



FOUNDATIONS

"Yet those who wait for the LORD will gain new strength; they will mount up with wings like eagles, they will run and not get tired, they will walk and not become weary." Isaiah 40:31



MISSION STATEMENT

Leading students to know Christ and make Him known.

VISION STATEMENT

Developing tomorrow's servant leaders today.

VISION STATEMENT (EXPANDED)

To be the leading Christian school in San Antonio intentionally developing servant leaders through Christ-centered education in order to serve communities and transform culture through excellence in academics, athletics, the arts, discipleship and leadership development.

CORE VALUES

A heart to change the world.

A heart to create a partnership with the home.

A heart to develop servant leaders.

A heart to affirm value and worth.

A heart to discipline with dignity.

A heart to demonstrate life lessons.

A heart to pursue excellence.

A heart to value the soul.

A heart to develop a Christian worldview.

Philosophy of Education

Christian Philosophy of Education

The great purpose of The Christian School at Castle Hills is to lead students to know Christ and make Him known. Our highest goal is to raise up students who look like and live like Jesus – the ultimate servant leader. We intentionally work to assist parents in producing young people who know and love Jesus Christ, follow Him in life, and become positive, productive members of the coming generation.

Education and training of students are based upon a God-centered, Christian approach to education rather than a man-centered, humanistic approach. We believe that a Christian school must educate the mind and build Christian character. Our philosophy of education encourages competition, hard work, humility, and the value of living under a free enterprise system of government. Our central educational goals include a commitment to the following:

1. Provide a world-class education that effectively equips each student with essential academic knowledge and skills, as well as the ability to reason, to think critically, and to solve problems in preparation for success in a complex world (Proverbs 1:2-8, II Timothy 2:14-15);
2. Develop a Christian worldview in all areas of life and equip students with the ability to defend the faith through reason and apologetic persuasion (Deuteronomy 6:5-8, Colossians 2:8);
3. Commission students to live out their calling to pursue daily discipleship by fervent commitment to the Great Commission and Great Commandment. (Matthew 22:38-40, 28:16-20);
4. Build character and spiritual self-discipline with the evidence of right attitudes, submission to authority, respect for others, strong personal work ethic, responsibility for actions, and love for God and others (Philippians 2:5, II Peter 1:3-11);
5. Develop the servant leader qualities that are found in the ultimate role model – Jesus Christ, as well as to express servanthood in every aspect of campus life (Matthew 20:25-28);
6. Ground students in the truth that they are “fearfully and wonderfully made” and that God has a unique plan and purpose for their lives (Psalm 139, Jeremiah 29:11);
7. Equip students with critical skills to compete in a fast changing world through the application of technology to the learning process and the problem-solving abilities of each learner (I Chronicles 22:15).

We believe the content of Christian education must be in harmony with "whatsoever things are true, honest, just, pure, lovely, and of good report" (Philippians 4:8). The classroom method should be teacher-directed (Deuteronomy 6:7) with the student acquiring knowledge through studying (II Timothy 2:15), researching (John 5:39), reasoning (Isaiah 1:18), relating (Luke 24:27), and recording (III John 12).

Every aspect of campus life, in academics, athletics and the arts, is an opportunity to acquire knowledge and skills, to excel in leadership, and to make good decisions from a Biblical worldview and perspective. 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 system of education is rooted in teaching objective reality with absolutes, as opposed to being rooted in subjective relativism. Therefore, all instruction is presented and interpreted in light of the principles and unchanging truth of the written Word of God.

"And when the student is fully taught, he will be like his teacher." – Jesus Christ (Luke 6:40)

Kingdom Education “Expected Student Outcomes”

We are committed to developing students who are dedicated to:

1. SPIRITUAL FORMATION

Grow in the grace and knowledge of our Lord and Savior Jesus Christ. 2 Peter 3:18

Evidenced by -

- Knowing Jesus Christ as Savior and King.
- Committed and competent to share the Gospel.
- Growing in spiritual disciplines and Christ-like character.
- Secure in their identity in Christ.

2. BIBLICAL WORLDVIEW

If someone asks about your hope as a believer, always be ready to explain it. 1 Peter 3:15

Evidenced by -

- Developing an understanding of life and culture through a Scriptural lens.
- Engaged in Great Commission conversations and apologetic discussions.
- Appreciating beauty and aesthetics in the Arts.
- Honoring God by treating their body as the temple of the Holy Spirit.

