

GRANVILLE CHRISTIAN ACADEMY



2020-2021

FACULTY/STAFF HANDBOOK

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COVID-19 DISCLAIMER

This revision of the 2020-2021 Faculty/Staff Handbook has not been updated to include specific adjustments that may need to be made in order to accommodate education during the COVID-19 pandemic. The Administration will make adjustments as necessary to ensure student safety and to comply with government regulations. Any changes made to these guidelines and policies due to this issue will be dealt with on a case-by-case basis. As it becomes available, information will be communicated to our Faculty and Staff with separate documentation.

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COVID-19 DISCLAIMER

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INTRODUCTION

This Faculty/Staff Handbook is to provide information concerning the policies, procedures, and benefits of Granville Christian Academy. By becoming acquainted with the information in this book, GCA's Faculty and Staff will have a better understanding of what is expected from GCA, what is expected from the employee, and what is expected from the Administration.

This handbook will be updated, changed, and/or modified to keep it current with our policies and practices at GCA. What will remain unchanged is our belief that Jesus is Lord and that we at GCA have been called to "Prepare Leaders for Christ."

It is our goal to hire individuals who feel they are called to work in our ministry with our students; who are highly qualified to perform the tasks necessary for academic excellence and for the spiritual and personal growth of our students; who are adept in the performance of that work; and who will be in harmony with existing GCA employees.

We trust that our Faculty and Staff will be happy and blessed at GCA and believe the only challenges that cannot be resolved are those of which we are unaware. We welcome ideas, suggestions, and comments, and are certain this type of teamwork will bring glory to God.

Teachers should read and reference both the Faculty/Staff and Parent/Student Handbooks. Faculty, Staff, or members of the Administration shall abide by such rules and policies as established by the School Board and as documented in the Granville Christian Academy handbooks.

It will be the policy of the school leadership to provide a safe and pleasant working environment so that we may effectively minister and grow together. We desire that the time our Faculty and Staff spends with us be a blessing in every way.

SCHOOL IDENTITY

Granville Christian Academy has a rich history as a discipleship school, where students are encouraged to grow in their faith through learning, obeying, loving, and applying the Scriptures. All school Staff and leaders are charged to use their gifts and live out their faith in front of their students and to mentor them as Jesus commanded. Teachers are committed to developing ongoing relationships with the students with the motivation to honor Christ. The goal is to move students on a clear path of spiritual growth so they may develop into mature spiritual leaders. In response, students and families are expected to be faithful, teachable, and available.

Evangelism will always be a part of our efforts to reach students who have not committed to a personal relationship with Jesus Christ. However, the primary goal of the school is to disciple the students in their journey towards maturity as a whole person – spiritually, academically, and emotionally/socially, and physically.

Academically, Granville Christian Academy strives to provide a rigorous academic course offering and is currently a college preparatory/post-secondary preparatory school with a selection of advanced classes in middle and high school. The goal is to provide inspiring and enriching coursework for all students and to prepare them for college or careers, while recognizing that students are at different proficiency levels. Some accommodations can be made to assist students who struggle. Biblically based academic excellence for all is the goal.

STATEMENT OF PURPOSE

Granville Christian Academy believes that Christian education exists to provide instruction that promotes the highest achievement in academics, biblical worldview, and character development. These three qualities should

be marked in disciplined behavior, thereby equipping children with what they need to live successfully and effectively.

MISSION STATEMENT

The mission of Granville Christian Academy is to partner with Christian families and local churches by creating a Christ-centered, nurturing environment with Biblically based academic excellence and character development, resulting in students who are becoming Christ-like and impacting their culture through servant leadership.

SCHOOL VERSE

For God has not given us a spirit of fear, but of power, and of love, and of a sound mind (II Timothy 1:7).

CORE VALUES

1. Jesus Christ – Our Center: We seek to bring glory to Jesus Christ in every aspect of Granville Christian Academy life (Colossians 1:18).
2. Truth Taught – Our Foundation: All truth is God’s truth, and His truth is couched in a biblical worldview (John 8:32).
3. Community Spirit – Our GCA Family: We desire to experience Christian fellowship, looking out for one another in sincere love (Romans 12:10).
4. Partnership with Parents & Churches – Our Strength: We commit to partnering with parents and churches in this crucial endeavor of education (Deuteronomy 6:6-7).
5. Academic Excellence – Our Endeavor: We pursue the highest attainment, and all for God’s glory (Colossians 3:17).
6. Servant Leadership – Our Method: Board members, Administration, Faculty, Staff, coaches, and students follow Christ’s example as servant leaders (Luke 22:26).
7. Exemplary Mentors – Our Faculty & Staff: Our prayer is for each child to be drawn to and influenced by Faculty and Staff who are exhibiting Christlikeness in and out of the classroom (Philippians 4:9).

