



Community Handbook

2025-2026

## General School Information

**Mission:** Kalos Christian Academy's mission is to glorify God by partnering with parents in discipling their children with a distinctly Christ-centered, classical, and academically excellent education.

**Vision:** To graduate diligent Christian men and women who love the Lord, are lifelong learners with strong moral character, are dedicated to the authority of God's word, and are equipped to do good works for the Glory of God.

By faith in the finished work of the Lord Jesus Christ, trusting in the Holy Spirit to lead us into and empower us for the works of righteousness which the Father has prepared for us from before the foundation of the earth:

1. We envision Kalos Christian Academy as a servant of Christian parents in its students' spiritual, intellectual, emotional, and physical nurture.
2. We envision our students' parents fulfilling their covenantal responsibilities by taking an active role in our school's mission.
3. We envision our students, taught in the truths of the Gospel of grace and the creation of God, going forth from the school serving their neighbors and living lives of excellence in their various callings.
4. We envision our teachers with heartfelt trust in our Savior and committed to the welfare of our students, teaching them in all truth, especially to love God and their neighbor as themselves.
5. We envision our curriculum setting the standard of Christian academic excellence by effectively using of the trivium across all subject areas.
6. We envision our board thinking, dreaming, guiding, and planning in accordance with God's will—always for His glory—and not just for the present task set before it, but always considering the generations to come of covenant children who will be students at the academy.
7. We envision our school being a beacon of learning, exemplifying the pursuit of excellence in all things for God's glory in our community, state, nation, and world.

### Christ-Centered

In all its levels, programs, and teaching, KCA seeks to do the following:

1. Emphasize the Gospel of the forgiveness of sins and eternal life by Christ Jesus. Every student is encouraged to discern, embrace, grow in, and rejoice in the personal relationship that God the Father establishes with sinners in Jesus (Matthew 19:13-15 and 28:18-20);
2. Teach all subjects as part of an integrated whole with the Scriptures at the center (2 Timothy 3:16-17);
3. Provide a clear model of the Biblical Christian life through our faculty, staff, and board (Matthew 22:37-40).

### Classical

In all its levels, programs, and teaching, KCA seeks to do the following:

1. Develop creative and critical skills in language and thinking through the trivium (see definitions below);
2. Encourage every student to develop a love for learning and live up to his academic potential;
3. Cultivate in students an appreciation of what is true, good, and beautiful;
4. Provide an orderly atmosphere conducive to the attainment of the above goals.

## Definitions

The *trivium* comprises the language arts of grammar, logic, and rhetoric. Traditionally, the *trivium* was part of the liberal arts of antiquity. These liberal arts were so named because they were the learning of a free person, or perhaps better, the kind of learning that makes one free. Originally, they numbered seven: the *trivium* as noted above and the *quadrivium*, composed of the numeric arts of arithmetic, music, geometry, and astronomy. Together, the *trivium* developed language and thinking skills, whereas the *quadrivium* cultivated the ability to discover and grasp the world in which we live.

## Values

The education of KCA will exemplify the following values:

1. **Truth:** God has revealed himself faithfully to us in his Word, and because He created everything to reflect his character, we value truth, believing that truth is knowable and objective and that all truth is God's truth.
2. **Beauty:** Beauty is an indispensable element of holiness—indeed, the Bible describes holiness in terms of beauty - and because God's Word sets forth an appreciation of beauty, we value beauty, seeking to inculcate its appreciation throughout the curriculum and learning atmosphere.
3. **Goodness:** to discern what is good and not according to Biblical standards, growing in the wisdom of what God calls good.
4. **Excellence:** God calls for our best efforts in all that we say, do, or think; we value excellence—in our studies, in teaching, in directing, in all things.
5. **Love:** God is love, and love is the primary virtue by which all may know that one is a Christian; we value love, believing that love is our guiding virtue and principle in all things.

## Statement of Faith

We believe in God, the Father almighty, creator of heaven and earth.

We believe in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit and born of the Virgin Mary. He suffered under Pontius Pilate, was crucified, died, and was buried, he descended to hell. The third day he rose again from the dead. He ascended to heaven and is seated at the right hand of God the Father almighty. From there he will come to judge the living and the dead.

We believe in the Holy Spirit, the holy catholic\* church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. Amen.

(The Apostle's Creed) \*not a denomination of but meaning the universal and true Christian Church.

1. Scripture: We believe that the Bible, consisting of the sixty-six books of the Old and New Testaments, is the inherent, infallible, and authoritative Word of God. Further, we believe these Scriptures are the revelation of God's will for man and rule over all matters of faith and life.
2. Trinity: We believe there is one true and living God, eternally exists as three Persons, God the Father, God the Son, and God the Holy Spirit - equal in every divine attribute, power, and glory.
3. Jesus Christ: The Son of God, fully God, and fully man. He is the Messiah, was conceived by the Holy Spirit, born of a virgin, lived a sinless life, was crucified for our sins, is resurrected on the third day, and is seated at the right hand of the Father.
4. Creation: We believe in the Genesis account of creation, and that it is to be accepted literally. The heavens, earth, and everything in them were created by God, through God's spoken word in six days.

5. Man: We believe God created mankind in His image. We believe every person bears the image of God and shares “one race,” the human race. We affirm that God’s global plan to save sinners includes people from every ethnic group. We value and welcome the ethnic harmony that Jesus purchased with his blood because that glorifies God.
6. Gender: We believe that God created mankind, biologically male (man) and biologically female (woman). These two genders are sexually different and with equal personal dignity. These two distinct and complementary sexes together reflect the image and nature of God. Further, rejection of one’s biological sex is a rejection of the image of God within that person.
7. The Fall: We believe that Adam, the first man, disobeyed God and that through his disobedience, the curse of sin is extended to all future generations. Consequently, all men are born sinful in nature and deed, and therelationally separated from God.
8. Salvation: God made a way for man to be reconciled to Him through the death and resurrection of His Son, Christ Jesus. Salvation is through faith in Christ Jesus alone by grace alone.
9. The Holy Spirit: At the time of conversion, we believe that the Holy Spirit regenerates, indwells, baptizes, seals, and bestows spiritual gifts upon all who know Christ as Lord and Savior. Experientially, He fills, teaches, leads, assures, and prays for believers.
10. The Church: We believe in the spiritual unity of believers in Christ Jesus. We believe in the Church, both universally and locally, as the spiritual body of which Christ is the Head. The church exercises Christ’s authority until His return.
11. Marriage and Human Sexuality: We believe marriage is the union of one biological male and one biological female. Sex is a gift from God, created to be enjoyed with fidelity in the covenant marriage. Sexual relations outside of marriage are contrary to God’s will.
12. The Great Commission: We believe that Christ sends those whom God has saved into the world as He was by the Father. Those so sent are ambassadors, commissioned to go make disciples and make Christ known to the whole world.
13. Eternity: We believe in the physical resurrection of the human body (at the second coming of Christ), in the eternal conscious existence of all individuals in either Heaven or Hell, and in the rewards of the saved and the punishment of the lost for eternity.

