduling conflicts.

A student who fails more than two classes will be required to meet with the administration.

When there is a possibility that a student will be retained, parents are notified in advance of the end of the school year, and his teacher and the administration will work with the family to assist in arranging supplementary assistance. With good parent and teacher communication, there should be no instance of a parent being unaware of the student’s lack of progress. Parents are encouraged to check their student’s grades at any time through RenWeb. Teachers will update the grades at least once per week.

The administration reserves the right to retain any student who is not academically prepared to be promoted.

Suggestions for Helping 7-12 Grade Students Handle Their Concerns about School

If a student has a concern or complaint regarding a specific teacher, coach and/or administrator, it is preferred that initial communication is with that teacher, coach and/or administrator. When a student brings a complaint home, take the time to advise him or her as to the necessity of pursuing such a concern as well as how to approach the teacher and/or administrator to attain the resolution of this conflict. This training or advice will give the student a wonderful opportunity to learn the skills of conflict resolution. The key is giving young people the skills needed to work through these daily concerns and the positive experience of seeing them solved in a Biblical/relational way (Matthew 18).

We will reap great rewards as a community by following this pattern of taking the complaint to the person(s) involved at the lowest level. First and most importantly, our young people begin to take responsibility for resolving conflict in a Biblical and mature way. This training and experience is one of the most valuable tools we can give them as they prepare to enter the adult world. We need to be very careful that we do not attempt to "solve all their problems" at this age but simply advise and counsel them in learning how they can best solve their own conflicts. As they face these situations and see resolution, they will gain a confidence and independence which truly promotes maturity and responsibility. It is a critical stage in their development that calls for restraint, prayer, and
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counseling from parents and sensitivity in listening and problem solving on the part of teachers. Secondarily, faculty members learn how they can improve as teachers, which will help to strengthen our faculty and allow us to better meet the needs of students.

In summary, as a Christian community, we are committed to handling concerns, complaints, and conflicts in a Biblical manner. In doing this, we will afford ourselves the opportunity to allow God to work to resolve the concern and to help us overcome any discomfort or fear present in the resolution of differences. Certainly, this can be a valuable educational and spiritual lesson for our young people, affording them the confidence to be responsible and sensitive problem solvers in their world. When disagreement or conflict resolution has not been achieved at the level of communicating with the teacher, the student and/or his/her parents may meet with the teacher and the immediate administrator overseeing the grade level the student attends. The superintendent is the final authority for conflict resolution of disagreement for students or parents.

Graduation

Commencement Requirements

High school graduation consists of a commencement program. A student must meet all graduation requirements to participate in commencement and receive a diploma. All tuition and fees must be paid. A graduation fee is assessed during the senior year. Any exception must be approved by the superintendent in a pre-approved written plan. Parents, students, relatives, and friends are invited to attend the commencement program.

Valedictorian and Salutatorian

To be selected valedictorian or salutatorian of the graduating class, a student must have been enrolled at CHS at least four full consecutive semesters before graduation. Grades from all subjects are included except physical education, competitive athletics, and fine arts. Candidates for valedictorian and salutatorian must pursue the Distinguished with Advanced Honors diploma for graduation.

Graduation Honors

Work completed in a student’s senior year will be counted through the last full week of the final quarter prior to final exams for graduation honors, and grades will be computed by class averages. Graduation honors require an average of 90% or above for the cumulative high school career.

Residency Requirements for Graduation

A senior must fully complete the last four semesters of course work at CHS as a full-time student to be considered for valedictorian or salutatorian honors or any other Castle Hills First Baptist honors based on class rank.
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Other Instructional Policies and Procedures

Pledges and Prayer

Each school day begins with the pledges to the United States, the Bible, the Christian flag, and the State of Texas. Elementary teachers begin each day in prayer. Secondary and specialty teachers open each class in prayer. Bible classes are the appropriate class to receive expanded prayer requests.

Chapel Services

Chapel services are held weekly. The goal of chapel is to teach God’s Word and to inspire commitments toward receiving Jesus Christ as Savior and/or to becoming fully devoted followers of Jesus.

Appropriate dress guidelines are established in the dress code. Parents are invited to attend chapel services whenever possible.

Field Trips

The administration will decide when, where, and how many field trips will complement the classroom program. To participate in a field trip, a student must have a signed permission form on file from his or her parents and must have earned the right to go. Teachers will keep authorizations with them while away from school campus in case of an emergency. To earn the right, a student must demonstrate that he has the self-discipline to obey the rules and regulations that are necessary to have a safe and successful trip. Any faculty member, with the consent of the area principal, may choose not to take any student who has demonstrated a lack of self-discipline and may be a potentially disruptive influence on a trip.

Parents will always be provided with complete information concerning a field. Adequate chaperoning will be provided with the number of chaperones being based on the grade level of the students and the type of field trip. Teachers will provide parents with at least 48 hours’ notice of any field trip off campus. Parents may revoke permission for a particular field trip by written notice hand-delivered to the principal more than one day prior to the trip.

CHS encourages parents to participate whenever possible. Occasionally, parents will be asked to drive for a field trip. Parent chaperones are required to have completed and submitted an Approved Driver form and Criminal Record Search Request form. Parents that are attending field trips are under the authority of the designated school sponsor and are expected to show respect and follow all guidelines governing the field trip.

All parents attending as official/non-official chaperones must have a cleared Criminal Record Search (background check) on file in the office. Any parent riding on school buses or shuttles will have a cleared background check. Parents will ride school buses or shuttles on a space-available basis and/or at the discretion of the classroom teacher. Official and non-official chaperones may not bring younger children on field trips. Exceptions may be made by the administration for end-of-year parties.
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In order to maintain the highest Christian standards for our school, there are certain guidelines for parents who chaperone:

Parents must wear clothing appropriate for the occasion. Shorts should only be worn for outside activities when students are also allowed to wear shorts and should be walking length. No T-shirts with inappropriate slogans should be worn.

No smoking at any time while chaperoning a school activity.

Current cleared Criminal Record Search Request form must be on file in the office.

Guidelines for parents who drive students on a field trip:

Music played, if any, must reflect Christian values.

Proof of automobile liability insurance and a current driver’s license must be on file in the office.

Current cleared Criminal Record Search (background check) and driving record must be on file in the office.

All school rules apply on all field trips and on all school-sponsored events on the school campus and away from it.

**Planners**

The planner (grades 1-8) is a tool through which teachers and parents communicate daily. Children in Kindergarten will utilize a daily folder to ensure good communication.

Teachers use the planner to inform parents concerning homework, special assignments, lunch information, special dress days, etc. **Parents are to sign the planner daily in grades 1-6** to indicate to the teacher that they are aware of the information communicated.

Parents may also communicate information to the teacher through the planner on a daily basis. When appropriate, please use the planner, e-mail, or voicemail to communicate with the teacher as much as possible.

High school students are strongly encouraged to use a planner but must purchase their own planner.

**Textbooks**

Textbooks are the property of The Christian School at Castle Hills and are issued to students on loan. They should be treated with respect, cared for properly, and returned in good condition at the end of the year. In case of an early withdrawal after school has begun, all school-supplied books remain the property of the school. Students are charged the full price of a textbook if it is lost or excessively damaged, and the records are held until such charges are paid. Students are required to cover their books. (Covers may be purchased, or paper grocery bags may be used.)
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Library Policies and Procedures
The Christian School at Castle Hills has a large and complete library. Parents are welcome to drop by, browse through the extensive collection, and check out books.

The Purpose for the Library
The selection of materials for The Christian School at Castle Hills library is to reflect the Christian philosophy of education. Books, audiovisuals, and other items will be selected to enrich, support, and supplement the curriculum and, therefore, aid the student, parent, and teacher in training children for the glory of God.

The Objectives of the Library
The library of The Christian School at Castle Hills will strive to

Assist in learning about man and his unique place in God’s world.
Direct students to God by providing materials to aid their understanding of God’s creation and character.
Provide for the development of the wide range of gifts and abilities given to the body of Christ.
Provide profitable and enjoyable alternatives to other forms of relaxation and recreation.
Introduce new people, places and concepts.
Provide necessary resources for further research.

Use of Library Resources
The library is available to students on a regular schedule. Students are allowed to check books out weekly. Parents will assume financial responsibility for replacement of the books in the event that they are lost or damaged. All books are to be returned on or before the due date posted on the inside cover. A fine may be charged for each day books are late. Unpaid delinquent charges will result in a student’s final report card and/or student records being held until all library records are cleared. Parents may donate a book to the library in honor of their student on birthdays or any other special occasions.

Material Selection
Material selection shall be a cooperative process in which the administration, faculty, parents, students, and library staff participate. The primary responsibility will be that of the librarian, who is familiar with the curriculum, the needs of the students, the resources available, and the inventory and needs of the library as a whole. The material selected must meet the following criteria:

This material has a needed educational or recreational significance.
The material chosen will adequately lend itself to the fulfillment of the objectives and philosophy of The Christian School at Castle Hills.
The material is up-to-date and appropriate.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

The material is understandable, enjoyable, and appropriate to the age and reading level for which it is intended, both in intellectual and emotional terms. It should not glorify or praise an anti-Christian philosophy. It should not glorify depravity, vice, or the occult. It may have nudity but not to glorify nakedness (the sensual presentation of nudity).

The material has a high degree of potential user appeal. If it is imaginative material, it should encourage appreciation, creativity, imagination, wholesome attitudes, understanding, and insights.

The style is tasteful, interesting, and appropriate for the type of material it is. The language should not be unnecessarily profane.

The size, binding, paper, print, illustrations, and general attractiveness should be of high quality and suitability. It should be durable and well designed.

Gifts to the library will be reviewed and evaluated according to the same guidelines and procedures as presented above.

Library Review Procedures

In an effort to serve the students, faculty and staff, the library must have a broad range of topics, reading levels, and categories. The library will strive to promote informational and recreational reading. If a parent finds a selection in the library he or she considers questionable, the procedure for further review is the following:

Step 1 - Parent, teacher or student makes written request to the librarian for specific material to be reconsidered.

Step 2 - The material in question will be temporarily withdrawn and reviewed by at least two of the following: librarian, teacher, and members of the administration.

Step 3 - A decision is then made by the reviewers to retain, remove the material, or seek further counsel from a larger group of reviewers.

Step 4 - A written response will be sent to the person or group initiating the material under reconsideration.

ATTENDANCE REQUIREMENTS

Absences

Regular attendance is required by the State of Texas and is essential to successful classwork. The state of Texas requires that all students must be in attendance for a minimum of ninety percent of the instructional days to be promoted or to receive credit. Absences should be limited to an absolute minimum. Doctor, dental, and other appointments should be scheduled before or after school when possible. When the student is absent, please contact the appropriate school office by telephone or email of the absence and the expected duration. All absences (K-12) require a signed and dated note when the student returns to school. Makeup work is allowed for the following absences:

1) Verified illness by a doctor’s permit or a note from parent
2) Bereavements
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

3) Verified medical appointments
4) School-sponsored: such trips approved by the superintendent are not considered absences if makeup work is completed within school guidelines. All work must be turned in the day following the absence, including taking tests or quizzes. The student is encouraged to turn work in prior to leaving for the activity.
5) College visits: CHS encourages families to spend time together to visit colleges. Absences due to college visits are not considered absences if makeup work is completed within school guidelines. Students will be allowed no more than 2 days in their junior and senior year. All exceptions must be approved by administration.

Absences for other reasons (such as family trips, etc.) must be approved in advance and must adhere to the following guidelines:

1) Approval is dependent upon academic performance in all subjects.
   2) For planned absences, teachers may be able to provide work for students in advance. If so, all the missed work is due on the first day the child returns to class. If the teacher is not able to provide the work, the student will be given the same time to complete the work as for other excused absences.
3) Students will be allowed the number of days absent to complete make-up work, tests, and other assignments missed if the teacher was not able to provide work ahead of the trip.
4) A student absent only on the day of a test may be required by the teacher to take the test immediately upon return.
5) When midterm and final exams are being administered, permission will not be granted for students to be absent from school, except for illness or family emergencies.

A student must have a note from a parent to be excused from Physical Education activities for 1-2 days. To be excused from P.E. activities for an extended length of time (3 or more days), a student must have a statement from a medical doctor specifying the need for such an excuse, the medically imposed restrictions and the approximate length of the recuperative period.

Excessive Absences

Elementary students should have no more than 16 absences for the year. Students exceeding 16 absences may not be eligible for promotion.

Secondary students should have no more than 16 absences for the year or 8 absences for a semester course in any class. Secondary students exceeding 16 absences for the year may not receive course credit for the year.

For students who exceed 16 absences for the year, the school may require students to make up days by one of the following:

- being assigned a home-bound tutor
- being assigned an approved tutor/tutorial program
- being assigned help sessions with the teacher in the 8th period sessions (9th-12th only)
being assigned an approved summer school course (online/in class).

All of these options must be determined and approved by the administration.

A student who exceeds the allowable number of absences may request an appeal to waive the requirements for excessive absences. The administration will review the appeal request and determine whether the student should be required to make up the class time and work missed. Eligibility for credit due to extenuating circumstances is recommended only for extended personal illness, illness or death in the family, or quarantine. All academic requirements for passing the course must still be met. Where illness is a factor, medical notes will be required in determining retention, promotion, or issuing of credits.

Makeup Work (See p. 38)

Graduation Attendance

All seniors who meet the requirements for graduation are required to attend the graduation ceremonies. All students in eighth to eleventh grades are also required to attend graduation ceremonies to honor those that graduate and to participate in the moving up ceremony (please check the school calendar). Roll is taken. Students are required to wear chapel dress.

Leaving School Early

Parents wishing to take their student from school anytime during the school day must send a dated and signed note to this effect to the school office specifying the reason for the desired early dismissal. No phone calls, please. In order to alleviate any confusion, elementary parents are to sign their student out in the school office; middle and high school students may sign themselves out with parental consent through a signed and dated note.

NOTE: Students leaving the campus during the school day without written parental approval and acknowledgment by school administration are subject to major disciplinary actions.

Tardiness (Grades K-6)

Elementary/intermediate students (K-6) who are tardy must be accompanied by a parent to the elementary office and present the reason for tardiness. At that time, the student will receive a tardy slip which they will need to present to their teacher upon arrival to class. The elementary office will determine whether or not a tardy may be waived and will keep an ongoing record of tardies.

Morning Tardy Consequences (Grades K-6):
K-3rd: The administration will make parent contact after a student has 3 morning tardies.
4th-6th: The consequences for tardies per quarter are as follows:

1st through 3rd Infractions – parent notification by email
4th and 5th Infractions – lunch detention in office
6th and 7th Infractions – 30 minute after-school detention
8th and 9th Infractions – 1 hour after-school detention

Additional Infractions – Saturday school from 9:00 am – Noon ($25 fee)

Note: Students with six (6) or more tardies per quarter will not be eligible for conduct honor list or conduct honor roll.

Tardiness (Grades 7-12)

Students who arrive late to class cause a disruption to that class and miss valuable instruction. Students are considered tardy if they are not in the appropriate room and seat at the tardy bell.

All students arriving 15 minutes after class begins without an acceptable excuse (i.e., medical or dental appointment, etc.) will automatically receive no attendance credit in that class for that day and be marked absent.

On the day of a game or activity, students must be in attendance at school (a minimum of one-half the day) to be eligible for extracurricular participation that day. Students leaving after 4th period will not be allowed to play without an approved excused absence. Students leaving due to illness or injury will not play on that day.

Students not attending the first class period the day after an interscholastic event may be denied participation in the next game. The day of game policies are subject to change to comply with TAPPS (Texas Association of Private and Parochial Schools) guidelines.

Parents and students need to be aware that chronically late arrivals on a school day will be addressed as a disciplinary issue.

Secondary students who are late to school must sign in at the school office before reporting to class. Parents will be contacted when a secondary student has been tardy three times to a single class in a nine-week period. Tardies will accumulate for each class throughout the nine-weeks.

Morning Tardy Consequences (Grades 7-12):

1st through 2nd Infractions – parent notification by email
3rd Infraction – after-school detention for 3 days (total of 3 hours)
4th Infraction – detention for an additional 3 days and loss of any semester final exam exemptions. (See Final Exam Exemption Policy- Seniors (12th grade) Only, p. 44)
5th Infraction – Saturday school, 7:00 am – 10:00am ($25 fee)
6th Infraction – parent conference and ISS for half day
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

7th Infractions—ISS for full day
Additional Violations—parent conference and additional consequences

Note: Students with three (3) or more tardies per quarter will not be eligible for conduct honor list or conduct honor roll.

Truancy

Truancy is the absence from school for any reason without the knowledge and consent of parents and school officials. Truancy is a violation of state law and, therefore, is considered to be a most severe violation of school policy. Classwork and assignments missed as a result of truancy are not accepted for credit, and a grade of 0 is given during a truancy period. Additionally, parents are notified, and the student shall be subject to disciplinary action. Upon a second incident of truancy, the student shall be subject to expulsion.
SECTION 2—EDUCATIONAL POLICIES AND PROCEDURES

CONDUCT

Policies and Procedures for Student Success

1) Students should be in appropriate uniform.
2) Students should remain in their seats and have appropriate materials ready when the tardy bell rings.
3) Students will not be allowed to leave the classroom during class time beyond extreme situations.
4) Students should show respect to their teachers and their classmates at all times.
5) Students should demonstrate orderly conduct in halls, on grounds, and during school trips.
6) Students should keep restrooms clean and orderly.
7) Students should protect school, facilities, furnishings and grounds, and pick up all trash. Students should not deface school property.
8) Students should exhibit quality behavior, modest dress, and general compliance of school policies at all outside school functions, parties, athletic events, field trips, etc.
9) Students should abide by the CHS Honor Code including the technology use policies.

Simplified Rules for Kindergarten through 6th Grade

Follow directions.
Eyes on teacher.
Raise hand and wait to be called on to speak.
Keep hands, feet, and other objects to oneself.
Bring materials to class.
Reflect Christ in all you do.

Accountability for Student Behavior Off Campus and During Non-School Hours

The Christian School at Castle Hills is a Christian school and is committed to maintain a consistent testimony before God, the church, the community, and the students of the school. Since students are identified with the school, the school testimony is determined in part by the actions of students. Any student whose involvement in immoral, unethical or illegal behavior anywhere or at any time brings a reproach to the testimony of the school or whose actions become detrimental to the spiritual life of other students in the school may be subject to disciplinary action up to and including expulsion.

Students must support all specified CHS policies and procedures including the Student Honor Code, discipline policy, and dress code. Students should recognize that to maintain a godly testimony extends beyond the boundaries of school property and school time.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Closed Campus

The Christian School at Castle Hills operates a closed campus. This means that CHS students are not free to come and go as they please and guests are restricted. Arriving late and leaving early requires signed notes from parents and must be approved by a school administrator. Students who are not enrolled at CHS may visit during lunch or any other event during regular school hours if accompanied by a parent. Only CHS alumni may visit during lunch without a parent. All guests must report to the school office, sign in and pick up a visitor’s badge. The administration may make some exceptions for seniors concerning the closed campus policy.

Off-Campus Lunch

Students in grades K-11 will be allowed to leave the campus for lunch during their designated lunchtime with an authorized adult. Senior off-campus lunch privileges may be granted by the secondary principal with parent approval. Procedures concerning signing in and out through the office apply to all students leaving campus.

Designated School Areas

Students are only to be in areas designated for student activities. All non-school buildings are considered off limits unless specific permission is given by school administration. The elevators are not to be used by the students from 7:30 am to 4:00 pm unless given written administrative approval. The gymnasiums are not open for free time after school. Only students under adult supervision may be in the gyms at any time.

Harassment/Bullying

The Christian School at Castle Hills believes that all men are created in the image of God (Gen. 1:26) and that believers are to love and to respect one another. Our Christian school should be a safe place for every member of the school family. All students, parents, faculty and staff are to be treated respectfully at all times. All students and staff have the right to attend and to work at Castle Hills in a non-hostile and non-threatening environment. The school considers harassment to include physical conduct, verbal conduct, or cyber-bullying. Actions are considered harassment or bullying whether or not they take place in person, via electronic transmission, gesture, or any other form of communication toward any individual based upon his or her created gender, race, ancestry, appearance, mental ability, disability, handicap, or any other characteristic that would be reasonably perceived as harassment, bullying, threats, humiliation, endangerment, or de-valuing in any way on or off school campus. This policy includes the ban of any form of intimidation, violence, prejudice, and/or any other dehumanizing expression.
SECTION 2- EDUCATIONAL POLICIES AND PROCEDURES

All instances of harassment/bullying will be fully investigated and handled in accordance with the Policy and Procedure Handbook for discipline and the best judgment of the administrative team.

Consequences will be determined based on the context, severity, and impact of the harassment or the bullying. The consequences may include detentions, suspensions or expulsion.

Physical Threat/Zero Tolerance Policy

The CHS policy on a violent threat is a “zero-tolerance” policy. The threat of physical harm will result in immediate expulsion of the student pending review by the superintendent and Board of Trustees. For the security of the campus, other children and school personnel, this policy will be applied in all circumstances, unless an appeal by parents is approved by the superintendent. The appeal must be submitted in writing to the superintendent’s office within 48 hours of the notification of the incident to the parents. An appeal will be considered if one or more of the following conditions apply:

The complete consensus of the faculty, administration, and Board of Trustees on the non-intent to do harm by the student.
The absence of discipline issues in the past.
The absence of any report of anger management, emotional outbursts in the past (over the student’s previous record at CHS or previous schools).
The faithful commitment of parents to a local evangelical church and the validated involvement of the student in the Bible study/youth ministries of the local church.
The known opinions and testimony of the student involved as being a caring, respectful person of concern for others in all past dealings.
The complete support for school authority and CHS policy in the past by parents of the student.
The absence of a history of emotional outbursts or unrestrained anger at the school by the parents.

Meeting these requirements is only a basis for appeal and is not to be considered anything other than the criteria for appeal. The school maintains the right to deny continued enrollment in all circumstances where the good, safety, and security of the campus is in question. For an appeal to be considered and granted would be unusual. In the event of an exception being granted on the basis of the above criteria, the student will remain on probation for an extended period at the superintendent’s discretion.

Plagiarism/Cheating (See p. 45)
SECTION 2—EDUCATIONAL POLICIES AND PROCEDURES

Student Honor Code

Before being accepted for enrollment or re-enrollment, students in grades 5-12, along with both parents, are required to sign a Student Honor Code form indicating full support of the policies outlined therein. Exceptions to the Student Honor Code are not permissible. Enrollment at CHS is based on keeping the Student Honor Code at school, home, and elsewhere.

The honor code at The Christian School at Castle Hills (CHS) is established to reinforce the character and spiritual maturing process of each student. This commitment begins with a relationship with Jesus Christ, our Savior and Lord. We believe that the evidence of this relationship will be evident in a student’s desire to grow spiritually, intellectually and relationally. As a student chooses to live out the following Student Honor Code commitments, he or she will succeed in both school and life.

1) The student understands the need for a personal relationship with Jesus Christ in his or her life and that it is by His death on the cross and His grace that he or she can receive the gift of eternal life (John 1:12).

2) The student recognizes that by the grace of God he or she is able to pursue opportunities to grow spiritually and to live a life surrendered to Jesus Christ as his or her Lord (Romans 12:1-2).

3) The student pledges to apply himself or herself wholeheartedly to his or her academic studies and to meet all testing and other requirements that are part of the guidance and college prep requirements (Colossians 3:23).

4) The student pledges that, with God’s help, he or she will care for his or her body in a manner that is pleasing to God. The student will keep in mind that it is the temple of the Holy Spirit and that he or she will not compromise it by the use of any type of illegal drug or tobacco, the use of alcohol or involvement or support of any type of immorality, sexual (heterosexual, homosexual, or other sexual activity outside the boundaries of Biblical marriage between a man and a woman) or otherwise including the use or distribution of pornography. The student will refrain from involvement in any type of illegal activity or behavior at school or away from school (2 Corinthians 6:16).

5) The student agrees that he or she will forfeit rights to privacy concerning any item (such as a bag, backpack, purse, phone, electronic device, vehicle, etc.) that is brought onto the campus of CHS. An administrator may inspect any item at any time on campus or at off-campus school activities.

6) The student pledges that he or she will apply God’s principles of love, care and concern for his or her fellow students and teachers. The student will not hurt the feelings of others intentionally, bully, or physically harm or intimidate his or her fellow students (1 Corinthians 13:4-8).

7) The student will respectfully submit himself or herself to the authority, counsel and discipline of the staff, teachers, and administrators at The Christian School at Castle Hills (Ephesians 4:22-24).
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8) The student agrees to support all CHS policy and procedures as set forth in the Parent-Student Handbook including the Student Honor Code, discipline, and dress code (Titus 3:1-2).

Copies of the Honor Code will be available in the school office, and an electronic copy is available on the school website. Parents and students must sign the honor code.

**Technology**

**Acceptable Use Policy for School Technology Resources**

Due to the increased use and various forms of technology on our campus, this section is being reviewed. The updated document will be communicated when completed.

The use of computer technology and internet access is a part of our school curriculum. To gain access to the network/internet, all students must obtain parental permission as verified by the signatures on the Technology Acceptable Use Policy form. The term *network* includes computer hardware, software and internet.

**Internet Access**

Students can explore many libraries, databases, museums, and other sources via the internet. Parents should understand that some material accessible through the internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. Although the goals of the school are to use the internet for constructive educational purposes and the school maintains a filtering system to restrict information accessed through the internet, students may find ways to access objectionable materials. However, we believe that the benefits of internet use for information resources outweigh the disadvantages. Ultimately, parents and guardians of minors are responsible for establishing and conveying the standards that their children should follow when using media and information sources. Therefore, we support each family’s right to decide whether or not to apply for access.

**Rules of Appropriate Use**

Any actions that might harm the technology equipment or software, impair its effective use, or show disregard for the procedures set forth below will not be tolerated. Unacceptable uses of the network will result in the suspension or revoking of these privileges as well as possible school and/or legal discipline. These are the guidelines to avoid the loss of privileges:

1) **Do not share your password with another person.** This includes allowing another student to use a computer logged in under your assigned username and password.

2) **Do not use technology equipment to harm other people or their work.**

3) **Do not vandalize or damage any technology equipment.** Monetary responsibility lies with the student/parent if repair or replacement of software/hardware is necessary if the damage was caused by careless use or vandalism.
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

4) Do not trespass in another person's document files or folders or vandalize the data of another user. *This includes using a computer that is logged in under another user regardless of the circumstances.*

5) Students may not under any circumstances use a computer logged in under a teacher or staff person. *This action will result in immediate loss of computer privileges and other disciplinary action.*

6) Students may not use classroom/office computers for any homework assignments. The computer labs are available for computer-related homework assignments subject to the approval of the teachers.

7) *Do not use the network for illegal activity,* including violating copyright laws, downloading/spreading of viruses, or gaining unauthorized access to resources or entities.

8) *Do not view, send, or display offensive messages or pictures.*

9) *Do not download/install programs* including shareware or freeware without permission from the administration. *This includes downloading any games from the internet.*

10) *Do not use the network for financial transactions,* including financial gain or commercial purposes.

11) *Do not use the network to release personal or school information* such as names, addresses or phone numbers without written permission from the administration.

12) Students are restricted from accessing email accounts or social networking sites on the campus computers unless it is a school supplied email or networking site account. *This action will result in loss of computer privileges and other disciplinary actions.*

13) *Do not use removable media from home computers on campus computers or ask teachers to accept assignments on jump drives.*

14) Do not violate the spirit of CHS’s mission statement.

15) Notify your instructor immediately, if, by accident, you encounter materials that violate the standards of appropriate use.

16) Notify your instructor if a security problem is suspected.

17) Students will be held accountable for their actions and will lose technology privileges if the rules of appropriate use are violated. *Circumstances may warrant additional disciplinary action.*

**Student Responsibilities**

Students are expected to comply with the school standards of behavior and the rules set forth in the Technology Acceptable Use Policy while using the school computer network. Students should understand that network use may be subject to administrative monitoring/review at any time. The user is personally responsible for his or her actions in accessing and utilizing the school’s technology resources. The use of school technology is a privilege, not a right, and may be revoked if abused.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Warranties

The internet user and his or her parents must understand that he or she uses the internet at his or her own risk. Considering the provisions mentioned above, CHS cannot assume responsibility for

1) The reliability of the content of a source received by the user;
2) Costs that the student incurs if he or she requests a product or service for a fee; or
3) Any consequences of disruption in service that may result in lack of resources.

Though every effort will be made to insure a reliable connection, there may be times when the internet service is down or scheduled for use by teachers, classes, or other students.

If the parent should decline to submit the Technology Acceptable Use Policy form or agree with any portion of the Technology Acceptable Use Policy form, his or her student may not be allowed access to the school computers and other technology.

Cell Phone and Technology

Cell Phones

Cell phones are not to be used at school during the school day by elementary and intermediate students (7:25 am – 3:40 pm) and secondary students (7:55am – 3:40pm). All cell phones need to be turned off and placed in a student’s backpack or locker. Cell phones used during school hours will be confiscated. The school reserves the right to examine pictures, text messages or any other information stored on the phone. When a cell phone is found, an administrator can turn it on and access information to be able to return it. Standard disciplinary measures will be taken for items found on cell phones.

iPods, MP3 Players, Digital Cameras and Other Electronic Devices that Distract from Learning

Students are not to use iPods, MP3 players, personal digital cameras or other similar electronic devices during the school day (7:55 am – 3:40 pm). iPods, MP3 players, etc., are for the private use of a student and should not be used to play music publicly. Any of these devices used in an inappropriate manner or time will be confiscated. The school reserves the right to examine any information or files stored on these electronic devices. Standard disciplinary measures will be taken for inappropriate content found on these electronic devices.

Cell Phone or Other Electronic Device Violations

1st violation – The teacher will take up the cell phone or other electronic device. A parent may pick up the item in the main office during regular business hours.

2nd violation – The teacher will take up the cell phone or other electronic device. A parent may pick up the item in the main office during regular business hours. The student will be assessed a $25 fine (which will be contributed to the CHS scholarship fund).
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3rd violation – The teacher will take up the cell phone or other electronic device. A parent may pick up the item in the main office and the student will not be able to have a phone on campus for the remainder of the school year.

Laptops & Wireless Internet (may include cell phones with wireless capability)

Students in 7th–12th grade may use laptops during the school day (7:55 am – 3:40 pm) for school related activities only, including, but not limited to, taking notes in class, typing assignments or creating projects. At the teacher’s discretion, students may use personal wireless internet during the school day (7:55 am – 3:40 pm) for school related activities only, including, but not limited to, researching for projects and assignments or completing dual credit classes. Laptops and personal wireless internet may not be used during the school day (7:55 am – 3:40 pm) for the purpose of entertainment [i.e., viewing pictures, listening to music, playing games, posting on social network sites (i.e., Facebook), watching videos (i.e., YouTube), checking personal email, etc.]. Any student laptop or electronic device equipped with wireless internet used for any activity other than school related activities will be confiscated. The school reserves the right to examine any file on any computer. Standard disciplinary measures will be taken for inappropriate content found on laptops.

Sexting Policy

In keeping with the school’s responsibility to provide a safe learning environment for all students, the Board has established the following policy regarding the issue of sexting. Sexting is the act of sending, receiving, or forwarding sexually explicit or suggestive messages, photos, or images via cell phone, computer, or other digital device. Students engaged in such activities are subject to state laws and school discipline. The school considers sending, sharing, possessing, or even viewing pictures, text messages, or e-mails that contain a sexual message or image a violation of this policy that will result in school discipline up to and including expulsion and the notification of local law enforcement. Students are required to immediately report any such activities to a teacher or a school administrator.

Tardiness (Grades 7-12)

Students who arrive late to class cause a disruption to that class and miss valuable instruction. Students are considered tardy if they are not in the appropriate room and seat at the tardy bell.

All students arriving 15 minutes after class begins without an acceptable excuse (i.e., medical or dental appointment, etc.) will automatically receive no attendance credit in that class for that day and be marked absent.

On the day of a game or activity, students must be in attendance at school (a minimum of one-half the day) to be eligible for extracurricular participation that day. Students leaving
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after 4th period will not be allowed to play without an approved excused absence. Students leaving due to illness or injury will not play on that day.

Students not attending the first class period the day after an interscholastic event may be denied participation in the next game. The day of game policies are subject to change to comply with TAPPS (Texas Association of Private and Parochial Schools) guidelines.

Parents and students need to be aware that chronically late arrivals on a school day will be addressed as a disciplinary issue.

Secondary students who are late to school must sign in at the school office before reporting to class. Parents will be contacted when a secondary student has been tardy three times to a single class in a nine-week period. Tardies will accumulate for each class throughout the nine-weeks.

Morning Tardy Consequences (Grades 7-12):
1st through 2nd Infractions – parent notification by email
3rd Infraction – after-school detention for 3 days (total of 3 hours)
4th Infraction – detention for an additional 3 days and loss of any semester final exam exemptions. (See Final Exam Exemption Policy- Seniors (12th grade) Only, p. 44)
5th Infraction – Saturday school, 7:00 am – 10:00 am ($25 fee)
6th Infraction – parent conference and ISS for half day
7th Infractions – ISS for full day
Additional Violations – parent conference and additional consequences

Note: Students with three (3) or more tardies per quarter will not be eligible for conduct honor list or conduct honor roll.

Truancy (see p. 55)

Toys and Other Personal Items

Students are not permitted to bring toys or other personal items (i.e., blankets, stuffed animals, pillow pets, animal backpacks, etc.) to school unless it is on special days determined by the classroom teacher. The school will not be responsible for any broken or lost toys. Please refrain from sending items, including clothing, backpacks, or school supplies, which reflect violent or magical themes (e.g., Pokémon, Power Rangers, Harry Potter, etc.). Such items will be confiscated and returned to the student at the end of the year.

Use of Telephone

Students are not to receive phone calls. Parents may call the front office in case of extreme emergency. Students will not be allowed to use office phones unless granted permission by
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administration. The nurse will call parents in case of illness or injury. Students may not call home during class time for books or assignments left at home.
SECTION 2—EDUCATIONAL POLICIES AND PROCEDURES

DISCIPLINE

"Train up a child in the way he should go; and when he is old, he will not depart from it" (Proverbs 22:6).

Discipline is necessary for the welfare of each student, as well as for the entire school. CHS will enforce classroom regulations in a manner consistent with Christian principles and discipline as set forth in the Scriptures. Discipline is more than outward pressure—it involves inner understanding and acceptance. The goal of discipline is to develop Godly self-control.

The school’s goal is to teach all students to become responsible adults. This is achieved through learning respect for other people and their property. Any staff member has authority over any student, whether or not he or she has that student in class. A student may be corrected by any staff member and should do as instructed.

Discipline Philosophy

Good discipline means that the classroom is relatively free from confusion, disorder and anti-social behavior. It means each child operates freely within a structured framework, which he or she understands, accepts and incorporates into his or her behavior without constant reminder or discipline. In fact, the school’s goal is to teach each student through loving instruction to become an independent, mature follower of Jesus Christ, ready and equipped to lead and serve his or her generation.

Realizing there is not a miracle cure for all problems nor is there a single, simple method for solving them, the school’s intent is to give each teacher some practical and effective methods for classroom management and to include the parent as the primary disciplinarian in the life of the child. The discipline system should have the effect of drawing close the lines of communication between parents, teachers, and administration.

“Discipline your son while there is hope” (Proverbs 19:18); “Discipline yourself for the purpose of godliness” (1 Timothy 4:7).

Student Disruptions or Misconduct

1) Disruptions or interruptions of the teacher during class will result in removal from the classroom.

2) Students desiring to report any misconduct should immediately notify a teacher or principal of the conduct in question.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

3) Depending on the nature of the misconduct, a student may also lose privileges (e.g., repeated dress code violations may result in a loss of special dress privileges, loss of exam exemption if applicable), be required to make restitution (e.g., in the case of theft or vandalism) or lose extracurricular participation privileges or final exemption privileges. Depending on the nature of the offense, the administration reserves the right to assess other appropriate corrective actions.

4) Minor disruptive offenses may be forgiven at the end of the grading period and removed from the student’s record if not repeated.

5) The school’s desire is that students corrected for misconduct repent or turn from their misconduct so that they may be restored to fellowship with the rest of the school community. Repentance is a change of heart which is demonstrated in a number of ways but usually includes at the least a cessation (or at least significant reduction) of misconduct.