EXPECTED STUDENT OUTCOMES

Granville Christian Academy graduates are characterized by the following:

1. Students understand and have committed to a personal relationship with Jesus Christ, and independently and actively attend a biblically based church. They know, understand, and apply God’s Word in daily life and are empowered by the Holy Spirit to pursue a life of faith. Students are prepared to defend their faith through apologetic skills and utilize biblical values to impact social and civic activities through intellectual inquiry and honest exchange of ideas.
2. Students are proficient in the biblically based academic disciplines of mathematics, language arts, science, social studies, the arts, and the Bible, as well as the skill sets of reading, writing, speaking, listening, critical thinking, and financial management.
3. Students have the skills and ability to question, solve problems, and make wise decisions. They show emotional and social maturity in relationships and professional and social settings. They are equipped to make wise life-defining choices.

PHILOSOPHY

Granville Christian Academy knows that education is a lifelong experience and that informed decision-making comes from the values set forth by godly adult guidance. In conjunction with this is the necessity of a supportive school environment, characterized by mutual respect among Administration, Staff, students, and

families. Students come to know one another and become known by the adults who work with them. Although we have many denominations represented in our student body, we still maintain unity and mutual respect. We recognize that differences related to particular beliefs may arise, but realize that in these instances we are to refer students to their parents and home church for guidance.

Granville Christian Academy communicates its philosophy through the curriculum it teaches, the services it provides, the adult role models it offers, the guidelines and expectations it maintains, and the activities it sponsors.

STATEMENT OF FAITH

PREAMBLE

1. **In essential beliefs** – we have unity: “There is one Body and one Spirit...one Lord, one faith, one baptism, one God and Father of all...” (Ephesians 4:4-6).
2. **In non-essential beliefs** – we have liberty: “Accept him whose faith is weak, without passing judgment on disputable matters. Who are you to judge someone else’s servant? To his own master he stands or falls...So then, each of us will give an account of himself to God. So, whatever you believe about these things keep between yourself and God...” (Romans 14:1, 4, 12, 22).
3. **In all our beliefs** – we show love: “If I have the gift of prophecy and can fathom all mysteries and all knowledge, and I have faith that can move mountains, but have not love, I am nothing” (I Corinthians 13:2).

ESSENTIAL BELIEFS

1. **About God:** We believe that God exists eternally and that He manifests Himself in three persons...God the Father, God the Son, and God the Holy Spirit (Matthew 28:19; I Peter 2:2; 2 Corinthians 13:14; Psalm 90:2; Genesis 1:1, 26, 27, 3:22).
2. **About Jesus Christ (Son of God):** We believe that Jesus Christ was born of a virgin, was crucified, buried, and rose bodily from the grave and will come again to this world to reign in righteousness (Luke 1:30-35; John 14:6; I Thessalonians 4:16-17).
3. **About the Holy Spirit:** We believe that a person is baptized by the Holy Spirit into the Body of Christ at the time of conversion; this baptism results in a believer being filled and supernaturally empowered for service through spiritual gifts (I Corinthians 12:13; Romans 8:9-17; John 16:7-13; Ephesians 5:18; Galatians 5:25; John 14:16-17).
4. **About the Bible:** We believe that the Bible is our supreme authority, and it is sufficient as our only rule of faith and practice. The Bible is God’s Word to us. It was written by human authors under the supernatural guidance of the Holy Spirit and it is truth without any mixture of error (I Timothy 3:16; Hebrews 4:12; Revelation 22:19; Proverbs 30:5; Psalm 119:105, 160; 2 Peter 1:20-21).
5. **About Salvation:** We believe that forgiveness of sin, salvation, and new life is made possible by the death of Jesus Christ on the cross. This salvation is by grace, through faith, and by the appropriation of the shed blood of Jesus Christ (Romans 6:23; Ephesians 2:8-9; John 14:6; John 1:12; Titus 3:5; Galatians 3:26; Romans 5:2).
6. **About Eternity:** We believe there shall be a resurrection of the saved to eternal life and a resurrection of the unsaved to eternal punishment in hell. Because God gives us eternal life through Jesus Christ, the true believer is secure in that salvation for eternity (John 3:16, 5:11-13, 10:29; Romans 6:23).