3. ACADEMIC PRIORITY AND EXCELLENCE

An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge. Proverbs 18:15

Evidenced by -

- Competent in critical thinking, reasoning, and problem-solving.
- Excels in written and verbal communication.
- Prepared to pursue college and career goals.
- Competent in skills needed for the 21st century workforce.

4. BIBLICAL SERVANT LEADER ATTITUDES

Have this attitude in you which was also in Christ Jesus. Philippians 2:5

Evidenced by -

- Demonstrating a servant’s heart engaged in serving others.
- Affirming the value of others as image-bearers of God.
- Fulfilling the duties and responsibilities of a godly citizen.
- Reflecting the character of Christ in interactions with others.

***Our Mission: Leading students to know Christ and make Him known
Our Vision: Developing tomorrow’s servant leaders today.***

≈ CORE VALUES ≈

“Castle Hills and The Heart Issues: More Than Appearance”

An unsure young mother finds a word of encouragement and understanding from a kindergarten teacher... A troubled teen receives counsel on finding the will of God at a critical crossroad in life... A third-grade student asks Jesus into their heart after morning Bible class... A high school history teacher lights up with a spontaneous illustration to apply the Scripture to the pages of the textbook... A secondary principal prays with a student after a discipline issue is resolved... A passionate coach humbly apologizes to the team for “losing their cool” during that tense moment in last night’s game... A group of teachers assembles for devotions before school to gather strength for the day...

Occurrences like these endear people to Christian education. These are the *Heart Issues* that take place within our school that make us distinctive. These are the opportunities teachers experience that make all the effort and sacrifice in serving in a Christian school worth it all.

“Watch over your HEART with all diligence; for from it flow the ISSUES of life.” (Proverbs 4:23)

Families choose Christian education on the basis of many issues facing the home today. Not surprisingly, many people walk through our doors for the first time on the basis of *externals*-academic reputation, extracurricular opportunities, standardized test scores, facilities, athletic programs, dress code, or other issues. These external distinctives are important; however, Christian schools retain families on the basis of the way we address the *heart issues* in their children’s lives. What issues are at the heart of what we do? Though *externals* tend to draw people to an institution, the *heart* of the school, below the surface, is the real reason for our success in maintaining a long-term relationship in educating children and enriching their lives.

A Heart to Change the World

Christian schools are more about transformation than information. We lead students to know Christ and make Him known. Ultimately, our goal must be to change our world by changing young lives. Like God spoke concerning David, we must remember to affirm to our students that “*God sees not as man sees, for man looks at the outward appearance, but the Lord looks at the heart*”. (I Samuel 16:7b) Although we may desire to produce successful executives, doctors, pastors, engineers, and business people, our higher purpose is to lead students to give their lives to greater causes. Our focus is to inspire students and alumni to serve their communities and transform the culture for Jesus Christ. Eagle students become servant-leaders who make a difference in the world. A great education leads students to a personal commitment to the Great Commandment and the Great Commission.

A Heart to Create a Partnership with the Home

Christian schools are special because the institution is an extension of the Christian home. In reality, we have the children for almost two-thirds of the day for nearly three-fourths of the year. We know parents are extremely challenged in our generation to successfully raise godly kids. Teachers offer advice, assistance, and encouragement to support 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.

A Heart to Develop Servant Leaders

Leadership is not as much a position as it is 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." A central goal of our school is to teach principles of leadership, to be an example in modeling that leadership, and to provide specific opportunities to develop leadership skills. Every area of our campus life must serve Christ and others in both planned and spontaneous ways. We envision every student leaving Castle Hills equipped to lead and to serve after graduation.

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, to cultivate, and to document the gifts, abilities, affinities, and talents of each student. No matter a child's ability or disability, their report card average, or even their behavior, a Christian school student should always be valued on the basis of being: (1) a special person whom 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.

A Heart to Discipline with Dignity

Blessed is the Christian school teacher who has come to see discipline as an *opportunity* rather than an *interruption*. Often, students receive more from our correction than from our directions. We must believe that every student is providentially placed in our classroom and that we are their 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 their 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.