General Discipline Policies

Students are expected to abide by general school rules and by those of the individual classroom teacher. Possible disciplinary steps that follow may involve conferences with a principal, parents, teacher, and the student to discuss possible solutions for the misbehavior and to inform the student of the serious effects of continued misconduct.

Inappropriate behaviors that warrant student discipline include:

- Tardies to class
- Talking without permission or being inattentive in class
- Minor class disruptions
- Horseplay
- Dress code violations
- Cutting remarks or verbal assaults
- Intimidation or physical assaults
- Immoral activities, suggestive speech, or foul language
- Active or passive defiance
- Overt or subtle disrespect
- Disrespectful questions or comments to teacher concerning a discipline or dress code referral (an appointment can be set at a later time if discussion or explanation is necessary)
- Physical contact of an expressive nature between young men and young women
- Sitting in cars or loitering in the parking lot during school hours
- Cell phone calls or texting during class or in any school building (use before or after school only)
- Taking pictures or videos of other students, teachers, staff, or guests without permission
- Food or drinks in building outside of student lunch area
- Chewing gum on campus
- Entering the teachers’ lounge without approval
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

Being in off-limits areas of campus, including the elevators, without written permission from administration
Pattern of incomplete or late work
Bullying

Appropriate forms of discipline include the following:
Loss of privileges
Detention

- 1st offense = 1 detention on day assigned
- 2nd offense = 2 detentions on days assigned
- 3rd offense = conference with parents, principal and/or superintendent, with consequences assigned
- Consequences for subsequent violations will be determined by the principal.

In-school suspension (ISS)
Three- to five-day out of school suspension
Expulsion/student dismissal, with no refund of tuition

Note: A student who is assigned to in-school suspension (ISS) may be required to pay for a substitute to monitor the ISS.

Additional action that may be taken:
Corporal discipline by parent or school personnel is rare and used on an individual, case by case basis with parental consultation and permission.

Please note that the school administration has the authority to issue any of the above consequences in any order for any behavior at any time. Likewise, the school administration can give extra work duties such as lunch duty or Saturday detention if they deem necessary. To call a conference immediately or even suspend immediately depending upon the offense may be necessary. The key is discernment. Parents may always set up an appointment to discuss any matter. A strong partnership between school and parents is necessary in the training of their students.

Disciplinary Probation

A student placed on disciplinary probation is in imminent danger of losing the right to remain at The Christian School at Castle Hills. A student placed on probation may not be able to represent the school in athletics, student activities, contests or public programs, be eligible to receive any honors, or be granted other privileges. When a student is placed on probation, the administration will notify the parents immediately.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

The administration will review the probationary status of a student at the end of the semester. If sufficient correction of behavior is evident at that time, the student is removed from probationary status. If not, the administration will determine whether or not the student will continue to attend the school.

Further disciplinary actions which place a student on probation more than once within a year’s time may result in expulsion or eliminate an offer of reenrollment for the next school year.

Suspension / Expulsion

The superintendent is the final authority on suspension/expulsion of a student. His decision will normally come through the advice of the Board of Trustees and the principals. A severe problem will normally be handled through probation or withdrawal.

Activities or occurrences that warrant suspension or expulsion include but are not limited to:
- Possession or involvement with drugs or alcohol, smoking, including possession of related items, lighters, matches, etc.
- Immoral activity
- Fighting
- Intimidation – where a person of normal sensibilities would feel threatened or in danger of harm
- Continued bullying
- Skipping class or school
- Vandalism or destruction of school property
- Possession of a weapon, including the use of an ordinary object as a weapon.
- Possession of pocketknives, fireworks, or explosives
- Written or verbal threats to the safety of individuals or the school in general.
- Lying, forgery, plagiarism or cheating in any form.
- Repeated foul language (spoken or written); distributing or possession of profane, indecent, or obscene language, literature, or pictures
- Physical threats toward anyone on campus
- Verbal threats of harm to a staff member
- Physical or verbal abuse of another student
- Physical or verbal conduct which constitutes sexual harassment
- Abuse or theft of school property, furniture, equipment, books, building, or grounds
- Blatant violation of the dress code
- Continued presence of a spirit and attitude that is not “in harmony with the spirit of the school”
- Continued lack of respect for authority or intentional disobedience
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

Violation of any standard of the Student Honor Code (see p. 60) at school, at home, or elsewhere
Passive participation in any of the above

Note: All the behaviors listed above apply equally on and off campus, as well as to any kind of electronic communication including, but not limited to, text messages, instant messaging, social networking sites, internet posts, video messaging and voice mail messages.

In addition, the forgery of a parental signature at any time may be considered grounds for suspension (in-school or off-campus) or expulsion.

The recommended length of suspension is three to five school days, with the minimum suspension usually being three days. Suspension is treated as an unexcused absence in reference to classwork. A conference with the principal, superintendent, parents, and student may be held before and after the suspension. All classwork missed during suspension must be completed before returning to classes. A suspension automatically places a student on probation, and return to school the following year may be denied.

In the event that a student does not respond favorably to other disciplinary measures or that the parent does not support other disciplinary measures, the superintendent may decide to remove the student by expulsion.

A student who is expelled or asked to withdraw by the administration will not receive any refund for any month a student attends any portion of that month. A two-month penalty will be due and paid before any transcripts or records will be released.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

DRESS CODE

That desire at The Christian School at Castle Hills is that all things be pleasing to the Lord and in a manner that will honor Him, recognizing, of course, that true Christianity is a matter of the heart and not always the outward appearance. However, it is true that the appearance is important. In I Thessalonians 5:22, it states: "Abstain from all appearance of evil." Samuel notes, "The Lord looks on the heart ... man looks on the outward appearance." However, Peter puts his finger on the real issue when he stated that our attractiveness should not be based on what we wear but on "the hidden man of the heart... even the ornament of a meek and quiet spirit." People represent the feelings and thoughts of their hearts through their dress and actions. Therefore, a person’s clothing and the way they wear it should represent a desire to please God and honor Him.

All students will follow the school dress code unless otherwise specified by the administration for special events and activities. Teachers will check their students' clothing each morning to identify any dress code violations and will complete a uniform violation form for any student who is not dressed according to the school dress code. The first time a student is not within the dress code guidelines, the parents will be notified by e-mail. A student who is inappropriately attired may be required to wear the school chapel attire on non-chapel days. In the event a student comes to school without proper attire but with a note of explanation from a parent, the student should be sent to the office with the note before attending classes. Final authority for judgment calls rests with the area principal.

Student attire must meet the following guidelines:

Be conservative, neat, clean, pressed, and modest
Not be severely faded, dirty, torn, and immodest or otherwise present a disheveled appearance
Shoes must be clean or polished (leather shoes)
Be clearly labeled with student's name (the school is not responsible for lost or damaged clothing)

When in uniform, a student should wear it properly at all times. Students are required to be in uniform during school hours, unless other attire has been approved in advance. In high school, some students go directly to work or other activities where their school uniform is inappropriate. Therefore, with permission from the office, students may request and be permitted to change before leaving campus. The administration will designate proper dress for special event and activity days.

The Christian School at Castle Hills administration reserves the right to determine the appropriateness of all dress code issues at school and at any school sponsored or endorsed functions.
SECTION 2- EDUCATIONAL POLICIES AND PROCEDURES

Parker School Uniforms

Students may wear any combination of school approved uniform items from Parker School Uniforms. Uniform clothing in the same style and color as Parker Uniforms may be purchased from other retailers’ uniform clothing department or from the CHS Eagle Shop. See Parker Uniform information for detailed school clothing information. The Parker Uniform web address is www.parkersu.com, and the school web ID for Parker Uniform is SA083119. Parker Uniform phone is 210-530-0087.

General guidelines for girls, K-12th grade

The length of the skirt or the jumper must be to the knee.
Walking shorts or the skort must be no more than 3” above the knee.
Modesty shorts must be worn under skirts.
Undergarments or camisoles are not to extend beyond the shirt sleeves or shirt hemline.

General guidelines for boys, K-12th grade

Shirts must be tucked in and worn with a solid black or braided belt for all boys in grades 3 – 12.
White undershirts can be worn under white or black monogrammed pique polo. However, only black undershirts can be worn under black short-sleeved or long-sleeved Pique polos.
No other colors of undershirts are allowed.
Undershirts should not extend beyond the shirt sleeves.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Uniform Dress Code (Grades K-2)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A combination of any of the available Parker uniform separates including</td>
<td>Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:</td>
</tr>
<tr>
<td>Top:</td>
<td>• School approved black leather shoes</td>
</tr>
<tr>
<td>• Short-sleeved blouse with navy trim (chapel blouse)</td>
<td>(penny loafer, oxford, Mary Janes)</td>
</tr>
<tr>
<td>• Plain white banded-blouse</td>
<td>• Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle</td>
</tr>
<tr>
<td>• Sailor blouse with navy trim</td>
<td>• Black leather Sperry-style shoes with black soles</td>
</tr>
<tr>
<td>• Black or white monogrammed short-sleeved or long-sleeve pique polo</td>
<td>• Keds™ white leather athletic shoe with navy saddle</td>
</tr>
<tr>
<td>• One of the Parker monogrammed sweater options:</td>
<td>• Black and white leather saddle oxford</td>
</tr>
<tr>
<td>o Cardigan</td>
<td>• Solid white or black leather or leather-like athletic shoe</td>
</tr>
<tr>
<td>o Sleeveless vest</td>
<td>• NO canvas or cloth shoes</td>
</tr>
<tr>
<td>o Long-sleeved pullover</td>
<td>• Solid white crew or quarter crew socks</td>
</tr>
<tr>
<td>o <strong>Optional:</strong> black monogrammed jacket (available as a special order through the school)</td>
<td>• Solid white or black knee sock</td>
</tr>
<tr>
<td>Bottom:</td>
<td>• Solid white or black opaque tights</td>
</tr>
<tr>
<td>• Plaid jumper, walking short or skort</td>
<td>• NO leggings, patterned tights or knee-high hosiery</td>
</tr>
<tr>
<td>• Khaki walking short</td>
<td>• Shoelaces must match the predominant color of lace up shoes and be tied at all times</td>
</tr>
<tr>
<td>• Khaki or black twill pants</td>
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</table>

**K-2 Boy: Daily Uniform**

- Black or white monogrammed short-sleeved or long-sleeve pique polo
- Parker khaki or black twill pants
- Parker khaki twill shorts
- One of the Parker monogrammed sweater options:
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover
  - **Optional:** black monogrammed jacket (available as a special order through the school)

**Boys (K-2): Daily Shoes and Socks**

- Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:
  - School approved black leather shoes (penny loafer or oxford)
  - Black leather Sperry-style shoes with black soles
  - Solid white or black leather or leather-like athletic shoes
  - NO canvas or cloth shoes
  - Solid white crew or quarter crew socks
  - Shoelaces must match the predominant color of lace up shoes and be tied at all times
### Girls (K-2): Chapel Uniform
- Parker plaid jumper
- Short-sleeved blouse with navy trim
- One of the Parker monogrammed sweater options:
  (required Oct. 1- Mar. 1)
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover

### Girls (K-2): Chapel shoes
- Solid white or black leather or leather-like athletic shoe
- Keds® white leather athletic shoe with navy saddle
- NO canvas or cloth shoes
- Solid white or black knee sock
- Solid white or black opaque tights
- NO leggings, patterned tights or knee-high hosiery
- Shoelaces that match the predominant color of lace up shoes (shoes must be tied at all times)
- **Optional for K-2 girls:**
  School approved black leather shoes (penny loafer, oxford, Mary Janes); black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle; black leather Sperry-style shoes with black soles; or, black and white saddle oxford

### Boys (K-2): Chapel Uniform
- Parker khaki pants
- Parker white short-sleeved or long-sleeve monogrammed pique shirt
- Shirts do not necessarily need to be tucked in for K-2nd grade.
- Parker monogrammed sweater required October 1- Mar. 1 including
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover

### Boys (K-2): Chapel Shoes and Socks
- Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:
  - Solid white or black leather or leather-like athletic shoes
  - NO canvas or cloth shoes
  - Solid white crew or quarter crew socks
  - Shoelaces must match the predominant color of lace up shoes and be tied at all times
- **Optional for K-2 boys:**
  School approved black leather shoes (penny loafer or oxford), or black leather Sperry-style shoes with black soles worn with black dress socks.
## SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

### Uniform Dress Code (Grades 3-4)

<table>
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<tbody>
<tr>
<td>A combination of any of the available <strong>Parker</strong> uniform separates including</td>
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<tr>
<td><strong>Top:</strong></td>
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</tr>
<tr>
<td>• Short-sleeved blouse with navy trim (chapel blouse)</td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>• Sailor blouse with navy trim</td>
<td></td>
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<td>• Black or white monogrammed short or long-sleeve pique polo</td>
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<tr>
<td>• One of the Parker monogrammed sweater options:</td>
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<tr>
<td>o Cardigan</td>
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<tr>
<td>o Sleeveless vest</td>
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<tr>
<td>o Long-sleeved pullover</td>
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<tr>
<td>o <strong>Optional:</strong> black monogrammed jacket (available as a special order through the school)</td>
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<tr>
<td><strong>Bottom:</strong></td>
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<tr>
<td>• Plaid jumper, walking short or skirt</td>
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<tr>
<td>• Khaki walking short</td>
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<tr>
<td>• Khaki or black twill pants</td>
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<table>
<thead>
<tr>
<th>Boys (3-4): Daily Uniform</th>
<th>Boys (3-4): Daily Shoes and Socks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Black or white monogrammed short or long-sleeve pique polo</td>
<td></td>
</tr>
<tr>
<td>• Parker short-sleeved monogrammed oxford chapel shirt</td>
<td></td>
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<tr>
<td>• Parker khaki or black twill pants</td>
<td></td>
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<tr>
<td>• Parker khaki twill shorts</td>
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<tr>
<td><strong>Shirts must be tucked in and worn with a black solid leather or braided belt.</strong></td>
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<tr>
<td>• One of the Parker monogrammed sweater options:</td>
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<tr>
<td>o Cardigan</td>
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<tr>
<td>o Sleeveless vest</td>
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<tr>
<td>o Long-sleeved pullover</td>
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<tr>
<td>o <strong>Optional:</strong> black monogrammed jacket (available as a special order through the school)</td>
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<tr>
<td>Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:</td>
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<tr>
<td>• School approved black leather shoes (penny loafer, oxford, Mary Janes)</td>
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<tr>
<td>• Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle</td>
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<tr>
<td>• Black leather Sperry-style shoes with black soles</td>
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<tr>
<td>• Keds™ white leather athletic shoe with navy saddle</td>
<td></td>
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<tr>
<td>• Black and white saddle oxford</td>
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<tr>
<td>• Solid white or black leather or leather-like athletic shoe</td>
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<tr>
<td>• <strong>NO</strong> canvas or cloth shoes</td>
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<tr>
<td>• Solid white crew or quarter socks</td>
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<td>• Solid white or black knee sock</td>
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<tr>
<td>• Solid white or black opaque tights</td>
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<td>• <strong>NO</strong> leggings, patterned tights or knee-high hosiery</td>
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<tr>
<td>• Shoelaces must match the predominant color of lace up shoes and be tied at all times</td>
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</tbody>
</table>
### Girls (3-4): Chapel Uniform
- Parker plaid jumper
- Short-sleeved blouse with navy trim
- One of the Parker monogrammed sweater options:
  (required Oct. 1- Mar. 1)
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover

### Boys (3-4): Chapel Uniform
- Parker khaki twill slacks
- Parker short-sleeved monogrammed oxford shirt
- **Shirts must be tucked in and worn with a black solid leather or braided belt.**
- One of the Parker monogrammed sweater options:
  (required Oct. 1- Mar. 1)
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover

### Girls (3-4): Chapel shoes
- School approved black leather or leather-like shoes (penny loafer, oxford, Mary Janes)
- Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle
- Black leather Sperry-style shoes with black soles
- Black and white saddle oxford
- **NO** canvas or cloth shoes
- Shoelaces must match the predominant color of lace up shoes and be tied at all times
- Solid white or black knee sock
- Solid white or black opaque tights
- **NO** leggings, patterned tights or knee-high hosiery

### Boys (3-4): Chapel Shoes and Socks
- Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:
  - School approved black leather or leather-like shoes (penny loafers or oxfords)
  - Black leather Sperry-style shoes with black soles
  - Solid black dress socks
### Uniform Dress Code (Grades 5-6)

#### Girls (5-6): Daily School Uniform
A combination of any of the available Parker uniform separates including

**Top:**
- Parker monogrammed ¾-sleeved blouse
- Plain white banded-blouse
- Sailor blouse and tie
- Black or white monogrammed short or long-sleeve pique polo
- One of the Parker monogrammed sweater options:
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover
  - **Optional:** black monogrammed jacket (available as a special order through the school)

**Bottom:**
- Pleated plaid skirt, plaid walking short or plaid skirt
- Khaki walking short
- Khaki or black twill pants

#### Girls (5-6): Daily School Shoes and Socks
Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:
- School approved black leather shoes (penny loafer, oxford, Mary Janes)
- Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle
- Black leather Sperry-style shoes with black soles
- **Keds™** white leather athletic shoe with navy saddle
- Black and white saddle oxford
- Solid white or black leather or leather-like athletic shoe
- **NO** canvas or cloth shoes
- Solid white crew or quarter socks
- Solid white or black knee sock
- Solid white or black opaque tights
- **NO** leggings, patterned tights or knee-high hosiery
- Shoelaces must match the predominant color of lace up shoes and be tied at all times

#### Boys (5-6): Daily Uniform
- Black or white monogrammed short or long-sleeve pique polo
- Parker short-sleeved monogrammed oxford chapel shirt
- Parker khaki or black twill pants
- Parker khaki twill shorts
- **Shirts must be tucked in and worn with a black solid leather or braided belt.**
- One of the Parker monogrammed sweater options:
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover
  - **Optional:** black monogrammed jacket (available as a special order through the school)

#### Boys (5-6): Daily Shoes and Socks
Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:
- School approved black leather shoes (penny loafer or oxford)
- Black leather Sperry-style shoes with black soles
- Solid white or black leather or leather-like athletic shoes
- **NO** canvas or cloth shoes
- Solid white crew or quarter socks
- Shoelaces must match the predominant color of lace up shoes and be tied at all times
### SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

<table>
<thead>
<tr>
<th><strong>Girls (5-6): Chapel Uniform</strong></th>
<th><strong>Boys (5-6): Chapel Uniform</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parker box pleated plaid skirt</td>
<td>• Parker khaki twill slacks</td>
</tr>
<tr>
<td>• Parker monogrammed ¾-sleeved blouse</td>
<td>• Parker short-sleeved monogrammed oxford shirt</td>
</tr>
<tr>
<td>• One of the Parker monogrammed sweater options: (required Oct. 1–Mar. 1)</td>
<td>• Shirts must be tucked in and worn with a black solid leather or braided belt.</td>
</tr>
<tr>
<td>o Cardigan</td>
<td>o One of the Parker monogrammed sweater options: (required Oct. 1–Mar. 1)</td>
</tr>
<tr>
<td>o Sleeveless vest</td>
<td>o Cardigan</td>
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<table>
<thead>
<tr>
<th><strong>Girls (5-6): Chapel shoes</strong></th>
<th><strong>Boys (5-6): Chapel Shoes and Socks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• School approved black leather shoes (penny loafer, oxford, Mary Janes)</td>
<td>Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:</td>
</tr>
<tr>
<td>• Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle</td>
<td>• School approved black leather shoes (penny loafers or oxfords)</td>
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<tr>
<td>• Black leather Sperry-style shoes with black soles</td>
<td>• Black leather Sperry-style shoes with black soles</td>
</tr>
<tr>
<td>• Black and white saddle oxford</td>
<td>• NO athletic shoes</td>
</tr>
<tr>
<td>• NO athletic socks</td>
<td>• NO athletic shoes</td>
</tr>
<tr>
<td>• NO canvas or cloth shoes</td>
<td>• NO crew or quarter crew socks</td>
</tr>
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<td>• Shoelaces must match the predominant color of lace up shoes and be tied at all times</td>
<td></td>
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<tr>
<td>• Solid white or black knee sock</td>
<td>• Solid white or black dress socks</td>
</tr>
<tr>
<td>• NO crew or quarter crew socks</td>
<td>• NO leggings, patterned tights or knee-high hosiery</td>
</tr>
<tr>
<td>• Solid white or black opaque tights</td>
<td>• NO athletic socks</td>
</tr>
<tr>
<td>• NO leggings, patterned tights or knee-high hosiery</td>
<td>• NO crew or quarter crew socks</td>
</tr>
</tbody>
</table>
### SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

**Uniform Dress Code (Grades 7-12)**

<table>
<thead>
<tr>
<th>Girls (7-12): Daily School Uniform</th>
<th>Girls (7-12): Daily School Shoes and Socks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A combination of any of the available Parker uniform separates including</td>
<td>Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:</td>
</tr>
<tr>
<td>Top:</td>
<td>• School approved black leather shoes (penny loafer, oxford, Mary Janes)</td>
</tr>
<tr>
<td>• Parker monogrammed ¾-sleeved blouse</td>
<td>• Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle</td>
</tr>
<tr>
<td>• Plain white banded-blouse</td>
<td>• Black leather Sperry-style shoes with black soles</td>
</tr>
<tr>
<td>• Black or white monogrammed short or long-sleeve pique polo</td>
<td>• Keds® white leather athletic shoe with navy saddle</td>
</tr>
<tr>
<td>• One of the Parker monogrammed sweater options:</td>
<td>• Black and white leather saddle oxford</td>
</tr>
<tr>
<td>• Cardigan</td>
<td>• Solid white or black leather or leather-like athletic shoe <em>(contrasting black or white logos are acceptable)</em></td>
</tr>
<tr>
<td>• Sleeveless vest</td>
<td>• NO leggings, patterned tights or knee-high hosiery</td>
</tr>
<tr>
<td>• Long-sleeved pullover</td>
<td>• Shoelaces must match the predominant color of lace up shoes and be tied.</td>
</tr>
<tr>
<td>• Optional: black monogrammed jacket (available as a special order through the school)</td>
<td></td>
</tr>
<tr>
<td>Bottom:</td>
<td></td>
</tr>
<tr>
<td>• Pleated plaid skirt, plaid walking short or plaid skirt</td>
<td></td>
</tr>
<tr>
<td>• Khaki walking short</td>
<td></td>
</tr>
<tr>
<td>• Khaki or black twill pants</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys (7-12): Daily Uniform</th>
<th>Boys (7-12): Daily Shoes and Socks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Black or white monogrammed short- or long-sleeve pique polo</td>
<td>Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:</td>
</tr>
<tr>
<td>• Parker short-sleeved monogrammed oxford chapel shirt</td>
<td>• School approved black leather shoes (penny loafer or oxford)</td>
</tr>
<tr>
<td>• Parker khaki or black twill pants</td>
<td>• Black leather Sperry-style shoes with black soles</td>
</tr>
<tr>
<td>• Parker khaki twill shorts</td>
<td>• Solid white or black leather or leather-like athletic shoes <em>(contrasting black or white logos are acceptable)</em></td>
</tr>
<tr>
<td><em>Shirts must be tucked in and worn with a black solid leather or braided belt.</em></td>
<td>• NO canvas or cloth shoes</td>
</tr>
<tr>
<td>• One of the Parker monogrammed sweater options:</td>
<td>• Solid white crew or quarter crew socks</td>
</tr>
<tr>
<td>• Cardigan</td>
<td>• Solid white or black knee sock</td>
</tr>
<tr>
<td>• Sleeveless vest</td>
<td>• Solid white or black oxford shoes</td>
</tr>
<tr>
<td>• Long-sleeved pullover</td>
<td>• NO leggings, patterned tights or knee-high hosiery</td>
</tr>
<tr>
<td>• Optional: black monogrammed jacket (available as a special order through the school)</td>
<td>• Shoelaces must match the predominant color of lace up shoes and be tied at all times</td>
</tr>
</tbody>
</table>
### Girls (7-12): Chapel Uniform
- Parker box pleated plaid skirt
- Parker monogrammed ¾-sleeved blouse
- **9-12 only:** Monogrammed tie with appropriate graduation year
- One of the Parker monogrammed sweater options:
  - (required Oct. 1-Mar. 1)
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover

### Girls (7-12): Chapel Shoes
- School approved black leather shoes (penny loafer, oxford, Mary Janes)
- Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle
- Black leather Sperry-style shoes with black soles
- Black and white leather saddle oxford
- **NO** Athletic Shoes
- **NO** canvas or cloth shoes
- Shoelaces must match the predominant color of lace up shoes and be tied at all times
- Solid white or black knee sock
- Solid white or black opaque tights
- **NO** crew or quarter crew socks
- **NO** leggings, patterned tights or knee-high hosiery

### Boys (7-12): Chapel Uniform
- Parker khaki twill slacks
- Parker short-sleeved monogrammed oxford shirt
- **9-12 only:** Black uniform tie
- **Shirts must be tucked in and worn with a black solid leather or braided belt.**
- One of the Parker monogrammed sweater options:
  - (required Oct. 1-Mar. 1)
  - Cardigan
  - Sleeveless vest
  - Long-sleeved pullover

### Boys (7-12): Chapel Shoes and Socks
- Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:
  - School approved black leather shoes (penny loafers or oxfords)
  - Black leather Sperry-style shoes with black soles
  - **NO** athletic shoes
  - Solid black dress socks
  - **NO** crew or quarter crew socks
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

Elementary Dress Code Compliance

Parents will receive email notification on each dress code violation. Consequences begin for students in 4th grade and start over at the beginning of each quarter.

- **1st through 3rd Infractions** – parent notification by email
- **4th and 5th Infractions** – lunch detention in office
- **6th and 7th Infractions** – 30 minute after-school detention
- **8th and 9th Infractions** – 1 hour after-school detention
- **Additional Infractions** – Saturday school – 3 hours TBD by administration ($25 fee)

Secondary Dress Code Compliance

All students are informed of the school dress code and appearance standards in the student manual. Every effort must be made by the student and the parent to comply with school policy. Teachers should immediately report any apparent violations to the principal. The following guidelines will be used in dealing with dress code violations:

- **1st through 2nd Infractions** – parent notification by email
- **3rd Infraction** – after school detention for 2 days
- **4th Infraction** – after-school detention for 1 additional day
- **5th Infraction** – half-day in-school suspension
- **6th Infraction** – full day in-school suspension
- **7th Infraction** – Saturday school – 3 hours TBD by administration ($25 fee)
- **Additional Violations** – Parent conference and additional consequences
- Violators will receive a Dress Code Violation form describing the violation. The violation will be recorded in RenWeb. A copy of the Dress Code Violation form or an email will be sent to the parent for each violation. At times a student may be sent to the office to have the principal determine if the student is in violation of the dress code. The final determination of a violation rests with the administration.
- Consequences for subsequent violations will be determined by the principal and may include being sent home until the violation is corrected.

In the event that form fitting clothing is worn or when the administration deems necessary, the parent will be notified for immediate correction of the problem. The student will be removed from class and allowed to return when in compliance with dress code. A female teacher will address older girls if the violation involves modesty. The teacher or the administration has the liberty to remove a student from the classroom until the offense is corrected. Chronic dress code violations are considered rebellion. A student who repeatedly violates the same rule, even in a small matter, may need to be suspended or even expelled.

Repeated offenses of the dress code will result in further disciplinary action.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Parent and student cooperation in selecting appropriate clothing and accessories for school is appreciated. Compliance to dress code helps to provide students with an educational environment that encourages their intellectual, moral, and spiritual growth.

**Field Trip Uniforms**

The chapel uniform is worn on appropriate field trips. The area principal will determine appropriate dress for field trips when the chapel uniform is not appropriate.

**Physical Education/Athletic Dress**

*Physical Education/Athletic Uniforms*

Physical education/athletic uniforms are required for students beginning in 5th grade. Required P.E. uniforms (shorts and shirts) are purchased through the Athletic Department at the beginning of the school year. P.E. uniforms must be clearly marked with the student’s name. Students who pay the varsity athletic fee will be provided with one (1) athletic uniform. Additional athletic uniforms may be purchased at an additional cost.

The following standards apply:

1. Students will change into the P.E./athletic uniform and athletic socks and shoes prior to P.E./athletic classes.
2. Students should not wear jewelry to P.E./athletic classes. Coaches and P.E. teachers will ask students to remove jewelry for P.E./athletic class.
3. A uniform violation may be issued and points may be deducted from a student's daily grade if he or she does not dress in the P.E./athletic uniform, athletic socks and shoes.

**Letter Jackets**

Wearing a letter jacket fosters unity and school spirit among the students at The Christian School at Castle Hills. It also gives an opportunity for students to share in their pride and love for the school. The standards for lettering should give students a goal to attain and something to look forward to in high school. The highest level of honor, achievement and excellence is that of earning the letter CH on the front of the jacket along with the privilege of earning and wearing additional patches as a high school student.

As a mark of integrity of students living in a godly manner in and out of school, students are expected to follow all rules involving the wearing of a letter jacket:

1. No extra patches, letters, or insignia of any kind may be worn on or attached to a letter jacket purchased by students in grades Kindergarten through eighth.
2. Only those patches, letters, or insignia earned and purchased through The Christian School at Castle Hills may be worn or attached to the letter jacket for grades 9 – 12.
3. Students in secondary may have their name embroidered on the letter jacket.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

To receive a letter jacket or a letter a student must do the following in the year of participation and award:

*Fine Arts Letter:*
1) Complete a full semester of high school Fine Arts at CHS
2) Participate in at least two showings, concerts, or contests
3) Maintain a minimum grade average of 90 in the Fine Arts class
4) Maintain conduct grades without any N or U
5) Be approved by the principal

*Athletic Letter (Applies in year of participation):*
1) Be a member of a varsity level team
2) Contribute to the improvement of the varsity squad based on the coach’s recommendation
3) Maintain conduct grades without any N or U
4) Be approved by the athletic director

*Cheerleader Dress*
Cheerleaders’ dress, both uniforms and practice attire, must be modest in terms of length of skirts and shorts, avoiding open sleeves that are too exposing and tops that are too tight and/or form-fitting. Uniforms must be pre-approved by the athletic director and the superintendent. Uniforms should be ordered in the fall semester with the growth of young ladies in mind in order that the clothing continues to meet dress policy in the spring. When not actively engaged in practice, cheerleaders’ attire should be the CHS athletic uniform.

*Spirit Dress*
Spirit Dress allows students to come to school without being required to wear the approved school uniform. Spirit dress includes the following:

- Official, school-approved school spirit shirts or class shirts
- Official CHS sweatshirts may be worn on school spirit dress days
- Any solid color full-length jean or school approved uniform shorts. Jeans must not have holes or be torn.
- No jeggings or leggings
- Close-toed shoes (sandals are not allowed)
- Clean and modest clothing, not overly tight or loose.
- Other outer wear must comply with regular outer wear policy.
- All guidelines related to hats, hair, cosmetics, jewelry, etc., will remain in force.

Students wearing anything questionable will be sent to the office, and final decision will rest with the area principal.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Cosmetics

Girls: K- 6th grade
Girls are not allowed to wear makeup. Only neutral tone lip gloss is allowed. Fingernail polish in any shade except black is allowed. Deodorant should be worn at the age it is needed for good hygiene.

Girls: 7th – 12th grade
Foundation, blush, powder, and lipstick may be worn in traditional, conservative colors. Eye shadow may be worn, but it should enhance the natural skin tones. Mascara may be worn, but false eyelashes may not be worn. Fingernail polish in any shade except black is allowed. Deodorant should be worn at the age it is needed for good hygiene.

Boys:
After shave and cologne are permitted. Deodorant should be worn at the age it is needed for good hygiene.

Tattoos and Body Piercings
All tattoos must be covered during school hours and during any school sponsored event. No visible facial or body piercings with jewelry are allowed. Only girls may have pierced ears. No more than 2 piercings per ear.

Jewelry
Large heavy jewelry and costume jewelry should not be worn. Necklaces may be worn. Chains may not be worn. Jewelry with Christian symbols may be worn.

Girls:
Girls may wear watches, bracelets (no more than 4 total), finger rings, necklaces, and one ankle bracelet. Girls should limit ear piercings to two per ear. Girls in 5th -12th grades—dangle, hoop, and large earrings should be removed in P.E. for safety precautions. Girls in K-4th grade should limit earring size to nickel-sized posts. Dangle and hoop earrings can be dangerous in P.E. and on the playground.

Boys:
Boys may wear watches, bracelets (no more than 4 total), finger rings, and necklaces only. Jewelry that requires piercing is not to be worn.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Hair and Hats

Hats are not to be worn while in the school building/classrooms.
Students must keep their hair neat, clean, well-groomed, and in traditional styles and colors.

Girls:
Any hair accessory should coordinate with school colors and the school uniform and be modest in size.

Boys:
Haircuts are to be traditional, off the collar, off the ears, and not touching the eyebrows. Bushy or shaggy hairstyles are not permitted even if they follow the above policy. Boys must be clean shaven at all times when in school uniform. No beards, goatees, or mustaches are permitted. Boys failing to shave at home will be sent to the office to shave at school.

Winter Wear/Outer Wear

All students, grades K-12, will be required to have one of the three school-approved Parker Uniform sweaters (cardigan, vest, or pullover) or the school approved black jacket with school logo to be worn in the buildings and in the classroom. If one of the school sweaters or the school approved black jacket with school logo is not enough to keep a student warm in the buildings and classrooms, the student is allowed to wear another coat or jacket over the sweater, but it must meet the following guidelines:

- Coats/jackets in any solid color or style with no designs or prints and with no brand names, large logos, advertising or pictures across the front, back or down the sleeve
- Heavy outerwear in any solid color or style with no designs or prints and with no brand names, large logos, advertising or pictures across the front, back or down the sleeve

Coats/jackets/heavy outerwear may have a hood, but the hood is not to be worn during the school day.

No pullover sweatshirts/hoodies are allowed.

CHS sweatshirts/hoodies may be worn only on school spirit dress days.

Jackets (not to include hoodies) sold by the CHS Booster Club are approved to be worn as part of the school uniform and may be purchased in the school office.

Dress for Formal or Special Events (Grades 7-12)

Garments worn to formal events (such as awards banquets, homecoming, JR/SR banquet and the CHS sports banquet) should comply with the guidelines listed below. Prior administrative approval is encouraged and occasionally may be required. If a student of CHS invites a guest to a CHS event, the student will be responsible to make sure his or her guest is aware of the guidelines. Once at the school-sponsored event, any student who is
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

inappropriately dressed may be asked to go home to change if modifications cannot be made to meet the following guidelines.

Guidelines for formal attire for the young ladies are as follows:
The back of the garment should not extend below the middle of the back. Additionally, there shall be no other openings below this area.
Garments must not have a deep dip V-neck.
Garments should not expose cleavage or midriffs.
Garments that are strapless, have straps smaller than one inch in width, or are “off the shoulder” must be worn with a shawl that completely covers the shoulders during the entire school event.
Garments should be constructed of a material that is not clingy or see-through. Mesh or lace material without an underlining is not permitted.
Dresses should be floor length.
Slits in dresses may not be more than 2 inches above the top of the kneecap when standing and must be modest when sitting.
Shoes are required. No flip-flops are allowed for formal dress.

Guidelines for formal attire for the young men are as follows:
Garments should be clean and neatly pressed.
Dress shirts are required.
Dress pants (no jeans) should be appropriately sized and not too baggy.
Coats, ties, belts, and vests are appropriate.
Closed-toed shoes with dress socks are required.

EXTRACURRICULAR/STUDENT ACTIVITIES

The Christian School at Castle Hills offers a variety of student activities designed to give systematic extracurricular opportunities to all students in achieving optimal development in spiritual, cognitive, emotional, social, and physical growth. These activities are offered in individual and group settings. Student activities reflect the school’s stated philosophy, mission, purpose, core values, goals, and objectives. Both school and out-of-school resources are used to implement the program of student activities in compliance with school policies.

The school seeks to give all students skills to prepare for all aspects of Christian adult living. The staff, faculty, and administration work in conjunction to provide student activities designed to meet the spiritual, cognitive, emotional, social, and physical needs of each student.