PHILOSOPHY OF CHRISTIAN EDUCATION

Granville Christian Academy desires, intends, and plans for this philosophy of Christian education to be the foundation upon which all GCA curricular, co-curricular, and extra-curricular programs and activities are built. GCA is grounded in a philosophy of education that is based on biblical truth reflected in the life and teachings of Jesus Christ. Our academic excellence is based on a Christ-centered view that all truth is God's truth, and that the Bible is the inspired, infallible, authoritative Word of God. The Word of God is to permeate all areas of the GCA experience – our curriculum, culture, relationships, extracurricular activities, attitudes—instead of simply being a separate subject taught on a purely intellectual basis. Jesus Christ is our foundations, and all the treasures of wisdom and knowledge are found in Him. We believe that God is the Creator and Sustainer of all things and that mankind's greatest need is to be in a right relationship with Him. It is from this view of the spiritual needs of the student that we approach the intellectual, social, emotional, and physical aspects of the whole child. We believe that God has created and designed the family as the major institution to teach children. GCA partners with families to assist them with a biblically driven education consistent with the Christian home and church. A Christian philosophy of education requires both a proper understanding and demonstration of the nature and role of the teacher (to impart knowledge and to be an example) as well as that of the learner (to pursue and receive truth).

THE PURPOSE OF CHRISTIAN EDUCATION (PSALM 78:4-7 NIV)

We believe Christian education should be a planned and purposeful activity that leads not only to learning but also to the transforming of the student's identity into a child of God. We train children to know God and to glorify Him throughout life. We guide students to develop knowledge that leads to true wisdom, skills, and godly character. We challenge and encourage students to take their proper position in creation as those who bear the image of God, living in His will (Genesis 1:26-28, Psalm 8, Ephesians 2:10).

THE CENTRALITY OF JESUS AND THE BIBLE (COLOSSIANS 1:16-18 NASB)

Granville Christian Academy functions on the belief that Jesus and the Bible are to be at the center of all learning and expects the student to evaluate all he or she studies through the lens of God's Word. Our philosophy is rooted in biblical truth reflected in the life and teachings of Jesus Christ, who said, "I am the way, the truth, and the life" (John 14:6) and "Sanctify them in truth; Your word is truth" (John 17:17), and "Who gave His life to pay for our sins because of His great love for us (John 3:16, Romans 5:8). Based on these beliefs we intend that every aspect of academic study, spiritual formation, and all school activity is to be based upon biblical truth.

ALL TRUTH IS GOD'S TRUTH (2 TIMOTHY 3:16-17 ESV & 2 PETER 1:20-21 NASB)

Christian education recognizes no division between spiritual and secular truth. All areas of study at GCA are to be taught as part of the total truth of God and lead us to a greater understanding of God's creative power, order, providential work in man and the world, man's nature, and God's attributes. Every endeavor is to be for the glory of God, and every truth learned is from God, whether it is scientific, historical, spiritual, or other.

Woven within the truths of each area of study is God's general revelation of Himself (Psalm 19:1-2; Romans 1:19-20). God has given mankind the ability to gain knowledge through empirical observation, critical reason, intuitive insight, and scientific observation. When these truths are brought into the light of God's special revelation (the Bible), with the help of the Holy Spirit, we are able to see that all truth points to and brings glory to the Lord Jesus Christ. Ultimate truth is a Person. Our response to Him is the ultimate test of whether or not we are aligned with truth or error. God is referred to as the God of truth, Jesus spoke of Himself as the Truth, and the Holy Spirit guides us into all truth. Therefore, to be fully educated, a person must come into a living, saving relationship with Jesus Christ... (Romans 10:9-10 NASB).

NATURE AND ROLE OF THE CURRICULUM (COLOSSIANS 2:8 NASB & 2 CORINTHIANS 10:5 NASB)

We educate not only to impart skills and information about how our world and culture work, but also to teach a worldview that includes God in everything with no divide between secular and spiritual. GCA will not teach anything or incorporate any content in to the curriculum as truth that we deem to be inconsistent with our biblical worldview. However, examples of contrasts to the truth may be used in order to teach students discernment. The goals are to help students to know God, to develop a growing relationship with Him, and to think biblically and critically about every subject.