As a member of the Association of Classical and Christian Schools (ACCS), KCA also subscribes to the ACCS statement of faith, which can be accessed online at <https://classicalchristian.org/statement-of-faith/>.

In all of our classes, the teachings of Christian doctrine include the essentials of the faith as taught by the sixteenth-century Protestant Reformation. Traditionally these essentials are summed up by the *solas* of the Reformation, namely that we are saved by grace alone through faith alone in Jesus Christ alone to the glory of God alone in accordance with the supreme authority of God as revealed in Scripture alone.

1. *Sola Scriptura* – The Bible is the inspired, infallible Word of God and the ultimate rule of faith and life;
2. *Sola Gratia* – Salvation is only by the grace of God, made available through the finished work of Christ on the cross and not by any merit in our own faith or works;
3. *Sola Fide* – Sinners are justified by God because of the atonement and righteousness of Christ Jesus received by faith alone, apart from human works;
4. *Solus Christus* – Jesus Christ is the only mediator between God and man;
5. *Soli Deo Gloria* – All of life is to be lived only for the glory of God.

### **Board of Directors**

Mrs. Brenda Risner	Chairman	Member
Mr. Tim Lawson	Vice-Chairman	Member
Mrs. Anne Reddekopp	Secretary	Member
Mrs. Amber Kaspar,	Head of School	Member, <i>Ex Officio</i>

### **Family, Church, and School Partnership**

Parents have a Biblical mandate to educate their children. At KCA, we believe the parents are the primary authority concerning their child's education and entrust KCA with their child. It is KCA's privilege to operate with delegated authority in loco parentis to assist parents in fulfilling this responsibility through classical Christian education.

#### **In Loco Parentis Policy:**

*Objectives:* To ensure that parental authority over their children's education is respected and affirmed at KCA.

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

*Definitions:* In Loco Parentis: this phrase means "in place of the parents."

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

Frequent and quality communication between parents and educators is the foundation of consistent training-up of the child at home by the parent and at school. This type of partnership necessitates that parents agree with the school's mission, core values, and educational goals.

KCA is privileged to support parents through our classical Christian education model. KCA also recognizes the vital role of sound pastoral guidance for families. Families commit to actively participate in a local church that aligns with KCA's Statement of Faith. Regular church attendance is considered an essential component of the student's spiritual development that we aim to foster in partnership with parents.

## **General School Rules and Policies**

### **School Culture**

#### *General Principles*

The administration, staff, and teachers are responsible for creating the culture of the school. The interactions that administration, teachers, and staff have with one another and with their students will determine school culture. Our aim is to glorify God by imitating Christ Jesus, thereby showing Christ to our students.

Therefore, we should seek to display positive attitudes and be a calming presence for our students. We ought to demonstrate maturity, tact, and charity in our interactions with our students, with fellow faculty and staff members, and with parents.

#### *Student Discipline in General*

When we correct students, we should lead with grace and with a gentle, calm spirit, seeking consistency. This approach will keep us from frustration, discouragement, anger, or nagging and will enable us to display a Christ-like attitude to our students.

#### *Room Décor*

Our rooms ought to reflect truth, beauty and goodness. They should be pleasant places in which to work, free from clutter.

#### *Timeliness*

Teachers should not be late. Timeliness better ensures that the time will be used effectively.

#### *Teacher Etiquette*

Teachers ought to model purposefully proper etiquette in all our dealings with each other. Proper etiquette communicates the gravity of the task of learning, while demonstrating social maturity that our students can imitate. Examples of teacher etiquette include addressing fellow teachers and staff by last names during the school day, smiling and greeting people when passing them in the hall, and generally polite behavior. In addition, we should seek to avoid speaking disparagingly of anyone in our community, whether that be a student, parent, or fellow teacher.

### **Basic School Rules**

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. All electronic devices are to remain in the office or locker, turned off, and not used until after school.
4. No weapons should be brought to school.
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)

### **Expectations for Students**

#### *Student Etiquette*

Proper etiquette is an expression of respect. This falls into three broad categories:

1. Respect for the institution of education. - This means that students will treat the physical property of the school carefully. Not abusing or vandalizing things, walking and remaining quiet in the hallways, cleaning up after themselves, etc.

2. Respect for other students - Students should respect the rights and property of other students. They should respect each other's great need to learn and should not distract each other in class or belittle or pick on each other.
3. Respect for faculty. - Students should respect the faculty's rights, property, and authority. This includes always submitting to their judgment and discipline, speaking respectfully, and obeying promptly.

#### *Arrival – Grammar School*

1. Students should report immediately to the Family Room (Room 104).
2. Students may choose from quiet activities in the busy baskets.
3. Students may talk quietly.
4. Students should return all busy baskets and tidy the commons room at 8:25 AM
5. Attendance is taken at 8:25 AM.
6. The school day begins with Mantis (prayer, worship and devotion, see below) at 8:30 AM.

#### *Arrival – Secondary School*

1. Upon arrival, all secondary students must sign in and should place items such as coats, backpacks, or duffel bags in the designated coat room.
2. If arriving for the first hour, students should immediately report to the commons room and assist grammar school students: engage, mentor, and lead in quiet activities.
3. If they are arriving 2<sup>nd</sup> hour or later, students should report to the commons area and wait for the instructor to lead them to the secondary classroom.
4. Secondary students whose parents have approved independent study may use the commons area for quiet study when not in class. Students may not wander the halls and must act appropriately and respectfully. The commons area is a privilege and not a guaranteed benefit for secondary students.

#### *Hallways*

1. Grammar school students should walk single file and are not to talk in the hallways. Secondary school students may talk quietly, with care not to disturb other classes.
2. All students should walk down the right side of the hallway.
3. Students should not shuffle when they walk or run in the hallways.
4. All students must remain on the lower level of the facilities unless guided by a member of staff.

In order to ensure proper hallway etiquette, teachers should make the effort to stand in the hallway, outside their classrooms, when their classes are dismissed or when they are arriving.

#### *Lines*

1. Girls should always precede boys both in line and while lining up. Boys should look for girls around them and allow them to go in front of them. They should stand to the side to allow girls to get situated in line.
2. Students must be silent when in lines. This applies to the upper school when there are safety drills, etc.
3. Lines should be straight with no gaps, and students should not shuffle when they walk.
4. Students should keep their hands at their sides and not touch the walls or things hanging on the walls.