Eligibility Requirements for Participation in Extracurricular Activities

Extracurricular activities provide opportunities for learning Christian leadership and socialization skills. Extracurricular activities include athletics, fine arts, clubs, and organizations for students in grades 5-12.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

To be eligible for any extracurricular activity, students must
1) Maintain a seventy (70) or above average in each and all subjects.
2) Maintain conduct grade of at least an S in each class.
3) Be in attendance at school (a minimum of one-half the day) on the day of the activity.

(See Tardiness (Grades 7-12) p. 55)

Athletes in grades 7-12 who are considered ineligible or who are on probation will be required to attend 8th period “Help Classes” every day until they are ruled eligible for participation.

Eligibility for participation in extracurricular activities will be determined through grade checks using the following procedures:

1) A grade report will be checked on Monday morning of the designated weeks.
2) If a student’s grade falls below 70, the probation or ineligibility period will begin on Wednesday of that week and will be in place until the Wednesday after the full time of probation or ineligibility.
3) Once on probation or being ineligible, the student may not regain eligible status prior to the end of the probation/ineligible period, even if the grade improves to a passing level.

Probation Status - A student is on probation if he or she is failing only one class, with the grade being no lower than a 60. The probation will last for one full week. If at the next PROBATION GRADE CHECK, the student is not failing any courses, he or she will be eligible to participate. If he or she fails to bring the grade up to passing or have another class fall below passing, he or she will be ineligible until the next FULL GRADE CHECK.

Ineligible Status - A student is ineligible if he or she is failing more than one class or if he or she has any one grade below a 60. Once a student is ineligible, he or she will be ineligible until the next FULL GRADE CHECK.

There will be two types of grade checks, described below:

1) FULL GRADE CHECK - A FULL GRADE CHECK will be conducted on Monday morning. If a student is ineligible or on probation, the student and parents are notified, and the probation or ineligibility starts on Wednesday. If ineligible, the ineligibility runs until the next FULL GRADE CHECK.
2) PROBATION GRADE CHECK – A PROBATION GRADE CHECK will be conducted on Monday morning of the designated week. Students who are on probation will regain full eligibility or will be placed as ineligible until the next FULL GRADE CHECK.

The following is a sample of this grade check system:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>FULL GRADE CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>PROBATION GRADE CHECK</td>
</tr>
<tr>
<td>Week 3</td>
<td>No grade checks for eligibility</td>
</tr>
</tbody>
</table>

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SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

If a student is ineligible for two consecutive periods, he or she will remain ineligible for the full nine-week grading period. Grades will be checked from the end-of-quarter report card; and, if above passing in all subjects, he or she will be eligible for participation at that time. Grade checks will resume at the next FULL GRADE CHECK.

During spring sports (tennis, golf, etc.), students will only be allowed to participate in only one tournament per week. Exceptions may be considered if the student is maintaining an overall average of 80 or above in all of his or her classes.

Students are responsible for all classwork, homework, and tests they miss due to competitions or required or approved activities that take place during normal school hours. Missed assignments and tests are due on the first day the student returns to school. When possible, students should make arrangements for any missed assignments or tests with their teachers in advance.

**Athletics**

The athletics program at The Christian School at Castle Hills is available to intermediate and secondary students (grades 5–12) and is centered upon the development of the Christian student athlete’s character while under the stress and duress of interscholastic competition. Not all sports are available for each grade level.

**Intermediate School Athletics**

Students enrolled in the 5th and 6th grades are encouraged to participate in athletic sports offered for their level at CHS.

Intermediate School sports teams participate in a variety of city leagues including ISAL (Cross Country & Track/Field), St. Luke’s Basketball League, and CAL Kids (Basketball). Students in intermediate school will be placed on their age/grade appropriate teams. The placement on teams is determined by the differing league rules, CHS’s policy, and the school’s commitment to considering the spiritual, emotional, social and physical development of the student. As a result, no athlete in the 5th or 6th grade will be moved up to middle school level teams or leagues. All other CHS Middle School Athletic policies apply to intermediate school sports regarding playing time and related sports fees.

**Awards Programs and Banquets**

At the conclusion of the academic year, special programs are held for the purpose of honoring students who have excelled in numerous endeavors during the year. Elementary and secondary students have separate programs.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Class Parties and Events

Religious aspects of holidays will be observed and taught at CHS. Students are normally not permitted to give parties at school for teachers or “just for fun.” The superintendent must approve exceptions.

All parties, K – 6, are planned by the room mothers under the direction of the classroom teacher and will adhere to the guidelines established by the administration. The students may do the decorating, and refreshments are kept simple.

The administration must approve any other parties before plans are made.

Elementary Class Parties

Class parties held at school during the school day are limited in number and carefully controlled in terms of expense. Elementary grades (K – 4th) may have four parties during the year as they relate to seasonal holidays and events. These are

1) Thanksgiving
2) Christmas
3) Valentine’s Exchange
4) End-of-Year (The End-of-Year party may be held off campus.)

Intermediate Class Parties

Intermediate grades (5th-6th) may have three parties during the year. They are

1) Fall
2) Christmas
3) End-of-Year (The End-of-Year party may be held off campus.)

Birthdays

Any student who has a birthday during the school year may celebrate by bringing cupcakes or other suitable refreshments or simple favors to the class for the teacher to distribute during lunch. Students are requested not to bring invitations to a party, unless there is an invitation for each student in the class. Otherwise, invitations must be mailed.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Christmas
The Christmas party should be held the last day of classes before the Christmas holidays. The party (K-4th) should not be more than 60 minutes in length. Room mothers may furnish refreshments, provide favors, and plan games with the help of the teacher. Activities that encourage the remembrance of the real meaning of Christmas must be included in all celebrations. Christmas should be a fun time for the students. No organized or school-sanctioned student exchanges of gifts are permitted. Secondary Christmas parties will be planned through the office.

End-of-Year Parties
End-of-Year parties take place during the last two weeks of school. Field trips are acceptable.

Halloween
There shall be NO parties at Halloween. There shall be no decorations used which include witches, skeletons, or black cats. This is not a day for celebration with refreshments or special activities. Safety could be stressed to students in any activity outside school.

Thanksgiving
Classes are to set aside a time of special thanksgiving to the Lord for all He has done for us. Students may dress appropriately for any special event that may be planned by the teachers.

Valentine’s Exchange
A Valentine’s exchange will be held on Valentine’s Day or the Friday before, if Valentine’s Day happens to fall on a weekend. All students will be given a list of their classmates. The Valentine’s exchange will take place the last 30 minutes of the day.

Contests
Students will have the opportunity to try out to compete in various district competitions including but not limited to spelling bees, math contests, speech meets, music festivals, art festivals, and science fairs. Association of Christian Schools International (ACSI) and Texas Association of Private and Parochial Schools (TAPPS) are two of the major organizations through which the students compete.

Honor Societies
National Junior Honor Society (grades 7 – 9)
National Honor Society (grades 10 – 12)
National Spanish Honor Society (grades 10 – 12)
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

To be elected to an honor society is one of the highest honors that can come to a secondary student. The regular attainment of the Honor List does not automatically guarantee a student election to an honor society. Honor society students are academically high achievers, but additionally they have distinguished themselves in the areas of leadership and service to the school and community. They have also consistently displayed exemplary Christian character. Students are nominated for membership by members of the faculty and are elected by a committee of faculty members, chosen by the faculty sponsor of the society. A major function of honor society members is to promote the academic development of students at The Christian School at Castle Hills. Due to the academic standards required, students who receive academic modifications are not eligible for membership in the Honor Societies.

Minimum Requirements (must be met within the prior semester of the application):
Cumulative average: 90% and above
No single grade below 80%
Conduct: 3 subjects with an E and no lower than S
Attendance: No unexcused absences, not more than eight (8) excused absences, no more than two (2) unexcused tardies in a grading period
No suspensions
No more than 2 detentions
No academic or disciplinary probation

Note: Eligibility will be restored at the beginning of the following year.

Qualifications for Maintaining Membership (must be met each semester of membership):
Cumulative average: minimum requirement must be maintained (see above)
Conduct: minimum requirement must be maintained (see above)
Attendance at all required meetings and participation in all assigned projects
A minimum of 10 documented and submitted service hours

Reasons for Possible Honor Society Probation:
More than three detentions for any reason, in any given grading period
Suspension or academic/disciplinary probation

Students whose cumulative average falls below 90% in any semester and/or who receives a conduct grade of N or U will be put on probation for the following semester. Failure to raise cumulative average to 90% or above and/or conduct grade in the following semester may be grounds for dismissal from the society.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Safety Patrol

Fourth and fifth graders may apply to participate in the Safety Patrol Program at CHS. Students are selected based on student responsibility level, academic, and behavioral records. Safety patrol members provide an invaluable service including aiding in traffic control during morning drop-off and afternoon pick-up times. There will be a fee of $5.00 for the cost of the vest.

Senior Trip Policies

The primary purpose of the senior trip is to provide opportunity for Christian fellowship and unity for this class of students. Location is limited to the continental U.S. from among three choices given by administration (except with administration/Board of Trustees approval for trips specifically related to missions).

A destination for the senior trip must be decided upon by the October 15 of the senior year. The decision will be decided by a class vote from a list of options provided by administration. Trip length should not exceed 4 days and 3 nights. All seniors are required to attend the Senior Trip unless academic graduation requirements have not been met or if conduct has been deemed unacceptable.

A part of the privilege of attending the trip would include some minimum level of participation in the fundraising effort by the student. These criteria should be set in specific terms by each class and approved by the administration. The cost shall be limited to funds raised for the basic trip, unless the student did not participate in the fundraising activities.

- Funds raised by the class will be distributed among seniors on a prorated basis dependent upon the number of years a student has been enrolled in high school at CHS.
- Students and families’ expenses are prorated as follows:

<table>
<thead>
<tr>
<th>Number of Years Enrolled at CHS High School</th>
<th>Student Receives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>100% of the allotted funds available per student</td>
</tr>
<tr>
<td>3 years</td>
<td>80% of the allotted funds available per student</td>
</tr>
<tr>
<td>2 years</td>
<td>60% of the allotted funds available per student</td>
</tr>
<tr>
<td>1 year</td>
<td>20% of the allotted funds available per student</td>
</tr>
</tbody>
</table>
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

- Official sponsors must submit an application if they are not part of the CHS staff. Their lives and testimony must support a strong Christian witness and moral values. The same standards of conduct agreed to by the students must be agreed to by the sponsor (including the following areas/issues: smoking, drinking, foul language, dancing, association with night clubs or bars, music, gambling, modest dress, obedience to civil law, and other similar or related issues).

The school administration will designate the faculty or administration members who will serve as trip sponsors by the beginning of the class’s senior year. The class is responsible to cover sponsors’ expenses.

Any senior who fails a class in the semester prior to senior trip or is failing a class the week prior to senior trip is ineligible to attend the senior trip.

If a senior does not go on the senior trip – regardless of the reason – he or she will receive no refund of the money raised for the trip.

Money left in the senior account following Senior trip go toward a senior gift which seniors present to the school at graduation. Any other monies will be contributed to the School Tuition Assistance Program, which is used to help with tuition for students attending CHS.

Student Council

CHS has a Student Council for high school students. Each Student Council member plays an important role in the coordination of student activities at the school. The members of this organization represent the views of the students, and they can share those views with the faculty. Through this organization, the plans of the school can be better coordinated with a mutual understanding and with mutual needs being met.

The purposes of the Student Council are as follows:

1) To represent CHS on behalf of the Lord Jesus Christ to the community through service ministry projects
2) To promote school spirit and enthusiasm by providing festivities and projects for the student body
3) To help develop and demonstrate good citizenship and proper respect for government and democratic procedures
4) To develop the leadership abilities God has given to CHS young people under the guidance of proper channels of authority

Special Events

High School Socials

Students in grades K – 8 are not permitted to attend any high school social functions sponsored by the school.
SECTION 2—EDUCATIONAL POLICIES AND PROCEDURES

General Information

An official CHS-sponsored activity shall be considered any function to which an invitation has been extended through the school to every member of the class or organization. Except where specified otherwise, all students 7th through 12th grade may be involved in any of the special event activities offered by CHS.

Care is taken to specify whether special events for students of CHS are school-sponsored or parent-sponsored activities. All activities should be planned and documented through the sponsoring faculty members. Sponsors and chaperones will be required for these activities, and the purpose of the activity should be in keeping with the philosophy of the school.

Social dancing will not be sponsored by the school nor allowed at any function that is school-related. An official function is defined as one that is scheduled on the school calendar or publicized on campus.

The Christian School at Castle Hills does not accept the responsibility for conduct or activities of a social affair which may include CHS students and which was not planned through or under the direction of the school. Students are not permitted to distribute printed information at school about such an activity.

This policy specifically applies to an activity that conflicts with the doctrinal basis and Christian purpose of the school.

Basic Rules

Student activities will be consistent with the CHS Policy and Procedures Manual and basic Christian standards.

1) Students are not to use, write, distribute or possess profane, indecent, or obscene language, literature or pictures.

2) Students are not to use, possess, or distribute alcoholic beverages, tobacco products, drugs, weapons or participate in any other questionable practices at any CHS special event.

Dress for Formal or Special Events (Grades 7-12)(see p. 86)

Guests

In order to ensure the integrity of the Christian environment referenced above, attendees will normally be limited to CHS students, parents, faculty and staff. Any social events allowing student guests shall be specifically identified as such. Any person attending a CHS special event as the guest of one of our students will first require administration approval. To receive approval, the CHS student host will provide a completed guest approval request form available in the office.
SECTION 2- EDUCATIONAL POLICIES AND PROCEDURES

For designated High School events where dates are approved:
Guests will complete a CHS Guest Approval form for the appropriate function at least two weeks prior to the event.
Guests must be in grades 9 – 12 or a recent high school graduate (ages 18 – 20).
Guests are limited to dates of the opposite sex of the CHS student.
The guest will be seated with the CHS student who invited the guest.
CHS students will inform the guest of the rules and guidelines of the school. Guests will agree to follow the guidelines of the school.
The CHS student is responsible for the dress and behavior of the guest.

Sunday Activities

The standard of the school is not to infringe upon a family’s or staff member’s liberty to worship the Lord on the entire day of Sunday by planning any kind of non-ministry school activity. The school involves staff, students, and parents in activities throughout the week.
Sunday is a special day reserved specifically for corporate worship for God’s people. The school will recognize this by not intruding or planning any non-ministry activity on this day. Occasionally, there may be optional school-sponsored opportunities for Christian service for students to minister on Sundays. In no way will the student(s) be penalized for not participating in a school-sponsored ministry on a Sunday.
PARENT INFORMATION

Classroom Visitation

All classroom visitors are required to sign in at the school office and obtain a visitor’s badge prior to going into the classroom or other part of the school building. A visitor’s badge must be worn at all times while on campus.

Visitors Other than Parents:

Adult visitors who are interested in CHS or who have children who are prospective students are welcome to come and observe classes. They are requested to make prior arrangements through the school office to avoid arriving during recess or lunch.

Parent Visitation:

As part of the Parent Service Policy, parents are required to observe each child’s classes once annually (see Parent Service Policy, p. 99). Other visitations may be scheduled with the teacher at the teacher’s discretion. Occasionally parents may be requested to make special presentations or assist with a class project. Parents are welcome and encouraged to have lunch with their child. Both the students and the teachers appreciate parent’s attendance in chapel.

Communication

Each parent can expect clear communication from the faculty, either by a written note, email message or a telephone call. When clear communication is not consistently performed by the faculty, parents should contact the teacher to resolve the issue. If ineffective communication continues, the parent should contact the principal.

Notes to Parents

Many times during the year, teachers or the school office may send items home for parental review. These are to be signed by parent or guardian and returned the following day. A student’s failure to return signed notes may result in disciplinary steps. Forgery of parental signature at any time may be considered grounds for suspension or expulsion.

On-line Communication

Parents of K-12th grade students may access grades, attendance, and communication with teachers through RenWeb. Weekly lesson plans/assignments are posted by 8:00 am each Monday (unless Monday is a holiday). Grades are posted at least five times each nine-week grading period. If parents do not have access to the internet, they can contact the school office to obtain copies of this information. Additionally, parents may access the online information through computers made available on campus.
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

Purpose of RenWeb:
RenWeb is a guide and meant to be a communication tool to aid teachers, parents, and students; however, changes will occur. Teachers may change their plans. In fact, effective teaching will be sensitive to the nature of the learner rather than the demand of covering material.
RenWeb is not meant to replace the use of planners or communication between the teacher/student/parent.
RenWeb is a great tool to help students when they miss school due to illness, sporting events, appointments, etc. In addition, RenWeb can be used to pace make-up work or even to work ahead.
RenWeb is a great help to students with learning differences.
RenWeb helps students develop organizational skills.

Parent-Teacher Conferences
Teachers will contact the parents periodically for conferences to enlist the support of parents in particular situations, for either behavioral or academic encouragement. As a general rule, parents are requested not to phone teachers at home after school hours. A face-to-face conference is a much more satisfactory and personal method to use when discussing a student’s problems. Parents are requested (1) to phone the school and leave a voice mail or (2) to send an e-mail to the teacher to discuss any problems. The school’s teachers give so much of themselves to teaching while at school and long hours of preparation; therefore, they need to spend their evenings at home with their families.

Parents should not try to hold a conference with teachers in drop-off/pick-up lines, in the lunchroom, between periods or in the morning before school. Please know that teachers do want to talk with parents during a scheduled time and in the privacy of the classroom. Teachers cannot be taken out of class or morning preparation time for conferences.

Divorce Situations
It is the policy of CHS to remain neutral in divorce and custody situations and follow what the court mandates as visitation guidelines and orders concerning children. A spirit of cooperation among divorced parents is expected and is conducive to the spiritual and academic well-being of the student. Any parent that disrupts this process will jeopardize the continued enrollment of his or her student at CHS.

Discussion of School Problems
Parents should refrain from any discussion of school problems with other parents. This often leads to further misunderstandings and hurt feelings and does not solve the problem. The Matthew 18:15-17 principle should be followed at all times.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Parent Service Policy

CHS parents are to fulfill the following requirements:

Attend Parent Orientation (August), the annual Parent Meeting (January), and three other school meetings (i.e., PTF, Booster Club, Parent Prayer, Vision Banquet). Attending the Vision Banquet is equivalent to two meetings.

Make one classroom observation annually per child prior to May 10

Volunteer five hours annually

Temporary Guardianship

When parents are out of town and students are left in the care of another adult, the school should be notified in writing. Information should include

Name of guardian authorized to pick up the student (with phone numbers)

A medical release form authorizing guardians to provide emergency medical care

Volunteer Opportunities

Volunteer Policies

The Christian School at Castle Hills recognizes the valuable contribution made to the total school program through the volunteer assistance of parents, church members, and other citizens in the community. In working with volunteers, the staff shall clearly explain the volunteer’s responsibility for supervising students in school and/or related activities. On field trips, both students and volunteers are to be informed of the rules of student behavior and the means by which they are to be held accountable to those rules.

The administration shall be responsible for developing and implementing procedures for the utilization of volunteers. All volunteers must have a cleared Criminal Record Search (background check) before they can serve on field trips or in the classrooms. Volunteers are to serve in the capacity of helpers and not be assigned to roles which require specific professional training. Volunteers are expected to refrain from discussing the performance or actions of a student except with the student’s teacher or administration. Volunteers are to refer to a regular staff member for final solution of any student problem which arises, whether of an instructional, medical, or operational nature. Volunteers are to be Christ-like examples.

Athletic Booster Club

Our school should annually seek to have a large constituency of parents, friends, and businesses who participate in the Booster Club. The goal of the Booster Club is to fund, to support, and to enhance the entire athletic program. This includes sports for the middle and high school levels. The Booster Club supports the spiritual mission of the school through our student athletic programs.
SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Membership
The Booster Club consists of students, families, and supporters of CHS who maintain a current membership through the payment of annual dues.

Responsibilities
A board consisting of six to ten members approved by the superintendent shall conduct the business of the Booster Club. The Booster Club Board shall select a president, vice-president, and secretary. Each board member has one vote in determining the affairs of the Booster Club.

The superintendent shall have the responsibility to replace, expand, or perpetuate the Booster Club Board as needed. The Booster Club Board meets regularly to planning and organizing. Agendas and funding proposals must be approved by the superintendent or his designee.

Projects and Volunteer Coordination
The Booster Club sponsors the annual Sports Awards Banquet during the spring. The Booster Club conducts various fundraising activities (including corporate sponsorships). The Booster Club assists with the hosting of tournaments and special events. The Booster Club is responsible for ticket sales, concession sales, and clean-up at all home games. The Booster Club coordinates volunteers for maintenance of athletic fields.

Parent Teacher Fellowship
The Christian School at Castle Hills is blessed to have excellent parent participation from a large number of parents who volunteer their time each year. We are enabled to do many more things for the students because of the help they provide.

CHS has an active Parent Teacher Fellowship or PTF. The primary goal of this group is to become informed on school needs and try to supply some of those needs through fundraising projects, coordination of volunteer efforts, faculty support and appreciation, and implementation of goals set by the superintendent. Agendas and funding proposals must be approved by the superintendent.

PTF Guidelines
Annual membership is required and shall be made up of parents and grandparents of CHS students.

The purpose is to facilitate relationships between parents, teachers, and staff in a Christian family environment by

Providing opportunities for parents to support and encourage teachers

Becoming informed of the needs of the school and teachers

Coordinating parent volunteer efforts
SECTION 2–EDUCATIONAL POLICIES AND PROCEDURES

Coordinating several fundraising projects
Implementing goals set by the superintendent
Receiving annual membership dues each August

The PTF Board shall be composed of a group of officers selected from the PTF body. The Board includes the President, Vice President, Secretary, Treasurer, Fundraising Coordinator, Volunteer Coordinator (service), Room Parent Coordinator (K-6), and Class Parent Coordinator (7-12).

Officers will be nominated by a simple majority vote with two-thirds quorum with superintendent approval. The slate of PTF officers will be presented on a ballot submitted to PTF members for approval in the spring.

All agendas, decisions and disbursal of funds require a simple majority vote of the PTF Board with two-thirds quorum and superintendent approval.

Phone Directories

A phone directory is published annually by the Parent-Teacher Fellowship (PTF) and is available for sale to school families in the fall. It includes the student's name, address, and phone number and parent name of each school family. It is not to be released to anyone outside the school, nor is it to be used by anyone in the school for the purpose of soliciting school families.
SECTION 3 - FINANCIAL POLICIES AND PROCEDURES

TUITION RELATED POLICIES

Tuition Philosophy

The school exists for Christian families, and it is the desire to make the school available to the largest number possible by holding tuition at the lowest level possible consistent with the desire for quality, Christian education.

Payment of tuition by the parents is not the complete discharge of responsibility to the school. Other ways of participation include prayer for the school, its families and teachers, transportation to various activities, attendance at school meetings, service on committees, maintenance and improvements to building and grounds, and giving, as God enables, to meet financial needs.

Tuition Payment

The Christian School at Castle Hills is a fiscally sound non-profit Christian institution. An annual audit or review is performed by an independent certified public accountant, and the report is submitted to the Accreditation Commission of ACSI each year. It is the policy that income from tuition, fundraising, gifts and other fees pay the operating costs for the current year. The budget is set based upon the expected income from those sources. It is absolutely essential that school families stay current in payment of fees and monthly tuition in order to meet the operating budget and payroll obligations to our faculty and staff.

Tuition for K-12 is billed annually and is due June 1st; however payments can be paid over twelve months beginning June 1st. Preschool tuition payments are billed monthly and paid monthly. All tuition payments are due by the 10th of each month.

Tuition for K-12 is paid to Smart Tuition, a third party billing company. Parents are responsible for setting up their account with Smart Tuition at enrollwithsmart.com.

Late Fees and Returned Checks

Tuition not paid by the 10th of each month will be assessed a late fee of $40.00. Should the account become thirty (30) days past due, the student(s) can no longer attend school unless written arrangements have been approved through the Business Office. In the event an account becomes delinquent, all costs relating to collection and/or attorney fees shall be the responsibility of the parents.

Any check returned to Smart Tuition for any reason will result in a charge to the tuition account of the check writer to cover the returned check, late fees and other fees as established by Smart Tuition.
SECTION 3– FINANCIAL POLICIES AND PROCEDURES

Registration fees are refunded ONLY if CHS refuses admission to a student. Testing fees are non-refundable.

The Christian School at Castle Hills will not accept reenrollment/registration forms from students and/or families until all accounts are in good standing with the school’s Business Office. Any exceptions must be approved by the superintendent.

Registration and Other Fees and Resource Center Fees (SOAR Lab)

In addition to the enrollment information, each student enrolling at The Christian School at Castle Hills is required to pay a registration fee and book fee to cover part of the cost of activities and curriculum materials. The school will provide most textbooks for student use; however, they will remain the property of CHS. The student will pay the cost of replacing any lost or severely damaged textbook. Parents will be required to purchase any textbooks required for dual credit courses. Registration fees are non-refundable except if a student is refused admission or if the family moves out of the San Antonio metropolitan area. Administrative approval must be received for all other exceptions. Prepaid registration fees may not be applied to any unpaid tuition balance. Other annual or one-time fees may apply.

Fees and tuition are assessed according to grade placement. A financial information schedule is available from the business office upon request.

Note: All seniors will pay a graduation fee, which is due by April 1. If the fee is not paid by April 10, the charge will be added to a family’s Smart Tuition bill.

Resource Center Fees for the SOAR Lab are assessed according to the number of sessions in which the student participates. The SOAR Program is available to students with diagnosed learning differences at the recommendation of the teacher and the request of the parents. The program is billed on a monthly basis according to a schedule set for the current school year and the number of sessions the student has scheduled. Some partial financial scholarships may be available for the families with temporary or ongoing financial hardships.

Withdrawal for any reason

Should a parent or the school administration decide to withdraw a student during the school year, please notify the school office in writing. Students may only be withdrawn by a formal notice from the parent to the administration. Withdrawals are not verbalized through the student or the teacher.

Should a student be asked to withdraw or is expelled for disciplinary reasons, the parents will be notified.
SECTION 3–FINANCIAL POLICIES AND PROCEDURES

Student records (including report card, achievement scores, transcript, and special testing scores) will be released to the transfer school when the student’s tuition account is paid in full. Also, all textbooks and library materials must be returned, and all fines must be cleared through the CHS Business Office.

Tuition will be due for any month in which a student attends a portion thereof. This policy applies if the student withdraws, is asked to withdraw or is expelled. A penalty of two months of tuition is due before transcripts and records will be released to the student or the parents.

FINANCIAL AID PROGRAM

Purpose

It is the goal of The Christian School at Castle Hills that no family who sincerely desires a Christian education be denied such opportunity because of its financial position. In an attempt to make this goal a reality, CHS provides a means by which financial assistance may be provided to families for whom the payment of full tuition would not be realistically possible. It should be noted, however, that private education in a Christian environment will always require commitment and sacrifice on the part of the parents. The financial aid (scholarship) is awarded in accordance with the Internal Revenue Service Code, Section 117, pertaining to “Qualified Scholarship Plans” (QSP).

Philosophy

The following philosophical considerations underlie the provision of financial aid to those desiring such assistance at CHS:

1) Financial aid shall be awarded on a need basis only, which considers all school families on an equal basis.
2) Every school family is expected to bear some of the financial burden for supporting its own children at CHS. Therefore, only partial financial aid will be awarded, typically up to a maximum of 50% tuition. Exceptions must be approved by the superintendent and Board Scholarship Committee.
3) Financial aid shall be awarded toward the cost of tuition expenses only. Registration, books and other fees shall not be covered by financial aid without written approval of the superintendent.
4) Financial aid is provided in the form of tuition waiver or tuition reduction, as more specifically set forth below, and no such aid shall be paid to families or students.
5) No financial aid is available from CHS for the pre-school or after school care programs.
6) Every school family is encouraged to provide annual financial support in some way for those needing financial assistance, and funding will be sought and welcomed from many sources.
SECTION 3– FINANCIAL POLICIES AND PROCEDURES

Program Funding
Financial aid shall be provided in the form of a waiver of the tuition to be paid by the student, not typically to exceed 50% of tuition. Unless expressly authorized by the Scholarship Committee, the total amount of tuition waiver for a given fiscal year shall not exceed the amount specified in the approved budget. Tuition waivers for full-time CHS employees are not considered “Financial Aid” for purposes of this section.

Although financial aid is presently provided in the form of a tuition waiver, it is the intent and necessity of CHS to obtain funding outside the operating revenue of CHS for the establishment of a scholarship fund, with the interest and earnings on the principal of the scholarship fund to be used for payment of tuition scholarships. Until CHS accomplishes this end, financial aid shall continue in the form of tuition waiver so as many families as possible can obtain a Christian education for their children.

Determination of Financial Need
A scholarship committee shall be established by the CHS Board of Trustees. The scholarship committee shall work with the superintendent to develop objective criteria which seek to make the awarding of financial aid as objective and equitable as possible. The criteria shall be reviewed annually and shall be revised as the need arises, subject to the approval of the committee. The total amount of tuition waiver available for use by the scholarship committee for a given fiscal year shall be limited to the budgeted amount set annually by the CHS Board of Trustees in the budget.

FUNDRAISING POLICIES AND SOLICITATION OF GIFTS

Fundraising Statement
It is the policy and the practice of CHS to trust God to provide the necessary funds for the school. Fundraising activity does not contradict our trust in God any more than preparing a sermon in advance contradicts the freedom of the Holy Spirit in preaching. Giving to the school is giving to the Lord’s work of training His children.

Fundraising Policies
Our primary method of fundraising shall be to (1) ask God (pray) and (2) tell the people. We want to concentrate our energy and our planning into effective communication of our ministry with regular appeals for support. We will attempt to broaden the number of people who potentially may have an interest in supporting the school’s ministry.

God’s people are challenged in Scripture to be those who support His work. Our request for support will be primarily directed to believers. However, we will request support from foundations, corporations, organizations or philanthropic individuals that support independent educational work. Giving through methods other than cash giving will also be encouraged (stocks, life insurance, deferred gifts, annuities, gifts in kind, etc.).
SECTION 3–FINANCIAL POLICIES AND PROCEDURES

Organizations within the school may conduct various minor fundraising projects to raise funds for their organization for some specific purpose: senior class, choir, PTF, cheerleaders, Student Council, Booster Club, etc. Each organization is responsible for organization, promotion, etc.

1) Promotion of these projects should be such that they do not interfere with regular giving to the school.
2) Fundraising projects must be coordinated and approved by the director of development. Any questions will be directed to the director of development.
3) Criteria:
   a) That it does not interfere with the regular giving to the school for current operating funds or capital funds.
   b) That the project has a particular purpose which will be of benefit to the educational program of the school and our students.
   c) That the project will be of benefit to and assist in the unity and cohesiveness of the school community and the student body.
4) Projects of this type (bake sales, dinners) should be raising funds for specific needs as approved by director of development.
5) Projects must be spaced out on the calendar so that organizations are not in competition with each other or the larger fundraising activities of the school’s development department.

Projects that provide a service to the community (car wash, clean-a-thon) may also involve an appeal to the community for support. This solicitation should be conducted in a low-key manner. We do not want to make it appear that God does not provide for us or to indicate that we will not provide the service unless we receive support.

General Guidelines Regarding Acceptable Fundraising Activities:

1) Appeals to the school family and the Christian community for gifts in support of a specific need.
2) Telethons in keeping with the purposes of the school and for a specific need.
3) Appeals to individuals, groups, foundations and similar organizations that are known to provide for specific projects.
4) Fall carnival, walk-a-thon, and spring festival.
5) Missions or other offerings.
6) Silent auctions/live auctions
7) Service projects for the school family and community at large.
8) School store, book fairs, sales/services by student or parent organization, junior or senior class fundraising projects, etc.
SECTION 3– FINANCIAL POLICIES AND PROCEDURES

**Discouraged and Prohibited Activities:**

1) Any game of chance or gambling.
2) Any illegal or morally questionable activity.
3) Any commercial activity or any activity that requires or results in the CHS name being used in a commercial advertisement not approved by the superintendent or the Board of Trustees.
4) Gambling, bingo, slots, and video equivalents.

**Class Fundraising Policy**

Any class involved in fundraising must clear its project through the superintendent’s office. Such activities are potential sources of conflict and must be coordinated according to an overall master plan. All club and booster monies will be recorded in an activity account specifically for that activity or club by the Accounting department. No separate bank accounts may be maintained by any school organization.

There may be five annual on-campus class fundraising activities during the course of the school year. Each must be pre-approved by the superintendent. They are to benefit the senior and junior classes toward their (1) senior class trip and (2) senior class gift. Class fundraising that falls outside those five annual on-campus activities may, with approval, take place off campus. Freshman and sophomores may organize as many off-campus fundraising activities (garage sales, car washes, etc.) as they desire and will inherit the on-campus activities when they enter their junior and senior years. The five on-campus fundraising activities are the following: (1) senior class snack shack, (2) junior class pizza sales, (3) senior class Valentine’s Day sales, (4) senior class homecoming/mums, and (5) other superintendent approved projects.

Again, all other approved fundraisers off-campus can supplement these efforts. For example, garage sales, car washes, etc., may be advertised in the school e-newsletter.

The junior class is responsible to purchase the designated inventory of the graduating senior class.

**Solicitation of Gifts**

CHS desires to develop and operate under Biblical principles in all areas, especially in the area of fundraising.

As a matter of stewardship, our primary efforts in requesting gifts will be directed to God’s people. Christians have the primary responsibility for and interest in accomplishing the Lord’s work.

We will also request gifts from those in businesses, organizations, foundations, and non-Christian individuals that support independent education, or are generally philanthropic,
SECTION 3–FINANCIAL POLICIES AND PROCEDURES

or, because of some identifiable relationship (e.g., employer of a parent, school vendor, grandparent, friend), may be supportive of CHS.

Gifts will not be requested from any individuals or entities that generate their funds through illegal or undesirable activity. Solicitation of such persons or entities may tend to endorse the underlying activity and, thereby, at least create the appearance of evil.

The Lord’s work should be done in the Lord’s way. We will emphasize (1) prayer, (2) faithful, general sacrificial giving by the Lord’s people, and (3) regular, effective communication of what God is doing at CHS.

GIFT ACCEPTANCE POLICY

Purpose

This policy is established to provide uniform guidelines to the CHS family and the general public so as to facilitate the gift giving process. Gifts may be solicited and accepted from individuals, corporations, foundations, trusts, estates, and other donors, consistent with the mission of CHS. To that end, CHS reserves the right to reject any gift which it determines to be inconsistent with the values and purpose of the school or its affiliate school organizations. While CHS does not intend to stifle philanthropic creativity, the school may be unable to accept certain gifts which are overly restrictive, create a potential liability, or are deemed to be inappropriate for the school to receive.

Definition of Charitable Contribution

A charitable contribution or gift is a voluntary transfer of money or property made by a donor without expectation or receipt of an economic benefit commensurate with the gift transferred. CHS is an IRS qualified section 501 (c) (3) tax-exempt Christian educational organization. As such, CHS can accept charitable gifts and provide donors with receipts for their tax-exempt donations.

Restrictions of Gifts

CHS will accept restricted or designated gifts only for specific programs and purposes consistent with CHS’s stated mission. To that end, the school has established the following designated funds/programs: Eagle Annual Fund, approved school organizations, CHS Staff Benevolence Fund, General Financial Aid Scholarship Fund, and other activities approved by the superintendent and/or Board of Trustees.

Gifts-in-Kind

All gifts-in-kind (art objects, equipment, securities, real estate, etc.) to CHS shall be reviewed with special care to ensure that acceptance will not involve financial commitments in excess of budgeted items or other obligations disproportionate to the use
of the gift. Consideration should be given to the cost of maintenance, cataloging, delivery, insurance, display, and any space requirements for exhibition or storage. The following policies shall apply to all gifts-in-kind:

**Gift Appraisals**

When gifts-in-kind are given to CHS with the intent of the donor to receive a tax deduction, it is the responsibility of the donor, not CHS, to obtain an appraisal of the gift for tax purposes. Internal Revenue Service policy does not allow the receiving charity to become involved in the appraisal process.

**IRS Form 8283**

It is an IRS requirement that an individual making a property gift in excess of $500 must file a copy of Form 8283 with the IRS. For gifts in excess of $5,000, the donor must include a written appraisal with the filing of their return, verifying the value of the gift and a receipt of the gift (acknowledgement) from CHS.