A Heart to Demonstrate Life 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 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 we often say, "character is better caught than taught."

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 and 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 the things that are excellent, in order to be sincere and blameless until the day of Christ*". (Philippians 1:10)

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 them. 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 yet never having received a personal gospel witness. If we miss any *heart issue*, let this not be the one.

A Heart 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)

Heart Issues: Look Below the Surface

Schools must set out a planned program to identify, develop, cultivate, and communicate the *heart issues* that will define the school culture. The board and administration should always place the focus of the school constituency on those values that matter most. Teachers who demonstrate dedication to the *heart issues* in the classroom should be acknowledged and affirmed. Parents should be consistently reminded of the core values we choose to shape the culture of the school. We should celebrate success in those areas with a greater vigor than we give to *external* distinctives.



Christian schools that focus on *externals* are like **ice cubes**. Their influence will not last long when the white, hot fire of trials or temptations come to a student's life. Athletic programs, academic reputation, dress code, facilities, and other external indicators are important priorities. They each have their place, but they do not, by themselves, produce destinies.

Christian schools that maintain focus on the *heart issues* are like **icebergs**. Their influence will last long after the heat of the warmest day. These schools have their *externals* together, yet they are "only the tip of the iceberg." The great substance of the Christian school is below the surface.

In conclusion, what lies beneath is what commands respect in our school. We must attack the sin of pride that tempts us to elevate externals above their appropriate place in our priorities. The real reasons for success will never change. When students' lives are shaped by our commitment to the heart issues, we receive the blessing of God and the long-term commitment of parents. If our great hope is to produce students who serve their communities and transform their culture, our attention must remain on the *heart issues*.

"Watch over your HEART with all diligence; for from it flow the ISSUES of life." (Proverbs 4:23)

Castle Hills Statement of Faith

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (II Timothy 3:16, II Peter 1:21).
2. 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).
3. We believe in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4: 15, 7:26), His miracles (John 2:11), His vicarious and atoning death (I Corinthians 15:3, Ephesians 1:7, Hebrews 2:9), His resurrection (John 11:25, I Corinthians 15:4), His ascension to the right hand of God (Mark 16:19), His personal return in power and glory (Acts 1:11, Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and we believe that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone are we saved (John 3:16-19, 5:24, Romans 3:23, 5:8-9, Ephesians 2:8-10, Titus 3:5).
5. We believe in the resurrection of both the saved and the lost; we believe that they are saved unto the resurrection of life and that they are lost unto the resurrection of condemnation (John 5:28-29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, I Corinthians 2:12-13, Galatians 3:26-28).
7. We believe in the present ministry of the Holy Spirit. The indwelling of the Holy Spirit in the Christian enables them to live a godly life (Romans 8:13-14, I Corinthians 3:16, 6:19-20, Ephesians 4:30, 5:18).
8. We believe that the term marriage has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (I Corinthians 6:18, 7:2-5, Hebrews 13:4). We believe that God's command is that there be no sexual intimacy outside of or apart from marriage between a man and a woman.
9. We believe that God wonderfully foreordained and immutably created each person as either male or female in conformity with their biological sex. These two distinct yet complementary genders together reflect the image and nature of God (Genesis 1:26-27).

Our Statement of Faith is not exhaustive of all of our beliefs. The Bible, as the inspired and infallible Word of God, speaks with absolute authority regarding the proper conduct of mankind and is the unchanging foundation for all belief and behavior. The Castle Hills Board of Trustees affirms the Baptist Faith and Message 2000 in its entirety. Further, the Board of Trustees holds final interpretive authority on biblical meaning and application with regard to faith, doctrine, policy, practice, and discipline.

{This statement is an abbreviated version of the full statement found in Castle Hills Policy Guide}

Role Model Policy Ethics Policies

All employees must sign a statement verifying their agreement to submit in full compliance with the following role model policies (see Policies & Procedures Manual) as well as full compliance with the Christian Teacher Job Description (see Policies & Procedures Manual) as a requirement for maintaining employment with The Christian School at Castle Hills. Any areas of non-compliance may be grounds for termination from employment.

Godly Character

Teachers are expected to exhibit exemplary conduct at all times. Not only should their lives bring honor and glory to the Lord at school but also at home and wherever else they may go. At no time should a teacher engage in any activity that might become a stumbling block to students, parents, or others of the Christian community.