#### *Grammar School Lunchroom*

1. Enter the lunchroom quietly..

2. Stand silently at the table until prayer.
3. Prayer by staff, or student.
4. Girls are seated.
5. Boys are seated.
6. Calm, quiet talk after prayer.
7. Practice manners.

#### *Grammar School Recess*

1. After the whistle blows to line up, students should hurry to line.
2. They should walk silently to their rooms.

#### *Secondary School Lunch*

1. Students should take care to manage their time to arrive in their next class on time.
2. Students should take care to throw all of their trash away.
3. Students wipe down tables, sweep and mop lunch room.

#### *Matins (Morning Prayer)*

Matins serves a vital purpose in our community, providing a set apart time each morning where our whole school, faculty and students alike, gather together to pray, sing, recite Scripture, and hear classes practice recitations.

1. All full-time students and full-time faculty are expected to attend Matins each day.
2. Parents are encouraged to attend.
3. Students should face the front.
4. Students should be encouraged to participate in corporate activities (singing, reciting) and listen attentively to anyone speaking upfront.

#### *Communication*

1. When addressed by an adult, all students should look at the person and speak to them appropriately.
2. Please and thank you, yes ma'am or sir and no thank you should be used.

#### *Dismissal – Grammar School*

1. Students must tidy the classroom and work area at 3:00 – 3:05 PM.
2. Students quietly journal about their day 3:05 – 3:15 PM.
3. Students do assigned chores at 3:20 PM.
4. Students pack backpacks and line up at 3:25 PM.
5. Teachers must ensure that their entire class is lined up and walking out of the classroom together to report to the commons room.
6. Students may choose quiet activities from the busy baskets and must clean up after themselves before they are dismissed.
7. Teachers should be available right after school to meet with parents or students.
8. Parents should enter the school to pick up their student(s) from the commons room at 3:30 PM.

#### *Dismissal – Secondary School*

1. Students are dismissed from class at 3:55 PM and should enter the hallways quietly and remain so as long as they are in the hallways.
2. Students do assigned chores immediately following class dismissal.
3. Once chores are complete, students should gather all their personal items and report to the commons area.
4. Students must not congregate in the hallways.
5. Students should assist grammar school students: engage, mentor, and lead in quiet activities.



6. Secondary Teachers should be visible and available to meet with parents or students right after school.
7. Secondary students may not leave the building without a parent checking them out except for student drivers with a signed parent waiver.

#### *When School is not in Session*

We are very grateful to our teachers who are also parents and to our parents who come after school to help. We know you sacrifice greatly.

When you are here with your children and school is not in session, please remember that the building is still a school and a church. Often the church will have activities planned after school. We want to be respectful and courteous to our gracious host, not imposing upon them. We also want to be courteous to their janitorial staff who perform school maintenance. To ensure the proper use of the building, children may do the following when school is not in session:

1. Stay with their parents at all times.
2. Quietly play in the commons room while parents visit.

#### *Visitor Protocol*

When a visitor or another teacher enters the room, everyone should stand immediately and follow the lead of the teacher in greeting the visitor. The principle is that the one in authority over the class (the teacher) should initiate a greeting, and the students should listen quietly unless they are brought into the conversation by one of the adults. They should remain standing until instructed to be seated. In some cases, volunteers may share or make many entries to a room, thus making it impractical to rise and greet the teacher each time they re-enter the room. In such cases, greeting protocol will be left up to the discernment of the classroom teacher.

Building and maintaining a culture takes time and effort. In order for us to accomplish this, we must take the time to model and instruct. We will not accomplish these things unless we view them as important.

#### **Student Illness**

Teachers should always use compassion and kindness when dealing with students. They must also use wisdom and discernment. When dealing with a sick child, the assumption that teachers should have is that the parents sent the child to school because they believed the child was well enough to work.

If a child complains of being sick, the teacher should make an informed decision about what to do. Teachers should ask diagnostic questions to determine the nature of the student's symptoms. If symptoms suggest a contagious illness, teachers should send the student to the office. Other options include suggesting a drink, allowing the student to put their head on the desk, suggesting the student try to complete the day, or sending the student to the office. Teachers should not send students to the office just because they complain of being sick. Conversely, there may be students who will not complain of being sick, but the teacher may send them to the office because of illness. Teachers should only send students to the office whom they discern need to be sent home.

#### **General Discipline Policy**

Teachers and administration should always lead with grace. Discipline will be administered in the light of the individual student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift discipline, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. In order to maintain consistency, secondary teachers regularly meet together to discuss biblical standards and school policy concerning discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. As in all other areas of the education at KCA, love and forgiveness will be an integral part of the discipline of a student.

#### *Office Visit*

There are five basic behaviors that will automatically necessitate discipline from the head of school (versus the teacher). Those behaviors are:

1. **Disrespect** is shown to any staff member or volunteer. The staff or volunteer member will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
3. **Rebellion**, i.e. outright disobedience in response to instructions.
4. **Fighting**, i.e. striking in anger with the intention to harm the other student(s).
5. **Obscene, vulgar, or profane language**, including taking the name of the Lord in vain.

A meeting with the student's parents and an administrator will follow the third disciplinary issue. The student will also be required to serve at least an **in-school suspension**. Should the student receive a fourth disciplinary issue, he/she will be required to serve at least a **three-day home suspension**. After the fifth disciplinary issue, the student will be **expelled** from school.

#### *Note on expulsion*

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

#### *Serious Misconduct*

If a student commits an act with such serious consequences that the head of school deems it necessary, the office-strike process may be bypassed, and suspension or expulsion imposed immediately. Examples of such serious misconduct could include acts endangering the lives of other students or staff members, gross violence, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs after school hours.

#### *Re-admittance*

Should the expelled student desire to be readmitted to KCA at a later date, the board or its delegated committee will decide on the student's attitude and circumstances at the time of re-application.

### **Attendance Policy**

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

1. The classroom teacher will keep a record of attendance for each student. The total number of days absent will be recorded on the student's report card.
2. Extended and frequent absences may lead to a delay in a student's learning outcomes. In some cases, too many absences may prevent the student from promotion to the next level. In order to avoid this, teachers and parents should

maintain a high level of expressed expectations and work together for the student's learning benefit.

#### *Unplanned Absences*

1. These are absences due to illness or family emergencies.
2. The parents should contact the school office no later than 9 a.m. of the day the student is absent.
3. An extension will be given regarding due dates. The classroom teacher will establish adjusted due dates.
4. In general, students must complete all work assigned during their absence. However, at their discretion, the teachers may excuse the students from some of their missed assignments.
5. Students will receive full credit for submitting assigned work.
6. **Note: The student is responsible for finding out what work was assigned.** In the case of extended illness, it is recommended that the parents contact the teachers directly in order to find out what assignments were missed.
7. If the parents wish to pick up the student's work they should schedule with that with the office; they should come no later than after 3:30 to do so.