**Determining the Date of a Gift**

The date of any contribution may be simply defined as the date the donor irrevocably relinquishes control of the property and it is accepted by CHS.

**Gift Valuation**

Donors are encouraged to seek personal tax and/or legal advice in the valuation of gifts to CHS.

**Gift-in-Kind Acknowledgment Letters**

It is CHS’s policy to exclude the listing of a dollar value of a gift-in-kind in the receipt letter. In the case of an item donated for a benefit auction, the letter may reaffirm the donor’s stated value for the auction listing only, but this should not be taken as a statement of value.

**Gifts of Computer Hardware and Software**

Proposed major computer-related gifts for use by CHS must be in line with Board approved campus technology strategic plans.

**Gifts for the Annual Auction**

The donor’s federal income tax charitable deduction for the donation will be limited to his or her respective basis in the donated item.
SECTION 3– FINANCIAL POLICIES AND PROCEDURES

Gifts of Securities

Publicly Traded Securities
Securities that are traded on all major U.S. Exchanges and NASDAQ shall be accepted by CHS. Such securities may be sold immediately unless other instructions are in place. No employee or volunteer working on behalf of CHS may commit to a donor that a particular security will be held by CHS, sold through a specific broker, or traded on instruction of the donor without the approval of the Board of Trustees.

Closely Held Securities
Closely held non-publicly traded securities may be accepted and may be subsequently sold only after approval of the CHS Board of Trustees.

Restricted Securities
Restricted securities (also known as unregistered securities, investment-letter stock, control stock or private placement stock) are infrequently given as gifts because of the difficulty in transferring ownership and determining fair market value. No gift of this nature will be accepted without the prior approval of the CHS Board of Trustees.

Mutual Funds
Mutual funds can be accepted with the prior approval of the CHS Board of Trustees and will be treated as are publicly traded securities.

Gifts of Real Estate
No gift of real estate (residential or commercial) shall be accepted without prior approval of the CHS Board of Trustees. A current appraisal by a qualified appraiser may be required.

In addition, CHS cannot accept any real estate without (1) a title search and title policy; (2) a marketability review; (3) an on-site evaluation by the Board of Trustees; (4) an environmental impact study of the property to ascertain if it is subject to environmental restrictions, sanctions, toxic wastes or otherwise encumbered in such a manner to cause present or future economic liabilities for CHS; and (5) conveyance by warrantee deed and Trustees deed is preferred to Quit Claim deed.

Gifts of Services
Generally, there is no charitable federal income tax deduction for a gift of service; only gifts of tangible items are generally deductible. Out-of-pocket expenditures and qualified chargeable mileage, incident to performing services for a charity, are generally deductible. Donors should consult their respective tax and/or legal advisors for guidance.
SECTION 3–FINANCIAL POLICIES AND PROCEDURES

Items Not Qualifying as Charitable Gifts

Gifts for the Benefit of Specific Individuals

Contributions and gifts earmarked to benefit a particular individual have typically been denied by the IRS and the U.S. courts as a tax-deductible gift [Davis et ux v. U.S. (1990, S. Ct.) 65 AFTR2d 90-1051]. In line with this guidance, CHS will not consider payments for tuition, fees, or other related student expenses as charitable gifts to the school. A gift that is made with the condition that the proceeds will be spent to benefit a named individual, although not considered as a charitable contribution, will be accepted by CHS, subject to the approval of the superintendent.

Note: Gifts to designated funds (Scholarship fund, Destiny fund, Benevolence fund, etc.), solicited and controlled at the sole discretion of CHS, will be considered as deductible charitable gifts and acknowledged as such to the donor.

Gifts for the Benefit of the Donor

Numerous court cases have concluded that “contributions” which result in direct benefits being provided to the donor or the donor’s dependents are non-deductible for federal income tax purposes (See definition of charitable contributions). CHS will view with caution any gifts that are inappropriately restricted and may be unable to accept such gifts.

Sunset Provision

Any gift accepted by CHS for a specific purpose (as outlined above) or in any other circumstance relating to special gifts received shall be subject to periodic review by the CHS Board of Trustees for on-going relevance to the stated mission of the school and related programs. If at such review, the Board of Trustees deems that the purpose for the restricted gift no longer is applicable for the mission of the school; such gifts may be transferred to other areas of need for the school as deemed by the Board.

Determining the Date of the Gift

The following guidelines will be used to determine the date of a gift:

Physical Delivery

If cash/check or property is delivered to CHS in person, the date of delivery is the date of the gift.

U.S. Postal Service

For gifts of cash/check or securities, the postmark date on the envelope used to mail the completed gift is the date of the gift.
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Other Delivery Services
For property, or cash/checks sent by means other than U.S. Postal Service (e.g., Federal Express, UPS), the gift date is the date on which the cash or property arrives at CHS.

Credit/Debit Cards
Gifts are deemed complete on the day the donor’s account is charged or debited.

Personal Property
Gifts of tangible personal property, no matter how delivered, are deemed complete when they are officially accepted by The Christian School at Castle Hills (CHS).

Real Estate
A gift of real estate is completed at a time a properly executed deed to the property is delivered by the donor to the school or the date the deed is recorded in the Office of Recorder of Deeds (or similar office) in the County in which property is located, whichever is first.

Securities
Unlike most other gifts, gifts of securities may be completed in several ways that will directly impact the time involved to affect the transfer of ownership. This may have a critical effect if the “gift date” and the transfer of ownership straddle a fiscal year end or if there is a rapidly changing market. There are three possible ways to determine the gift date:
- The date the stock certificate is mailed (using postmark date of U.S. Postal Service only). However, note that stock certificates without an endorsement are not completed gifts. If the (unsigned) certificate and a properly executed stock power form are sent separately, the date on which the last of these documents is sent defines the gift date.
- The date the stock is transferred into a brokerage account in the name of The Christian School at Castle Hills by the donor’s agent or cooperating corporation. If hand delivered, the date the properly endorsed stock certificate is transferred and received by the appropriate CHS agent.

Mutual Funds
Gifts of mutual funds are received on the date the funds are actually transferred to CHS. (Typically, these transfers require an account to be opened at the corresponding mutual fund company in order to receive the fund transfer. This may require several days to process.)
SECTION 3–FINANCIAL POLICIES AND PROCEDURES

Gift Valuation

The following guidelines will be observed in valuing gifts:

a) Securities

Publicly traded securities

The value of the gift is the average market value on the date the donor relinquished control of the asset to the school. Additional detail may be found in IRS Publication 561. Neither losses nor gains realized from the sale of the securities after their receipt and net of brokerage fees associated with this transaction will affect the value of the gift.

The value of the gift of listed securities is the mean between the highest and the lowest quoted selling price of the valuation date (date of the gift). If there were no sales of the listed security on the valuation date but there were sales within a reasonable period before or after the valuation date, the value is the weighted average of the mean between the highest and lowest sales on the nearest date before and the nearest date after the valuation date. This average is weighted inversely by the respective number of trading days between the selling date and valuation date.

Closely Held Securities

IRS Bulletin No. 561 will be consulted in valuing this type of security. The value of unlisted closely held securities may be determined by the last sale or trade if it occurred recently. In the absence of a recent sale, an accepted authority should determine a fair market value.

Restricted Securities

Consult the current IRS rulings when valuing these securities.

Mutual Fund Shares

The fair market value of mutual fund shares can be determined by the share’s public redemption price on the valuation date. In absence of a recent sale, an acceptable authority should determine a fair market value.

b) Real and Personal Property

Gifts over $5,000 of real and personal property such as land, houses, paintings, antiques, rare books, and intangible properties will be valued at the fair market value placed on them by an independent expert appraiser. Generally, gifts made for auction purposes will be treated as any other gift-in-kind and will be valued when and as received, not when they are auctioned off for more or less than their appraised value. However, when dollar amounts are relatively small, the auction proceeds will be considered the value.
c) Charitable Remainder Trusts/Charitable Gift Annuities

Gifts irrevocably made to establish charitable remainder trusts/charitable gift annuities are generally credited at present dollar value whether the trust is administered by CHS or not.

d) Charitable Lead Trusts

Only the income received from the trust in the recording year is considered a gift.

e) Life Insurance

If CHS is both beneficiary and owner of a life insurance policy, the value of the gift is the cash surrender value of the policy when given, not the face value. If the donor pays further premiums, these payments are also considered gifts. Additionally, the difference between the cash value at the time of the gift and the insurance company’s settlement at the time of death is not considered an additional gift but rather a gain on investment.

If CHS is the beneficiary, but not the owner of an insurance policy, the full amount received upon the death of the donor will be recorded as the value of the gift.

BENEVOLENCE FUNDS

The CHS Staff Benevolence Fund is established to create a source of funding for meeting some emergency or life crisis needs in the CHS constituency, primarily for faculty and staff. The fund’s distribution is completely under the control of the superintendent and CHS Board of Trustees, through an appointed Benevolence Committee whose membership shall be the same as the Financial Scholarship Committee. Funds may also be dispersed by a majority vote of the Board of Trustees in a called meeting, email or telephone vote. Though the gifts to the fund may be designated, it should be understood that the total authority and decisions relating to the fund are at the discretion of the Board of Trustees. Activity relating to the funds must be communicated in the financial reports in the next regularly scheduled meeting of the School Boards.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

ORGANIZATIONAL RELATIONSHIP

The Christian School at Castle Hills functions under the authority of a Board of Trustees. The school seeks to maintain the highest standards and provide each child with the best education possible. The superintendent of The Christian School at Castle Hills oversees every phase of the school ministry.

The superintendent functions under the direction of the Board of Trustees. Every employee of The Christian School at Castle Hills functions under the direction of the superintendent.

FACULTY AND STAFF ASSIGNMENT

Assignment and Placement

All school personnel shall be assigned working positions by the principals under the supervision of the superintendent. Assignment shall be based on the needs of the school. Requests for a specific assignment or reassignment shall be granted when the assignment or reassignment is determined to be in the best interests of the school.

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

Occasionally, teachers may have to cover another faculty member’s class during their planning period.

QUALIFICATIONS

Professional Qualifications for Certification and Appointment

Teachers shall have a minimum of a Bachelor of Arts or a Bachelor of Science degree from a recognized college or university. The requirement may be waived by the Board of Trustees in the case of associate teachers or part-time teachers in non-core subject areas. Teachers shall have a valid certificate from a state education agency for the specific grade level or major subject fields and/or a valid ACSI Teacher Certificate.

All teachers who do not have an ACSI Standard Certificate initially must apply for Temporary Certification within the first month of employment as a teacher. Teachers must then work to meet the requirements of the ACSI Standard certification as delineated by the ACSI Certification Office. Teachers may refer to information posted ACSI website for certification application for the most current requirements.

If a teacher is teaching outside his or her field of certification, an active and documented plan to be certified in the teacher’s field must be pursued. This plan must be submitted to the superintendent and Board of Trustees for their approval.
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Principals and the superintendent must also carry appropriate in-field certifications from ACSI.

All employees shall be in agreement with the stated purposes of the school as outlined in the Philosophy of Education and Educational Objectives.

**Spiritual Qualifications for Employment**

The school employee

1) Has accepted Jesus Christ as personal Lord and Savior (Romans 10:9-10). All employees of CHS shall be born-again Christians (John 3:1-17).

2) Demonstrates a conviction that God has called him or her to become involved in a Christian school ministry (1 Corinthians 7:21-24).

3) Demonstrates a consistent outward evidence of an inward Christian character as a Christian role model to students, parents, and the community (1 Timothy 4:12).

4) Shall be an active member of a Bible-believing, New Testament evangelical church (Hebrews 10:25) and shall maintain a regular and contributing involvement in a church having a doctrine that is in agreement with the school’s Doctrinal and Belief Statements (Hebrews 10:24-25).

5) Is convinced of the importance of prayer and a daily time of meditation in the Word of God and actively pursues a relationship with God (Psalm 42:1-2).

6) Demonstrates spiritual maturity and a teachable spirit and has a clear conscience before God and man (Titus 2:2-8).

7) Has a workable knowledge of the Word of God, knowing how to spiritually feed himself or herself (1 Timothy 4:7).

**Family Home Life Qualifications for Employment**

The school employee demonstrates a conviction to fulfilling the responsibilities to one’s spouse as outlined in Ephesians 5:22-32 and views marriage as a reflection of the relationship between Christ and His Church.

Male employee: Demonstrates an understanding of his life under Christ’s authority and responsibility for the leadership and care of the family. His family unit should provide a positive testimony for Jesus Christ (1 Timothy 3:4-5).

Female employee: Demonstrates an understanding of her life under their husband’s authority and genuinely reverence them, are responsible to them for the way they order their household and care for their children (Ephesians 5:22-32).

Employees who have children should be “good managers” of their children (1 Timothy 3:12). The school prefers that each faculty/staff member with qualified children has them enrolled in The Christian School at Castle Hills, except in cases where special needs or extenuating circumstances do not make this feasible.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Health Requirements

All CHS faculty and staff shall maintain the physical and emotional health necessary for job performance.

It is the responsibility of employees to convey information on a timely basis to the administration upon diagnosis of physical or emotional needs that relate to the health or safety of the school environment. Teachers may be required to certify good health upon administrative request.

CHARACTER – EMPLOYEE ROLE MODEL POLICY (ETHICS POLICIES)

Each employee must sign a statement verifying his or her agreement to submit in full compliance with the following role model policies as well as full compliance with the appropriate job description as a requirement for maintaining employment. The Christian School at Castle Hills. Any areas of non-compliance may be grounds for termination from employment.

Godly Character

The Christian School at Castle Hills is a religious institution providing an education in a distinct Christian environment, and it believes that teachers and staff must be biblical role models who work in partnership with the home to mold students to be Christ-like.

Each employee is expected to exhibit exemplary conduct at all times. His or her life should bring honor and glory to the Lord not only at school, but also at home and wherever else they may go. At no time should an employee engage in any activity that might become a stumbling block to students, parents, or others of the Christian community.

The employee will manifest by precept and example the highest Christian virtue and personal decorum. He or she should serve as a Christian role model (1 Timothy 4:12) in judgment, respect, and Christian living both in and out of school to students (Luke 6:40), to parents, and to fellow faculty and staff members. This includes, but is not limited to, the refraining from such activities as the use of illicit drugs, alcohol, tobacco; the use of vulgar and profane language, nightclub dancing, movies or listening to music when the primary thrust defies Biblical standards, or any other similar actions (Colossians 3:17, Titus 2:7-8, 1 Thessalonians 2:10, 5:18, 21-22, James 3:17-18, Philippians 4:8).

The staff member agrees that Scripture dictates standards of sexual behavior. On any occasion in which the values, conversation, or conduct within your life or home are counter to or in opposition to the biblical lifestyle the school teaches, the school reserves the right, within its sole discretion, to refuse employment to an applicant or to terminate employment. This includes, but is not necessarily limited to, living in, condoning, or supporting any form of sexual immorality; living together prior to or outside of a Biblical marriage; practicing a homosexual lifestyle or an alternative gender identity; promoting
SECTION 4—STAFF AND FACULTY POLICIES AND PROCEDURES

such practices; or otherwise having the inability to support the moral principles of the school. Romans 1:24-32 states that God recognizes homosexuals and other deviates as perverted (Leviticus 20:13a; Romans 1:24-32; Matthew 19:4-6; Romans 12:1-2; 1 Corinthians 6:9-20; Ephesians 4:1-11; 5:3-5; 1 Thessalonians 4:3-8; 1 Timothy 4:12; 2 Timothy 2:19-22; 1 Peter 1:15-16; 1 John 3:1-3).

The employee must ensure he or she does not place himself or herself in a compromising setting with a student; i.e., being alone with a student, transporting a member of the opposite sex alone in a vehicle, etc. “Remove yourself from all appearance of evil” (1 Thessalonians 5:22).

Professional Character

Employees are expected to conduct themselves in a professional manner at all times.

All employees should
1) Dress neatly, modestly, and in good taste.
2) Be punctual, dependable, tactful, and helpful.
3) Retain poise and composure at all times when responding to students and to parents. Always remember, shouting and yelling is not a way to get students’ attention. Poise and composure are essential to professionalism.
4) Discuss internal problems only with faculty members, the administration, or individual parties involved. Principles from Matthew 18:15-18 should be followed to involve only those necessary to resolve a problem. Employees are expected to treat all information regarding members of the school community (including children, parents, staff, administration, student teachers, teachers, volunteers) with strict confidence and to avoid gossip at all times.
5) Pursue excellence in all their daily activities and conduct themselves in such a manner.
6) Not share information from a student’s cumulative folder or other private information with anyone outside of CHS’s professional school community without the parent’s written permission.
7) Reimburse the school for any personal use of the copier. Using school supplies and materials for personal use is not ethical.

Teacher/Student Relations

Employees should not discuss their personal lives with students or parents. It is not professional. Classroom time should not be taken up with personal things of this nature.

Do not ask questions of a student to gain information of a personal nature about the parents. Remember, students will repeat at home what has been discussed at school.
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When students share personal problems, be understanding and listen. Being sensitive to a student’s problems will give insight into moods and attitudes and allow an employee to react appropriately. Information relating to the health, safety, or welfare of a student should be shared with no one other than a principal or the superintendent.

The CHS office or staff cannot release phone numbers and addresses of teachers, students, and/or parents.

Professional Attitudes and Christian Joy

Employees should not be afraid to have fun. Having a professional attitude does not imply the need to be stiff and formal. Employees should convey to students how much joy their presence brings. Employees should empathize with their students’ joys, hurts, and disappointments “for the joy of the Lord is our strength” (Nehemiah 8:10).

PROFESSIONAL RESPONSIBILITIES, DUTIES, AND EXPECTATIONS

Faculty Responsibilities and Duties

1) The teacher is required to attend all faculty meetings, conferences, or other meetings as directed, and perform other duties that may be assigned by the administration. Such things include attending student functions such as athletic events, musicals, academic competitions, drama, ceremonies, other school-wide events, etc. Although faculty in-service days are mandatory, in the event of an unavoidable absence (death in the family, illness, or other extreme emergencies), that day will be counted as one (1) personal absence day. Taking personal leave is not acceptable for in-service days. A teacher may have pay deducted for non-emergency absence(s) during in-service days at the per diem rate.

2) The school shall determine the length of the school day, as well as the hours of teaching and duties to be performed. The teacher agrees that, in addition to the regular schoolwork to be performed, he or she will carry on a program of contacts with the parents of the students, pursuant to the directions of the administration.

3) The teacher’s duties will involve not only the incumbent responsibilities, but also those responsibilities related to the special spiritual ministry to which he or she is called—the training of the child in Christian faith and practices. The expectation of the Board of Trustees is that the teacher will strive at all times to understand, appreciate, love, and serve the students and provide for the spiritual development of the student to the best of his or her ability.

4) The teacher should be present and on time for faculty devotions as scheduled unless otherwise announced by the administration. On all other school days, a full-time teacher should arrive by 7:30 am and should remain on campus until 4:00 pm except on faculty meeting days. A part-time teacher should arrive thirty (30) minutes prior to his or her first scheduled class and remain in the building thirty (30) minutes after his or her last class has been dismissed. The teacher also should remain after school for such meetings and conferences as may be called by the administration.
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5) The teacher accepts the educational philosophy of the school without reservations (be it mental or verbal).

6) The teacher is expected to participate in some assigned aspects of the student activities/extracurricular programs of the school.

7) The teacher will avoid highly debatable topics as much as possible, especially as they relate to denominational issues.

8) The teacher is encouraged to become involved in church, civic, and community affairs that do not interfere with employment responsibilities.

9) No employee of CHS will engage in activities that would use students of the school as possible contacts for commercial sales or financial gain.

10) A teacher has the right to inspect his or her personnel file and all of his or her teacher evaluations.

The above rights, responsibilities and duties are requirements for employment and affiliation with this ministry. Further elaboration and clarification may be found elsewhere in this policy manual. A Christian ministry must have commitment to certain essentials for those who carry the load and represent the ministry. "How can two walk together, unless they be agreed" (Amos 3:3).

**Personal Appearance**

An employee of CHS is required to maintain a highly professional appearance. The ability to outwardly communicate the distinctiveness of the ministry is affected as much by dress, hygiene and hair care as anything else.

An employee is required to dress professionally and to appear neat, modest, and well groomed. Any dress inappropriate to a strong Christian testimony will not be allowed. A male employee should wear dress slacks, collared shirt or dress shirt, and often, a tie. A female employee should wear dresses, skirts, dress slacks and blouses that reflect the atmosphere above. Dress and skirt length should be consistent with student dress code.

On chapel days, a male teacher should wear a dress shirt and tie, and a female teacher should wear a dress or skirt. Special consideration to the chapel dress policy will be made on an as needed basis by a teacher’s area principal.

P.E. and athletic staff may wear CHS athletic spirit wear. Athletic shorts are appropriate during P.E./athletic periods and should be consistent with student dress code.

On designated spirit dress days or some approved field trips, an employee may wear a school spirit shirt, jeans and tennis shoes.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Staff Meetings

Holding regularly scheduled staff meetings and other planning and preparation meetings will help maintain a comfortable, effective atmosphere in the school. This gives the staff an opportunity to express themselves and the administration time to give encouragement and directions.

The atmosphere of the meetings should reflect the weight of the mission of the school. All full-time staff should attend all staff meetings; the superintendent may make some exceptions. Part-time staff will attend special staff meetings as called by the superintendent.

Staff Devotions

The staff will have a special time set aside for prayer and scripture devotionals to maintain unity and eternal focus. Devotions begin promptly at 7:30 am on designated days. Prayer is the key to school success. Jeremiah 33:3 states: “Call unto Me, and I will answer you and show you great and mighty things, which you know not.”

Daily Responsibilities

The teacher will

1) Report on time.
2) Check mailbox, voicemail and e-mail before and after school.
3) Attend staff devotion or prayer meetings on appropriate days.
4) Collect materials needed for lessons and class activities before class begins.
5) Be thoroughly prepared, totally committed, and prayed up.
6) Prepare their area by
   a. returning all materials to storage area.
   b. clearing counter tops, tables, and desks.
   c. straightening chairs and desks.
   d. having students pick up all loose items on floor.
   e. following the guidelines outlined in orientation and staff meetings.

Preparing for a Substitute

Each teacher should prepare and update an emergency substitute file on a regular basis that shall be kept in the school office.

If a teacher knows ahead of time that he or she will be absent, the teacher should write a list of work and activities to be completed by students that day.
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If a teacher does not know in advance that he or she will be absent, the teacher should do one of the following:

a) Come in before school to set up class for the day,
b) Send detailed directions with more work than can be accomplished (assigning a study hall day is not acceptable), OR,
c) Call in directions when requesting a substitute,

In the event of not being physically able to do any of the above, the teacher should direct the school office to have the substitute use the teacher’s emergency substitute file.

Students become adjusted to the routine of the regular classroom teacher. It should be easy for a substitute to carry on the same general procedure by having all necessary materials available in the substitute file (see below). Elementary teachers will compile a substitute notebook.

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

Substitute’s File – Key to Success

Each secondary and elementary specialty teacher shall prepare and weekly maintain a file or notebook of information and suggestions that a substitute can study for a short time and then be ready to step into the classroom. Elementary teachers should keep the substitute file/notebook on his or her desk. Secondary teachers should submit his or her substitute file to the school office. The substitute file/notebook should consist of

Daily routine time schedule
Weekly schedules
Bathroom directions for student and faculty
Morning, lunch, recess, and dismissal responsibilities and procedures
Special class information and schedule
Room habits and regulations
Note concerning any special circumstances or student needs
Seating charts
Attendance sheets
Forms (office referral, accident, sub teacher)
Emergency/Fire/Disaster Drills Procedures

Additional requirements will be given by area principal.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Procedures for Securing a Substitute

Reporting an Absence
It is imperative that all teachers report personal absences to the area principal or his or her designee no later than 6:30 am.

Absence Arrangements Made in Advance
Whenever possible, teachers should ALWAYS arrange with the administration for absences in advance. Absences for professional reasons must be approved in advance by the administration.

Contacting the Substitute
The teacher should not contact the substitute directly. Requests for specific substitutes will be approved only by the administration. Such requests must be at least two days before they are to be used.

Upon return to school, an “Employee Leave form” must be completed and returned to the area principal so that the substitute is compensated for that day and the employee’s personal leave record is kept up-to-date.

Procedures When Becoming Ill during the Day
A teacher who becomes ill during the day and needs to go home should contact the principal or his or her designee who will arrange for a substitute or another employee to cover the teacher’s classes.

Classroom Time and Preparation
A teacher is expected to spend a minimum amount of time each week on campus outside of regular classroom time for classroom and lesson preparations. A teacher should be in his or her classrooms a minimum of thirty (30) minutes before and after class time. Additionally, the teacher’s responsibility is to ensure that a sufficient amount of time is allotted for preparation, evaluation, and availability to students and parents.

Standards for Online Communication
Format of Lesson Plans
Lesson plans for the week shall be posted on RenWeb prior to Monday morning. Lesson plans shall follow the prescribed format and should include the following: topic; textbooks and page numbers used; measurable teaching objectives, both academic and Biblical; a description of in-class activities; assigned homework (anything the student needs to do outside of class, i.e. homework, study or prepare for quizzes/tests, reading, special projects); names of worksheets; due dates with frequent reminders for longer projects, quizzes, and tests, etc.
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If a student misses a class, the parent or student should be able to go to RenWeb and know what was missed and what is due the next day. The parent or student should also contact the teacher by email to confirm what was missed. RenWeb should be updated regularly.

Posting of Lesson Plans
A teacher should post lesson plans on RenWeb ABSOLUTELY no later than 8:00 am on Monday. Sunday evening is preferable.

Format of Grades
Grades on RenWeb should include the date given and date due and identify the assignment by title, number, etc. The title of the assignment should correlate with the title of the assignment and be easily identifiable with the work returned to the student.

Posting of Daily Grades and Attendance
A teacher should Update grades regularly and no less than every Monday by 9:00 am. Identify missing work by entering a grade of 0 or other appropriate code as soon as possible. Enter two grades per week in core subjects. Spot check each class for the correct posting of grades. Notify parents if a student is failing for the quarter, semester and/or the year. Update attendance no later than the end of each day.

Posting of Progress Reports and Report Cards
A teacher should Enter citizenship grades as appropriate. Elementary: Enter comments as appropriate and submit a copy to elementary principal for approval. Secondary: Enter no more than 3 pre-approved comments as appropriate. Load progress reports or report cards with all pertinent information by 4:00 pm on day of the deadline.

PROFESSIONAL DEVELOPMENT

Staff Training
Each employee will receive training and orientation appropriate to his or her job and sufficient to ensure a clear understanding of the school’s goals.

All teachers must complete and document the correct number of Professional Continuing Education Units (CEU’s) and Bible Continuing Education Units in order to maintain ACSI certification as specified by ACSI.
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A Staff Training Log is maintained for each employee as applicable. Periodic checks will be made to ensure compliance of training.

Staff training may be fulfilled by

1) Workshops (hours of credit will vary depending upon length of meeting)
   a) Staff Development days throughout the year
   b) ACSI Conferences
   c) Education Service Center-Region 20 workshops
   d) Other approved workshops appropriate for childhood education or specialized field

2) Consultations with professionals outside the immediate staff concerning problems with a student, along with a brief written statement of the problem and possible solutions discussed, name and position of professional (e.g., psychologist, psychiatrist, pediatrician, pediatric neurologist, licensed practicing counselor, educational diagnostian, speech pathologist, etc.).

3) First-Aid/CPR Training

Universal Precautions and Procedures

Teachers must utilize the following universal precautions and procedures:
Treat all bodily fluids as though they are infectious. Because of confidentiality laws, teachers and staff will probably not know if a fellow employee or a student has an infectious disease such as HIV virus, AIDS, etc. By treating all bodily fluids as infectious, teachers will protect not only themselves, but others also.
Handle discharges from another person's body (particularly body fluids containing blood) with gloves and wash hands thoroughly with soap and running water when finished.
Dispose of contaminated disposable latex gloves and other contaminated materials in plastic-lined waste containers.
Wash hands with soap and running water at regular times during the workday. Common infectious diseases may be contracted from dirt and waste encountered in the workplace. Avoid punctures with objects that may contain blood from others. For instance, do not pick up broken glass with bare hands, but use a dustpan and brush instead.
Carefully dispose of trash that contains sharp objects. Use containers that cannot be broken or penetrated by such objects instead of plastic trash bags. Do not bend, break or recap needles.
Clean surfaces that have blood or other potentially infectious materials (OPIM) containing blood on them with an EPA approved disinfectant or a 1:10 solution of liquid household bleach and water. (That is 2 cups of bleach added to one gallon of water mixed fresh daily to ensure proper strength.) Allow disinfectant to work for ten minutes before cleanup.
Have the HBV vaccinations series for protection from hepatitis B if in contact with developmentally delayed students; if classified as an employee who is designated as having
primary responsibility for rendering first aid; or within 24 hours of an "exposure incident" with bodily fluids or OPIM contact through an open sore, injury by a contaminated object, or by a blood or OPIM splash into eyes, nose, or mouth. Report exposure incidents immediately to the superintendent or area principals. The school will pay the cost of vaccinations series.
If you are responsible for administering first aid to others or may be placed in a position where you may have to give first aid, obtain current instruction in first aid and cardiopulmonary resuscitation (CPR). Current instruction will include modification of first aid needed to protect the rescuer from infection such as using a resuscitation mouthpiece when administering CPR so that there is no direct mouth-to-mouth contact.

**First Aid and CPR Training**

The administration shall schedule, at regular intervals, training for staff members in CPR methods and American Red Cross First Aid Training. All coaches are required to maintain current CPR and first aid training.

**Child Abuse Reporting**

Child Abuse and neglect training for all CHS faculty and staff will be provided annually. All employees are expected to follow state law with respect to recognizing and reporting cases of suspected abuse. When an employee suspects abuse, but is not certain what steps to take, he or she should immediately contact an administrator to make certain he or she are following state law.

The following are guidelines concerning reporting abuse according to the Texas Attorney General:

“Current law (Texas Family Code, Chapter 261, 261.101) requires that professionals such as teachers, doctors, nurses, or child daycare workers must make a verbal report within 48 hours. Failure to report suspected child abuse or neglect is a misdemeanor punishable by imprisonment of up to 180 days and/or a fine of up to $2,000 (Texas Family Code, Chapter 261).

Reporting suspected child abuse to your principal, school counselor or superintendent will NOT satisfy your obligation under this law. Local school district policy cannot conflict with or supersede the state law requiring you to report child abuse to a law enforcement agency or DFPS.

Your report of child abuse or neglect is confidential and immune from civil or criminal liability as long as the report is made in "good faith" and "without malice."

In good faith means that the person making the report took reasonable steps to learn facts that were readily available and at hand. Without malice means that the person did not intend to injure or violate the rights of another person. Provided these two
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conditions are met, you will also be immune from liability if you are asked to participate in any judicial proceedings that might result from your report.

If you suspect abuse:
DON'T try to investigate
DON'T confront the abuser
DO report your reasonable suspicions

It is not up you to determine whether your suspicions are true. A trained investigator will evaluate the child's situation. Even if your report does not bring decisive action, it may help establish a pattern that will eventually be clear enough to help the child. “


You may report child abuse or neglect in two ways:
1) Telephone: you may call the Texas Abuse Hotline at 1-800-252-5400
2) Internet: you may file a report through on the Texas Abuse Hotline website at http://txabusehotline.org

In-service Education and Educational Conferences

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

Each teacher is urged to maintain contact with current studies and periodicals involving Christian education. The teacher should document all professional literature and articles read.

The superintendent may allow teachers and staff members to attend, without loss of pay, educational conferences or educational institutions at his discretion if in his opinion it is professionally desirable. The superintendent may require written reports to be submitted as a part of the school's in-service program.

Each teacher is encouraged to attend in-service workshops that would be of value to his or her classroom.

ACSI Teachers’ Conferences or Convention

A teacher may be expected to attend an ACSI teachers’ conference or convention each year. The purpose of sending the teacher to the ACSI teachers' convention should provide the opportunity for personal inspiration, professional enrichment, and intensification of his or her ministry within the classroom and larger area of influence. The school will assist with the registration, travel, lodging, and food expenses associated with the convention. The goals of the convention attendance are the following:
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1) To provide awareness that the local school is a part of a larger Christian ministry.
2) To provide opportunity for the teacher to learn from other professionals in his or her respective areas of expertise.
3) To expose the teacher to current curriculum and professional resources.
4) To reinforce instruction in the philosophy of Christian school education.
5) To expose the teacher to inspirational leaders in the field of Christian education and thereby motivate to inspire his or her students.
6) To provide fellowship with other Christian educators.
7) To provide an avenue of outreach to the Christian educational community.
8) To support ACSI activities.

Curriculum Workshops

Curriculum workshops shall be scheduled at regular intervals during the year to provide the teacher adequate time for in-service training, as well as time to develop curriculum materials and review texts for use by the school.

Staff Development and Work Days

The teacher is required to be on campus generally from 8:00 am until 4:00 pm on staff development/teacher work days, unless other times have been specified.
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SUPERVISION AND EVALUATION

Premises for Supervision and Evaluation

The Scriptures indicate a number of reasons for supervision and evaluation which include the following:
Recognizing and stimulating the ability to teach (1 Timothy 3:2)
Stimulating each member of the body of Christ to continuously press for a high goal (Philippians 3:14)
Verifying and developing the ability to communicate (Colossians 4:6)
Continuously training and edifying (Ephesians 4:12)
Identifying competent discernment (Philippians 1:9-11)

Purposes of Supervision and Evaluation

The teacher supervision and evaluation system of The Christian School at Castle Hills recognizes that individual teachers have different needs in addressing their professional growth and development. The system will provide varying levels of supervision in order to better assist each teacher in those areas. Supervision will be aimed at improving each teacher’s skills, the instructional process, and learning outcomes. Because each teacher is indwelled by God the Holy Spirit and is called to Christian school teaching, he or she can be trusted to press on toward improvement and maturity, both personally and professionally. The teacher’s contract will be renewed each year unless God moves him or her elsewhere or his or her performance indicates gifting in other areas.

In addition, The Christian School at Castle Hills recognizes the following purposes for a performance appraisal system:
To assess the overall program to determine how well it is accomplishing its mission and goals.
To provide a basis for improving classroom instruction.
To encourage each teacher to do his or her best work as unto the Lord.
To help each teacher succeed in his or her education ministry.
To provide a basis for making administrative decisions.
To provide a basis for developing effective personnel practices.
To provide a basis for the professional improvement of individual and group performance.
To keep records and reports for administrative and legal purposes.
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Procedures of Supervision and Evaluation

The following levels of supervision are included in the differentiated supervision and evaluation system:

- **Supervised Assistance** – For a teacher either in his or her first two years of employment with The Christian School at Castle Hills (including those with limited teacher contracts) or in a new endorsement area or “set” through change in assignment. Supervised Assistance is a modification of the ongoing supervision process with additional classroom observations required. After the teacher’s first year on Supervised Assistance, a teacher may be moved to Ongoing Supervision for a second year at the discretion of the supervisor.

- **Ongoing Supervision** – For a teacher employed by The Christian School at Castle Hills for two or more consecutive years, who does not change current endorsement area. The teacher and supervisor set goals, schedule observations and conferences and meet at the end of the year to summarize goal attainment and to discuss the superintendent’s evaluation of the teacher’s performance. A teacher can be referred to, or request, Ongoing Supervision at any time during the Colleague Consultation.

- **Colleague Consultation** – For a teacher employed by The Christian School at Castle Hills for three or more consecutive years, who does not change current endorsement area. A teacher will choose a colleague to work with on goal setting and professional growth and development in collaboration with the supervisor. The colleagues will share expertise and provide each other with support, feedback and technical assistance to refine present skills and learn new ones.

- **Focused Assistance** – For a teacher when his or her performance at any point does not meet the competencies. A teacher is placed in Focused Assistance when his or her performance does not meet the competencies in any of the vital areas of professional practice or he or she fails to make required progress toward attainment of identified goals.