NATURE AND ROLE OF THE EDUCATOR (LUKE 6:40 ESV & TITUS 2:7-8A NIV)

Granville Christian Academy adheres to the belief that academic excellence cannot be achieved without excellence in the quality of the Administration, teaching, coaching, and support Staff it employs. Our teachers know God, follow His direction, and believe they have been called into the spiritual ministry of teaching to glorify God with passion and purpose (Ephesians 4:11-12). The teacher's primary roles at GCA are to advance the kingdom of God as the academic leader, shepherd, servant-leader, and biblical role model.

As **academic leaders**, GCA educators are to teach by coming to know the students as individuals (including how they learn best), knowing the subject matter and how it should be taught, and by uniting the two for effective learning. GCA teachers, empowered by the Holy Spirit, seek to guide and nurture students through instruction, admonition and personal example. This includes challenging students to develop critical thinking skills and their unique gifts from God, as well as ensuring that all students are cherished, respected, encouraged and motivated to become all that God created them to be. All of us are made in the image of God (Genesis 1:26) but differ in how we are fashioned and gifted by Him (Isaiah 64:8).

We recognize that each child has varying strengths, challenges, and speeds of development; different life experiences and perspectives; different styles of learning and expressing knowledge; and unique gifts to be discovered. Our educators seek God's glory and to the advancement of His kingdom (Proverbs 22:6).

Understanding that learning and sanctification are life-long processes, our educators are challenged to, and aspire to, committing themselves to ongoing study and the application of God's Word, remaining active in a local church, and pursuing further knowledge within their own fields of study. In this way, our teachers exemplify the lifelong love of learning which they hope to cultivate in their students.

As **shepherds**, GCA educators are to serve the students by mentoring and discipling them, thus equipping them to follow in God's ways. Through prayer and insight, GCA teachers seek to continually grow in their understanding of the students' needs and the issues that impact their lives (Psalm 23).

GCA educators are to model Jesus as **servant leaders** (Luke 22:25-26) who humble themselves and sacrifice for the students' progress and their joy in faith (Philippians 1:25; 2:3-7). As Jesus did, they are to teach with authority, endeavor to embody what they teach and to be sensitive to the individual needs of each student. Our teachers instruct, disciple, and discipline to edify, nurture, encourage, and correct the child, not to demean or dominate. GCA teachers will help each student to recognize the sinful state of his heart and point him to the grace that is freely offered in Jesus, seeking the transforming of the child's heart, not just their behavior (Matthew 7:29; Matthew 20:28; Hebrews 12:5-6; Mark 6:34; 1 Peter 5:2-3).

As **biblical role models**, GCA educators are to reflect Christ, manifesting the glory of the Lord in their lives. The teacher-student relationship is based in Christian love and is crowned with mutual respect. GCA teachers, by the power of the Holy Spirit, model Christ as the Apostle Paul wrote, "Follow my example, as I follow the example of Christ" (1 Corinthians 11:1). Their lives should display Christ's characteristics, visible to the disciples as he walked the earth and served as their teacher. In the classroom and in one-on-one relationship with their students, teachers seek opportunity to demonstrate the fruit of the Spirit (Galatians 5:22-23).

NATURE AND ROLE OF THE STUDENT (ROMANS 12:2 NIV)

At GCA, we view each student as a spiritual and physical being, created in the image of God (Genesis 1:27); able to think, feel, choose, and create; designed and created to reflect the God of the universe; a special creation of incredible worth, yet marred by a flawed nature because of the Fall of mankind. Each student is also regarded as a social being, standing in relation to his/her peers, having moral, intellectual, and social needs. GCA views each student as one who can experience the love, grace, and mercy of a personal, relational God, who offers redemption in Christ and restoration for all. A student's learning experience at GCA aims to help them identify and develop their unique set of gifts and talents, propelling them toward their full potential in Christ.

PARTNERSHIP WITH PARENTS AND CHURCH (EPHESIANS 6:4 ESV & DEUTERONOMY 6:6-7 ESV)

God's Word places the task and responsibility of educating children with the parents. Parents are to oversee each facet of training, with the goal of nurturing righteousness and faith from one generation to the next (Genesis 18:19, Proverbs 22:6).

GCA recognizes the authority of the parents and does not seek to replace them in authority, but rather to assist. We believe that a proper relationship between family, church, and school is essential to Christian education. GCA is an extension of the educational process of the home, partnering with families as they raise their children in a counter-cultural manner that honors and glorifies God and encourages a personal and growing relationship with Christ (Joshua 24:15, 1 Samuel 1:27-28). Together, parents, church, and GCA educate the complete individual resulting in godly character in action as a student becomes a disciple, impacting their families, community, work force, and world. We count it a privilege to be able to partner with parents to train children biblically, academically, morally, spiritually, and relationally.