#### *Planned Absences*

1. We gladly cooperate with families taking their children from school for vacations, etc. However, we expect the school and teacher to be notified a minimum of two weeks ahead of time and that all missed work be turned in before the student leaves.
2. All assignments are due before students leave for a trip. Only the head of school may make an exception to this policy *at the request of the teacher*, not the parent.
3. Students will receive credit for completing assignments only if they turn them in before they leave. In every other case the student will receive a zero.

#### *Unexcused Absences*

1. Students who are absent and whose parents do not contact the office will receive an unexcused absence.
2. All work missed during an unexcused absence will receive a zero.

### Faculty-Specific Policies

#### **Responsibilities of the Teacher**

This list is not intended to be exhaustive. It is given to aid you in the fulfillment of your duties. It is understood that part-time faculty are not expected to fulfill all of these responsibilities.

1. Model Christ and Christian Virtue.
2. Be prepared for your class. You should not have to make copies or gather books the day of your lesson.
3. Arrive by 8 AM and prepare your classroom for the day's work.
4. Attend *Matins* at 8:30 AM.
5. Teachers should escort their class quietly to a classroom ready to welcome the students.
6. Keep accurate attendance records.
7. Record attendance in Google Classroom no later than 9:00 AM or no more than five minutes after class starts
8. Establish a system to distribute books and record which student has which book and the condition of the book.

9. Your class should never be unsupervised.
10. Teachers should consider themselves responsible for any student who is in their vicinity.
11. Begin each day with prayer. Secondary school teachers typically begin each class with prayer.
12. Complete lesson plans in Google Classroom. Weekly lesson plans should be completed no later than Saturday night.
13. Adhere to the curriculum guides and educational standards established by the administration.
14. Create annual scope and sequence documents.
15. Maintain curriculum maps.
16. Keep an accurate gradebook in Google Classroom.
17. Keep sample copies of graded student work in a class binder.
18. Communicate with the head of school about any difficulties a student may be having, and seek to help the student achieve his full, God-given potential.
19. Establish and maintain a good relationship with your students and parents.
20. Be available to help students who are struggling.
21. Keep your room neat and clean.
22. Keep common areas, including the teachers' lounge and kitchen, neat and clean.
23. Have your class on time for co-curricular classes. Pick up your class on time.
24. If you are a co-curricular teacher, begin and end on time.
25. Teach grammar school students to walk through the hallways according to the S Rules (swift, straight, silent lines, or start over).
26. Teach students to stop, look, and listen when they hear a whistle.
27. Expect students to come into your classrooms in a quiet, orderly fashion.
28. Teach students how to use the doorbell.
29. Expect students to say please and thank you.
30. Teach students how to greet visitors.

### **Faculty Dress Code**

We all should dress professionally and modestly. Our dress ought to convey respect and honor for those around us. Remember, we lead by example. Keep in mind our student uniform policy. We should always expect more of ourselves than we expect of our students. Therefore, our dress should have a high standard of professionalism.

Men should wear nice dark jeans, pants, or slacks, a collared polo, a button down dress shirt, a tie, a belt, and dress shoes. Jackets are optional.

Women should wear either dresses, skirts, nice dark jeans, or dress slacks with blouses/sweaters, and dress shoes.

Tee Shirts are only allowed on casual days.

Some guidelines:

- Both men and women faculty and staff members should appear as dressy as our secondary school students.
- Faculty working with especially young students should strive for professional dress that is functional for working with the very young.
- Please maintain high standards of modesty. No midriff should be exposed, even when raising your arms. Blouses, sweaters, and dresses should not be low-cut; all clothing should be selected with modesty in mind.
- Dress/skirts should reach near the knee. Be mindful of the length when both seated and standing—use your discretion, and when in doubt, ask another teacher or head of school.

- Use discretion when selecting jewelry to avoid anything that draws undue attention. All jewelry should be tasteful and professional.

### **Room Maintenance & Décor**

Your room should reflect our school's vision and goals. It should be a pleasant, inviting place. Rooms should reflect the timeless, biblical ideals of truth, beauty, and goodness. They should be places of order and neatness, not overly cluttered or distracting. They should not reflect the current pop "Christian" culture nor the current pop secular culture. Rather, they should reflect a wise, virtuous, and eloquent culture. For example, if you want a poster to motivate students, find a quote from a hero of the past and pass by Garfield. Choose real works of art, portraits of heroes, etc., over cartoon-type images found at many teacher stores.

Please feel free to exercise creativity while ordering your room. Feel free to create a reading corner based upon a theme you will use during the year and decorate with tasteful and appropriate maps, pictures, etc. In all of your planning, ordering, and decorating, always aim to create a space worthy of the high calling of education.

All grammar school rooms should have a world map and a timeline to aid the students' learning and understanding.

Before you paint, build, or do any work, get approval from an administrator. All paint must be from a list approved by the administration.

A good principle to follow is to treat your room and the common areas around the school as if you were guests visiting a respected family. Please do not damage the walls. Do not use staples, push pins, or sticky tack in the hallway walls. A bulletin board has been provided for grammar school teachers' use.

Desks, chairs, tables etc. that are in your room need to stay in your room. Do not put anything in storage without first checking with an administrator. While we are grateful for donations, they may not be stored in storage areas, the teachers' lounge etc. If the donations will not fit in your current classroom, then check with an administrator before accepting them or bringing them to school.

### **Textbooks**

All school-owned textbooks should be stamped with the school's stamp and numbered appropriately before circulating them to the students. All paperback books should be covered with contact paper. Additionally, before assigning the textbook to a student, the teacher should make note of the condition of the book. The teacher must maintain a record to track which book has been given to which student. Any books which are damaged or lost will be billed to the student's family, so accurate records are important.

### **Weekly Plans**

Weekly lesson plans should be published in Google Classroom. The plans should include the objective for the class, the content that will be used to achieve the objective, and the homework to be assigned.

### **Lesson and Curriculum Planning**

When preparing lessons, two things should be kept in the forefront of your mind: the goals of classical Christian education and the objectives for each course/subject.

Because KCA is classical, the goals and objectives of each class should be met using the methods of classical, liberal arts pedagogy. All lessons should align with, and approach fulfillment of, the standards stated in the Academic Guide.

In some cases, it will be necessary for teachers to develop some of their own curriculum. For example, there may be certain objectives for a subject but no textbook. Thus, teachers will have to develop their own units, planning out the readings, assignments, tests, etc. Teachers should make sure that, as they develop the units, all materials are kept on the shared drive so that, if and when they leave, the next teacher can pick up where they left off.