General Steps for Handling Deficiencies

A teacher who possesses deficiencies such as a lack of response to supervision or misplacement in ministry will be placed in the Focused Assistance level of supervision. The teacher and the superintendent will jointly develop a scheduled plan for performance improvement. Once a teacher has been placed in Focused Assistance, supervision will be aimed at evaluation for contract purposes, as well as improvement. At the conclusion of the Focused Assistance period, the teacher will be informed that his or her contract will be renewed, renewed but remains in Focused Assistance into the next year, or not renewed, in which case the teacher may be given the opportunity to resign with dignity.
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Handling of Records of Supervision and Evaluation

The copies of periodic classroom evaluation, annual evaluations, anecdotal records, and other pertinent evaluative information of each employee will be kept on file. The above information will be made available upon request. All reports shall be signed by the teacher and evaluator. All rebuttals to any reports shall be kept on file.

Supervisory Action Plan in Handling Deficiencies, Discipline, Probation

Purpose

Every school finds itself in a unique position regarding issues that may result in the need for action in handling deficiencies, discipline, and probation. The purpose of these guidelines is to provide a framework in which problems and deficiencies can be acted upon and appealed in a thoroughly professional and Biblical manner.

Policy

Supervisory Responsibilities:

a) The principals are expected to communicate the employee’s responsibilities, performance expectations, and goals clearly. This may be accomplished through counseling, the performance appraisal system, a written action plan, and daily interaction. The principal should create an atmosphere such that the faculty and staff will feel comfortable asking for help and/or counsel.

b) It is the responsibility of the principals to promptly advise an employee when he or she is not meeting his or her responsibilities or his or her life does not emulate the qualifications as set forth in 1 Timothy 3:8-13. Any failure on the part of the employee that may, if uncorrected, result in dismissal must be explained to the employee in a face-to-face conference, and the employee must be provided with a written explanation of the failure or deficiency and the potential consequences.

c) The principal is responsible for assessing the seriousness of the problem and its solution. The principal will work with the superintendent to help resolve employee problems.

d) The superintendent will refer all unresolved employee problems through the board chairman to the Board of Trustees.

Employee Responsibilities:

a) Each employee is expected to know, understand, and fulfill his or her responsibilities. If an employee, at any time, does not fully grasp his or her responsibilities, he or she is expected to ask the administration for further clarification.
b) Each employee is expected to be a proactive participant in counseling, the
performance appraisal system, any written action plans, and daily interaction
pertaining to his or her situation.

c) Each employee is required to aggressively act to correct any failures brought to
his or attention by the administration.

Nature of Supervisory Activities:

a) Each employee shall prepare annual improvement goals that will be shared in
conference with the principal.

b) Classroom observations are considered essential in the process of helping a
teacher improve. The principal will conduct classroom observations. The
principal and the superintendent may conduct visits and observations at any
time.

c) At the discretion of the principal, peer coaching may be used as a legitimate tool
of supervision and instructional improvement, which may include visiting other
classroom teachers.

d) Videotaping of classroom activities is recognized as a valuable means of feedback
for a teacher. Videotapes of classes remain the property of The Christian School
at Castle Hills.

e) The superintendent shall develop careful guidelines for receiving data regarding
teacher performance. The principles from Matthew 5 and 18 must be observed.

Guidelines for Supervisors (Principals and Superintendent)

Initial action

The supervisor will

1) Identify the problem.
   a) List the specific performance issues (dates, items, circumstances, etc.). Is the
      problem purely competence related, or is there a spiritual issue (laziness,
      insubordination, etc.)?
   b) Identify any spiritual issues underlying the performance issues.

2) List actions that could be undertaken to help the employee correct the deficiency.
   These actions may include
   a) Education and/or training
   b) Prioritizing and scheduling
   c) Equipment
   d) Better communication
   e) Biblical counseling
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NOTE: If a spiritual problem is identified, the supervisor will consult with a pastor or a Christian counselor for help in determining the best approach for restoring the employee.

3) Meet privately with the employee.
4) Make written after-action notes as to the content of the meeting.
5) Encourage the employee frequently as he implements his or her plan of action.
6) Meet privately at the predetermined time for follow-up evaluation. If insufficient progress has been made, proceed to formal steps of action. If there is a sin issue, proceed to formal disciplinary action. Delaying discipline is unbiblical and not in the employee’s best interest.

Formal Corrective Action

The supervisor will issue

a) **Verbal Warning:** The employee is informed that he is receiving an official warning and that correction action (or disciplinary action) will follow immediately should he or she fail to take adequate self-initiated corrective action. The potential corrective action (or disciplinary action) must be explained to the employee and the time interval allowed to correct the problem specified. A note must be placed in the employee’s personnel file giving the date the employee was warned and the nature of the warning.

b) **Written Warning:** If the employee has not made sufficient progress in the specified time, the superintendent will prepare a written statement of the problem specifying the employee’s failures, the corrective efforts provided by the superintendent, the date of the final evaluation, and the corrective/disciplinary action to be taken if the problem has not been corrected. The written warning will be reviewed by the superintendent prior to giving it to the employee. The employee’s action plan developed earlier should be attached. The principal and superintendent will then counsel the employee. A Board of Trustees member may be in attendance as a witness. A copy of the warning will be placed in the employee’s file.

Focused Assistance and Non-Renewal

a) In the event that a teacher’s performance is substandard, the teacher will be assigned to the Focused Assistance level of supervision and will be informed of the reasons for the action. During the correction period, the superintendent will continue to assist the teacher to improve, giving regular performance feedback while at the same time gathering data by which to make a recommendation at the conclusion of the period.

b) At the period’s conclusion, one of three decisions will be made by the Board of Trustees at the superintendent’s recommendation: (1) improvement is adequate—contract to be renewed unconditionally; (2) some improvement noted—contract
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renewed, but Focused Assistance continue into new contract year; or (3) improvement is inadequate—contract not renewed.

Involuntary Termination of Employment

When during the term of the contract, severance of the contract must be made by The Christian School at Castle Hills Board of Trustees; the reasons for the termination of employment shall be given to the teacher in writing. The superintendent will recommend termination to the Board of Trustees after he or she has followed other prescribed steps of action.

Possible reasons for involuntary termination of employment (including and not limited to)

- Immoral or unprofessional conduct
- Commission, aiding, or avocation of acts of a criminal nature
- Dishonesty
- Incompetency
- Evident unfitness for service
- Physical or mental condition rendering a teacher unfit to instruct or associate with children
- Continued violation of the rules or refusal to obey the rules or regulations defined by the Board of Trustees as set forth in the contract of employment and/or policy manual
- Conviction for a felony or any crime involving moral depravity
- Unexcused or prolonged absences
- Insubordination

Appeal

An employee may appeal any action of his superior to the superintendent. At that time, a decision relating to the employee’s termination will be rendered. The matter under appeal may not be discussed with or by anyone other than the persons directly involved. If the employee is still not satisfied, he or she will ask for the mediation process to be put in place as specified in the employee’s contract.

Resignation

If a teacher under contract shall not be able to complete his or her contract or be able to accept one for the following academic year, a letter of resignation shall be submitted through the superintendent.

A teacher must give The Christian School at Castle Hills administration one-month written notice of intended resignation unless a different termination date is mutually agreed upon. If the teacher resigns or is terminated during the period of service covered by this contract, payment shall be made of that proportionate part of the annual salary, which the number of days of actual duty bears to the number of days covered by the
contract. All fringe benefits would end on the last day of the employment. All of the employer’s property in the teacher’s custody must be returned before he or she is entitled to a final payment of any amounts due upon separation.

**Mentoring and Lead Teachers**

Once employed, all incoming staff will be assigned to a designated mentor or lead teacher for orientation, assistance, and guidance. This special program will be coordinated by the administration as an ongoing process that is designed to facilitate nurturing, edification, and accountability. The substance of mentoring may include meetings, periodical evaluations, and classroom observations.

**BENEFITS/COMPENSATION**

**Teacher Contracts**

Teacher contracts will be offered each year, at different times for different positions. A teacher will usually have two (2) weeks to consider and return those signed contracts. Each CHS teacher must have a contract that has been approved by the CHS superintendent.

All contracts shall be for a one-year term. Contracts beyond that one-year term are not implied in the hiring process. Future contracts will be issued on the basis of merit, effectiveness, and need.

A teacher shall notify the school administration in writing by no later than January 15, as to his or her intent to return for the following school year so that adequate plans may be made in the area of staffing. Contracts not signed and returned within two weeks of issuance may be considered rejected.

Length of contracts for a teacher will be for the amount of time needed to conduct up to 180 days of class, 2 days of orientation, 3 preparation days, and up to 8 scheduled in-service and conference days.

**Extended Contracts and Stipends**

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

The Board of Trustees may approve contract extensions. The board will determine the salary for the extended period for a particular employee, for his or her particular work assigned.

Stipends for certain additional work or responsibilities may be set by the Board of Trustees and added to the amount of that employee’s annual salary.
Staff Benefit Program

1) **Health** - A full-time teacher or administrator is entitled to health assistance through a plan approved by the Board of Trustees. An eligible employee may elect to receive the health assistance benefit for himself or herself. If the eligible faculty or staff member elects not to receive the health assistance, no compensation is given in place of the health assistance. Participation is voluntary, and contributions for dependents are payroll-deducted. A thorough reading and review of the approved plan should take place before considering this benefit.

2) **Social Security/Medicare/FICA** - The Christian School at Castle Hills pays Social Security taxes on behalf of the employee. Social Security/Medicare will be deducted from the employee’s paycheck. The school matches payments for Social Security withheld from the employee’s paycheck.

3) **Workers’ Compensation** - The school participates in a mandatory worker’s compensation insurance. All injuries due to the employee’s work must be reported to the office within one day of injury or illness. The school must make a written report of the injury or illness within 120 hours to the insurance company and a phone call within 24 hours.

4) **Life Insurance** – The school provides life insurance coverage at no cost to all full-time employees. The policy coverage is explained to each employee during enrollment for benefits.

5) **School Tuition Benefits** - A full-time teacher or administrator shall receive a tuition discount for his or her child(ren) equal to 50% of the published tuition rate. All other fees (e.g., registration, athletics, etc.) may be discounted in addition as determined by the superintendent.

6) **Graduate School Tuition Policy** - A full-time teacher or administrator may be loaned tuition expenses for pre-approved graduate school in the field of education or academic content area of the teacher’s present or future instructional or administrative field. These loans will come from a designated fund set aside for such purposes.

Any loans granted are based on funds available and may be limited. Loans are processed at the completion of the course(s) and verification of the employee having passed the course(s). The amount of the loan will be determined by the following percentages of actual tuition:
- Approved Christian college graduate programs up to 50%
- Other approved graduate program up to 33%

Part-time teachers and administration may be eligible for this benefit upon approval. In such a case, the employee would receive a pro-rata portion of the above tuition loan at the percentage of Full Time Equivalent (FTE) he or she is employed.
Forgiveness of the debt may be accomplished over three years of employment following the date of graduation or last course taken.

It is understood that the school is not liable to reimburse any teacher for any benefit not used in the fringe benefit package. A teacher may not choose to receive cash in lieu of any benefit.

**Payday**

Each CHS employee is paid once each month, on the 15th of the month. If a payday falls on a weekend or holiday, payment will be made on the day prior to the weekend or holiday. A paycheck is never issued in advance of these dates.

**Sick and Personal Leave**

Each teacher is allowed nine (9) days of leave per year. Each administrator is allowed ten (10) days of leave per year. These days are intended for use in the event of illness; however, five (5) days may be used as personal leave days but only if approval is received in advance from the supervising principal. Personal days taken in excess of five (5) personal may be deducted from the employee’s pay at the employee’s daily rate. Approved sick/personal days in excess of nine (9) (ten for administrators) total days allotted will be deducted at the employee’s daily rate.

Leave other than the earned sick/personal days is a privilege extended at the discretion of CHS and is not to be construed as a legal right. Any leave granted will be charged against the number of days credited to an employee. The leave charge will be taken from the employee’s last paycheck for the fiscal year or the end of employment.

Leave and pay will be granted in the event that an employee’s child(ren) is ill at home and the employee must be at home. No employee shall bring his or her sick child to work and leave the child(ren) in the office. An employee’s sick child(ren) will not be permitted to stay at school with an illness.

In addition to the first nine (9) days of sick/personal leave, the following are excused absences without penalty: jury duty and up to three days leave for the death of an immediate family member as defined in the Policy and Procedures Manual.

When an employee is required to attend workshops, conferences, retreats, etc., as a representative of the school or as the responsibility of an office held, such will be considered official duty.

Absence from work for personal matters must have advanced approval. Personal leave days should not be requested during the first three weeks or the last three weeks of the school year or the day before a holiday. Exceptions may be granted for extenuating circumstances.
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Note: Each employee is responsible to fill out a “Leave Form” stating the date(s) and reason for the absence and have it approved by an area principal or the superintendent in order to be paid for that absence.

Bereavement Leave

An employee may take time off with pay due to the death of a family member. Up to three days of paid leave will be provided for a death in the immediate family. For purposes of this policy, the immediate family includes spouse, father, mother, son, daughter, sister, brother, grandparents, grandparents-in-law, grandchildren, mother-in-law, father-in-law, sister-in-law, brother-in-law, son or daughter-in-law.

Up to one paid leave may be taken in the event of the death of other family members such as an aunt, uncle, nephew, niece, or cousin.

Catastrophic Sick Leave

The school provides a catastrophic sick leave pool for all full-time faculty and staff. The purpose of the pool is to provide additional sick leave days to employees who are unable to work due to an extended critical illness, surgery, or a disability due to an injury. Days shall be requested from the pool only after the member has exhausted all of his or her accumulated sick and personal leave.

An employee may donate accrued sick and personal leave days to the pool for a specific employee by filling out a donation form, available in the CHS business office and should be turned into the school office. The donation form must be submitted to the superintendent, who will notify the receiving employee of the number of days donated. Days donated to an employee will be applied only after his or her unused leave balances have been exhausted. The usage of donated days will be on a first-in, first-out basis. When the employee returns to full-time work and the designated leave has either expired or been terminated, any donated days remaining will be returned to the donors on a last-in, first-out basis.

An employee may donate a maximum of 60 donated days in a 365-day period. An employee receiving donated days will receive their daily rate of pay for each donated day.

Family Medical Leave Act (FMLA)

Eligibility

An employee is eligible for FMLA leave for one or more of the following reasons:
Because of the birth of a child and in order to care for that child
Because of the placement of a child with the employee for adoption of foster care
In order to care for a spouse, child, or parent who has a serious health condition
Because of a serious health condition that makes the employee unable to perform the functions of their job

A “serious health condition” for purposes of FMLA means an illness, injury, impairment, or physical or mental condition that involves

1) Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity (inability to work, attend school, or perform other regular daily activities due to the serious health condition, treatment therefore or recovery from) or any subsequent treatment in connection with such inpatient care; or

2) Continuing treatment by a health care provider, which includes any of the following:
   a) A period of incapacity for more than three consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition;
   b) Any period of incapacity due to pregnancy or prenatal care;
   c) Any period of incapacity or treatment for such incapacity due to a chronic serious health condition (one that requires periodic visits for treatment by a health care provider, continues over an extended period of time, and may cause episodic rather than continuing period of incapacity);
   d) A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective and for which the employee or family member is under the continuing supervision of a health care provider;
   e) A period of incapacity for restorative surgery after an accident or other injury;
   f) A period of incapacity for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment (such as cancer, severe arthritis, or kidney disease);

FMLA leave will be granted for a period of up to 12 weeks in a calendar year. The calendar year will be calculated looking backwards from the date the requested FMLA begins. CHS requires the use of all applicable paid leave to run concurrently with the FMLA leave.

All leave taken to care for a child after birth, adoption, or foster child placement must be taken in consecutive work weeks. When an employee takes leave for his or her own or his or her covered family member’s serious health condition, the leave may be taken consecutively, on an intermittent basis, or on a reduced work/leave schedule based on certified medical necessity.

To be eligible for FMLA leave, the employee must have completed at least one full year of service with CHS and have worked a minimum of 1,250 hours of service in the 12-month period by the time the leave commences. If leave is taken in accordance with this section, an employee will be entitled to continue health benefits equivalent to what has been provided to him or her as a regular employee.
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Notice
If the leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition, an employee must notify the superintendent at least 30 days before the FMLA leave is to begin. If 30 days’ notice is not practicable, due to such circumstances as lack of knowledge of approximately when leave will be required, a change in circumstances, or a medical emergency, notice must be given as soon as possible.

When requesting FMLA leave, the employee will need to complete a leave form and submit it to the superintendent for approval. The form is available in the school office.

Medical Certification
If an employee requests FMLA leave for his or her serious health condition or a serious health condition of a spouse, parent, or child, the employee must submit medical certification of illness or disability from his or her health care provider to the area principal. CHS will allow 15 calendar days from the date of the employee’s leave request to provide written certification from the health provider. The failure to provide the required medical certification may result in denial of the leave until after the certification is received, termination of the leave, or disciplinary action, up to and including termination.

The medical certification must state the date on which the serious health condition began, the probable duration of the condition, and the appropriate medical facts within the provider’s knowledge regarding the condition.

Upon the employee’s return to work following a serious health condition, the employee must submit medical certification of his or her ability to perform his or her essential job functions.

Limitations on FMLA Leave for Spouses Employed at CHS
A husband and a wife who are eligible for FMLA leave and are both employed at CHS are limited to a combined total of 12 weeks of leave during any 12-month period if the leave is taken

For the birth of a child or to care for the child after birth
For the placement of a child for adoption or foster care, or to care for the child after placement
To care for a parent with a serious health condition

When the husband and wife both use a portion of the total 12-week entitlement for one of the above reasons, each spouse is entitled to the difference between the amounts he or she has taken individually and 12 weeks of FMLA leave for a purpose other than those listed above.
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Key Employees
Key employees, as that term is defined by FMLA, may be denied restoration to their original or equivalent job upon returning from FMLA leave under certain circumstances.

Jury Duty
CHS encourages all employees to fulfill their civic responsibility when summoned to serve on a jury. The employee’s pay will continue while he or she is on jury duty. CHS required the employee return to work as soon as he or she is released from his or her jury duty obligation. The employee must promptly notify his or her area principal upon receipt of a jury summons. The employee also must bring a copy of his or her jury selection notice and/or release notice to his or her area principal.

Military Leave
An employee who is a member of the Armed Forces Reserves qualifies for military leave. The employee must notify his or her area principal immediately upon receiving orders for military service. A copy of the orders must also be submitted in order for leave to be approved. Military leave is not paid leave by CHS. However, if an employee so chooses, he or she may apply his or her sick or personal leave during this time.

Vacation Days
The teacher will receive all standard school holidays including Christmas and spring vacations as scheduled by the superintendent.

Absence Control Policy
An employee on any type of leave (including FMLA leave, sick leave, catastrophic sick leave, or worker’s compensation leave) who fails to return to work after either (1) 120 consecutive days of leave or (2) exhausting all leave for which the employee has applied and is eligible, whichever occurs first, may be deemed to have voluntarily resigned his or her employment with CHS and, if so deemed, will be offered health benefits according to COBRA.

Upon the expiration of all leave for which an employee has applied and is eligible, if the employee has not already returned to work, the superintendent will notify the employee in writing that his or her leave has expired.

The employee then has ten (10) calendar days within which to apply for any other leave for which the employee may be eligible or to notify the superintendent in writing that he or she is ready, willing, and able to return to work. A medical clearance showing that the employee is physically able to perform the essential functions of his or her position, with reasonable accommodations if necessary, is required to return to work.
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An employee who does not receive approval of such additional leave and who does not report and document his or her availability and fitness to return to work, within such ten-day period may be deemed to have voluntarily resigned his or her employment with CHS, effective immediately upon the expiration of the ten-day period designated in such notice. If an employee is deemed to have voluntarily resigned his or her employment, he or she will be offered health benefits according to COBRA.

Consolidated Omnibus Budget Reconciliation Act (COBRA)

Upon termination of employment, CHS offers the employee and his or her qualified dependents the opportunity to continue health coverage under the federal Consolidated Omnibus Budget Reconciliation Act (COBRA). To continue benefits under COBRA, the employee or beneficiary must pay the full cost of the coverage at CHS group rates. Payment for premiums must be submitted to the CHFBC Business Administrator no later than the fourth (4th) of each month the plan is in effect. If payment is not received by the deadline, the policy will be terminated the next day.

GRIEVANCE PROCEDURES

Complaints

Verbal complaints by an employee should be directed first to the principal or the superintendent. If an employee’s complaint is not resolved in a satisfactory manner, a written statement may be submitted to the superintendent for further consideration.

Any employee with a complaint or problem needs to discuss it with the appropriate person, not other employees. Nothing can be resolved until the appropriate person becomes aware of the situation. Discussing problems with others is a disservice, which merely causes further discontent and does nothing to correct the situation. Discussing problems with others will always be looked upon in the gravest fashion because of its effect upon the Lord’s work and can, in some circumstances, be grounds for immediate termination.

Procedures

The work of CHS is an area involving the religious tenants of belief and is composed of spiritual activities over an educational function, which in itself is a sacred undertaking. Therefore, the school cannot authorize anything other than arbitration before the believers for any kind of dispute that may exist. Arbitration in this manner is the only Biblical means that is acceptable for discipline purposes. 1 Corinthians 6:1-8 is very clear on this point, and as a believer an employee is required to waive all rights to take his or her cause before a court of law. This procedure is intended to establish an effective means of communication by which to channel personnel problems and is IN NO WAY INTENDED TO DENY the rights of any individual to seek a satisfactory solution by himself or herself.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

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

The grievance procedure is agreed to in writing in the contract between the individual and the Board of Trustees. All parties concerned should treat any grievance as confidential.

Right to Appeal
A regular employee who has been dismissed may appeal the action by following the grievance procedures adopted by the Board of Trustees.

TERMS OF EMPLOYMENT

Termination Review
In the event a regular employee is being considered for separation for any reason, the superintendent will hold a separation interview. The purpose of the interview shall be to assure full review of all the circumstances surrounding the separation and to facilitate the correction of any unsatisfactory condition that might be found to exist.

Non-renewal of Employee Contract at the End of the Contract Year
The Board of Trustees may not renew the employment contract of the superintendent, a principal, or a teacher at the end of the contract period set forth if, in its judgment, the best interest of the school is not being protected or the needs of the school would be better served.

There is no obligation to extend the contract beyond the one-year term of the contract, nor is a future contract implied through hiring. Future contracts would be based on merit, effectiveness, and need. An employee will normally be notified of this decision no later than May 15.

SEXUAL HARASSMENT

CHS will not tolerate verbal or physical conduct by or against any employee or student that harasses, disrupts, or interferes with another’s work or academic performance or that creates an intimidating, offensive, or hostile environment. While all forms of harassment are prohibited, CHS emphasizes that sexual harassment is specifically prohibited.

Sexual harassment includes unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. No employee or student shall threaten or insinuate, either explicitly, or implicitly, that another employee’s or student’s refusal to submit to sexual advances will adversely affect that person’s employment, or academic/work performance, wages, advancement, evaluation, assigned duties, or any other condition of employment or academic development. Similarly, no employee shall
promise, imply, or grant any preferential treatment to another employee or student for engaging in sexual conduct.

Any employee or student who thinks that he or she is a victim of harassment, including but not limited to any of the conduct listed previously, by any superintendent, principal, teacher, student, or any other person in connection with employment at CHS, that employee should immediately bring the matter to the attention of his or her supervisor (that being the area principal or the school superintendent). In the event the allegation involves either a principal or the superintendent, the employee should report the matter to a member of the Board of Trustees. The superintendent and/or Board of Trustees will promptly investigate all allegations of harassment as discreetly and confidentially as possible and appropriate corrective action will be taken if warranted. No person will be adversely affected in employment or academic standing with CHS as a result of a complaint of harassment.

After an investigation, an employee or student determined to have engaged in harassment in violation of this policy will be subject to appropriate disciplinary action up to and including termination of employment or expulsion.

STUDENT TEACHERS

The Christian School at Castle Hills, in its desire to advance the cause of Christian education across the country, is active in the developing of new teachers. CHS also recognizes its need to faithfully present a quality educational program to the families that send their children to its system for training. Thus, the following policies are in effect as it relates to the use of student teachers:

Student teachers must be born-again Christians and must adhere to CHS Statement of Faith. No teacher with less than three (3) years of actual classroom teaching experience shall be assigned a student teacher.

No teacher in his or her first year with CHS shall be assigned a student teacher even though he or she might meet the three (3) year teaching experience requirement unless the superintendent gives specific approval.

All prospective student teachers are to be interviewed by their respective principal and must fill out a CHS teacher application.

No teacher in the school system shall have a student teacher more than once every other year, without specific approval of the superintendent.

The elementary school shall have no more than three student teachers per year. The maximum for middle/high school is three.

Each student teacher shall have direct control of the class no more than three weeks out of his or her time within the program. During the three weeks of actual classroom control, the coordinating teacher should be in the classroom.

Each student teacher will be provided the student and teacher handbooks for review on the first day of the student teaching assignment.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Prior to the first day on the job, each student teacher will be exposed to the Philosophy of Education and policies and procedures of The Christian School at Castle Hills and shall attend new teacher orientation.

JOB DESCRIPTIONS

A job description is written for each position. Job descriptions are general guidelines that define the expectations for each employee to meet. Instances or circumstances may arise when it will be necessary to modify a description or ask an employee to perform tasks not included in the job description. In such cases, it is understood that the job description does not take precedence over the superintendent’s instructions. The faculty handbook also embodies many responsibilities not elaborated in the job description and shall be viewed as an extension of the job description.

Revisions forthcoming.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Administrative Assistant’s Job Description
(Superintendent’s Administrative Assistant)

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates Biblical qualities of a Christian role model, at home, work, and in the community.
4) Practices principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribes in full agreement to the Baptist Faith and Message (2000).
6) Possesses physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) High school diploma.
2) Kind and amount of prior job experience and training as required by the Board of Trustees.
3) Supports and endorses CHS’s policies and Christian Philosophy of Education.

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training and the school’s role to assist them in the task.

Professional
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to administration, Board of Trustees, and policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff, also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and office responsibilities.
6) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
8) Follow the dress and grooming requirements of the school and project a modest, professional image.
9) Perform other duties as assigned in the policy and procedures manual or by the administration and administrative designees.

Role of the superintendent’s Administrative Assistant
The superintendent’s administrative assistant provides assistance to the superintendent in the function and ministry of The Christian School at Castle Hills in the overall supervision of the school ministry. Broadly speaking the role includes the following areas:

Spiritual mission – to ensure that the office runs in harmony with the mission, philosophy and doctrinal statements of the school
Communication – public relations with all constituencies, students, alumni families, parents, teachers, and staff
Scheduling/calendaring – manage annual calendar, updating monthly calendars, preparing weekly and daily schedules for appointments, projects, events involving the superintendent
Management/organization of office procedures and systems – filing systems, in/out baskets, appointment schedules
Developing ongoing superintendent projects, organization of events
Assist superintendent in his supervision/evaluation of principals, administration, faculty, Business Office, janitor/maintenance supervisor, and volunteer coordinators. Additionally, to assist in developing positive staff relationships among office personnel.

Duties Performed for the CHS Board of Trustees
1) Mail/call members to remind of meeting 2-3 weeks in advance. Prepare the agenda and other materials for the monthly meeting per direction of the superintendent. Retain one copy for CHS Board Minutes notebook. Post agenda for the public as directed by Chairman.
2) Maintain notebook file of meeting minutes and all handouts. Place notebook and CHS Executive Session notebook on conference table before meeting.
3) File pertinent data accordingly. Perform duties as requested by Chairman of the Board of Trustees and/or members.
4) Keep Chairman and members apprised of calendar of events and pertinent activities.

Duties Performed for the superintendent
1) Maintain appointment calendar and campus activity calendar. Be certain to include phone number with name in case of changes. Friday - post next week’s daily appointments and events. Daily - post next day’s appointments/events.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

2) Assume responsibility for superintendent’s correspondence (paper/electronic). Receive mail from boxes in CHFBC Business Offices and School Offices, as well as walk-in mailman. Open mail, except personal, and distribute appropriately. Route outgoing mail as needed. Type memos to administration and other staff as necessary. Maintain communication with principles concerning any special needs. Advise superintendent immediately of emergency or special circumstance.

3) Handle all telephone calls for superintendent. Take detailed messages, including the purpose of call (if possible). The superintendent does not talk with vendors or representatives unless he initiates the visit. Messages are posted above mailboxes outside of his office.

4) Greet and welcome visitors and arrange for their comfort. Announce name/purpose to superintendent. In some cases, give campus tours to prospective families.

5) Send broadcast messages as directed for all-staff meetings, devotional reminders, and special events.

6) Collect data from faculty files (including managing teacher certification and continuing education requirements during the year) and other sources for ACSI Annual Report, to be mailed by April 25 (due on or before May 1). Determine format and style desired by superintendent.

7) Prepare mailings, rosters, correspondence as directed for accreditation teams and visits.

8) Make arrangements for ACSI Teacher’s Convention (when scheduled).

Duties Performed for Other Staff

1) Assist superintendents and other office personnel as necessary when managing extreme deadlines or in urgent circumstances.

2) Utilize student aides when available to assist with repetitive, simple tasks. Utilize parent volunteers when needed for bulk mail outs, luncheon setups, volunteer recruitment, event preparation, etc.

Files

1) Maintain personnel files teacher/staff evaluation folders for each employee.

2) Frequently update faculty personnel records as to ACSI Certification requirements. Remind faculty when time of expiration approaches (they will receive postcard from ACSI 6 months prior to expiration date).

3) Process and mail all applications by end of first semester to insure timely return of all information. Typical turn-around for processing is 90 days. (Applications must be processed and returned before Annual Report is mailed April 25.)

4) Maintain continuing education units (CEUs), correspondence, and other documentation as needed.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Miscellaneous

1) Learn and utilize the school’s management software. Utilize labels for mailing, class rosters, and other specialized reports as requested by administration.

2) Coordinate “Christmas Surprise” Teacher Bonus with PTF President, beginning in October. Prepare mid-November letter to be mailed to parents. Assist PTF with door signs and collection of monies and teacher cards. Prepare bonus check, parent appreciation notes, superintendent’s Letter in the bonus envelope for the staff Christmas party.

3) Begin in October planning for staff Christmas party. Determine with superintendent and PTF: budget, location, theme, and PTF sponsored gift.

4) Maintain databases for the following: Board of Trustees members, faculty and staff, pastors and churches in the area, newsletter mailing list (roster of non-custodial parents who have requested to receive information, non-parent Board of Trustees members, former families who have moved away, donors, and alumni). This responsibility can be shared by several staff members, yet coordinated by the superintendent’s Assistant.

5) Update and improve materials for packets as necessary:
   - **Information Packets** – mailed to prospective families who call wanting more info about enrollment (or refer to Admissions Director)
   - **Enrollment Packets** – given to families before the interview
   - **Employment applications** – faculty, teacher’s aide/substitute, non-teaching staff
   - **Parent Orientation Packets** – Coordinate volunteers and all forms necessary for first week of school. Request order of large envelopes and multi-colors of paper for copying and stuffing. Print labels of students for placement on packet. Parents pick up on orientation day.
   - **Reenrollment Packets** – forms needed for parent meeting in January or February to re-enroll students for the fall.
   - **Fall Enrollment Open House Materials** – prepared for special open house in February, preparing for fall enrollment.

6) Prepare Parent/Student Handbook. Obtain updates, corrections, and changes from the superintendent and administrative team. Arrange for printing enough to be used during summer packets and parent orientation in the fall.

7) Prepare Faculty Handbook and Board Policy Manual. Obtain updates and changes from administration before May. After revisions have been made, proofread with superintendent and principals. Arrange with other staff or volunteers for in-house copying. Distribute to faculty during orientation.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

8) Assist superintendent in planning faculty orientation and in-service and preparing documents and handouts. Communicate with staff by memo what each division will be required to accomplish during in-service days. Arrange lunch plans when needed.

9) Coordinate accreditation process and team visit with superintendent.

The following details are guidelines for the daily, monthly, and weekly duties:

Daily
Arrive by 7:45 am, work through 4:30 with 45 minutes lunch break
Update, maintain superintendent’s schedule and appointments
Take phone calls for superintendent, back up phones when necessary; return phone calls as directed
Distribute items from the superintendent’s outbox, organize mail, memos, etc. for “In” box
Work on projects/tasks at hand through the superintendent/Administrative Assistant project/task list

Weekly
Each Friday, write up weekly calendar/schedule for upcoming week for superintendent with appointments, events and task reminders
Align tasks with superintendent’s work schedule

Monthly
Pull tickler/patterns files for the coming month for annual events or projects to prepare superintendent in advance for upcoming work
File information from past projects, events of the month
Prepare CHS Board of Trustees Agenda, minutes, reports (two weeks in advance of meeting)
Schedule office staff luncheon meeting (monthly: August-October and then January, March, and June)
Schedule PTF office meeting (daytime – post 15th of month)
Update and file teacher certification

January
• Prepare for CHS Annual Parent Meeting, Fall Enrollment Open House (Feb)

February
• Prepare for Fall Enrollment Open Houses (2)
### SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
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<tbody>
<tr>
<td>March</td>
<td>Prepare for Board Retreat (3rd Fri/Sat)</td>
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<td>Mail Teacher Contracts</td>
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<td>Coordinate Teacher Recruitment with superintendent</td>
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<td>Principals submit annual calendars (Aug-July) by March 3rd; update documents</td>
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<td>Principal's submit Parent/Student Handbook changes March 23; update document</td>
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<td></td>
<td>Prepare ACSI Annual Report with teacher certification chart</td>
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<td>May</td>
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<td>Board of Trustees submit Board Policy updates/additions; update document, coordinate print and publish documents</td>
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<td>July</td>
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<td>Refine calendar, Fall Enrollment Preview and Tour</td>
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<td>Develop Materials for Vision Banquet</td>
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<td>September</td>
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<td>School pictures (individual/group)</td>
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<td>November</td>
<td>Prepare budget (General Budget and Personnel)</td>
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<td>April</td>
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<td>Principals submit Faculty Handbook revision April 15th; update document, coordinate superintendent</td>
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<td>Board mini-retreat—late April</td>
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<td>Fall Enrollment Preview and tour—mid-April, work around Easter</td>
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<td>June</td>
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<td>Principals submit faculty in-service/staff development schedule and materials by June 15; coordinate with calendar</td>
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<td>August</td>
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<td>Assist the superintendent in preparing for and conducting the following orientations: New Parent Orientation, PTF Organizations, Teacher Orientation and In-service</td>
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<td>Set up Vision Banquet Volunteers and Mail Early Banquet Ticket Reservation Letters</td>
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<td>October</td>
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<td>Annual Vision Banquet</td>
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<td>December</td>
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<td>Plan Staff Christmas Party and PTF Bonuses</td>
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<td>Mail Faculty Letters of Intent</td>
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<td>Coordinate January Alumni Night</td>
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### Terms of Employment

Salary is established annually, based on budget, performance, and other considerations and in accordance with Board of Trustees approval.

### Evaluation
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Performance of this job will be evaluated by the superintendent on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Athletic Assistant Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates Biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) High school diploma.
2) Kind and amount of prior job experience and training as required by the Board of Trustees.
3) Support and endorse CHS’s policies and Christian Philosophy of Education.

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training, and the school’s role to assist them in the task.

Professional
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to administration, Board, and policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and office responsibilities.
6) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

8) Follow the dress and grooming requirements of the school and project a modest, professional image.

9) Perform other duties as assigned in the policy and procedures manual or by the administration and administrative designees.

Duties

1) Set up and notify superintendent, secondary administration and all coaches about coaches’ meetings.

2) Make and distribute updated copies of the coach’s manual for annual August coaches meeting and for use in managing efficiently and maintaining standards in the athletic programs.

3) Help set up schedules as needed, keep schedules current with necessary revisions and send out new or revised schedules to all parties involved.

4) Send schedules to referee groups and make calls with revisions

5) Compile and distribute practice schedules.

6) Make hotel reservations as needed and communicate arrangements to parents.

7) Set up and use form to ensure that drivers are available for each road trip.

8) Maintain vehicle reservations and see that repair/maintenance schedule is maintained.

9) Be a liaison between the Booster Club and the school in areas such as concessions and spirit wear.

10) Arrange schedules for clock keepers, line judges, book people, etc.