The family, church, and school have the same goal: "This will continue until we all come to such unity in our faith and knowledge of God's Son that we will be mature in the Lord, measuring up to the full and complete standard of Christ. Then we will no longer be immature like children. We won't be tossed and blown about by every wind of new teaching. We will not be influenced when people try to trick us with lies so clever they sound like the truth. Instead, we will speak the truth in love, growing in every way more and more like Christ, who is the head of his body, the church (Ephesians 4:13-15 NLT).

EXPECTATIONS

GCA LIFESTYLE STATEMENT

Granville Christian Academy is a religious, non-profit organization representing Jesus Christ throughout the evangelical community worldwide

Granville Christian Academy requires its employees to be born-again Christians, living their lives as Christian role models based on biblical standards of moral conduct (Romans 10:9-10; I Timothy 4:12; Luke 6:40) and according to GCA's Faith Statement, in order to preserve GCA's function and integrity. Employees will conduct themselves in a way both inside and outside of the school that will not raise questions regarding their Christian testimonies. A Christian lifestyle should reflect the biblical perspective of integrity and appropriate personal and family relationships, business conduct and moral behavior. An employee is expected to demonstrate a teachable spirit, an ability to share love for others, a willingness to live contentedly under authority, and a commitment to follow the Matthew 18 principle when an issue arises with fellow employees or management.

Moral misconduct, which violates the bona fide occupational qualification for employees to be Christian role models, includes, but is not limited to, promiscuity, homosexual behavior and/or sexual orientation, bisexuality, polygamy, transgender identity, or any other violation of the unique roles of male and female (Exodus 20:14; Leviticus 18:7-23; 20:10-21; Deuteronomy 5:18; Matthew 5:27-28; 15:19; Romans 1:21-27; 1 Corinthians 6:9-

20). GCA believes that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive covenant union, as delineated in Scripture (Genesis 2:18-25). GCA believes that God intends sexual intimacy to occur only between a man and a woman who are married to each other and that God has commanded that no intimate sexual activity/gratification is engaged in outside of marriage between a man and a woman (Genesis 1:27–28; 2:21–24, Matthew 19:4–9; Mark 10:5–9; Ephesians 5:22–33).

Certain other behaviors are prohibited in Scripture and are to be avoided by members of the body of Christ, and, therefore, avoided by those involved with Granville Christian Academy. They include but are not limited to theft; lying; dishonesty; gossip; slander; backbiting; bullying; crude and vulgar or profane language; harassment; hate crimes; intoxication; immodesty; and occult practices.

Additionally, Galatians 5:22-24 tells us that the “fruit of the Spirit” is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. These attributes are to be sought, encouraged, and demonstrated in our relationships.

GCA’s Faculty and Staff should be kind, empathetic, sympathetic, and understanding to all people. We should BE CHRIST-LIKE no matter how diverse the circumstances may be. GCA’s Faculty and Staff should be courteous to, polite to, and respectful of all people. The demeanor we present is a direct reflection on each of us as Christian individuals and displays our work ethic and professionalism.

GCA’s Faculty and Staff should practice loyalty. We should be loyal in their position in Christ Jesus to their leadership and to their fellow employees. We should be supportive of one another and be concerned that those around us are seeing Jesus in us each day. Working together as a team, we will minister effectively and create a joyful and professional work place.

GCA’s Faculty and Staff should be above reproach in all we say and do. We should choose our words, tone of voice, facial expressions, and body language carefully. We should be honest and truthful in our words and in our retelling of circumstances so that God will be glorified through us and in us. Additionally, we are a representative of GCA both inside and outside of school at all times and as such should refrain from any public behavior, including social media activity or posts, which would call into question the values as outlined in this Lifestyle Statement.

In keeping with Scriptural admonitions to bring ourselves under the authority of the government, those affiliated with GCA are expected to uphold the laws of the local community, the state of Ohio, and the nation.

Failure to adhere to GCA’s Lifestyle Statement may result in a reprimand, discipline, suspension, or, in some cases, dismissal from employment. It is the goal of Granville Christian Academy that each employee will have a lifestyle where "...He might have the pre-eminence" (Colossians 1:18).