KCA retains the right to copy and use all in-house instructional materials developed by KCA staff members. When a staff member leaves employment at KCA, the school may continue to make use of any in-house instructional materials developed by that staff member. All teacher-created material (including handouts, readings, tests, or other supplemental material) should be uploaded to shared drives and linked to the relative lesson from within Google Classroom. The teacher also maintains the rights to their intellectual property.

### **Grading**

As a general guideline, all assignments should receive feedback from the teacher, whether graded or not. The purpose of an assignment is always to help the child grow and this growth can only take place when the teacher gives feedback about what was done correctly and what was not. Assignments should be returned to the student with the appropriate grades and comments no later than one week after they were turned in to the teacher by the student. The exception to this might be a large long-term project. **However, if there is any exception, the students and parents should be well-advised of this exception.**

Teachers must keep accurate and up-to-date records of all graded work in the Google Classroom gradebook.

### **Video Use**

All videos used in class should conform, as all of our materials, to the principles of propriety listed in Philippians 4:8:

Finally, brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy – meditate on these things.

When videos are shown, they should be part of the planned curriculum intended to aid in reaching a stated objective. In general, if there is any question about the appropriateness of a classroom video, please consult with an administrator.

### **Field Trips**

Field Trips are exciting opportunities to develop further or reinforce what students learn in the classroom. A properly planned field trip can be of great benefit to the class. These will always be optional and typically will occur on Mondays, parents or care takers maintain responsibility for the transportation and for supervision of their child(ren) during the field trip.

1. Field trips should be connected to what the class is studying.
2. Teachers must submit the Field Trip Request form (see the Forms folder on the shared drive) to the head of school four weeks before the date of the trip.
3. Field trips should be scheduled with the overall school calendar in mind.
4. The teacher must make sure that the logistics for each fieldtrip are fulfilled.
5. All students must wear seat belts, and front airbag seat restrictions must be observed.
6. If a field trip falls on a scheduled school day. The teacher should notify other teachers who will be affected by the field trip four weeks in advance, e.g. Latin, PE, art, and music teachers.
7. The teacher is responsible to find a substitute for the classes he/she will miss and must do so before receiving approval for the field trip.
8. Teachers should inform parents of the upcoming field trip no fewer than three weeks in advance. Do not announce a field trip to parents until it has been approved by the administration.

### **Parent Communication**

The primary principle that we want to guide our parent communication is *proactive communication*. Proactive communication, whether with respect to academic or behavioral

concerns, prevents long-term issues from going unaddressed or surprises when report cards come, or discipline is given.

It is of vital importance that teachers communicate with parents about students' progress in every area. To facilitate this process there are two scheduled parent-teacher conferences, one after the first quarter and one after the third quarter. Lower school teachers are also required to send a weekly communication (newsletter, email, blog post, etc.) apprising parents of areas of study, upcoming assignments, and events in the classroom. All teachers, grammar and secondary, should record behavior or concerns in Google Classroom and communicate via the provided email address if any behavioral or academic concerns arise. However, it will often be necessary to go beyond these forms of communication.

All communication from parents should receive a reply from teachers in no more than the end of the next school day.

### **Grievance Policy**

Christ's law of love commands us to live together in Christian unity (Psalm 133:1) so that the world will know that we are his disciples (John 13:34-35), so that we may build one another up in Christ (Ephesians 4:15-16), and, most importantly, so that his name might be glorified in all that we do (Colossians 3:17). However, living with the on-going consequences of the fall requires that we be both wise and innocent (Matthew 10:16) in our dealings with all men. Therefore, in keeping with the instructions of the Holy Scriptures, believing that they alone are our sole, authoritative rule of faith and life (2 Timothy 3:16-17), the KCA board of directors sets out the following policy on the handling of conflict and grievances.

### **Kalos Christian Academy Conflict Resolution Policy**

As a Christian community, Kalos Christian Academy (KCA) strives to create a unified atmosphere of Christ-centered communication and respect for one another. We acknowledge that unity does not equal conformity and thus welcome the potential for growth that productive disagreement can offer. While it may cause tension, differences do not need to be a cause for alarm. They can serve as a way for God to enrich our community. Conflict is usually a combination of both a disagreement over a substantive issue and the deterioration of a relationship. We are committed to working towards true and complete reconciliation when addressing disagreements, concerns, and conflicts within our community.

Every member of the Kalos Christian Academy community has the right to raise concerns and have them addressed promptly, fairly, and without fear of repercussion. When doing so, we expect that everyone involved treats one another with the same respect and understanding with which they would like to be treated. We also emphasize the importance of discretion and confidentiality. The Bible provides great wisdom on how to handle disagreement. We are commanded and challenged to bring honor and glory to God through all our interactions, both when there is peace and when there is conflict. We strongly encourage those in disagreement to adhere to the peace-making principles found throughout the Bible, particularly in Matthew 18, in order to resolve the substantive and relational issues at the core of the disagreement.

**If the issue at hand involves Child Protection or any other area covered by specific legislation, it will be immediately referred to the relevant external agency and this policy may not be applicable.**

Recognizing that differences of opinion are inevitable in any human endeavor, we ask that members of our community follow this policy so that when conflict does occur, Jesus will be honored by our efforts to resolve our differences in love and maintain the unity of the body of Christ. (Ephesians 4:2-3) Board members should never be a channel for a particular disagreement. If a parent or staff member approaches them, they must request that the

appropriate procedure be followed, beginning with a direct conversation with the person at the heart of the issue.

If a disagreement cannot be resolved privately, all parties involved will work towards a timely, satisfactory resolution in accordance with this policy. All reasonable steps are taken to ensure the confidentiality of those involved in the conflict resolution process. Impartiality is maintained throughout the resolution process until both the substantive issue and the relationship have been restored.

In the event of a disagreement between staff, parents/guardians, students, or community members, we ask our community to pursue reconciliation. Our goal is to restore relationships and bring glory to God. To do this, we request that those involved take the following steps:

1. Pray and self-reflect. Each person should ask God for direction and consider if the issue can be overlooked, if they have made any misunderstandings or assumptions, and/or if they have contributed to the issue in any way. An offense can sometimes be overlooked, or its severity lessened during this internal process. (Proverbs 19:11)
2. Seek a resolution with the other party. (Matthew 18:15) When a conflict cannot be resolved internally, the two parties should meet together to discuss the matter and try to find common ground. It is important to listen to the other person without interrupting, to seek to understand the other person's point of view, and to work together to create solutions. Most issues can be resolved at this level, with forgiveness and restoration being the normal conclusion.
3. Request mediation. (Matthew 18:16) If resolution is not achieved, an outside, neutral, and mutually agreed-upon party should be brought in to help facilitate further discussion and assist in bringing about resolution. This will generally be the Head of School. If he or she is unable to be partial, a mediator may be sought from the Board of Directors. Appropriate records are maintained throughout this process. If a student has a concern that should be handled under this policy, he or she must involve their parent(s)/guardian in the process unless there are extenuating circumstances. The school will provide a support person to guide the student if it is not possible to involve their parent(s)/guardian.
4. File a formal complaint. If, after sustained effort, a resolution is still not reached, or if party is unwilling to engage in the process, a formal complaint may be made to the Board of Directors.