Serving as a Christian role model, the teacher will manifest by precept and example the highest Christian virtue and personal decorum (I Timothy 4:12) both in and out of school to students (Luke 6:40). The teacher will also be an example to parents and fellow faculty members in judgment, respect, and Christian living. This conduct includes, but is not limited to, the refraining from such activities as the use of illicit drugs, tobacco, vulgar and profane language, the act of drunkenness, nightclub dancing, movies, or music with a primary thrust that defies Biblical standards, or any other similar actions (Colossians 3:17, Titus 2:7-8, I Thessalonians 2:10, 5:18, 21-22, James 3:17-18, Philipians 4:8).

The teacher agrees that Scripture dictates standards of sexual behavior. Any promiscuity, homosexuality, or other deviant sexual behavior violates the requirement of being a role model and as such is forbidden. The unique roles of male and female in marriage and sexuality are clearly defined in Scripture. Romans 1:24-32 states that God recognizes homosexuality and other sexual behaviors outside of a monogamous marriage between a man and woman as sinful. Such deviation from Scriptural standards is grounds for termination (Romans 12:1-2, I Corinthians 6:9-20, Ephesians 4:1-11, 5:3-5, I Thessalonians 4:3-8, I Timothy 4:12, 2 Timothy 2:19-22, I Peter 1:15-16, I John 3:1-3).

Teachers must ensure they do not place themselves 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.” (I Thessalonians 5:22).*

Professional Character

As a member of the staff at Castle Hills, teachers are expected to conduct themselves in a professional manner at all times. We want teachers to become friends with one another, with their students, and with the parents of their students. But we also want teachers to remember that they are an example that others look to for guidance.

1. Teachers must dress neatly and in good taste.
2. Teachers are expected to be punctual, dependable, tactful, and helpful.

3. We want teachers to be responsive to their students and to their parents; however, teachers should retain their poise and composure at all times. Teacher should always remember that shouting and yelling at children should not be a way of getting their attention. Poise and composure are essential to professionalism.
4. For reasons of building intra-school loyalty, internal problems are to be discussed only between faculty members, the Superintendent or individual parties involved. Principles from Matthew 18:15-18 should be followed to involve only those necessary in resolving a problem. Teachers 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. Teachers should let their students' parents know that teachers take pride in your work. Teachers should conduct themselves in such a way as to convey that attitude through the care with which they pursue their daily activities.
6. Unless teachers have the parent's written permission, they may not share information from a student's cum folder or other private information with anyone outside of Castle Hill's professional school community.
7. Teachers inform and reimburse the school for personal phone calls made from the school phone and for personal use of the copier. Using school supplies and materials for personal use is not ethical.

Teacher / Student Relations

Teachers should not discuss their personal lives, issues or problems with their students or their parents. Doing so is not professional, and teaching time with students should not be taken up with personal things of this nature.

Teachers should not ask questions of a child to gain information of a personal nature about the parents. Doing so is considered unethical. Remember, students will repeat at home what has been said at school.

When students share personal problems, teachers should be understanding and listen. Being sensitive to a student's problems will give teachers insight into moods and attitudes and allows teachers to react appropriately. Information relating to the health, safety, or welfare of a student should be shared with no one other than the parents, the Principal in your building or the Superintendent.

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

Professional Attitudes and Christian Joy

Teachers should have fun! Being professional in their attitude does not imply the need to be stiff and formal. Teachers should remember to have fun with their students! These are kids that we're working with. Teachers should not be afraid to let them know how much they really do enjoy the very fact of their presence. Teachers should let the student know they can share their feelings when they have been hurt or disappointed. Teachers should let students know that they enjoy them and value learning and working together in the classroom (*"For the joy of the Lord is our strength" Nehemiah 8:10*).

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, at work, and in the community.
4. Practice principles of Christian growth including prayer, worship, Scripture memorization and Bible study, evangelism and discipleship, and faithful, consistent participation in a local church.
5. Subscribe in full agreement to school's statement of faith.
6. Health and physical ability 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 is encouraged.
3. Kind and amount of prior job experience and training as required by Board of Trustees.
4. Support and endorse school's policies and Christian Philosophy of Education.
5. If applicable, meet requirements for continuing education as directed by administration and certification requirements.