CODE OF CONDUCT

Conduct or behavior is defined as the manner in which one acts. In addition to the biblical expectations of Granville Christian Academy, the students, Staff, and Administration voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the school. Granville Christian Academy believes that mutual respect forms the basis for any Code of Conduct. As such, those in the GCA community should:

- work to uplift and support the school, fellow students, its Faculty, Staff, and administrators, and should find their purpose in the GCA body as Christians work and find their purpose in the body of Christ;
- care for the GCA campus and equipment, and other facilities experienced, while representing GCA with the expectation of being a living testimony through their actions;
- treat others as they wish to be treated, incorporating the fruits of the spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control;

- respond positively to the directions of those in authority over them (as applicable): teachers, student teachers, substitute teachers, teacher aides, Administration, or other authorized school personnel at school or school functions and parents/guardians at home;
- attend school with the attitude of 1 Corinthians 10:31: “Whatever you do, do it all for the glory of God”;
- demonstrate unity by setting aside personal preferences, choosing to follow the rules and guidelines of the school
- resolve grievances/conflicts between parents, students, and/or Staff members with the biblically-prescribed procedure of conflict resolution (Matthew 18:15-17);
- demonstrate Christian attributes in all activities 24/7: honesty, speech, actions, choices, and influences, setting an example for all and mentoring those who are younger.

The intent of this Code of Conduct is to identify expectations that assist Granville Christian Academy in functioning as a Christian school, and in achieving its goal as a chartered K-12 school operating in the State of Ohio. All employees of the school are responsible to abide by and support this Code of Conduct as long as they are employed by this school.

BEHAVIORAL EXPECTATIONS

Conduct or behavior is the manner in which one acts. In addition to the biblical expectations of Granville Christian Academy, the Faculty, Staff, and Administration voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the school. Granville Christian Academy believes that mutual respect forms the basis for any code of conduct.

Because of the importance of trust in and responsibility to one another, violations of these expectations are regarded as a serious breach of integrity within our school. Therefore, the following standards apply to the Faculty, Staff, and Administration of Granville Christian Academy:

1. Faculty, Staff, or members of the Administration shall abide by all expectations and directives from those in authority at GCA.
2. Faculty, Staff, or members of the Administration shall abide by such rules and policies as established by the School Board and as documented in the Granville Christian Academy handbooks.
3. Faculty, Staff, or members of the Administration shall not be excessively absent or tardy as described in this handbook.
4. Faculty, Staff, members of the Administration, and coaches shall refrain from any non-school related contact with students on social media sites (such as Facebook, Twitter, Snapchat, Instagram, etc., or any new sites that may arise), text messaging, and calling. Under no circumstance is a personal relationship with a student to be pursued through social media or any technology, including but not limited to non-school related communication or the exchange of pictures or videos. In addition, any school-related communication is to be during reasonable hours. Contact with students for mentoring purposes may occur in group texts as long as another adult representative is included in all notifications to provide accountability. Should mentoring of an individual student be advisable, the student must be asked to choose a second adult to be included in all notifications to provide accountability. Violation of this policy may result in disciplinary action or immediate dismissal.
5. Faculty, Staff, or members of the Administration with enrolled children shall not add, delete, remove, or change any part of their child’s cumulative file or online records.

6. Faculty, Staff, or members of the Administration shall not be permitted to use profane, vulgar, inappropriate, or obscene language or gestures while in school, on school property, or in school-related activities. This includes spectatorship at any school activity, function, or event.
7. Faculty, Staff, or members of the Administration shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any conduct intentionally cause disruption or obstruction of any lawful mission, process, or function of the school.
8. Faculty, Staff, or members of the Administration shall not intentionally cause or attempt to cause damage to school or church property or equipment or to private property either on the school grounds or during a school activity, function, or event off school grounds. This includes but is not limited to bomb threats.
9. Faculty, Staff, or members of the Administration shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury to any other student, school employee, or other person not employed by the school on the school grounds during and immediately before or immediately after school hours, or at any other time when the school is being used by a school group, or off the school grounds at any school activity, function, or event.
10. Faculty, Staff, or members of the Administration shall not be permitted to have dangerous weapons in possession at any time while in attendance at school or at approved school-related activities either as a participant or as a spectator unless approved by Administration. A dangerous weapon shall be defined as any firearm, explosive device, and instrument with a blade, or other object which, in the judgment of the teacher, administrator, or other school personnel, is being used or threatened to be used in such a manner as to constitute a potential danger to the physical welfare of others.

The School Board may, however, authorize Faculty, Staff, or Administration to possess a weapon on school premises pursuant to the O.R.C. 2923.122(D)(1)(a). Unless specifically authorized by the School Board, the above policy shall still apply to all GCA employees, to all GCA premises, and anytime an employee is acting or appearing formally or informally as a GCA representative.