The Board will prayerfully render a decision, which will be final. Appropriate records are maintained throughout this process. We encourage the involved parties to embrace one other in a spirit of love and forgiveness, and renew any damaged relationships.

We aim to resolve all conflicts peacefully and positively to honor our Christian values and principles. We believe this approach fosters a culture of respect, empathy, and integrity that equips all members of our community to achieve long-term, harmonious relationships.

### **Faculty and Student Email Guidelines**

1. All faculty and student email accounts are the property of Kalos Christian Academy. Email activities must comply with the faculty handbook code of conduct.
2. Faculty members and students will be removed from the system after leaving the school.
3. The primary purpose of the faculty and student email system is to communicate with families, communicate with outside resources related to school business, and collaborate on school activities.
4. The use of the email system will align with the school's code of conduct. Communication through the school's email system should exhibit professionalism, common sense, and civility. Faculty are responsible for messages sent from their accounts. Faculty should not share their passwords.



5. Faculty and students must report any unusual activities such as "spam" communications, obscene emails, and so forth to the school's technology contact for action.
6. Email sent or received within the KCA system is not confidential. Although the school does not make a practice of monitoring email, the administration reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts, or to recover from system failure.

### **Staff and Student Relations Policy**

*Objective:* To provide overall and specific guidelines facilitating professional, friendly, and biblical relationships between Kalos Christian Academy (KCA) staff members and KCA students.

*Scope:* This policy applies to all KCA employees (including staff, faculty, and administration) and anyone representing KCA (including volunteers)—herein referred to as “staff members”—in relating to students who are not their family members.

*Policy:*

1. Staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7–8). Relationships between staff members and between staff members and students are to be friendly and courteous, not intimate or overly-familiar. Staff members are to take reasonable steps to avoid creating inappropriate situations.
2. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12).
3. Staff members shall avoid initiating private, individual electronic communication with students such as email, cell phone texting, social network sites, etc. Interaction with students in social network settings should be “viewable” to others, and should exhibit discretion and good taste. Emails or texts to students should be class/group messages or should include parent(s) as additional recipients, and should be school-related and professional. As with physical interactions, electronic interactions also should avoid even the appearance of impropriety (1 Peter 2:12). Staff members shall avoid communication with students that is confidential from parents, except as relates to mandatory reporting of abuse.
4. When it is necessary for a staff member to spend time alone with a staff member of the opposite sex or to spend time alone with a student, it shall be arranged that they are easily visible to the public (e.g. an open door, windows, etc.). Such individual meetings shall take place during school hours, or immediately after school provided that the supervisor is present in the building. The time spent and the conversation should remain directly related to the purpose of the meeting. The staff member’s supervisor shall be informed of all such individual meetings with students. A staff member shall not spend time alone with one student outside of school (outside of school hours or off-campus).
5. Staff members shall not travel alone in a car with one student without permission of the student’s parent(s).
6. Families have a responsibility in preventing situations that violate these principles and policies. For example, at the scheduled end time of an event, families are expected to pick up their children in order to avoid a situation in which their child is alone in the building with a staff member.
7. On any school-sponsored trips lasting overnight and involving students of both sexes, there should be both male and female chaperones. Exceptions for any reason must receive prior approval from the head of school.

8. KCA will perform a background check on all adult volunteers who have routine or extended contact with students.
9. More specific guidelines conforming to this policy may be issued by the appropriate administrators, as necessary.
10. Staff members will be provided with training regarding this policy annually.

### **Overnight Trip Chaperone Policy**

*Objective:* To provide overall and specific guidelines for chaperones at Kalos Christian Academy organized events and trips.

*Scope:* This policy applies to all KCA chaperones (including staff, faculty, and administration) and anyone representing KCA (including volunteers)—herein referred to as “chaperones”—in relating to students who are not their family members.

*Policy:*

1. Chaperones are to follow the guidelines elucidated in the Staff and Student Relations Policy while chaperoning any KCA-organized event or trip.
2. When an overnight stay is required for an event or trip, adult chaperones will stay in a room with a separate bed from students, unless the student is a family member of the chaperone.
3. Chaperones should take proactive steps to avoid any situation where they are alone in a private room (e.g., a hotel room) with a student. Should a chaperone find themselves alone in a private room with a student, the chaperone should leave the room and go to a public space (e.g., the hotel lobby).
4. Chaperones will be provided training regarding this policy before chaperoning any overnight event or trip.

### **Reverence Policy**

*Objective:* To ensure that God’s name, character, and truth are honored and respected at Kalos Christian Academy.

*Scope:* This policy applies to the entire program at KCA.

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

Things to avoid include:

1. Silly or trite references to Jesus Christ and His work on the cross;
2. Implying, directly or indirectly, that all students are Christians, i.e., presuming that all are such without any concern as to their faith in Christ;
3. Mockery of angelic powers, whether demonic or heavenly;
4. Emphasis on good feelings or works, vs. humble obedience and grace;
5. For the sake of the students’ spiritual training and the work of KCA, joyful encouragement and instruction of reverential knowledge of the Lord is necessary, honored, and respected at KCA.

### **Controversial Subjects Policy**

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

*Scope:* This policy applies to all teaching staff during their teaching duties. It does not apply to teaching staff on their own time.

*Definitions:* Controversial subject: a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student.

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

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

1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
2. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
3. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.

Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, literature, and will use Biblical principles and references, as they arise in appropriate class contexts. The Head of School will notify parents in advance when subjects of sexuality or other controversial subjects will be presented or discussed.

The teacher is to remember that according to Scripture and the goal of KCA, he/she is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with student(s) on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he/she is to encourage a gracious and scholarly attitude in the students.

## **Learning Disabilities**

### *Definitions:*

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

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

### *Policy:*

1. Children diagnosed with a learning disability will be required to meet the same academic and behavioral standards as all the other children in their grade level.
2. Children diagnosed with a learning disability will be given the same amount of individual instruction and encouragement as their peers.
3. Individualized Education Plan (IEP). Kalos Christian Academy will not become a signatory party to any IEP. We make no guarantee that we will follow the instructions of an IEP and under no circumstances will we be bound by the requirements of an IEP.
4. Kalos Christian Academy will strive to serve every student within the limits of their facility, faculty, and administration.