11) Make sure there is a person to take stats and keep up with the records.

12) Arrange a video person at each game and keep up all the necessary supplies in order, catalog copies of game video.

13) Make and update rosters for all sports and report as needed.

14) Be informed of TAPPS regulations and deadlines for dues and rosters

15) Attend meetings.

16) Make sure scores and results are being reported to the appropriate newspaper personnel.

17) Inform teachers when teams will be absent, time leaving, etc.

18) Keep updated maps and directions available.

19) Oversee web site update in regard to all athletics and sports activities.

20) Update forms for athletic camps, keep lists of participants and collect money. Begin promotion in early April with wide degrees of distribution.

21) Collect and inventory uniforms after each sport is finished.

22) Compile physicals and TAPPS forms to make sure each player has turned one in.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

23) Double check all schedules for errors and perform regular confirmations for all games and athletic events.
24) Take care of insuring that parent permission slips and physicals are on file and that an extra set of copies are taken to games.
25) Submit all purchase orders for the athletic director to the superintendent.

Public Relations
1) Answer Phone
2) Greet the public
3) Support and assist parents, students, and coaches with grievances directing them to the athletic director (document those concerns with memos to superintendent).

Miscellaneous
1) Set bell schedule
2) Keep facilities calendar current with scheduled and revised use of facilities
3) Clear all extracurricular activities through the athletic assistant
4) Secure approval of all schedules by the athletic director/principal
5) Direct fundraisers for approval to the development director
6) Coordinate the sign-out of vehicles for all school activities (field trips, extracurricular events, etc.)
7) Maintain the concession stand (organizing workers and volunteers to clean up) and ticket volunteers.
8) Assist with organizing school sponsored tournaments.
9) Supervise all handling of monies according to CHFBC/CHS policies.

Terms of Employment
Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation
Performance of this job will be evaluated by the athletic director with input from the superintendent on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Athletic Director Job Description

(This job description will serve as a supplement to the Christian School Teacher Job Description. Therefore, the job description below will not include personal qualifications, professional qualifications, reports to, supervises, job goals, or performance responsibilities.)

Job Goals

1) Be a Christ-like example for coaches, parents, and students alike while administering a quality Christian Athletic program.
2) Develop and build character through hard work, dedication, discipline and teamwork
3) Teach and promote sportsmanship, defined as competing to the fullest extent of one’s ability, within the rules of the game, always showing respect for the opponent, officials, and game (Col. 3:23).
4) Develop physical fitness of students, and demonstrate the importance and benefit of physical fitness for life
5) Build and foster school spirit.

Duties

The athletic director is in charge of insuring CHS athletic programs are conducted in a manner which maximizes the athletes’ and teams’ development and performance, within the confines of the objectives identified above. This shall be accomplished by the athletic director implementing training, standards, and programs, for coaches and athletes, which develop and increase knowledge and skill levels in all sports.

Implementation of Goals

1) Identify appropriate coaching clinics and schedule attendance for CHS coaches.
2) Require CHS varsity coaches to meet with sub-varsity coaches (JV, 8th and 7th) to coordinate coaching strategies (Develop direction for elementary/intermediate coach mentoring and technical support).
3) Provide and conduct appropriate athletic clinics for CHS’s students.
4) Provide training on the development of fundamentals for each of the respective sports and general overviews of offensive and defensive strategies utilized by the varsity, as age appropriate.
5) Meet periodically with each coach to determine progress toward the overall goals of the athletic program.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Supervision Responsibilities

1) Act under the supervision of the superintendent.
2) Directly supervise the training and development of all middle school and high school coaches in training standards, practice time management, student eligibility, player recruitment, and coordination of scheduling practice sessions and games.
3) Model and supervise the mentoring of all coaches and sponsors regarding the distinctives of Christian athletics consistent with the CHS mission statement and role model policy.
4) Recruit and recommend to the superintendent, qualified candidates for open coaching positions.
5) Supervise and monitor each coach’s conduct at practices and games to ensure that Christian principles are being promoted and practiced.
6) Evaluate each head coach at the conclusion of the respective sport to determine the athletes’ and teams’ development of skills and proficiency of the sport.
7) Identify and schedule attendance to appropriate coaching clinics to develop and implement consistent coaching schemes, training programs and development of skills for the athletes and teams.
8) Develop and instruct coaches through regular meetings, training, and other means (including annual August coaches meeting for vision, standards and policy review).
9) Oversee strength and conditioning, and supervise incremental skills development across all grades.

Administrative Responsibilities

1) Develop, implement, and regularly update an athletic department policies and procedures manual to govern all athletic department operations and programs.
2) Work with the superintendent in developing the annual athletic budget.
3) Supervise the development of complete game schedules for each sport.
4) Oversee the maintenance and use of all athletic equipment and supplies as well as proper use of facilities by coaches and students.
5) Develop and oversee the athletic practice, competition and off-season schedules.
6) Oversee the coordination of transportation needs for each athletic program, including:
   a) Recruitment and supervision of qualified drivers per CHS policy guidelines
   b) Coordination of all driver and vehicle assignments
   c) Scheduling and coordination of regular and preventive vehicle maintenance
   d) Implementation of CHS transportation policies
7) Provide consistent communication with athletes and parents concerning changes in practice and game schedules
8) Recruit and fill (with superintendent interaction and approval) open coaching slots for all sports. (ref: Supervision Responsibilities, item 4; previous page)
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Scheduling
1) Within general limitations imposed by the school calendar (final exams, holidays, school wide functions, etc.) and specific ACSI limitations, schedule an appropriate number of games for the maximum development of the athletes’ abilities and the team’s performance. Varsity sports will follow the TAPPS guidelines.
2) Oversee the posting of schedules for parents, fans, faculty, staff, and athletes.

Promotion
1) Promote participation in elementary and middle school student athletes as a means of early introduction to and development of the high school athletic programs.
2) Act as liaison with the Booster Club and other parents’ groups for communication, financial support and program development.
3) Cultivate consistent and effective communication with local media groups for promoting public awareness and accomplishments of the CHS athletic programs.

Terms of Employment
Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation
Performance of this job will be evaluated by the superintendent on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Business Office Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates Biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Bachelor’s degree in appropriate fields from recognized college or university.
2) Kind and amount of prior job experience and training as required by Board of Trustees.
3) Support and endorse CHS’s policies and Christian Philosophy of Education.
4) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports To
Superintendent, principal, and CHS Board Finance Committee

Supervises
Staff members designated by the superintendent

Job Goals
1) Assist parents in training young people to know and love Jesus Christ, to follow Him in life, and to become positive, productive members of the coming generation.
2) Prayerfully assist the superintendent in his stewardship of God’s resources and budgetary accountability with written documentation and periodic reports.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training and the school’s role to assist them in the task.

Professional
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to administration, Board, and policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and Business Office responsibilities.
6) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
8) Follow the dress and grooming requirements of the school and project a modest, professional image.
9) Perform other duties as assigned in the policy and procedures manual or by the administration and administrative designees.

Duties
1) Manage accounts receivable management – billing charges, posting deposits, schedules, etc.
2) Manage accounts payable and vendor file management – payments, schedules, discount and price negotiations
3) Administer payroll administration and reporting – timesheet and leave management, payroll processing quarterly reporting, etc.
4) Provide cashier function – daily deposits, petty cash management
5) Manage inventory and supplies – purchasing, inventory control, etc.
6) Manage contracts – maintenance contracts, vendor contracts, etc.
7) Handle revenue
   a) Responsible for recording and depositing of all tuition, registration and other revenues on a timely basis.
   b) Process billing for SOAR program, lunch tickets, athletics, etc.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

8) Handle expenses
   a) Responsible for the semi-monthly preparation and distribution of employee payroll and the issuance of W-2’s.
   b) Responsible for the accuracy, preparation and distribution of all vendor payments on a timely basis.
   c) Responsible to prepare and deposit Form 941, payroll tax report semi-monthly.
      Submit federal and unemployment tax reports quarterly and yearly.
9) Work with controller to see that the annual audit is conducted and lend support to the auditors.
10) Process all re-registration of present students for the new school year and maintain for the superintendent an accurate grade count and waiting list of prospective students by grade, with names, addresses and telephone numbers of all applicant requests.
11) Miscellaneous Duties
    a) Handle all accident reports and insurance claims.
    b) Open and distributes mail and daily.
    c) Answer telephone inquiries and parent communications when needed.
    d) Assist parents, teachers, and students in the office when needed.
    e) Run errands outside of the school when necessary.
    f) Assist in general office procedure when necessary.
    g) Type various documents or correspondence when needed.

Terms of Employment
Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation
Performance of this job will be evaluated by the superintendent on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Cheerleader Sponsor’s Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates Biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Kind and amount of prior job experience and training as required by Board of Trustees.
2) Support and endorse CHS’s policies and Christian Philosophy of Education.
3) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports To
Superintendent, secondary principal, athletic director, and/or superintendent designee, (see Organizational Flowchart)

Supervises
All cheerleading squads

JOB GOALS

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training; and the school’s role to assist them in the task.
3) Assist the administration in leading the spiritual development of students.

Professional
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to the administration, Board and policies of the school with positive attitude and support.
3) Follow chain of command/organizational flowchart.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

4) Follow the Matthew 18 Principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Interact independently with administration for advice, assistance, and support.
6) Demonstrate adaptability and flexibility in making adjustments to the school program and administrative responsibilities.
7) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
8) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involve in the life of the school.
9) Strive to maintain and improve professional competence and improvement through continuing education, including meeting the requirement for certification, and academic credentials for teaching field.
10) Follow the dress and grooming requirements of the school and project a modest, professional image.
11) Perform other duties as assigned in the Staff Policy and Procedure Guide or by the administration and administrative designates.

Duties

1) Follow guidelines in the CHS Athletic and Cheerleader Policy Handbook to see that they are carried out consistently and fairly for all.
2) Work with athletic director to enforce eligibility rules.
3) Scheduling:
   • Work with athletic director/athletic assistant.
   • Inform parents in writing of times, returns, and locations of all games and practices.
4) See that parents sign permission forms for cheerleaders.
5) Inform teachers ahead of time when girls will be out of class.
6) Order uniforms and collect all money. Keep accurate records.
7) Attend all coaches’ meetings.
8) During the seasons, monitor cheerleaders and keep accurate statistics so that awards can be given fairly at the end-of-year athletic banquet.
9) Oversee the fund-raising needed to support the cheer program.
10) Submit budget for the year.
11) Participate in spring try-outs. (Varsity sponsor is in charge of this.)
12) In May and summer months, prepare girls for camps and for cheering in the next year. Attend camp with squad.

Evaluation

Performance of this job will be evaluated by the secondary principal on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Christian School Teacher Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates Biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, Scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Valid state or ACSI Teacher’s Certificate.
2) Bachelor’s degree in appropriate fields from a recognized college or university. Master’s degree in education field or pursuit of that degree is encouraged.
3) Kind and amount of prior job experience and training as required by Board of Trustees.
4) Support and endorse CHS’s policies and Christian Philosophy of Education.
5) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports to
Superintendent, principal, and/or superintendent designee (see Organizational Flowchart)

Supervises
Student teachers, aides, volunteers, students

Job Goals
1) Support the mission, philosophy, educational objectives, and policies adopted by CHS Board of Trustees.
2) Assist parents in leading students, in partnership with families, to know Christ and to make Christ known.
3) Prayerfully teach the subject matter and skills that will contribute to the student’s development in the maturing process toward responsible adulthood.
4) Conduct oneself in an ethical and professional manner leading the school family by example.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics

1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training and the school’s role to assist them in the task.

Professional Qualities

1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to the superintendent and the Board of Trustees in carrying out the policies of the school with a positive attitude and support.
3) Follow the chain of command and the organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and administrative responsibilities.
6) Accept appropriate positive constructive criticism from the evaluation process and make an effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
8) Strive to maintain and improve professional competence and improvement through continuing education, including meeting the requirement for ACSI certification, and academic credentials.
9) Perform other duties as assigned in the policy and procedure manual or by the administration and administrative designees.

Instructional

1) Apply the principles in the philosophical statements in the school’s policy manual to the instructional program of the school.
2) Meet minimum curriculum progress assignments as set in curriculum guides.
3) Apply principles of Biblical integration to each subject area in the instructional program.
4) Manage time wisely and insures that each subject is given adequate time and that the class stays on course with the daily schedule.
5) Sequence learning activities logically and maximize time on task.
6) Establish clear objectives for each lesson, unit, and communicate those objectives clearly to the students.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

7) Make use of resources, teacher aides, and enrichment/remedial materials.
8) Follow an appropriate program of study that meets the individual needs, maturity level, and abilities of the students.
9) Teach students to think critically (essay, discussion, problem-solving, writing assignments, etc.) at levels appropriate to the age and ability of the student.
10) Teach study skills appropriate for the content area (outlining, organizational skills, time management, test preparation, etc.)
11) Contribute to student interest through a creative presentation of the material or skills being presented and employs a variety of methods to effectively communicate content.
12) Require student posture and participation during lessons, as well as the organization of the student’s materials and responsibilities.

Classroom Management

1) Meet and instruct assigned classes in the locations and at the times designated.
2) Demonstrate punctuality in reporting to the campus for class times, meetings, devotions, and morning duty, as well as spend the appropriate and adequate time after school to complete responsibilities and to ready the classroom for the following day.
3) Attend staff meetings, devotions, and staff development, serve on faculty committees, and participate in school activities as required.
4) Prepare for classes assigned and show evidence of preparation in the form of lesson plans in RenWeb.
5) Implement a systematic, consistent set of classroom procedures and habits to effectively manage students and facilitate learning.
6) Balance discipline with firmness and love, maintain classroom control, and implement the discipline program of the school.
7) Build sense of esteem, value, and worth in students through establishing an affirming, positive classroom atmosphere, based on the unconditional love and our position in Christ.
8) Maintain orderliness and cleanliness of the classroom on a consistent daily basis.
9) Take necessary precautions to protect school property, equipment, materials, and facilities.
10) Insure the health, safety, and welfare of the students through awareness and the implementation of applicable school policy and procedure.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Student Evaluation

1) Maintain the process of teacher evaluation of student work with accurate, complete grade books, and student work returned and posted in RenWeb on a timely basis.
2) Maintain the number of weekly and quarterly requirements for homework, quizzes and testing expectations.
3) Communicate consistently with parents on the progress and needs of the students.
4) Make time available to students for instructional and educational assistance outside class periods when requested to or under reasonable terms.
5) Initiate contact with parents, alert them to problems in early stages, and keep them informed.
6) Respond to parents and students, listen, and be available and approachable.

Terms of Employment

Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation

Performance of this job will be evaluated by the secondary or elementary principal (under supervision and oversight of the superintendent) on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board of Trustees annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Department Chairperson’s Job Description

(This job description will serve as a supplement to the Christian school teacher job description. Therefore, the job description below will include only the portions unique to the Christian school teacher job description.)

Qualifications
1) Qualifications required of Christian Teacher as per Teacher job description.
2) Years of teaching experience and CHS teaching experience as stated by the Board of Trustees.
3) Master’s Degree in teaching field preferred.
4) Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Reports to
Assigned principal

Supervises
Faculty members designated by the appropriate principal, superintendent

Job Goal
Prayerfully assist the administrators in their stewardship of God’s resources and budgetary accountability with written documentation and periodic reports.

PERFORMANCE RESPONSIBILITIES
1) Support the philosophy and educational goals of the school and apply them to the instructional program for the subject area supervised.
2) Be responsible for communication and cooperation among the members of the department.
3) Support the goals and direction of the Board of Trustees and administration in working with the faculty.
4) Advise and assist new teachers in the department.
5) Train new faculty during staff development sessions and department meetings and provide in-class modeling and evaluation.
6) Direct curriculum development and the faculty’s use of the curriculum guide.
7) Coordinate the honors program with the guidance counselor and principal.
8) Develop and supervise co-curricular and extracurricular activities within the department.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

9) Serve as the line of communication between the superintendent or principal designee and the classroom teacher in terms of new development, announcements, curriculum, textbooks, etc.

10) Apply the principal of Matthew 18 to any area of conflict resolution within the department.

11) Research, order, inventory, and implement quality supplementary resources and audio-visual materials and make them available for the department.

12) When applicable keep an inventory of the department’s books and equipment.

13) Submit to the administration all purchase orders for books, supplies, equipment, etc.

14) Develop a calendar for the department that coordinates projects, events and testing with the total school program, and other departments.

15) Write a yearly report on the goals, achievements, outstanding accomplishments or problem areas of instruction within the department.

16) Hold regular department meetings.

17) Supervise faculty and students in ACSI or other competition preparation applicable to that subject area.

18) Insure quality study skill development instruments within the department including developing strong study guides for student use in cumulative testing preparation.

19) Assist teachers in developing honors course requirements, when applicable ensuring realistic but high standards for the course.

20) Work with teachers in developing a resource or classroom modification for students with special needs or learning differences.

21) Insure that the school’s general policies, lesson planning requirements, discipline and classroom management guidelines, etc., are being followed within the department.

22) Support superintendent’s or principal designee’s evaluation with informal evaluations based on regular observation within the department.

23) Perform other duties as assigned by superintendent of principal designee.

Budget Responsibilities

1) Develop a yearly budget to be submitted to the principal by the end of the fall for the following school year.

2) Monitor the department budget expenditures.

3) Oversee all textbook collection and replacement at the end of the year.

4) Review and recommends textbooks and resources for the department.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Terms of Employment
Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation
Performance of this job will be evaluated by the secondary or elementary principal (under supervision and oversight of the superintendent) on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board of Trustees annually.
Development Director’s Job Description

Purpose

The development director will help The Christian School at Castle Hills achieve its mission through effective management of development office operations. The solicitation of funds and communication with the school’s various publics is of primary importance.

Personal Qualifications

1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Additional Personal Qualities

1) Demonstrate the character qualities of enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance and punctuality.
2) Meet everyday stress with emotional stability, objectivity and optimism.
3) Maintain a personal appearance that is a Christian role model of cleanliness, modesty, good taste and in agreement with school policy.
4) Use excellent English in written and oral communication; speak with clear articulation.
5) Respectfully submit and be loyal to constituted authority.
6) Refuse to use or circulate confidential information inappropriately.

Professional Qualifications

1) Kind and amount of prior job experience and training as required by superintendent.
2) Support and endorse CHS’s policies and Christian Philosophy of Education.
3) If applicable, meet requirements for continuing education as directed by superintendent.

Reports To

Superintendent (see Organizational Flowchart)
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Duties and Responsibilities

1) Attend staff meetings.
2) Develop contribution goals for annual operating fund, capital projects, and any special projects with the superintendent’s approval.
3) Develop a plan for implementation to accomplish fund raising (who, how, when) with the superintendent’s approval.
4) Actively solicit financial support from businesses and individuals to meet annual development and/or capital campaign goals.
5) Serve as stewardship representative for The Christian School at Castle Hills to friends and contacts that need estate planning help.
6) Develop, maintain, and expand donor database with donor profiles.
7) Participate in administrative planning related to school funding, marketing, public relations, student recruitment and special events and assist in efforts to carry out these functions as a member of the administrative team.
8) Oversee the research and writing of grant proposals to foundations to solicit funds for operating, capital or special projects, etc.
9) Assist The Christian School at Castle Hills in the development of all fundraising activities and policies.
10) Assist in the development of fundraising communications issued by The Christian School at Castle Hills.
11) Keep a record of solicitation contacts (face to face and by phone) and prepare a weekly summary report for the superintendent.
12) Supervise direct mail prospect cultivation, donor solicitation, and prompt thank you letter mailings to all donors.
13) Expand donor base through new name acquisition programs to meet annual goals.
14) Coordinate phone campaign solicitation calling.
15) Prepare donor profiles and determining face-to-face visit priorities.
16) Supervise maintenance of donor data files, donation tracking and recognition.
17) Work with and solicit individual Board members, the superintendent, and volunteers for their participation in fundraising efforts.
18) Coordinate any outside activity with professional consultants who are hired to assist in the fundraising efforts of The Christian School at Castle Hills.
19) Provide the superintendent with development reports as requested.
20) Actively represent the school to churches, the community, and business groups.
21) Develop a planned giving program for the school, with the understanding necessary for receiving planned gifts for The Christian School at Castle Hills.
22) Maintain a program of ongoing professional development/continuing education, in areas related to development, fundraising and institutional advancement.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

23) Maintain a relationship with The Christian School at Castle Hills alumni, planning alumni events as necessary.
24) Oversee fundraising functions of the Parent Teacher Fellowship.
25) Perform other tasks as assigned from time to time by the superintendent.

Terms of Employment

Salary and contracts are established annually, based on the budget, performance, and other considerations and in accordance with adopted salary schedule.

Evaluation

Performance of this job will be evaluated by the superintendent in accordance with provision of the Board’s policy on the supervision of professional personnel. Administrative evaluations and recommendations shall be brought before the Board of Trustees.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Early Education and Elementary Principal Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Valid ACSI Principal’s Certification (EE-5th).
2) Bachelor’s or master’s degree in appropriate fields from recognized college or university.
3) Kind and amount of prior job experience and training as required by Board of Trustees.
4) Support and endorse CHS’s policies and Christian Philosophy of Education.
5) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports To
Superintendent under the direction of the Board of Trustees (see Organizational Flowchart)

Supervises
Faculty, staff, and students

Job Goals
1) Support the mission, philosophy, educational objectives, and policies adopted by the Board of Trustees.
2) Assist parents in leading students, in partnership with families, to know Christ and to make Christ known.
3) Prayerfully assist the superintendent in their stewardship of God’s resources and budgetary accountability with written documentation and periodic reports.
SECTION 4—STAFF AND FACULTY POLICIES AND PROCEDURES

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training and the school’s role to assist them in the task.
3) Assist in leading in the spiritual development of the staff and encouraging the ministry of Christ through their lives.

Professional Qualities
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to the superintendent under the direction of the Board of Trustees in carrying out the policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and administrative responsibilities.
6) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
8) Strive to maintain and improve professional competence and improvement through continuing education, including meeting the requirement for principal’s certification, and academic credentials.
9) Maintain a professional appearance and demeanor in carrying out responsibilities with various school constituencies.
10) Perform other duties as assigned in the Policy and Procedure Guides or by the administration and administrative designates.
11) Provide leadership and assist superintendent in maintaining accreditation.

Faculty/Instructional Supervision
1) Apply the principles in the philosophical statements in the school’s policy manual to the instructional program of the school.
2) Direct the daily operation of the school through supervision of the faculty and staff, coordination of activities and setting the tone for a quality education program.
3) Guide the instructional program by assuring development of curriculum guides that are consistent with ACSI minimum standards.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

4) Insure that teachers meet minimum curriculum progress as established in curriculum guides.
5) Encourage the principles of Biblical integration to each subject area in the instructional program.
6) Guide, direct, and manage the classroom management and discipline programs of the school.
7) Insure the development of a program of study that meets the individual needs, development level, and abilities of the students within reasonable expectations.
8) Supervise the evaluation and use of standardized testing information for the improvement of academic performance.
9) Facilitate the planning and application of emerging technologies in the classroom.
10) Establish clear lines of authority, personnel expectations, and the on-going development of job descriptions.
11) Hold regular meetings with faculty and staff.
12) Participate with superintendent in providing faculty and staff in-service, staff development programs, retreats, and other continuing education opportunities.
13) Resolve problems and issues that arise across various school constituencies involving superintendent as needed to maximize effectiveness.
14) Encourage the dissemination of ideas and information in a timely efficient manner to facilitate planning and preparation of faculty.
15) Distribute ideas and information from other professionals to faculty.
16) Assist in recognizing exemplary performance of faculty and staff.
17) Stimulate the morale of the faculty through the promotion of sincerity and genuineness in administration and a mentoring system within the faculty.

Organizational Management

1) Carry out the policies and mandates of the Board of Trustees, as articulated by the superintendent.
2) Supervise faculty, office and support staff as assigned.
3) Establish systems and train staff in routines of daily operation (e.g., attendance, records, grading, reporting, etc.).
4) Lead/participate in staff devotions, teachers’ meetings, and ACSI conventions.
5) Carry out special projects as assigned by the superintendent, including:
   a) ACSI Accreditation projects
   b) ACSI participation in ACSI fall convention/district meeting/etc.
   c) ACSI teacher certification
   d) ACSI student activity programs and other competitions, facilitating on-going improvement and development
SECTION 4—STAFF AND FACULTY POLICIES AND PROCEDURES

6) Supervise all students in grade Kindergarten – 6th, including:
   a) Discipline involving major problems
   b) Enforcement of the guidelines in the student handbook
7) Supervise the development of appropriate extracurricular activities and quality social
   life opportunities for the student body
8) Aid the superintendent in developing yearly calendars and maintain an efficient
   schedule of all school functions.
9) Assist with development and production of school related forms as needed.
10) Work with superintendent to plan course requirements, teacher needs/workloads,
    and master schedules.
11) In conjunction with preparation of the school calendar, coordinate activities of open
    house programs, athletic events, fine arts department and other special planned
    functions.
12) When necessary, give leadership to the above activities.
13) Assist administrative staff with annual revision and update of school handbooks and
    policy manuals.
14) Supervise final checkout of teachers at the end of the year.
15) Accept responsibility for other assigned duties deemed necessary for the operation of
    CHS.

Student Evaluation/Relations

1) Supervise the process of teacher evaluation of student work, insure accurate,
   complete grade books and student work returned on a timely basis.
2) Direct teachers to communicate consistently with parents on the progress and needs
   of their children and insure assistance outside of class for students with special needs.
3) Respond to students, listen, and be available and approachable.
4) Oversee student relations and services:
   a) Promote positive student conduct and supervise the overall implementation of
      the school discipline program.
   b) Maintain an atmosphere where students develop a Biblical sense of self-worth.
5) With teachers, compile list of students recommended and/or required to be tutored,
   arrange such tutoring for the summer, and follow up on completed tutoring.
6) Monitor completion of quarterly and yearly grade averages for report cards and office
    files.

Parent Ministry/Relations

1) Insure that the priority of the school’s mission and philosophy remains Christ-
   centered and that the focus of schools’ activities is an extension of the Christian home.
2) Represent the superintendent and the Board of Trustees as a liaison between the
    school and the parents.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

3) Consult with parents as requested for problem resolution and provide leadership in parent education, parents’ communications, and parent prayer activities.

4) Assist in coordinating activities of Parent-Teacher Fellowship, encourage parent volunteer programs, and participate in the Parent Institute outreach to CHS families.

5) Facilitate an active parent/teacher conference program in the life of the school.

Terms of Employment

Salary and contracts are established annually, based on the budget, performance, and other considerations and in accordance with adopted salary schedule.

Evaluation

Performance of this job will be evaluated by the superintendent in accordance with provision of the Board’s policy on the supervision of professional personnel.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Early Education Teacher Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) A high school diploma
2) Kind and amount of prior job experience and training as required by Board of Trustees.
3) Support and endorse CHS’s policies and Christian Philosophy of Education.
4) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports to
Superintendent, early education director (see Organizational Flowchart)

Supervises
Group of children assigned to his or her care; assist in supervising others when in a group activity.

Job Goals
1) Assist parents in leading students, in partnership with families, to know Christ and to make Christ known.
2) Under the direction of the pre-kindergarten director, be responsible for teaching and guiding the children in his or her classroom, providing proper supervision, maintaining appropriate records and communicating necessary information to students, other teachers, parents, the pre-kindergarten director or authorities.
3) Under the guidance of the Holy Spirit and with consultation and help from the director and superintendent, be responsible for the maintenance of a rich spiritual atmosphere in his or her classroom, on the playground with children, staff, and parents.

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SECTION 4—STAFF AND FACULTY POLICIES AND PROCEDURES

Duties

1) Carry out the daily teaching program as outlined by and under the supervision of the director.
2) Give full attention to his or her class and be responsible for the safety and physical wellbeing of the children, never leaving them unsupervised.
3) Plan lessons including advanced preparation and clean-up, include appropriate experiences in Bible, art, science, music, literature, drama, etc.
4) Plan and prepare attractive bulletin boards for assigned area(s).
5) Take children to the rest room and assist in changing their clothes if necessary.
6) If a child becomes ill, isolate him or her and report the illness to the director.
7) Request materials needed for projects and communicate to the director when supplies are depleted.
8) Cooperate with other teachers to keep a pleasant, wholesome atmosphere.

Terms of Employment

Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation

Performance of this job will be evaluated by the principal and/or director in accordance with provision of the Board’s policy on the supervision of professional personnel. Recommendations will be presented to the superintendent.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Elementary Administrative Assistant’s Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) High school diploma.
2) Kind and amount of prior job experience and training as required by the Board of Trustees.
3) Support and endorse CHS’s policies and Christian Philosophy of Education.

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training; and the school’s role to assist them in the task.

Professional
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to administration, Board, and policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and office responsibilities.
6) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
8) Follow the dress and grooming requirements of the school and project a modest, professional image.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

9) Perform other duties as assigned in the policy and procedures manual or by the administration and administrative designees.

Duties

1) Schedule appointments and assist elementary principal in any way.
2) Reception desk for teachers and staff, parents and students, including general paperwork and issuing tardy passes.
3) Keep elementary office forms current and stocked.
4) Assemble information packets and keep supply full.
5) Set up database for families inquiring about CHS.
6) Mail merging labels for invitations to open house and information packets.
7) Keep elementary calendar of events, substitutes, field trips, and general information.
8) Answer multi-line phone system during hours designated by the administration.
9) Keep the outgoing message current.
10) Broadcast campus voice mail message current.
11) Set up all employee voice mailboxes.
12) Publish voice mail directory.
13) Make progress and report cards.
14) Make substitute folders.
15) Keep inventory on media and overhead projectors assigned to each teacher.
16) Promote the school by incoming telephone interviews and tours.
17) Distribute written messages to staff as needed.
18) Assist in coordinating fire drills.
19) Responsible for (east entrance) bulletin Board.
20) Keep the following updated:
   a) Class rosters
   b) Teacher/class schedules
   c) Student accident reports
   d) Daily memos
   e) Record reservations of cafeteria and chapel (pass along to maintenance supervisor and organizer of the facilities calendar)
   f) Field trip permission slips
   g) Teacher referral forms (student office visits)
   h) Principal discipline forms (returned slips signed by parents)
   i) Sign-out sheet
   j) Keep doctor appointment slips filed
   k) Make originals for progress reports and report cards
   l) Assemble substitutes in August
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

21) Maintain electronic message board.
22) Other tasks as assigned.

Terms of Employment
Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation
Performance of this job will be evaluated by the elementary principal on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Daycare/Kid’s Club Director’s Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) High school diploma.
2) Kind and amount of prior job experience and training as required by the Board of Trustees.
3) Support and endorse CHS’s policies and Christian Philosophy of Education.

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training; and the school’s role to assist them in the task.

Professional
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to administration, Board, and policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and office responsibilities.
6) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
SECTION 4—STAFF AND FACULTY POLICIES AND PROCEDURES

8) Follow the dress and grooming requirements of the school and project a modest, professional image.

9) Perform other duties as assigned in the policy and procedures manual or by the administration and administrative designees.

Supervises
Daycare care teachers, children under the care of the daycare teachers, designated group of children staying after the regular school day has ended

Job Goals
1) Assist parents in training young people to know and love Jesus Christ, to follow Him in life, and to become positive, productive members of the coming generation.

2) Under the direction of the elementary principal, be reasonable for guiding the teachers in their daily routines to establish a positive team spirit, an atmosphere of harmony and love for the children.

Duties
1) Monitor everyday operations of daycare.

2) Assist in the hiring of daycare teachers with approval of the elementary principal and superintendent.

3) Assist in billing the parents every two weeks.

4) Troubleshoot to avoid problems.

5) Turn in snack and supply needs to purchasing agent.

6) Maintain first aid supplies

7) Organize training of daycare staff

8) Handle conflicts that may arise involving parents or students.

9) Maintain a safe environment for children staying after the regular school day has ended.

10) Interact independently with elementary principal in planning, program development, evaluation, and problem solving.

Terms of Employment
Hourly wages are established annually, based on the budget, performance, and other considerations and in accordance with adopted salary schedule.

Evaluation
Performance of this job will be evaluated by the elementary principal in accordance with provision of the Board’s policy on supervision of professional personnel. Administrative evaluations and recommendations shall be brought before the Board of Trustees.
Daycare Teacher's Job Description

**Personal Qualifications**

1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

**Professional Qualifications**

1) High school diploma.
2) Kind and amount of prior job experience and training as required by the Board of Trustees.
3) Support and endorse CHS’s policies and Christian Philosophy of Education.

**PERFORMANCE RESPONSIBILITIES**

**Spiritual Characteristics**

1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training; and the school’s role to assist them in the task.

**Professional**

1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to administration, Board, and policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and office responsibilities.
6) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

8) Follow the dress and grooming requirements of the school and project a modest, professional image.
9) Perform other duties as assigned in the policy and procedures manual or by the administration and administrative designees.

Supervises
Designated group of children staying after the regular school day has ended

Job Goals
1) Assist parents in leading students, in partnership with families, to know Christ and to make Christ known.
2) Give the children a safe and enjoyable place to be after school day has ended.

Duties
1) Take a daily roll of the student’s in daycare and turn it in to the director for billing bi-monthly, after figuring the hours each student stayed in daycare.
2) Do not leave students unattended at any time.
3) Assist with lunch and serve snack if needed.
4) Clean rooms daily.
5) Call parent’s attention to discipline problems, informs the director.
6) In the event of an emergency or disaster, supervise and care for the children as directed.
7) Cooperate with other workers to keep a pleasant, wholesome atmosphere.
8) If a child becomes ill, isolate him or her and notify the director and the parents.
9) Fulfill such other duties as requested by the director.

Terms of Employment
Hourly wages are established annually, based on the budget, performance, and other considerations and in accordance with adopted salary schedule.

Evaluation
Performance of this job will be evaluated by the elementary principal in accordance with provision of the Board’s policy on supervision of professional personnel. Administrative evaluations and recommendations shall be brought before the Board of Trustees.
Guidance Counselor’s Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Valid state or ACSI Teacher’s Certificate.
2) Bachelor’s degree in appropriate fields from recognized college or university. Master’s degree in education field or pursuit of that degree within a reasonable time frame.
3) Kind and amount of prior job experience and training as required by Board of Trustees.
4) Support and endorse CHS’s policies and Christian Philosophy of Education.
5) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports to
Superintendent, secondary principal (see Organizational Flowchart)

Supervises
Student teachers, aides, volunteers, students

Job Goals
1) Support the mission, philosophy, and educational objectives, and policies adopted by CHS Board of Trustees.
2) Assist parents in leading students, in partnership with families, to know Christ and to make Christ known.
3) Conduct oneself in an ethical and professional manner leading the school family by example.
SECTION 4--STAFF AND FACULTY POLICIES AND PROCEDURES

The Position
As members of the Guidance Department, counselors provide a comprehensive guidance program which meets the needs of their assigned students in grades 9-12. Counselors promote and enhance academic, personal, social, and career development of all students.

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training and the school’s role to assist them in the task.

Professional Qualities
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to the superintendent and the Board of Trustees in carrying out the policies of the school with a positive attitude and support.
3) Follow the chain of command and the organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and administrative responsibilities.
6) Accept appropriate positive constructive criticism from the evaluation process and make an effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
8) Strive to maintain and improve professional competence and improvement through continuing education, including meeting the requirement for ACSI certification, and academic credentials.
9) Participate in professional growth and development through active participation in professional associations.
10) Perform other duties as assigned in the policy and procedure manual or by the administration and administrative designees.