11. Faculty, Staff, or members of the Administration shall not access, possess, photograph, record, distribute, scan, display, or post an image or words (including acronyms) of a sexually explicit or suggestive or obscene nature, pornographic material, material of a libelous nature or involving defamation of character, threatening, harassing, bullying, and/or that which is illegal or biblically immoral.
12. Faculty, Staff, or members of the Administration shall not engage in theft of another's belongings including copyright and software violations.
13. Faculty, Staff, or members of the Administration shall not possess, use, conceal, promote, transport, sell, distribute, or be under the influence of any drug (unless prescribed by a doctor), drug paraphernalia, narcotic drugs, hallucinogenic drugs, amphetamine, barbiturate, marijuana, designer drugs, look-alike drugs, or any other mind-altering substances.

INSTITUTIONAL EXPECTATIONS

Granville Christian Academy recognizes Sunday as a day set apart primarily for worship, fellowship, ministry, and rest. While recreation may be a part of the Sunday agenda with family and friends, "business as usual" relative to school programs, games, and rehearsals will not be sanctioned or encouraged on Sundays except where absolutely necessary. In addition, GCA also recognizes Wednesday evenings as a time to join other Christians for mid-week study and fellowship. Since services on Wednesday are later in the evening, GCA may hold some practices or rehearsals immediately after school, completing all no later than 5:00 PM in time for any church activity.

SEARCH & INSPECTION POLICY

GCA reserves the right at all times, while any student, Faculty, or Staff member is on GCA premises or is otherwise on duty, to have the Administration, authorized individuals, or search and inspection specialists conduct searches and inspections of Faculty and Staff and/or any of their personal property, including without limitation, their locker, backpack, baggage, purse, desk, clothing, and vehicles for the purpose of determining if such persons are in possession, use, transportation, or concealment of any of the prohibited items and substances of this handbook. Searches will be conducted by two or more individuals of the same gender as the student, Faculty, or Staff being searched.

NON-DISCRIMINATORY POLICY

The GCA School Board, located at 1820 Newark-Granville Road, in Granville, Ohio, has adopted the following non-discriminatory policy:

The School, by and through the operation of its educational schools, admits students and employs Staff of any race, color, national and ethnic origin, or sex (biological sex of man or woman as defined in Genesis 1:26-27) with all the rights, privileges, programs, and activities generally accorded or made available to students and Staff of the School. The School does not discriminate on the basis of race, color, national and ethnic origin, and sex (biological sex of man or woman as defined in Genesis 1:26-27) in Administration of its educational policies, admissions policies, scholarship and loan programs, athletics and other school-administered programs, and hiring practices. Pursuant to applicable federal and state law, the School may discriminate on the basis of religion with respect to (i) students who, in the determination of the School, possess and exemplify a religion or religious belief philosophy that is a harmful deviation in the belief system of and detrimental to the interests of the School; and (ii) employees whose functions serve the School's spiritual and religious-based education missions or whose duties consist of teaching, spreading the School's faith, the School's governance, supervision of a religious order, or supervise or participate in the School's religious education mission.

VIDEO SURVEILLANCE/PHOTO & VIDEO RELEASES

GCA premises are monitored and taped continuously by video cameras inside and outside the school to protect the student body and Staff, and to discourage vandalism. The majority of the video cameras and footage are the property of the owner of the facility, Spring Hills Baptist Church (SHBC). Should a question arise that would necessitate the review of video footage, the Administration will work with the SHBC Facilities Manager at his availability to review footage and determine appropriate action when necessary. Parents will not be allowed access to or viewing of video footage unless necessitated by law.

Faculty and Staff may be photographed, videotaped or recorded by GCA representatives (yearbook, etc.) or members of the community press (TV, radio, newspaper). These images or recordings may be used in yearbooks, displays, newsletters, promotions, videos, CDs, DVDs, or other media distributed by the school for advertisement or promotion. Parents or students with reasons for suppressing this information need to contact the school Administration to assure the exclusion of their name or images from such school usages. GCA cannot control or be held liable for the postings of photographs/videos by non-employees in the GCA community.

RESERVATION OF RIGHTS

This employee handbook is intended to reflect the current Faculty and Staff practices of Granville Christian Academy; however, it is not a contract of employment. Any employment relationship at GCA is of an "at will" nature. Granville Christian Academy reserves the right to change its personnel practices and to modify this handbook at any time.