## **Student Health Requirements**

In accordance with Missouri State Law 167.181RS, the Department of Health and Senior Services requires all students to be immunized against poliomyelitis, rubella, rubeola, mumps, tetanus, pertussis, diphtheria, and Hepatitis B in order to attend public, private, or parochial school. All students attending KCA must have on record with the school office, either a current immunization record, provide the school with an "Immunizations in Progress" form signed by his physician, or submit copies of the State of Missouri form for Religious or Medical Exemption to the head of school or school office before the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file.

Students may not keep prescription medication in their backpacks, desks, lunch boxes or lockers at school. If a student must take prescription medication, he should bring it to his teacher with a note from his parents stating the dosage and how many days the prescription is to be taken. The medicine should be in a clearly marked bottle. Medication will only be given out as prescribed by a medical professional.

The school will not dispense mood-altering drugs such as those given for depression, ADHD etc. Parents or guardians may come to the school during lunch to give their child these medicines.

### *Serious and Non-serious Communicable Diseases*

Student's parents and staff members should promptly notify the school office once they are aware of any exposure to a serious or non-serious but contagious disease, such as chicken pox, strep throat, pneumonia, influenza, meningitis, hepatitis, tuberculosis, or AIDS. Students should remain home if they have a fever, vomit, or loose stool. The student may return to school 24 hours after being symptom and fever-free. They should notify the office immediately in suspected cases of headlice.

## **Suspected Neglect and/or Abuse of Students**

All teachers, administrators, and staff of KCA will comply with the State of Missouri child abuse and neglect laws and the mandatory reporting of neglect and/or abuse, which is observed or reasonably suspected.

Any school official or employee acting in his or her official capacity who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, should immediately make a report to the head of school and provide written documentation regarding the situation, the source(s) of knowledge or suspicion, and the level of certainty of each.

Consulting with head of school does not preclude any employee from directly reporting abuse or neglect to DFS. However, the school official or employee must notify the head of school immediately after making a report. Those suspecting abuse are, however, encouraged to seek the advice and additional judgment of the head of school to determine whether reasonable cause to suspect abuse exists.

All school employees and officials involved in an abuse allegation shall act in good faith to protect the children in the school from abuse and protect parents and families against frivolous or malicious intervention. In particular, all who are involved will commit themselves

to fervent prayer to God, the Protector of the powerless, that He will guide the above process for the protection of His children and also for the good of the parents and families of our school.

## **Emergency Procedures**

### *Fire Drills*

We are required to conduct several fire drills each year. These drills are for the safety of staff and students and should not be taken lightly.

Summary of Instructions:

1. Have children quietly line up and follow the route marked on your map.
2. Take your **Class List** with you.
3. Turn off lights and close doors as you leave the room.
4. Take children single file without talking to your designated place on the parking lot.
5. Each classroom teacher should **take roll and report all accounted for** to the headmaster.
6. Co-curricular teachers should exit the building by instructions on the wall for any room you are in. Take the class to meet their teacher at their designated spot.
7. Children should stand in silent rows until you receive the signal that all is clear.
8. Return to your classroom along your exit route.

Receptionist: Check all rooms in office hallway and cafeteria area to make sure all doors are closed and students are clear. Exit out double doors near room 104.

Head of school: Check the classrooms, stairwells, and multipurpose and all rooms in the remaining hallways to make sure all doors are closed and students are clear. Exit out the doors near east parking lot.

### *Tornado / Severe Weather Procedures*

Procedure:

As soon as you hear the siren or an appropriate announcement, have the students quickly and quietly pick up a book and take the class quietly to room 104. Children should kneel down, facing the wall, head down between knees with book opened and covering head. Teachers should supervise and encourage students until "all clear" is sounded.

If the time becomes extended, children may remain in the same position, but may, at the teacher's direction, use the book to read but keeping it handy to cover their heads if needed. Talk to your students about the need to remain calm and listen to instructions if we should have a real tornado warning.

**\*\*Close all large double doors in hallways/avoid areas with glass\*\***

## **Evaluations**

Each teacher will be evaluated regularly based on their current year in the *Professional Development Plan* (PDP). Please see the PDP binder for further information.

You should expect your supervisor to drop in for informal visits to your class frequently throughout the year. These visits are for the purpose of getting to know your teaching style and the students in your class. The nature of these visits is informal.

Always remember that a supervisor is a mentor who desires to help you grow and mature as a teacher. The purpose is to see you fully use your God-given talents and be used of God to help and equip you to do that.

## **Leave and Vacation**

### *Vacation Time*

The summer months of June and July will be vacation time for Kalos Christian Academy staff, unless contracted otherwise. During this period, no regular presence at the school or schoolwork will be required. However, the head of school may arrange some training or other events during summer months and may require new and/or returning teachers to attend the training.

During the school year, vacation will be limited to weekends, observed holidays, and breaks. No other paid vacation will be granted. If vacation time is requested and granted by the head of school during this time, it will be unpaid, that is, deducted from the contracted salary. This does not apply to personal leave days, professional leave days, or emergency or **sick leave** days as stipulated in the contract and other documents.

#### *Personal Leave*

Each employee of KCA may arrange and take up to three personal leave days per academic year. Personal leave days are days off from work for reasons deemed appropriate by the employee; explanation may be provided to the head of school but is not required. Personal leave days should be arranged with the head of school at least ten days in advance. Unused personal leave days will not accumulate from one year to the next.

#### *Emergency/Sick Leave*

Staff members needing to take time off work for typical illnesses or medical conditions (flu, colds, broken leg, etc.) should contact the appropriate administrator and let him know the circumstances and potential loss of time related to their problem as soon as possible.

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

1. Extended recovery from injury or illness, but not requiring hospitalization.
2. Death of family member and resulting funeral attendance.
3. Illness or injury of immediate family member (necessitating employee's presence).
4. Circumstances resulting from childbirth.

When he deems it appropriate, the head of school is authorized to grant a staff member full pay for an additional, consecutive four days (total eight maximum). Though pay may not be issued, an employee may request and be granted further time off, if necessary.

Allowable emergency leave days, like personal leave days, are not accumulated from year to year. If a staff member's emergency situation requires a prolonged (more than ten days) absence from work, the reasons for the absence and the anticipated events will be presented to the board for a case-by-case decision as to salary and substitute issues.

#### *Maternity Leave Policy*

KCA cannot grant special maternity leave. If a staff member becomes pregnant while under a work agreement with the school, she may work as long she desires. If she needs to leave before the final working date stated on the work agreement, the circumstances of the leave need to be worked out with the head of school.