Reports to

Superintendent, principal, and/or Superintendent designee (see Organizational Flowchart)

Supervises

Student teachers, aides, volunteers, students

Job Goals

1. To support the mission, vision, values, philosophy of education, and policies adopted by The Christian School at Castle Hills Board of Trustees.
2. To assist parents in leading students to know Christ and to make Christ known.
3. To effectively teach the knowledge and skills for each subject that will contribute to the student's development in becoming a college ready servant-leader.
4. To conduct oneself in an ethical and professional manner leading the school family by life example.

PERFORMANCE RESPONSIBILITIES

Spiritual Characteristics

1. Encourage students to accept Christ as Savior and to grow in faith and knowledge of Him.
2. Equip students to live-out the Great Commandment and the Great Commission.
3. 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 with a positive attitude and support to the Superintendent and the Board of Trustees in carrying out the policies of the school.
3. Follow the chain of command and the organizational flowchart.
4. Follows the Matthew 18 principle in dealing with students, parents, administration and staff and also demonstrate love and respect by exercising confidentiality.
5. Demonstrate adaptability and flexibility in adjustments to the school program and assigned responsibilities.
6. Accepts appropriate positive constructive criticism from the evaluation process and make applicable 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 philosophy of education statement to the instructional program of the classroom.
2. Meet the minimum curriculum progress expectations as set in curriculum guides.
3. Apply principles of Biblical integration to each subject area in the instructional program.
4. Manages time wisely and insures that each subject is given adequate time and that the class stays on course with the daily schedule and progress in the curriculum guide.
5. Sequence learning activities logically and maximize time on task.

6. Establish clear objectives for each lesson and unit and communicate those objectives clearly to the students during instruction.
7. Make good use of instructional resources, aids, and enrichment/remedial materials.
8. Follow a program of study that meets the individual needs, maturity level, and abilities of the students.
9. Teach students to think critically (discussion, collaborative learning, problem-solving, writing assignments, essays etc.) at levels appropriate to the age and ability of the student.
10. Design effective assessments strategies to validate the learning.
11. Teach study skills appropriate for the content area (study skills, organizational skills, time management, test preparation, outlining, writing process, effective use of rubrics in assessment, etc.).
12. 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.
13. Require student posture and participation during lessons, as well as the organization of the student's materials and assigned responsibilities.

Classroom Management

1. Meet and instructs 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 spending the appropriate and adequate time after school to complete assigned responsibilities and to make ready the classroom for the following day.
3. Attend staff meetings, devotions, and staff development; serves on faculty committees as assigned; and participates in school activities as required.
4. Prepare for classes and show written evidence of preparation in the form of lesson plans, documented in the time assigned by policy.
5. Implement a systematic, consistent set of procedures and classroom habits to effectively manage students and facilitate learning.
6. Balance discipline with firmness and love, maintain classroom control, and implement the discipline policies of the school.
7. Build a sense of esteem, value, and worth in students through establishing an affirming, positive classroom atmosphere, based on the unconditional love and students 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, reporting procedures and the implementation of applicable school policy and procedure.

Student Evaluation/Assessment

1. Maintain the process of teacher evaluation of student work with accurate, complete grade books and return student work and post grades 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 after school or during planning periods.
5. Initiate contact with parents, alert them to issues or problems in early stages, and keeps 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. Instructional coaches or consultants may be used to further assist in the goal of the teacher effectively delivering the expectations in the Job Description and Foundations document. Administrative evaluations and recommendations shall be made available to the Board of Trustees annually.



Foundations Acknowledgement and Agreement Form

I have read and do affirm and pledge to implement all of the beliefs, standards, and guidelines contained in The Christian School at Castle Hills Foundations packet, including

1. Mission and Vision Statements
2. Philosophy of Education
3. Expected Student Outcomes
4. Core Values: Education and the Heart Issues
5. Statement of Faith
6. Role Model Policy
7. Job Description (applies to faculty only)

I understand consistent compliance with the above statements and policies are required for employment with The Christian School at Castle Hills. Any non-compliance may be grounds for termination from employment.

Print Name: _____

Employee Signature: _____

Date: _____

Supervising Principal, Direct Report or HR Signature: _____

“Leading students to know Christ and to make Him known.”