Duties
1) Accept the responsibility for the development and implementation of guidance services at CHS.
2) Meet with students (and parents) concerning school year and course selection as needed.
3) Work with administration on course scheduling.
SECTION 4—STAFF AND FACULTY POLICIES AND PROCEDURES

4) Reschedule student “Drop/Add” forms; notify teachers.
5) Meet with new students as they arrive to plan individual schedules.
6) Make arrangements for PSAT testing. Distribute PSAT results to respective students and parents.
7) Inform and help students register for the THEA, and the SAT/ACT college entrance tests.
8) Discuss and help interpret the SAT scores with students and parents.
9) Counsel students on vocational/career choices, college selection, etc.
10) Send transcripts to colleges as requested.
11) Write college admissions and scholarship recommendations.
12) Assist students with college admission forms, securing financial assistance, etc.
13) Prepare quarter/semester probation lists.
14) Supervise transfer grades for transferring students.
15) Counsel and assist students with personal and academic problems.
16) Assure that seniors have required the courses and credits for graduation.
17) Prepare sessions for parent meetings as assigned.
18) Keep college catalog and an information file current and accessible to students.
19) Keep the college and career bulletin board posted with pertinent and current information regarding colleges, scholarships, financial aid, testing, vocations, etc.
20) Develop guidance services for elementary students.
21) Coordinate school-wide achievement testing program in coordination with principals and faculty.
22) Develop testing services relative to career guidance.
23) Supervise the maintenance of all school records on individual students including receipt of all required records for students transferring to CHS.
24) Accept responsibility for additional assigned duties as is necessary for the operation of the CHS guidance program.
25) Conduct orientation activities for students new to CHS.
26) Provide grade level—middle school through postsecondary—transitional activities.
27) Assist students with developing a four-year educational plan.
28) Consult with and serve as a resource for teachers, staff, and parents regarding the developmental needs of students.
   a) Conduct and facilitate conferences with teachers, students, and parents.
   b) As needed, conduct in-service programs for faculty and staff.
   c) Model appropriate behavior with student, parent, and colleague interactions.
   d) Maintain records to document interactions, interventions, and decisions.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

29) Participate in the evaluation and revision of the school guidance program.
   a) Review annually the guidance program using the National Study of School Evaluation self-study model.
   b) Plan the guidance program calendar.

30) Fulfill professional responsibilities.
   a) Maintain confidentiality.
   b) Maintain records consistent with ethical and legal guidelines.
   c) Participate on the school-based crisis team.
   d) Perform responsibilities in an organized, accurate, timely and dependable manner.
   e) Assist students with course selections which are the most challenging and appropriate for graduation requirements and career plans.
   f) Operate within established school procedures and policies.
   g) Provide support for other school programs and personnel.
   h) Keep informed of current professional trends.
   i) Utilize computers effectively in the performance of assigned duties and responsibilities.
   j) Pursue professional growth.

Terms of Employment

Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation

Performance of this job will be evaluated by the secondary principal (under supervision and oversight of the superintendent) on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board of Trustees annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Librarian's Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Bachelor's degree from a recognized college or university.
2) Kind and amount of prior job experience and training as required by Board of Trustees.
3) Support and endorse CHS's policies and Christian Philosophy of Education.
4) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports to
Superintendent, principal, and/or superintendent designee (see Organizational Flowchart)

Supervises
Student teachers, aides, volunteers, students

Job Goals
1) Assist parents in leading students, in partnership with families, to know Christ and to make Christ known.
2) Assist the administration in their stewardship of God’s resources and budgetary accountability with written documentation and periodic reports.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training and the school’s role to assist them in the task.

Professional Qualities
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to the superintendent and the Board of Trustees in carrying out the policies of the school with a positive attitude and support.
3) Follow the chain of command and the organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Interact independently utilizing the superintendent for advice, assistance, and support.
6) Demonstrate adaptability and flexibility in adjustments to the school program and administrative responsibilities.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
8) Strive to maintain and improve professional competence and improvement through continuing education, including meeting the requirement for ACSI certification, and academic credentials.
9) Perform other duties as assigned in the policy and procedure manual or by the administration and administrative designees.

Media Center Duties
1) Present a pleasant and helpful Christ-honoring image to every CHS contact.
2) Operate and supervises the library to which assigned.
3) Evaluate, select, and requisition new library materials.
4) Assist teachers in the selection of books and other instructional materials, and makes library materials available to supplement the instructional program.
5) Inform teachers and other staff members concerning new materials the library acquires.
6) Maintain a comprehensive and efficient system for cataloging all library materials, and instructs teachers and students on the use of the system.
7) Arrange for inter-library loan of materials of interest and/or of use to teachers.
8) Work with teachers in planning those assignments likely to lead to extended use of library resources.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

9) Maintain appropriate conduct of students using library facilities.
10) Help students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments.
11) Present and discuss materials with a class studying a particular topic, on the invitation of the teacher.
12) Participate at curriculum meetings.
13) Counsel with and gives reading guidance to students who have special reading problems or unusual intellectual interests.
14) Arrange frequently-changing book-related displays and exhibit likely to interest the library’s patrons.
15) Supervise the clerical routines necessary for the smooth operation of the library.

Terms of Employment

Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation

Performance of this job will be evaluated by the secondary or elementary principal (under supervision and oversight of the superintendent) on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board of Trustees annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Nurse’s Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Kind and amount of prior job experience and training as required by Board of Trustees.
2) Support and endorse the school’s statement of philosophy of education.
3) Licensed nurse (RN or LVN).

Reports to
Superintendent, principal, and/or superintendent designee

Supervises
Office personnel (who implement directives), volunteers, students

Job Goals
Assist in providing the fullest possible educational opportunity for each CHS student by minimizing absence due to illness and creating a climate of health, safety, and well-being.

Professional
1) Assist superintendent in developing a school health program.
2) Participate in work of health curriculum (may be assigned to teach health classes).
3) Conduct school programs of immunization, physical examinations, sight and hearing testing, and scoliosis screenings as directed by the superintendent.
4) Observe students on a regular basis to detect health needs.
5) Instruct teachers on screening students for health defects.
6) Maintain up-to-date cumulative health records on all students.
7) Report to parents, school personnel, physicians, clinics, and other agencies on student health matters, as directed by the superintendent.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

8) Supervise the safe and efficient distribution and storage of prescription and non-prescription medicine.

9) Assume authority, in the absence of a physician, for the care of a student or staff member who has suffered an injury or emergency illness.

10) Administer first aid in accordance with established first aid procedures.

11) Make recommendations on the health needs of individual students.

12) Distribute daily medications.

13) Attend to ill children by taking temperatures, administering medications, and calling parents to pick up.

14) Implement policy on exclusion and readmission of students in connection with infectious and contagious diseases.

15) Train and oversee the faculty on implementing Universal Precautions.

16) Participate in in-service training programs.

17) Assist school personnel in maintaining sanitary standards in schools.

Terms of Employment

Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation

Performance of this job will be evaluated by the superintendent on the basis of this job description. The superintendent’s evaluations and recommendations shall be brought before the Board of Trustees annually.
Physical Education Instructor’s Job Description

(This job description will serve as a supplement to the Christian School Teacher Job Description. Therefore, the job description below will not include personal qualifications, professional qualifications, reports to, supervises, job goals, performance responsibilities, terms of employment, or evaluation.)

Duties

1) Work according to the schedule outlined by the superintendent/area principal.
2) Plan and carry out a daily teaching program:
   a) Utilize exercise & fitness programs to develop physical fitness.
   b) Enrich daily programs in a variety of ways, using the best methods of teaching and helps provided for the learning experience.
   c) Maintain proper care and storage of equipment.
   d) Keep up-to-date room inventory.
   e) Keep up-to-date record book of grades.
   f) Turn in lesson plans on a weekly basis.
3) Attend classes, workshops and other training opportunities.
4) Work with maintenance personnel to assure a clean and orderly gym and locker rooms.
5) Attend all parents’ meetings, faculty, staff meetings and prayer meetings.
6) Inform principal of needed supplies, repairs and materials as far in advance as possible.
7) Be on time to morning and afternoon duties.
8) Be available to serve on committees, to improve and enhance curriculum, discipline, etc. with other teachers.
9) Sponsor extracurricular activities at the school as deemed necessary by the administration (i.e., Field Day).
10) Turn in information requested by the office in a timely fashion.

Terms of Employment

Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation

Performance of this job will be evaluated by the area principal on the basis of this job description. The superintendent’s evaluations and recommendations shall be brought before the Board of Trustees annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Secondary Principal Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Valid ACSI superintendent’s Certification (K-12).
2) Bachelors or master’s degree in appropriate fields from a recognized college or university.
3) Kind and amount of prior job experience and training as required by Board of Trustees.
4) Support and endorse CHS’s policies and Christian Philosophy of Education.
5) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports To
Superintendent under the direction of the Board of Trustees (see Organizational Flowchart)

Supervises
Faculty, staff and students.

Job Goals
1) Support the mission, philosophy, educational objectives, and policies adopted by the Board of Trustees.
2) Assist parents in leading students, in partnership with families, to know Christ and to make Christ known.
3) Prayerfully assist the superintendent in the stewardship of God’s resources and budgetary accountability with written documentation and periodic reports.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training; and the school’s role to assist them in the task.
3) Assist in leading in the spiritual development of the staff and encouraging the ministry of Christ through their lives.

Professional Qualities
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to superintendent and Board of Trustees in carrying out the policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Demonstrate adaptability and flexibility in adjustments to the school program and administrative responsibilities.
6) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
7) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
8) Strive to maintain and improve professional competence and improvement through continuing education, including meeting the requirement for superintendent certification and academic credentials.
9) Maintain a professional appearance and demeanor in carrying out responsibilities with various school constituencies.
10) Perform other duties as assigned in the Policy and Procedure Guides or by the administration and administrative designates.
11) Provide leadership and assist superintendent in maintaining accreditation.

Faculty/Instructional Supervision
1) Apply the principles in the philosophical statements in the school’s policy manual to the instructional program of the school.
2) Direct the daily operation of the school through supervising the faculty and staff, coordinating of activities and setting the tone for a quality education program.
3) Guide the instructional program by assuring development of curriculum guides that are consistent with ACSI minimum standards.
SECTION 4—STAFF AND FACULTY POLICIES AND PROCEDURES

4) Insure that teachers meet minimum curriculum progress as established in curriculum guides.
5) Encourage the principles of Biblical integration to each subject area in the instructional program.
6) Guide, direct, and manage the classroom management and discipline programs of the school.
7) Insure the development of a program of study that meets the individual needs, development level, and abilities of the students within reasonable expectations.
8) Supervise the evaluation and use of standardized testing information for the improvement of academic performance.
9) Facilitate the planning and application of emerging technologies in the classroom.
10) Establish clear lines of authority, personnel expectations, and the ongoing development of job descriptions.
11) Hold regular meetings with faculty and staff.
12) Participate with superintendent in providing faculty and staff in-service, staff development programs, retreats, and other continuing education opportunities.
13) Resolve problems and issues that arise across various school constituencies involving superintendent as needed to maximize effectiveness.
14) Encourage the dissemination of ideas and information in a timely and efficient manner to facilitate planning and preparation of faculty.
15) Distribute ideas and information from other professionals to faculty.
16) Assist in recognizing exemplary performance of faculty and staff.
17) Stimulate the morale of the faculty through the promotion of sincerity and genuineness in administration and a mentoring system within the faculty.

Organizational Management
1) Carry out the policies and mandates of the Board of Trustees, as articulated by the superintendent.
2) Supervise faculty, office and support staff as assigned.
3) Establish systems and trains staff in routines of daily operation e.g., attendance, records, grading, reporting, etc.
4) Lead/participate in staff devotions, teachers’ meetings, and ACSI conventions.
5) Carry out special projects as assigned by the superintendent, including:
   a) ACSI accreditation projects
   b) ACSI participation in ACSI fall convention/district meeting/etc.
   c) ACSI teacher certification
   d) ACSI student activity programs and other competitions, facilitating on-going improvement and development
SECTION 4—STAFF AND FACULTY POLICIES AND PROCEDURES

6) Supervise all students in grade 7-12, including:
   a) Discipline involving major problems
   b) Enforcement of the guidelines in the student handbook
7) Supervise the development of appropriate extracurricular activities and quality social life opportunities for the student body
8) Aid the superintendent in developing yearly calendars and maintain an efficient schedule of all school functions.
9) Assist with development and production of school related forms as needed.
10) Work with superintendent to plan course requirements, teacher needs/workloads, and master schedules.
11) In conjunction with preparation of the school calendar, coordinate activities of open house programs, athletic events, fine arts department and other special planned functions.
12) When necessary, give leadership to the above activities.
13) Assist administrative staff with annual revision and update of school handbooks and policy manuals.
14) Supervise final checkout of teachers at the end of the year.
15) Accept responsibility for other assigned duties deemed necessary for the operation of CHS.

Student Evaluation/Relations
1) Supervise the process of teacher evaluation of student work, insuring accurate, complete grade books and student work returned on a timely basis.
2) Direct teachers to communicate consistently with parents on the progress and needs of their children and insure assistance outside of class for students with special needs.
3) Respond to students, listen, and be available and approachable.
4) Oversee student relations and services:
   a) Promote positive student conduct and supervise the overall implementation of the school discipline program.
   b) Maintain an atmosphere where students develop a Biblical sense of self-worth.
5) Compile academic probation lists and communicates with the parents; check eligibility and advise the athletic director(s).
6) With teachers, compile list of students recommended and/or required to be tutored, arrange such tutoring for the summer, and follow up on completed tutoring.
7) Monitor completion of quarterly and yearly grade averages for report cards and office files.

Parent Ministry/Relations
1) Insure that the priority of the school’s mission and philosophy remains Christ-centered and that the focus of schools’ activities is an extension of the Christian home.
2) Represent the superintendent and Board of Trustees as a liaison between the school and the parents.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

3) Consult with parents as requested for problem resolution and provide leadership in parent education, parents’ communications, and parent prayer activities.
4) Assist in coordinating activities of Parent-Teacher Fellowship, encourage parent volunteer programs, and participate in the Parent Institute outreach to CHS families.
5) Facilitate an active parent/teacher conference program in the life of the school.

Guidance/Supervision
1) Oversee guidance function and performance of the guidance counselor. Work with the guidance counselor in the areas of
   a) The selection and ordering of graduation announcements, caps, gowns, etc.
   b) The planning of the high school baccalaureate and commencement.
   c) The ordering, administration, scoring, and record keeping of the following tests:
      • Stanford Achievement Tests (grades 1-12)
      • PSAT, SAT, ACT college entrance exams
      • Aptitude tests for high school students
      • High school math placement tests
   d) The provision of specific training to teachers in the areas of administration, scoring, recording, and interpretation of all levels of the Stanford Achievement Tests.
2) Oversee the compilation of honor roll lists (grades 7-12) and a listing of students exempt from final exams (grades 9-12).
3) Direct the faculty in the on-going development of advanced placement and/or dual credit courses in the high school curriculum.
4) Work with guidance counselor and teachers to select and honor winners of year-end awards.
5) Oversee coordination of Homecoming and Jr/Sr Banquet with the help of student council sponsors and officers and in coordination with the school’s schedule.

Terms of Employment
Salary and contracts are established annually, based on the budget, performance, and other considerations and in accordance with adopted salary schedule.

Evaluation
Performance of this job will be evaluated by the superintendent in accordance with provision of the Board of Trustee’s policy on the supervision of professional personnel.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Secondary Principal’s Administrative Assistant/Receptionist’s Job Descriptions

Personal Qualifications

1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications

1) High school diploma.
2) Kind and amount of prior job experience and training as required by the Board of Trustees.
3) Support and endorse CHS’s policies and Christian Philosophy of Education.

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics

1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training and the school’s role to assist them in the task.

Professional

1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to administration, Board, and policies of the school with a positive attitude and support.
3) Follow chain of command and organizational flowchart.
4) Follow the Matthew 18 principle in dealing with students, parents, administration and staff; also in demonstrating love and respect by exercising confidentiality.
5) Interact independently with administration for advice, assistance, and support.
6) Demonstrate adaptability and flexibility in adjustments to the school program and office responsibilities.
7) Accept appropriate positive constructive criticism from evaluation process and make effort for change through a self-improvement plan.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

8) Maintain high levels of ethics, professionalism, and integrity in performance of each relationship involved in the life of the school.
9) Follow the dress and grooming requirements of the school and project a modest, professional image.
10) Perform other duties as assigned in the policy and procedures manual or by the administration and administrative designees.

Duties

1) Enter new and re-enrolling student information
2) Enter shot records
3) Create new student academic files
4) Maintain student records for middle school and high school students
5) Perform vision, hearing, and spinal screenings (a how-to manual has been created)
6) File proper reports with Texas Department of Health for the vision, hearing, and spinal screenings.
7) File screening forms in each students file after tabulations for TDH report are complete
8) Create annual immunization report
9) Organize Annual Field Trip Authorization forms and make an extra copy for teachers to use on field trips.
10) File and organized Enrollment Forms and Student Codes forms
11) Make 4 copies (5 if student is new) of Enrollment forms for the following people: Accounting, elementary office, administrative office, pre-school (original stays in registrar’s office, and the fifth copy is used to make a new student file)
12) File SAT scores yearly
13) Staple photo of each child in their file annually
14) Manage Verification of Enrollment (VOE) for students
15) Take care of student withdrawals: make sure all books are returned, grades given by each teacher, check to be sure no library books are out, see if there are any financial obligations that have not been met (if they owe money, no records can be released until this has been cleared up)
16) Give weekly staff absences and substitutes to the CHS Business Office
17) Take messages to students
18) Assist student and parents with Sign In/Sign Out
19) Maintain teacher supplies
20) Keep forms copied and supplied for teachers
21) Answer phones
22) Administer medications to students
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

23) Update and maintain the following notebooks: Student Schedules; Authorization of Student Release; Notes from students explaining their absences; Network Policy; Parent Code; Spiritual Background, etc.

24) Keep daily attendance and enter on computer. Make calls to parents about students’ attendance if we don’t know where they are. Send notes to the students asking for a note from home explaining any unexcused absence.

25) Prepare attendance sheets for teachers weekly (put current dates on the forms if there are any in-service days or holidays).

26) Send out progress reports each nine-week grading period.

27) Send out letters on students that are failing classes.

28) Prepare report cards for grades 5-12.

29) Enter all PE, music, and art grades of 5th and 6th grade.

30) Print grade verifications for teachers to review. Let teachers review them and enter changes that they may have made.

31) Print report cards and make a copy of the 5th and 6th grade cards. One copy is kept on file the other is given to the students.

32) MS and HS report cards are mailed. Print labels, put labels of envelopes, get postage from the CHS Business Office, mail report cards the same day the elementary Students receive their report cards.

33) Help the high school principal with whatever she or he needs.

Terms of Employment

Salary is established annually, based on budget, performance, and other considerations and in accordance with Board approval.

Evaluation

Performance of this job will be evaluated by the secondary principal on the basis of this job description. Administrative evaluations and recommendations shall be brought before the Board annually.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Superintendent Job Description

Personal Qualifications
1) Born-again believer with testimony of salvation by receiving Jesus Christ as personal Savior and Lord.
2) Active member in good standing of an evangelical, Bible-believing church.
3) Public and private life that demonstrates biblical qualities of a Christian role model, at home, work, and in the community.
4) Practice principles of Christian growth including prayer, scripture memorization and study, witnessing, and discipleship.
5) Subscribe in full agreement to the Baptist Faith and Message (2000).
6) Physical and mental characteristics to perform the job description and duties.

Professional Qualifications
1) Valid state or ACSI superintendent’s Certificate.
2) Bachelor’s degree in appropriate fields from recognized college or university. Master’s degree in education field or pursuit of that degree within a reasonable time frame.
3) Kind and amount of prior job experience and training as required by Board of Trustees.
4) Support and endorse CHS’s policies and Christian Philosophy of Education.
5) If applicable, meet requirements for continuing education as directed by Board of Trustees.

Reports To
CHS Board of Trustees (see Organizational Flowchart)

Supervises
Administration, faculty, staff, and students

Job Goals
1) Support the mission, philosophy, and educational objectives, and policies adopted by CHS Board of Trustees.
2) Assist parents in leading students, in partnership with families, to know Christ and to make Christ known.
3) Prayerfully assist teachers in teaching the subject matter and skills that will contribute to the student's development in the maturing process toward responsible adulthood.
4) Conduct oneself in an ethical and professional manner leading the school family by example.
PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics
1) Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2) Recognize the role of parents as primarily responsible before God for their child’s education and spiritual training and the school’s role to assist them in the task.
3) Lead in the spiritual development of the faculty and staff and encouraging the ministry of Christ through their lives.

Professional Qualities
1) Implement the policies and procedures of the school on a consistent basis.
2) Respond to the Board and its policies with a positive attitude and support.
3) Follow the chain of command/organizational flowchart.
4) Follow the Matthew 18 Principle in dealing with students, parents, administration and school and church staff; also in demonstrating love and respect by exercising confidentiality.
5) Interact independently with the Board of Trustees for advice, assistance, and support.
6) Demonstrate adaptability and flexibility in making adjustments to the school program and administrative responsibilities.
7) Accept appropriate positive constructive criticism from the evaluation process and make effort for change through a self-improvement plan.
8) Maintain high levels of ethics, professionalism, and integrity in the performance of each relationship involved in the life of the school.
9) Attend such conventions and conferences as are necessary to keep abreast of the latest educational trends.
10) Participate in professional growth and development through active participation in professional associations.

Board Interaction
1) Attend and participates in all regular and special meetings of the Board, except when own employment or salary is under consideration and make recommendations of any nature affecting the school.
2) Report to the Board such matters as deemed material to the understanding and proper management of the school or as the Board may request.
3) Define educational needs and formulate policies and plans for recommendation to the Board.
4) Make annual recommendations to the Board concerning the budget, salaries, fringe benefits, tuition, etc.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

5) Develop with the Board supervision of all school policy manuals for staff, parents, and students.
6) Carry out all policies of the Board of Trustees.
7) Work with the Board in developing long range and strategic planning.
8) Promote leadership in school improvement efforts through the development and articulation of a common vision of improvement.
9) File or maintain all reports required by the Board and the school.
10) Maintain an awareness of changes in all legal matters as may pertain to Christian schools, especially city, county, state and federal.
11) Provide leadership in obtaining and maintaining accreditation.
12) Develop yearly calendars and maintain an efficient schedule of all school functions.

Faculty/Instructional Supervision

1) Direct the daily operation of the school through supervising administration team, faculty and staff, coordinating of activities and setting the tone for a quality education program.
2) Guide the instructional program by assuring development of curriculum guide(s) that are consistent with the educational philosophy and objectives of the school.
3) Insure that teachers meet minimum curriculum progress as established in curriculum guides.
4) Encourage the principles of Biblical integration to each subject area in the instructional program.
5) Assist teachers in logically sequencing learning activities and maximizing time on task.
6) Insure the development of a program of study that meets the individual needs, development level, and abilities of the students within reasonable expectations.
7) Assist principals in supervision of staff, improvement of instruction, selection and development of curriculum, and administration of discipline procedures as appropriate.
8) Supervise faculty evaluation and standardized testing information for the improvement of performance.
9) Facilitate the planning and application of emerging technologies in the classroom.
10) Establish clear lines of authority, assign personnel, and develop job descriptions.
11) Hold regular meetings including faculty and staff.
12) Oversee and participates in the staff devotional program.
13) Provide for administrative, faculty, and staff development, retreats, etc.
14) Resolve problems in relationships between faculty, staff, and parents.
15) Recognize exemplary performance of the administration team, faculty, and staff.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

Personnel Management
1) Work in the recruiting and selection of personnel of the school.
2) Make and record assignments and transfers of all employees in keeping with their qualifications.
3) Employ such personnel as may be necessary, within the limits of budgetary provisions and subject to the Board’s approval.
4) Suspend any employee for just cause and report with documentation such suspension to the Board at the next meeting thereafter for final action.
5) Recommend to the Board for final action the promotion, salary changes, demotion, or dismissal of any employee.
6) Summon employees of the school to attend such orientations, in-service, faculty and staff training, and other meetings necessary to carry out the educational program of the school.
7) Interpret for the faculty and staff all Board policies and all federal and state laws relevant to Christian education.
8) Oversee the morale of all employees through promotion of sincerity and genuineness in administration and a mentoring system for new employees.
9) Promote professional growth and development through encouraging participation in professional associations.
10) Implement all policies and procedures.

Student Evaluation/Relations
1) Supervise the process of teacher evaluation of student work insuring accurate, complete grade books and student work returned on a timely basis.
2) Direct teachers to communicate consistently with parents on the progress and needs of their children and insure assistance outside of class for students with special needs.
3) Respond to students, listen, and be available and approachable.
4) Oversee Student Relations and Services:
   a) Promote positive student conduct and supervise implementation of the school discipline program.
   b) Maintain an atmosphere where students develop a Biblical sense of value and calling.
5) Establish and implement procedures for the admission of students. Make the final in-school decision on admission or non-admission of students.

Parents’ Ministry/Relations
1) Insure that the priority of the school mission and philosophy remains Christ-centered and that the focus of school activities is an extension of the Christian home.
2) Represent the Board as liaison between the school and the parents.
SECTION 4–STAFF AND FACULTY POLICIES AND PROCEDURES

3) Consult with parents as requested for problem resolution and provide leadership in parent education, parent communications, and parent prayer activities.

4) Coordinate activities of Parent-Teacher Fellowship, Athletic Booster Club, and encourage other parents' volunteer programs.

5) Facilitate an active parent/teacher conference program in the life of the school.

Business Management

1) Supervise a broad range of school operations (e.g., attendance, accounting, payroll, accounts receivable, petty cash, purchases, financial audit.)

2) Establish and maintain efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.

3) Coordinate the distribution of faculty contracts and the clear communication of salaries, stipends, and benefits.

4) Expediting the maintenance of permanent records of all school business and activities.

Development/Public Relations Responsibilities

1) Articulate the school mission and philosophy to all constituencies of the school.

2) Coordinate Development Committee in the development and implementation of projects and programs in order to build relationships and gain rational support.

3) Organize and delegate to committees all major fund-raising in annual and capital campaigns.

4) Seek corporate, foundation, and individual giving.

5) Research endowments and planned giving.

6) Oversee data base management for donor follow-up and reports.

7) Coordinate the public relations programs of the school including development of brochures, media releases, advertising, etc.

8) Organize effective communications and public relations with alumni, community leaders, and area pastors and their churches.

Terms of Employment

Salary and contracts are established annually, based on the budget, performance, and other considerations.

Evaluation

Performance of this job will be evaluated by the Board of Trustees in accordance with provision of the Board’s policy on supervision of professional personnel. Administrative evaluations and recommendations shall be brought before the Board of Trustees.
ARTICLE I: CERTIFICATE OF FORMATION

The Certificate of Formation as a Nonprofit Corporation for “The Christian School at Castle Hills” was approved by the Office of the Secretary of State in the State of Texas on December 21, 2015. The Certificate of Formation is available in the office of the school superintendent located at 2216 N.W. Military Highway, San Antonio, TX 78213.

ARTICLE II: BYLAWS

The Bylaws of The Christian School at Castle Hills, d/b/a “Castle Hills School” (CHS) were approved by the CHS Board of Trustees on January 9, 2016. The Bylaws are available in the office of the school superintendent located at 2216 N.W. Military Highway, San Antonio, TX 78213. All articles stated in and amendments added to The Christian School at Castle Hills Bylaws are a binding part of the school policy and procedure handbook and will be included as an Appendix to that handbook.

ARTICLE III: EQUAL OPPORTUNITY POLICY

No administrative officer, trustee or employee of The Christian School at Castle Hills, acting in his or her official capacity, may discriminate on the basis of a person’s sex, race, color or national origin regarding personnel practices (including assigning, hiring, promoting, compensating, and discharging employees), use of facilities, awarding contracts, and participation in programs.

ARTICLE IV: GOVERNANCE POLICIES/PROCEDURES

a. Availability

The following documents shall be available in the office of the CHS superintendent (or a place so designated) and shall be available upon request to CHS members, CHS parents, students and school personnel. The following documents will also be available at all meetings of the CHS Board of Trustees.

- CHS Parent/Student Handbook
- CHS Staff and Faculty Policies and Procedures
- CHS Board of Trustees Policies and Procedures
- CHS Bylaws

b. Suspension of Policy (Exceptions)

The operation of any section or sections of these Board of Trustees Policies and Procedures not established by law or contract may be temporarily suspended by a majority vote of the Board of Trustees (BOT) present at a regular or special meeting.
c. Communication of Policies/Procedures

The CHS superintendent will inform and give appropriate direction to the school administrative team and staff relative to policies and procedures, including CHS Bylaws, established by the CHS BOT. Those policies and procedures which affect teachers and the educational program shall be transmitted to the teachers with pertinent information and supplemented with discussion and reference handbooks.

d. Formation of School-Wide Organizations

Any group of parents and/or teachers that seek to form organizations to support and serve the ministry of the school shall submit written bylaws to the CHS Bot for approval. A record of each such approval will be incorporated into the minutes maintained by the CHS BOT Secretary.

e. School Activities

The CHS BOT authorizes the superintendent to establish and enforce policies and procedures regarding student activities.

f. Accreditation

The CHS BOT affirms its ongoing commitment to the processes and standards of accreditation as needed to meet the standards of The Association of Christian Schools International (ACSI). The BOT believes that all costs of time, energy, finances, and other resources required to pursue, keep, and maintain the standards of accreditation are in the best interest of the school, its students, and all those affected by the school ministry.

g. School Days Required

CHS will operate under guidelines comparable to the State of Texas in terms of the number of school days, teacher in-service days, and number of hours per day, in an effort to ensure equal time allotments for all students.

h. Job Descriptions

Job descriptions shall be completed and become a part of the CHS Staff and Faculty Policies and Procedures document to be used in describing the responsibilities of the administration, faculty and staff at CHS, as well as being used in the annual evaluation process for each employee of the school.
ARTICLE V: INDUCTION AND ORIENTATION OF NEW BOT MEMBERS

The following supplements the provisions contained in the CHS Bylaws and is intended to facilitate a smooth change in authority as current BOT members rotate off and new members commit to serve the school as Trustees.

1) At some time prior to his/her first BOT meeting, each new board member will be given a copy of the last six months of Board minutes in order to be able to function adequately at the subsequent BOT meetings.

2) Before being offered a position on a committee of the Board, each new Board member will have the opportunity to read the stated purpose and goals of each committee in order to be able to best determine where his/her abilities can be used. The final decision regarding his/her assignment will be made by the President of the BOT.

3) After being assigned to a committee of the Board, the new Board member will then be given the last six months of minutes of that committee in order to adequately be prepared to participate in the discussions in the future meetings of the committee.

4) Under the guidance of experienced Board members and the superintendent an orientation will be provided to new Board members through the following activities:

5) Workshops as needed for new Board members.

6) Discussions and visits with the superintendent and other Board members.

7) Copies of the CHS Parent/Student Handbook, CHS Staff and Faculty Policies and Procedures, CHS Board of Trustees Policies and Procedures and CHS Bylaws will be provided.

ARTICLE VI: FINANCIAL POLICIES

a. Books of Record and Financial Statements

1) The financial transactions of the school shall be recorded on a monthly basis in the books of record. Said books shall include at least a cash receipt and disbursements journal, general journal entries, and a general ledger, consisting of all the financial accounts of the school. The Chief Financial Officer (CFO), or his/her designate in the CHS financial offices, shall reconcile the bank statements monthly. The treasurer of the CHS BOT shall review all monthly entries in the books of record and present the financial statements at the regularly scheduled CHS BOT meeting. The Board will hear a motion to accept the financial report upon its presentation.

2) The financial statements presented shall include a balance sheet and an income statement. The income statements shall reflect the current month’s financial statement compared to the approved monthly budget as well as the year-to-date financial compared to the year-to-date budget.
5 BOARD OF TRUSTEES POLICIES AND PROCEDURES

b. Budgetary Process

1) The CHS overall financial program for each school year is developed and implemented primarily through the budgetary process. The Superintendent is responsible for developing the annual school budget and submitting it to the full BOT, which is responsible for approving the budget and assuring availability of adequate funds. Upon approval of the budget by the BOT, the superintendent is responsible for its order (I Cor. 14.40).

2) Any changes to the current year operating budget must be approved by the BOT. All unbudgeted requests must be submitted to the BOT in writing with a statement explaining why the expenditure is necessary and how it will be funded.

c. Audits and Reviews

1) All audits or reviews of the CHS books are a CHS BOT and CFO decision and should be made at the time tentative budgets are prepared.

2) An auditing firm shall be selected annually by the BOT and CFO to perform an audit or review of all funds and accounts held by the school. The audit shall be made as soon as possible after the close of the fiscal year, July 31st, but in all cases shall be completed before November 1st each year.

3) A comprehensive audit or review of all funds and accounts of the school shall be submitted annually in writing to the BOT.

d. Tax Exempt:
The school is a tax-exempt organization under the Internal Revenue Code Section 501(c)3

e. Receipts and Disbursements

1) All receipts of the school will be documented and deposited on a timely basis by the CHS CFO. Appropriate checks and balances (internal control) shall be enforced to minimize the chance of misappropriation of funds. All deposit slips shall be in sufficient detail so as to document the source of the funds.

2) All disbursements for the school accounts shall be supported by appropriate documentation substantiating the amount of the expenditure, purpose, approval, and receipt of the goods and/or services. The expenditures shall be approved by the superintendent and/or the principal.

3) No withdrawals of funds from scholarship and endowment funds or redemption of certificates of deposit shall be made without the prior approval of the CHS BOT. Expenditures from the School’s normal operating account may be made without BOT approval so long as said disbursements are less than $5,000.00. Expenditures of $5,000.00 or more require Board approval for non-budgeted or non-designated fund items or expenses. Upon an “emergency” where said expenditure would be $5,000.00 or more, and there is no time for a formal BOT meeting, said expenditure can be approved with the verbal approval of the President of the BOT and another officer, preferably the treasurer.
f. **Checking and Other School Accounts**

1) Each account of the school’s shall be authorized by the CHS BOT. This includes checking accounts, savings accounts, certificates of deposit and “special” accounts such as scholarship, and endowment type accounts. On an annual basis, upon the election of new officers, the Trustees will formally approve the authorized signers on the accounts of the school. The authorized signers may include the superintendent and/or the principal of the school. Though the Trustees shall approve more than two authorized signers; there must be two authorized signatures on the regular operating accounts of the school (i.e., checking and saving accounts). On certificates of deposit and “special” scholarship and endowment accounts, two authorized signatures will be required, one of which shall be an officer of the Board. The appropriate bank signature cards and other documentation shall be executed by appropriate Board members, so authorized.

2) Other school accounts such as club and class accounts will be assumed to be approved by the CHS BOT. The authorized signers for these accounts will include an officer of the club, an authorized parent of the class, or the class or club sponsor from CHS and the superintendent, principal or other Board designee. Each club and class will provide a financial report and bank reconciliation to the BOT and/or the BOT Finance Committee on a monthly basis or as otherwise requested by the Board of Trustees or the Finance Committee.

3) All accounts of the school shall be maintained at a national banking association that is a member of the FDIC. No account of the school shall be in excess of the federally insured limit of the financial institution.

4) **Purchase Orders:**

The purchase order is the written instrument that lets the vendor know what the school wishes to purchase. If he or she accepts the order, it becomes a legal and binding document between the vendor and the school. Purchase orders are necessary before anything is purchased or paid for, except petty cash items. If any purchase is made without approval from the appropriate school official, the person making such purchase is responsible for paying the bill.

**g. Petty Cash**

1) Petty cash shall be kept in the safe. All receipts shall be affixed to the petty cash voucher that must be properly filled out and signed by both parties. All vouchers and receipts are to be stapled together and shall be kept in the petty cash box.

2) As needed, but not less than each four week, an accounting shall be made and recorded in the petty cash accounting books.
h. Government Aid (Funding):
It is the policy of CHS to decline all government aid, grants or gifts. As advised by ACSI’s legal department, such aid could invite undesired government intrusion into the affairs of the school. This policy can be suspended by the BOT in individual cases after consultation with ACSI or other legal counsel.

i. Tuition and Fees
1) All policies regarding tuition and student fees need to be stated in writing for the benefit of parents and the school. Such policies should include, but not be limited to: registration fees, late registration fees, reenrollment fees, equipment fees, transportation fees, after school care fees, student activity fees, field trip fees, tuition rates, tuition discounts, payment schedules, delinquent accounts, refunds, returned checks, and scholarships. These policies should be reviewed by the Finance Committee of the Board every year to determine the appropriateness of each policy.

2) It is the policy of the school that income from tuition and fees pay the operating cost for the current year.