#### *Professional Leave*

Staff requests for professional leave should be submitted in writing to the head of school at least two weeks prior to the planned leave. The written request should include the reason/purpose for the leave. The head of school is to be informed of all such requests.

#### *Professional Consultation*

On their own time and with their own materials and expertise, staff members of KCA are free to offer their own educational consulting services to other schools, prospective schools, or associations of schools.

#### *Substitute Teachers*

Teachers should notify an administrator as soon as they know they will be unable to come to school due to illness so that a substitute teacher can be arranged. The teacher should plan to submit lesson plans to an administrator for the day's work promptly.

If teachers want to take a personal leave day, they must submit the form entitled Request for Personal Leave at least a week in advance and find their own substitute. When the teacher finds a sub, he/she must get prior approval from the Head of School. If they cannot find a sub, they may request recommendations from the Head of School. In cases of emergency or sick leave, the Head of School will manage subs for classes through the predetermined faculty sub periods and/or other subs in the community.

### **Student Teachers**

Should a university student and his/her advisor seek to have any or all of the student's required practicum completed at KCA, the student teacher must submit to the head of school documentation that addresses:

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

After reviewing the above documentation, the head of school will determine if he/she is interested in having the student work at KCA. The head of school will consult with the teaching staff as necessary to determine which teaching staff, if any, would be willing and able to work with the student. If the logistics of having the student work at KCA are feasible and the head of school is interested in pursuing the placement, he/she will arrange and carry out a personal interview with the student.

If satisfied with the interview results, the head of school will notify the board at the next available meeting that a student teacher is being placed at KCA..

Should the placement be approved, the head of school will inform the appropriate KCA teacher(s) of the decision. He/she will also inform the teacher(s) that, though there will be a necessary period of time during which the student teacher will have authority in the classroom, the regular KCA teacher will continue to be responsible for all activities and teaching within the classroom.

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

### **Payroll**

Paydays are on the first and fifteenth of the month. Employees are given the choice of a ten or twelve-month pay cycle.

### **Background Checks**

All faculty, staff, parents, and volunteers at Kalos Christian Academy, who have routine contact with students, will be subject to a background check.

### **Sexual Harassment Policy**

All members of the KCA community play a role in maintaining a working and learning environment that is free of discrimination and harassment, including sexual harassment. Individuals are encouraged to report violations or suspected violations to the head of school when:

1. An individual believes he or she has been subjected to conduct or comments that may constitute sexual harassment.

2. An individual believes he or she has experienced any conduct in retaliation for an accusation of sexual harassment, for assisting another in making a complaint, or for participating in an investigation.
3. An administrator, teacher, employee, volunteer, or parent has been told about or witnessed conduct that may violate this policy.

The head of school will report the incident to the board. The board will promptly investigate all reports describing actual or suspected instances of misconduct. Complaints about violations will be handled confidentially, with facts made available only to those who are investigating and resolving the matter. If a complaint of discrimination, harassment or sexual harassment is found to be substantiated, appropriate corrective action will follow according to the policies related to discipline.



## Lower School Policies and Practices

### **Behavior Expectations & Discipline**

KCA seeks to assist parents in their joyful duty of molding and shaping their children's characters in accordance with Biblical principles and godliness. We seek to do this in a variety of ways. Our teachers and staff model godly character to the children in all interactions. They demonstrate by the way they speak to their students and each other and by their nonverbal expressions and actions that godliness brings great joy and blessing. Furthermore, the teachers' love and acceptance of the students create in the students a love for the teacher and a desire to obey because of the relationship they have. This must be the foundation upon which godly discipline is built.

In the grammar school, each teacher develops his/her classroom rules. We have only one expectation of our students: to obey all the way, right away, and with a good attitude. We have this expectation because we believe this is what God expects of us. Because the relationship children have with parents and teachers is a model of their relationship with the Lord, we must expect this of them if we are to be faithful in nurturing our students.

Furthermore, both teachers and students are honored when behavioral expectations are high and consistent. Because our teachers establish an atmosphere of love and acceptance and communicate clearly to their students what is expected, our students thrive and learning can go on unhindered.

When disobedience does occur, teachers follow the discipline plan they have established for their classrooms. A general plan should include: recognizing the child, addressing the child in private (i.e. a thinking chair in the hall), identifying the sin, seeking to understand, encouraging repentance, and restoration. If the behavior continues or gets progressively worse consequences, then the consequences escalate. Examples of escalated consequences are time missed from recess, notes home, phone calls to parents, etc. Students are given approximately three incidents in a day before they are sent to the office to visit the head of school. Almost all disobedience is handled between the teacher and the student, and if necessary, the student's parents. Rarely is a student sent to the office to visit the head of school, and when he is sent it is because he has persisted in willful disobedience after being lovingly rebuked numerous times by his teacher and other milder forms of correction. Besides willful disobedience, there are five other behaviors that the board has determined should result in an immediate office visit: flagrant disrespect, dishonesty, rebellion, fighting, and obscene/profane language. Refer to the formal discipline policy for more information.

### **Homework Philosophy and Guidelines**

#### *Memory Work and Reading*

Weekly memory assignments will be given to students. Additionally, we recommend 30 minutes of daily reading, either independent or with a parent reading aloud to the child.

#### *Homework*

Below are the primary reasons or causes for homework being assigned.

- Students often need some amount of extra practice in new concepts, skills, or facts. In certain subjects there is not enough time in a school day to get as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
- Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, do not.

### *Guidelines for Assigning Homework for Full-Time Students*

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment that could have been completed in school. The student's time at home is to be encroached upon for only the best of purposes. The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only if homework is assigned.

Maximum approximate time per weeknight:

K	10-15 min
1 <sup>st</sup>	15-20 min
2 <sup>nd</sup>	30 min
3 <sup>rd</sup>	45 min
4 <sup>th</sup>	45 min
5 <sup>th</sup>	60 min
6 <sup>th</sup>	60 min

Routine homework is not to be assigned over the weekend, holidays, or vacation.

The homework assignment is not a prerequisite necessary to provide a rigorous education.

Teachers should have a specific purpose in mind when they decide to assign homework.

Teachers are encouraged to have the students begin work on assignments during class.

### *Late Assignments*

All homework is due on the date indicated by the teacher. Work that is handed in late will have 10 percent per day late deducted from the assignment's final grade.

The teacher may give the assignment a zero if it is more than one day late and he/she must give it a zero if it is more than three days late.

### *Hybrid Course Assignments*

All hybrid course homework will vary from course to course. Assignment due dates for the coursework are in the student's Google Classroom portal.