3) Castle Hills School is a fiscally-sound non-profit Christian institution. An annual audit or review is performed by an independent certified public accountant, and the report is submitted to the Accrediting Commission of ACSI each year. It is the policy that income from tuition and other fees pay the operating costs for the current year. The budget is set based upon the expected income from those sources. It is thus absolutely essential that school families stay current on all fees and monthly tuition in order for CHS to meet the operating budget. The Board must monitor the timely receipt of tuition and fees and that the administration maintains on accounts receivable programs that minimize past due accounts.

j. Registration Fees
1) In addition to the enrollment information, each student enrolling at Castle Hills School is required to pay a registration fee to cover part of the cost of activities and curriculum materials. The school will provide all or most textbooks for student use; however, they will remain the property of CHS. The student will pay the cost of replacing any lost or severely damaged textbook. Registration fees are non-refundable. Prepaid registration fees may not be applied to any unpaid tuition balance. All fees and tuition from the previous year must be paid in full before registration can begin for the next year.

2) A textbook fee may be charged to high school students for books relating to specialized or college credit courses. These books may remain the property of the student.

3) Fees and tuition are assessed according to grade placement. A financial information schedule is available from the Business Office upon request.
5 BOARD OF TRUSTEES POLICIES AND PROCEDURES

k. Emergency Tuition and Grants

1) A family experiencing a temporary financial crisis may apply for tuition aid assistance on a short-term basis. The application will be reviewed by the Scholarship Committee and a recommendation made to the full Board of Trustees to accept or reject the request. If the request is accepted the student(s) would be permitted to remain in CHS for a minimum of one month to a maximum of one semester without requiring tuition payments.

2) If the family financial situation has not improved within that time frame, they would be able to apply for long-term tuition aid or asked to make other arrangements if their request for long-term assistance is denied.

3) The school would encourage families receiving emergency tuition aid to pay back the amount of relief received to the best of their ability once the financial status has improved.

l. Withholding of Transcripts

Student records, including report cards, achievement scores, transcript, and special testing scores, will be released to the student or to a transfer school when the student account is paid in full, all textbooks and library materials are returned, and all fines are paid to the school.

m. General Policies – Gifts and Funds

1) Regardless of the source of a gift, no conditions may be attached by the donor or assurances given by the recipient without the prior approval of the Board. Any conditional gift must be approved by the Board before it may be accepted on behalf of CHS.

2) Any gift of solicitation not clearly authorized by this policy statement must receive Board approval before the gift may be accepted or the solicitation conducted.

n. Investments

Available funds (tuition, gifts, endowments, etc.) may be invested in accounts or securities which have a minimum of risk until needed.

o. Biblical Principles and Observations

1. All resources are God’s resources, regardless of who possesses them. See Deut. 10:14; Job 41:11; Ps. 24: 1-2; 1 Cor. 10:25-27; 1 Tim 4:4-5.

2. God alone is the source of provision for His people. See Ps. 23:1; Phil. 4:19.

3. The methods and channels by which God provides for His people are unlimited. See Gen. 46-47, Egypt used to provide for Jacob and his sons. Ex. 16, Manna and quail directly from heaven. Ex. 17, Water from the rock. I Kings 5, Hiram and the Sidonians helped Solomon to build the temple. Neh. 2, Artaxerxes provided materials and aid for reconstructing the wall of Jerusalem. Ezra 1, Cyrus, King of Persia, was a channel for
rebuilding the temple. Mt. 2:1-11, Gifts to infant Jesus were presented by Magi (probably Persian astrologers). Mt. 10:1-14, Hospitality given to disciples by those being evangelized. Mt. 17:24-27, Temple tax provided through a fish. Luke 19:26-35, Colt provided to Jesus. Mark 14:12-16, Upper room provided to Jesus.

4. Since, in all cases, we trust in God alone for our provision, we can never compromise our obedience to the Word of God in order to secure a gift. Obedience must always prevail over expedience. See I Samuel 13:1-15.

5. Gifts that, while they do not directly violate God’s Word, yet “bear the appearance” of evil must be declined. See 2 Cor. 8:20-21; I Tim. 3:2.

6. Gifts that, although otherwise acceptable, are likely to create a stumbling block to our weaker brethren must be declined. See Rom. 14.

7. As in all things, we must be good stewards in the fun-raising process, making faithful use of the resources God has already given. See Mt. 25:14-30

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APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

ARTICLE 1 – NAME AND LOCATION

The name of this independent, Christian school shall be The Christian School at Castle Hills, d/b/a Castle Hills School (CHS). CHS is located at 2216 N. W. Military Hwy, San Antonio, TX 78213.

ARTICLE 2 – MISSION AND VISION STATEMENTS

a. Mission Statement:
Leading students to know Christ and to make Him known.

b. Vision Statement:
Developing tomorrow’s leaders today.

We propose to accomplish the Mission and Vision Statements by equipping our students to think biblically, proclaim the gospel boldly, serve their world passionately, and lead their generation strategically.

ARTICLE 3 – STATEMENT OF FAITH

The focus of CHS is to minister to families who support conservative Bible-believing evangelical theology and life practices. Specifically, we adhere to the following:

a. We believe the Bible to be the inspired, inerrant Word of God (2 Timothy 3:16; 2 Peter 1:21).

b. We believe there is one God, eternally existent in three persons: Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).

c. We believe in the deity of Christ (Matthew 3:17), His virgin birth (Isaiah 7:14; Matthew 1:23), His sinless life (Hebrews 4:15; 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7), His bodily resurrection (John 11:25; 1 Corinthians 15:4), His ascension to the right hand of the Father (Mark 16:18), and His personal return in power and glory (Acts 1:11; Revelation 19:11).

d. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and that men are justified on the single ground of faith in the shed blood of Christ. Only by God’s grace and through faith alone we are saved (John 3:16-19; John 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).

e. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of punishment (John 5:28-29).
APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

f. We believe that man was created by a direct act of God in His image, not from previously existing life (Genesis 1:1, 22, 27; 1 Corinthians 11:27; James 3:9).
g. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
h. We believe in the indwelling ministry of the Holy Spirit by whose presence the Christian is enabled to live a godly life (Romans 8:13-14; 1 Corinthians 3:16; 1 Corinthians 6:19-20; Ephesians 4:30; 5:18).
i. We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the beliefs of CHS.
j. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all of its dimensions. We are therefore called to defend, protect and value all human life (Psalms 139).

ARTICLE 4 – THEOLOGICAL STANCE

Castle Hills School is an independent, Christian, Bible-based school providing a Christian education. All that is said or done shall be to the glory of God. The foregoing Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Castle Hills School’s faith, doctrine, practice, policy, and discipline, our BOT is CHS’s final interpretive authority on the Bible’s meaning and application.

ARTICLE 5 – BASIC GOALS

An independent, Christian school is dependent on a biblical philosophy that provides the correct worldview and essential truths of life so that children may be prepared to assume their proper place in the home, church and the community. Accordingly, the following summarizes the goals for Castle Hills School:

a. Provide a safe and loving environment for students to learn and seek excellence in all that they do.
b. Prepare and equip each student for college, his or her future vocation and the remainder of his or her life.
c. Teach students to learn the power of serving others, using Christ as the example.
d. Teach students to live like Jesus Christ and be a light at home, at school, and in the community.
e. Teach students to honor authority, demonstrate the fruit of the Spirit, behave responsibly, and treat everyone with respect.
f. Teach students to excel in all that they do for the glory of God.
g. Develop a Christian worldview for every area of life and academic discipline.
APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

h. Encourage, by God’s grace, students to come to know Jesus Christ as their Savior and grow as disciples of Jesus.

ARTICLE 6 – RELATIONSHIP TO AREA CHURCHES

Castle Hills School shall endeavor to cultivate close working relationships with all Bible-believing evangelical churches in the San Antonio, Texas, area which are in agreement with the “Statement of Faith,” and “Theological Stance” of Castle Hills School.

ARTICLE 7 – BOARD OF TRUSTEES

a. Introduction

The primary function of the Board of Trustees (BOT) is to establish policies, procedures, and to approve the annual school budget. The BOT’s policies set boundaries within which the school’s Superintendent functions. The BOT will maintain authority over the overall direction of the school. The BOT’s authority is corporate. Individual BOT members have authority to act on behalf of CHS only when the BOT is convened in regular or special session unless delegated a specific task or responsibility by the BOT. There shall be only one line of authority, which will flow from the BOT through its President to the Superintendent who is charged with conveying the decisions and actions of the BOT to faculty, staff, students and parents as appropriate.

b. Powers and Responsibilities

The powers and responsibilities of the BOT are as follows:

1) The BOT will set the spiritual tone for the school. BOT members shall pray both individually and corporately for the Superintendent, faculty, staff, parents and students of the school.

2) The BOT shall oversee the procurement, maintenance contracts, and overall management of the property and the capital equipment of the school.

3) The BOT shall oversee the general financial operation of the school by approving annual budgets, approving methods of raising necessary operating funds and determining how these funds shall be disbursed.

4) The BOT shall arrange for an independent financial review as needed based upon the needs of the organization. If needed, an independent audit may be conducted at the discretion of the BOT. The Finance Committee shall review the results of any review or audit and make recommendations to the BOT.

5) The BOT shall have the authority to acquire and dispose of assets – real, personal, tangible, and intangible – and to borrow money in the name of the school.

6) The BOT shall have the authority and power to enter into lease agreements and purchase contracts pertaining to CHS.
APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

7) The BOT shall exercise due care to ensure that the school operates according to accepted legal principles, which should include, but not be limited to, obtaining competent legal advice and considering relevant safety and personnel issues.

8) The BOT shall interview and select the Superintendent whenever the position of Superintendent is vacant.

9) The entire BOT shall perform an annual evaluation of the School Superintendent. The results of the evaluation will be conveyed by the President of the BOT to the Superintendent.

10) The BOT, with the knowledge of the Superintendent, shall have the authority to dismiss anyone associated with the school who does not fulfill the requirements set forth in these Bylaws or in their employment agreement, or who, in the BOT’s opinion, fails to live by biblical standards.

11) The BOT shall exercise oversight of the creation and maintenance of the following documents which should be reviewed and approved by the BOT annually:

12) CHS Parent/Student Handbook

13) CHS Staff & Faculty Policies & Procedures

14) CHS Board of Trustees Policies & Procedures

15) BOT members must understand and follow the dispute resolution model found in Matthew 18. BOT members must be good listeners (James 1:19) and refer matters to the BOT President and Superintendent as appropriate.

16) The BOT shall have the authority to hold meetings at such times and places as it considers proper. The Superintendent shall be included in all such meetings except when the topic relates to the Superintendent’s employment contract or evaluation or such other times as determined by a 2/3 vote of the BOT members present at the meeting.

17) The BOT shall retain the right to meet in closed session. The determination of the need to go into closed session shall be made by the BOT President with the approval of a majority of the BOT members present at the meeting. Any BOT member may request that the BOT go into closed session by making that desire known to the BOT President. The BOT shall determine if the minutes of the closed session are to be classified or made public.

18) The BOT will appoint and have authority over all standing and special committees.

19) The BOT may delegate to the Superintendent, other employees and agents, general or specific authority to act on behalf of CHS or implement its policies.

20) Each BOT member shall sign a statement acknowledging his/her support of the “Statement of Faith” (Article 3), “Theological Stance” (Article 4), and “Code of Ethics” (Article 7.k).

21) The BOT shall reserve the right to devise and execute any such other measures it deems proper and expedient to the purpose and basic goals and objectives of CHS.
APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

c. **Constituency/Term of Office**
   1) The BOT shall be comprised of no less than eleven (11) and no more than eighteen (18) voting members at any point in time.
   2) Each BOT member shall serve on the BOT for a term of three (3) years, unless such service is terminated by resignation or dismissal. A term year is August 1st through July 31st.
   3) Any BOT member may be asked to serve a second successive three-year term. After a second term on the BOT, the BOT member shall step down from service for at least one year before being eligible again for the BOT. The BOT, by a three-fourths (3/4) vote, may make an exception to this policy.
   4) Terms of service on the BOT shall be staggered in such a manner so that no more than one-third of the BOT will complete their term of service in any given year.
   5) It is recommended that no more than 50% of the BOT come from any one local church and no more than 33% of the BOT members be parents of students in the school.
   6) No employee or spouse of any employee of CHS shall be eligible to serve on the BOT without approval by three-fourths (3/4) vote of the BOT.
   7) The CHS Superintendent shall serve as a non-voting member of the BOT.

d. **Elections**
   1) Incoming members to the BOT shall be elected by the BOT each June from nominees presented by the Nominating Committee or from nominees presented at a meeting of the BOT at which the election of BOT members is held.
   2) Parents of students or other interested individuals may recommend candidates by submitting the name to the Nominating Committee for presentation to and consideration by the BOT.
   3) Each candidate shall be provided a copy of these Bylaws and the “Board of Trustees Policies and Procedures Manual” and asked to read and study the material prior to being scheduled for an interview by the Nominating Committee.
   4) All candidates must be interviewed prior to appointment to determine their interest, suitability and eligibility. The Nominating Committee shall nominate only a person who is in agreement with the content of these Bylaws and the “Board of Trustees Policies and Procedures Manual” and who is a professed follower of Christ and is an active member in a local church.
   5) The Nominating Committee may present only one nominee for each available BOT position; however, the Committee should report to Trustees all nominees whom they considered and why they are not being recommended to the BOT for consideration or vote.
   6) Any BOT member may request a secret ballot. If such a request is made, the voting by the BOT for new members shall be by secret ballot.
   7) A nominee must receive at least a two-thirds (2/3) vote of those present at a meeting called for such purpose to be elected as a member of the BOT.
APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

8) If a vacancy should occur through the resignation, removal, death or disability of a Trustee, the BOT may elect a replacement to fill the unexpired term of that individual from nominee(s) presented by the Nominating Committee in accordance with the procedures set out above. No person not eligible for election to the BOT due to the two (2) consecutive term limitation shall be elected to fill any such vacancy.

9) In order to facilitate a smooth transition of new members to the BOT, all new members shall follow the “Orientation of New Board Members” contained in the “Board of Trustees Policies and Procedures Manual.”

e. **Quorum**

A majority (51%) of trustees currently serving on the BOT shall constitute a quorum. BOT action may only be taken at a meeting at which a quorum is present. Proxy votes are not valid.

f. **Meetings**

1) Regular meetings of the BOT shall occur at least six times each year, with one of those meetings, normally in November, designated as the Annual Planning Meeting.

2) The date, time and location of regular meetings shall be provided to BOT members not less than two calendar weeks before the meeting.

3) The Annual Planning Meeting convened in November each year is for the purpose of receiving reports, acting on business matters and approving the budget and financial plan for the following school year.

4) Special meetings may be called by the President of the BOT and any one member of the BOT or by at least one-third of the Trustees. The President of the BOT, or other persons calling the meeting, shall give sufficient notice of the time and place thereof to enable a quorum of Trustees to attend.

5) For BOT decisions that must be addressed before a scheduled or called meeting is possible, the Superintendent, with the BOT President approval, may bring the matter to all BOT members by electronic means (e.g., telephone, email, etc.). Action may be taken upon majority approval of the BOT.

6) Electronic voting (E-Voting) by the BOT is permitted on a specific issue so long as all of the details pertaining to the issue are provided.

7) Actions by the BOT shall be recorded by the BOT secretary (or another representative). When officially approved by the BOT these minutes shall serve as a legal record of actions taken by the BOT. The secretary (or other representative) is authorized to record minutes for general sessions and a separate set of minutes for discussions/actions in closed/executive sessions. The keeping of separate minutes is authorized due to the sensitive nature of certain matters to be entertained by the BOT and the necessity for open and frank discussion of issues by the BOT members.

8) Meetings of the BOT shall be governed by Robert’s Revised Rules of Order.
APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

g. **Attendance**

Members of the BOT are expected to attend all regular and special called meetings of the BOT insofar as attendance is possible. If any member of the BOT fails to attend four regular meetings in any school year or three regular meetings in a row whether or not in a single school year, such member shall automatically cease to be a member of the BOT upon such event occurring, unless two-thirds (2/3) of the remaining members of the BOT present and voting at a meeting waive such automatic removal.

h. **Compensation**

Voting members of the BOT shall receive no compensation or tangible benefit for their services. The BOT may authorize the reimbursement of expenses incurred by any BOT member in the performance of official business for the school or the BOT.

i. **Resignation/Dismissal**

1) After prayerful consideration, any BOT member may resign from office. He or she shall tender his or her resignation by letter to the BOT.

2) Any member may be removed from the BOT for failure to meet the qualifications set forth in Article 3, for excessive absence from regular and special meetings of the BOT or whenever such removal, in the judgment of the BOT, would be in the best interest of the organization. Removal shall require a two-thirds vote of the BOT.

3) In view of the serious nature of a BOT member’s involuntary removal from office and/or the BOT, every effort shall be made by all parties to show Christian compassion and forbearance. Corrective measures and actions designed to promote genuine repentance and personal restoration shall be applied. Dismissal from the BOT shall be a matter of last resort. Any unpleasantness surrounding such action shall be dealt with quickly and take into the account the dignity and personal privacy of the individual in question.

4) In the event a BOT member who has left the BOT was an officer, another member shall be designated by majority resolution of the BOT to assume the responsibilities of the office now vacant.

j. **Indemnification**

1. Section 1 – Definitions (For the purposes of this article)
   a. The phrase **Trustee or Officer** shall include a person who, while serving as a Trustee or Officer of CHS, is or was serving at the request of the organization as Trustee, BOT Member, Officer, partner, member, manager, employee, fiduciary, or agent of another foreign or domestic corporation, non-profit organization, or other person or employee benefit plan. The phrase Trustee or Officer shall also
include the estate or personal representative of a Trustee or Officer, unless the context requires otherwise.

b. The term proceeding shall mean any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, whether formal or informal; any appeal in such action, suit, or proceeding; and any inquiry or investigation that could lead to such action suit or proceeding.

c. The term party includes an individual who is, was, or is threatened to be made a named defendant or respondent in a proceeding.

d. The term liability shall mean any obligation to pay a judgment, settlement, penalty, fine, or reasonable expense incurred with respect to a proceeding.

e. The term official capacity shall mean the office of Trustee in CHS and, when used with respect to a person other than a Trustee, shall mean the office in the organization held by the Trustee or the employment, fiduciary, or agency relationship undertaken by the employee or agent on behalf of CHS, but in neither case shall include service for any foreign or domestic corporation or for any other person or other enterprise.

2. Section 2- General Provisions

CHS may indemnify any person who is or was a party or is threatened to be made a party to any proceeding by reason of the fact that such person is or was a Trustee or Officer of the Corporation, against expenses (including attorney’s fees), liability, judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such proceeding if such person (a) acted in good faith, (b) reasonably believed, in the case of conduct in an official capacity with CHS, that the conduct was in the best interests of CHS and, if all other cases, that the conduct was at least not opposed to the best interests of CHS, and (c) with respect to any criminal proceeding, had no reasonable cause to believe that the conduct was unlawful. However, no person shall be entitled to indemnification under this Section 2 either (a) in connection with a proceeding brought by or in the right of CHS in which the Trustee or Officer was adjudged liable to CHS, or (b) in connection with any other proceeding charging improper personal benefit to the Trustee or Officer, whether or not involving action in that person’s official capacity, in which the Trustee or officer is ultimately adjudged liable on the basis that the Trustee or Officer improperly received personal benefit. Indemnification under this Section 2 in connection with a proceeding brought by or in the right of CHS shall be limited to reasonable expenses incurred in connection with the proceeding. The termination of action, suit, or proceeding by judgment, order, settlement, or conviction or upon a plea of nolo contendere or its equivalent shall not of itself be determinative that the person did not meet the standard of conduct set forth in this Section 2.
APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

3. Section 3 – Successful Defense on the Merits; Expense

To the extent that a Trustee or Officer of CHS has been wholly successful on the merits in defense of any proceeding to which he or she was a party, such person shall be indemnified against reasonable expenses (including attorney’s fees) actual and reasonably incurred in connection with such proceeding.

4. Section 4 – Determination of Right to Indemnification

Any indemnification under Section 2 above (unless ordered by a court) shall be made by CHS only as authorized in each specific case upon a determination that indemnification of the Trustee or Officer is permissible under the circumstances because such person met the applicable standard of conduct set forth in Section 2. Such determination shall be made the BOT (a) by a majority vote of a quorum of disinterested Trustees who at the time of the vote are not, were not, and are not threatened to be made parties to the proceeding, or (b) if such a quorum cannot be obtained, by the vote of a majority of the members of the Executive Committee of the BOT, provided that committee shall consist of two or more Trustees who are not parties to the proceeding (Trustees who are parties to the proceeding may participate in the designation of Trustees to serve on such committee), or (c) if such a quorum of the BOT cannot be obtained or there is no Executive Committee, or even if such a quorum is obtained or the Executive Committee exists, but such quorum or committee so directs, then by independent legal counsel selected by the BOT in accordance with the preceding procedures. Authorization of indemnification and evaluation regarding the reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible is made by independent legal counsel, authorization of indemnification and evaluation of legal expenses shall be made by the body that selected such counsel.

5. Section 5 – Other Employees and Agents

CHS shall indemnify such other employees and agents of CHS to the same extent and in the same manner as it provided above in Section 2 with respect to Trustees or Officers, by adopting a resolution by a majority of the members of the BOT, specifically identifying by name or by position the employees or agents entitled to indemnification.
APPENDIX—BYLAWS OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

k. **Code of Ethics**

As a member of the CHS BOT, serving individually and collectively as a fiduciary, each BOT member shall to his/her utmost listen to and represent the legal and/or moral owners of the school by adhering to the following commitments:

1) I shall be committed to my responsibilities as a member of the BOT, realizing my responsibility is a God-given ministry and deserves my best attention, preparation, and energies (Col. 3:23). In everything I shall seek primarily to bring honor and glory to God and to his Son, Jesus Christ (1 Cor. 10:31).

2) I shall maintain my fellowship and walk with the Lord by regular prayer, study of the Word, worship, and consistent fellowship with believers in a local church.

3) I shall pray daily for the school and its administration, faculty/staff, students and parents.

4) I shall govern my relationships and duties as a member of the BOT by the principle of love for one another (1 Cor. 13, 1 John 3:11). I shall fulfill my responsibilities with honesty and integrity, always respecting the confidentiality of privileged BOT information.

5) I shall focus my efforts on the mission and goals of the school and not on my personal goals or agenda.

6) I shall represent all school constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan groups. I will make impartial decisions.

7) I shall avoid any conflict of interest or the appearance of impropriety which could result from my position and shall not use my BOT membership for personal gain or publicity or that of my friends.

8) I shall recognize that a BOT member has no authority as an individual and that decisions can be made only by a majority vote at a duly constituted BOT meeting. I shall take no private action nor make personal promises that might compromise the BOT or the administration.

9) I shall support the majority decisions of the BOT while maintaining a positive spirit. Should I feel that changes need to be made in BOT policy or direction of the school, I shall constructively follow established BOT procedures and ethical practices.

10) I shall carry out my responsibility, not to administer the school, but together with my fellow BOT members, to see that the school is well run. I shall recognize that tasks related to the day-to-day operation of the school (e.g., making judgments about faculty), are not part of my responsibility. Accordingly, I shall not seek to influence or direct individual staff members.

11) I shall refer all concerns to the appropriate staff person (Matt. 18) and will act on such concerns by taking the item to the BOT President ONLY after failure of an administrative solution.
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12) I shall encourage and respect the free expression of opinion by my fellow BOT members and others who may appear before the BOT.

13) I shall support and protect school personnel in the proper performance of their duties.

14) I shall practice Christian citizenship without engaging in activities that are unethical, unbiblical, or unwise.

15) I shall support the “Statement of Faith” contained in these bylaws.

l. Dispute Resolution

The Bible commands that Christians are to make every effort to live at peace and to resolve disputes with one another in private or within the Christian community in conformity with the biblical injunctions of 1 Corinthians 6:1-8, Matthew 5:23-24 and Matthew 18:15-20. Therefore, claims and disputes, including claims under federal, state, and local statutory or common law, law of contract, and law of tort, shall be settled by biblically-based mediation.

m. Officers

The BOT shall elect from its voting members a President, Vice-President, Secretary, Treasurer and Parliamentarian. The term of office shall be one school/fiscal year running from August 1st through July 31st.

1) The President:

a. The President shall be the presiding officer at all meetings of the BOT. The President shall have full voting rights.

b. The President shall actively advance the total program of CHS.

c. The President shall be an ex-officio member of all Standing and Special Committees.

d. The President shall perform such other duties as are necessarily incident to the Office of President.

e. The President may appoint special committees.

f. The President shall appoint BOT members to the various committees and shall nominate the chairpersons of each standing committee and BOT Officers, subject to the approval of the BOT.

2) The Vice-President:

a. The Vice-President shall assume the duties of the President, in the event the President’s inability to serve or at the President’s request.

b. The Vice-President shall actively advance the total program of CHS.

c. The Vice-President shall perform such other duties as are necessarily incident to the office of Vice-President.
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d. In order to bring continuity to the leadership of the BOT and to allow for a smoother transition in a change of President, consideration should be given that the Vice-President will either be the immediate past President or will agree to serve, if elected, as President at the conclusion of the current President’s time of service.

3) The Secretary:
   a. The Secretary shall assist the President in the general conduct of the business of the BOT.
   b. The Secretary shall actively advance the total program of CHS.
   c. The Secretary shall be responsible for keeping a correct record of all minutes of the BOT and shall ensure that copies are provided to all Trustees.
   d. If the Secretary is not at a meeting of the BOT, the President shall delegate the task of recording BOT business to another Trustee.
   e. The Secretary shall have custody of all BOT records and shall conduct necessary correspondence on behalf of the BOT.
   f. The Secretary shall perform such other duties as are necessarily incident to the office of Secretary.

4) The Treasurer:
   a. The Treasurer by virtue of his/her office shall be the chairperson of the Finance Committee.
   b. The Treasurer shall actively advance the program of CHS.
   c. The Treasurer shall perform such other duties as are necessarily incident to the office of Treasurer.
   d. The Treasurer (with the assistance of the Finance Committee and the CHS staff Chief Financial Officer) shall provide oversight with regard to all financial matters and may conduct such audits and investigations into financial matters as the Treasurer deems appropriate or as may be directed by the BOT.

5) The Parliamentarian:
   a. The Parliamentarian shall ensure that the BOT govern, set policy and makes decisions in accordance with these bylaws.
   b. The Parliamentarian shall ensure that the BOT meetings are governed by Robert’s Revised Rules of Order.

n. Standing Committees (General)

1) BOT committees (either standing or special) are formed to allow a portion of the BOT’s work to be prepared outside of BOT meetings, in order to promote more effective meetings of the full BOT. Committees are directed to research, discuss, prepare analysis of alternatives and bring a consensus recommendation for consideration by the full BOT.

2) Recurring monthly responsibilities of the BOT may be delegated to a Committee.
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3) Each Committee shall meet independently and report to the BOT at regular meetings. The Committee Chair will prepare a written report, as directed by the President of the BOT. The BOT Secretary shall be the repository of all such written reports.

4) Each BOT committee shall be chaired by a Trustee.

5) The President of the BOT shall nominate a Trustee to serve a one-year term as committee chair, with the approval of the BOT.

6) Other members of the committee are to be approved by the BOT for one-year terms and will consist primarily of other Trustees, members of the administration, and occasionally, faculty or staff members. Other persons may serve as resources or advisors to the committee but will not normally be approved as committee members.

o. Standing Committees (Specific)

1) Strategic Planning Committee shall:
   a. Prepare and maintain a master plan of all real property, buildings, and facilities required to fulfill the purpose and mission of the school, including plans for future development or expansion of academic or extracurricular programs.
   b. Work with and communicate with the Superintendent and other BOT committees to collect input on short term and/or long-term planning priorities.
   c. Help the BOT focus on the various alternatives or strategies available to meet the needs of the school.
   d. Evaluate the maintenance, adequacy and safety of existing school buildings and grounds. Prepare recommendations for major maintenance or required capital improvements for inclusion in the annual school budget.
   e. Oversee and make recommendations regarding the technical needs of CHS. Examples include, but are not limited to, website design/maintenance, software maintenance/upgrades, use of the latest technical devices in the classroom and hand-held devices for teachers and students in the classroom.
   f. Assume any other responsibilities as may be designated by the BOT.

2) Financial Committee shall:
   a. Recommend to the BOT policies and actions regarding all school financial matters.
   b. Provide oversight and accountability with regard to CHS’s financial accounts and budgets.
   c. Recommend policies to the BOT for equitable allocation of available funds for tuition scholarship grants. Scholarship policies shall adhere to the BOT approved non-discrimination policy.
   d. Review applications for financial aid with the Superintendent and make recommendations to the BOT for the level of tuition grant (if any) to be offered to each family.

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e. Assist the staff member responsible for accounts receivable in monitoring the financial faithfulness of scholarship recipients.

f. Assist the Superintendent in formulating strategies for the development of funds to support scholarship grants.

g. Coordinate with the CHS Chief Financial Officer (CFO) and schedule an audit or review of all funds and accounts held by the school as soon as possible after the close of the fiscal/school year on July 31st, but in all cases completed prior to November 1st in the same year.

h. Submit a comprehensive audit or review of all funds and accounts of the school in writing to the BOT.

i. Serve as the CHS Benevolence Committee. (Note: The CHS Benevolence Fund is established to create a source of funding for meeting some emergency needs in the CHS constituency, primarily for faculty and staff. The fund’s distribution is completely under the control of the BOT, through an appointed Benevolence Committee. Gifts to the fund may be designated to the fund itself, but not exclusively to any particular person. The total authority and decisions relating to the fund are at the discretion of the BOT and the Superintendent.)

3) Development and Public Relations Committee shall:

a. Assist in developing marketing and public relations plans and priorities toward building the positive awareness of CHS in the community.

b. Assist the BOT and the Superintendent in developing strategies to increase the donor support base for the school to be used for capital improvements and other school requirements.

c. Work closely with the CHS Director of Development when formulating strategies and plans.

d. Assume any other responsibilities as may be designated by the BOT.

4) Board Policy and Procedures Committee shall:

a. Prepare and maintain the “Board of Trustees Policies and Procedures Manual” which must be approved by the BOT.

b. Assist the administration (as needed) with the annual updates of the “CHS Parent/Student Handbook” and “CHS Staff and Faculty Policies and Procedures.”

c. Advise the BOT of known deficiencies in any policy and advise the BOT of any pending issues before the BOT that would necessitate new policies or revisions to existing policies.

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d. Compile approved BOT meeting minutes from the Secretary of the BOT for each new policy adopted by BOT action. Approved minutes shall thus be used as a supplement to the appropriate manual until such time that the manual is fully revised.

e. Ensure that the “Board of Trustees Policies and Procedures Manual” meets the requirements for accreditation by the Association of Christian Schools International (ACSI).

f. Ensure that the CHS Bylaws are properly maintained and amended in accordance with the Amendments Article in these Bylaws.

g. Assume any other responsibilities as may be designated by the CHS BOT.

5) Fine Arts Committee shall:

a. Recommend policies and actions to the BOT regarding school fine arts programs.

b. Evaluate compliance by the administration of the school with the policies of the BOT regarding the school fine arts programs.

c. Perform such actions as may be directed to by the BOT in policy adoptions or by specific assignment.

6) Nominating Committee:
The Nominating Committee shall be selected annually and consist of three Trustees appointed by the BOT President who are not up for re-election to the BOT in the subsequent school year. The Nominating Committee and its chairperson shall be nominated by the BOT President, subject to the approval of the BOT. The Nominating Committee shall perform its duties in accordance with the provisions of “Article 7.d. Elections” of these bylaws.

ARTICLE 8 – CONFLICT OF INTEREST

If any Trustee is aware that CHS may or is about to enter into any business transaction directly or indirectly with himself or herself, any member of the Trustee’s family, or any entity in which he or she has any legal, equitable, or fiduciary interest or position, including, without limitation, as trustee, officer, shareholder, partner, beneficiary, such person shall (a) immediately inform those charged with approving the transaction on behalf of CHS of such person’s interest or position, (b) aid the persons charged with making the decision by disclosing all material facts within the Trustee’s knowledge that bear on the advisability of such transaction from the standpoint of CHS, and (c) not be
entitled to vote on the decision to enter into such transaction. Voting on such transaction shall be conducted as follows:

a. The BOT will meet with the interested Trustee so as to gather information and ask and answer relevant questions about the possible conflict.
b. The interested Trustee shall withdraw from the meeting.
c. Discussion of the matter outside of the presence of the interested Trustee shall be held by the BOT.
d. The remaining members of the BOT shall vote. Such voting shall be by secret ballot.
e. A majority vote of the BOT shall be required for approval of the transaction.

ARTICLE 9 – FISCAL/SCHOOL YEARS

The fiscal and school years at CHS shall be from August 1st in one year until July 31st in the following year.

ARTICLE 10 – STAFF

All staff members of Castle Hills School (CHS):

a. Shall be professing Christians whose lives attest to that profession.
b. Shall adhere to the basic precepts of historic Christianity made visible by active membership in a local church.
c. Shall sign a statement acknowledging their support of the “Statement of Faith” (Article 3), “Theological Stance” (Article 4), and “Code of Ethics” (Article 7.k).
d. Shall endeavor to live according to the Christian standards set forth in the Holy Scriptures, to support the purposes and the declarations of faith established by the school, to teach the prescribed Bible curriculum and to incorporate in the creation of a Christian environment.
e. Shall refrain in the school from advocating a doctrine of any specific denomination for whatever reason unless such matter is addressed directly in the Statement of Faith.
f. Shall refrain from insubordination.
g. May be terminated, upon the recommendation of the Superintendent and/or the BOT itself, for unsatisfactory job performance, conduct, or for any other reasons, all at the sole discretion of the BOT.
h. Shall support the Mission, Vision and Core Values of the school.
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ARTICLE 11 - MISCELLANEOUS

a. Severability:
The invalidity of any provision of these Bylaws shall not affect the other provisions hereof, and in such event these Bylaws shall be construed in all respects as if such invalid provision were omitted.

b. Parliamentary Guide:
Robert’s Revised Rules of Order shall be consulted as a guide to govern the BOT in its business procedures.

c. Presumption of Assent:
Any member of the BOT who is present at a meeting of the BOT at which action is taken shall be presumed to have assented to the action taken unless his or her dissent is entered into the minutes of the meeting or unless the Trustee files his or her written dissent to the action taken with the Secretary prior to the next regularly scheduled meeting. The right to dissent shall not apply to a Trustee who has voted in favor of the action.

d. Designated Contributions:
CHS may accept any designated contribution, grant, bequest, or devise consistent with its general tax-exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes, or uses; and every reasonable effort will be made to honor such contribution designations. However, CHS shall reserve all right, title, and interest in and to, and control of, such contributions, as well as full discretion regarding the ultimate expenditure or distribution thereof in connection with any special fund, purpose, or use. Further, CHS shall retain sufficient control over all donated funds (including designated contributions) to ensure that such funds will be used to carry out CHS’s tax-exempt purposes.

e. Facility Use Policy:
In no event shall persons or groups who hold, advance, or advocate beliefs or advocate or engage in practices that contradict the school’s Statement of Faith and Theological Stance use any CHS facility. This policy applies to all school facilities, regardless of their location since CHS sees all of its property as holy and set apart to honor God. This restricted use policy is necessary for two important reasons:

1) First, the school may not in good conscience materially cooperate in activities or beliefs that are contrary to its faith.

2) Second, it is very important for the school to present a consistent message to the community and for CHS to conscientiously maintain that message as part of its witness to the Gospel of Jesus Christ.
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ARTICLE 12 – AMENDMENTS

Except as provided below, every provision of these Bylaws may be amended by an affirmative vote of no less than two-thirds (2/3) of the members of the BOT whether or not present at a meeting, provided that previous notice has been given to all BOT members of the meeting and the proposed change to the Bylaws. Notwithstanding the preceding, the “Statement of Faith” (Article 3), “Theological Stance” (Article 4), and “Code of Ethics” (Article 7.k) as set out in these Bylaws may only be amended by a vote of 90% of the BOT, provided that previous notice has been given to all BOT members of the meeting and the proposed change in the Bylaws.

ADOPTED AND EFFECTIVE THIS 13th DAY OF JANUARY, 2016

____________________________________   ______________________________________
Kenneth V. “Tex” Carey                     Adah (Gay) Voigt
President, CHS                              Secretary, CHS