Prayer will always be at the forefront of any action when making a decision for Granville Christian Academy and its Faculty and Staff. We will ever seek God's guidance in all that is done, and make every effort to be in

full obedience to Him and His plan. Please be in continual prayer for the Granville Christian Academy Faculty, Staff, students, families and School Board, as we go through each wonderful and exciting school year together!

HUMAN RESOURCES

QUALIFICATIONS & EMPLOYMENT PROCEDURES

QUALIFICATIONS

Applicants for teaching positions should meet the following qualifications:

1. Hold a Bachelor's degree or higher from an accredited college or university, or
2. Possess a valid Ohio temporary, initial, professional, permanent, or non-tax certificate or documentation that applicant is in the process of obtaining one.
3. Complete and submit a Granville Christian Academy application found on the GCA website, which includes a personal testimony, Statement of Faith, and GCA Lifestyle Statement.

Upon offer and acceptance of employment, the human resources packet must be completed and returned to the school office.

Applicants for non-teaching Staff positions should provide the following:

1. Complete and submit a Granville Christian Academy application found on the GCA website, which includes a personal testimony, Statement of Faith, and GCA Lifestyle Statement.
2. Upon offer and acceptance of employment, the human resources packet must be completed and returned to the school office.

JOB CLASSIFICATIONS

Employees of Granville Christian Academy are classified by three major categories: Executive Staff, Teaching/Office Staff, and Non-exempt Staff. This handbook applies to all three classifications. Executive Staff and Teaching/Office Staff are salaried workers. Non-exempt Staff are hourly employees.

1. Executive Administrative Staff include the Head of School, Principal, Director of Marketing, Athletic Director, Dean of Academics and Dean of Students. They shall work as specified in their individual job descriptions.
2. Faculty/Coaches receive a regular salary. Teachers shall work the hours according to the scheduled calendar days and the terms of this handbook.
3. Non-exempt Staff includes hourly employees. Non-exempt Staff shall be compensated according to agreed-upon imbursement. Non-exempt Staff will work the hours specified in their individual job descriptions. If they are paid an hourly wage, they are eligible to receive overtime pay in accordance with state and federal wage and hour laws (FLSA). Hourly employees are required to submit a time record for each pay period, approved by the appropriate supervisor, for the purpose of tracking hours worked and calculating compensation.

EMPLOYMENT STATUS

1. Full-time: any employee that is regularly scheduled to work thirty (30) hours a week or more during the academic year; any teacher that is contracted to be responsible for a full daily teaching schedule. Full-time employees are eligible for standard school benefits available for full-time employees.

2. Part-time: any employee that is regularly scheduled to work less than thirty (30) hours per week. Part-time employees are eligible for standard school benefits available for part-time employees.
3. Seasonal or Temporary: any seasonal or temporary work such as coaching that has a predetermined start and end date of employment. Seasonal and Temporary employees are not eligible for standard school benefits.

BENEFITS

Granville Christian Academy full-time employees may apply for health, disability, life, and dental insurance through the school. Full-time employees who routinely work more than thirty (30) hours per week are eligible to participate in the plans and are responsible for forty (40) percent of the health premium, while GCA will cover the remaining sixty (60) percent. Spouses and eligible dependents of employee may also participate in the health plan with GCA covering fifty (50) percent of the premium and the employee paying the other fifty (50) percent of the premium. Premiums on short- and long-term disability insurance and life insurance are paid one hundred (100) percent by GCA. Premiums on dental policies are paid one hundred (100) percent by the employee. In addition, a tax deferred 403(b) savings plan is available to all employees, regardless of the number of hours worked. All contributions to the plan are made by the employee with no match from Granville Christian Academy.

The GCA Administration will assist employees in applying for coverage, and will answer questions regarding these insurance benefits. Documentation of benefits is available for examination by the plan participant. The Administration is responsible for all communications and disclosures concerning GCA benefits and for compliance with all applicable laws and regulations.

All employees who are eligible for coverage under GCA's insurance plans will be notified when they are eligible to enroll in the plan. Employees will be notified, when appropriate, whether or not they have the opportunity to continue their health care coverage at their own expense in certain specified situations including layoff, termination, and reduction in hours of employment, and separation or divorce.

The benefits company will periodically ask the entire full-time Staff/Faculty to fill out a survey in order to determine possible liability and to offer accurate and competitive insurance rates. Even if the employee opts to not take the insurance, they are required to provide information to the benefits company in order for GCA to offer the best cost for insurance possible.

OTHER BENEFITS

For those Granville Christian Academy Administration, Faculty, or Staff who have children enrolled in the school, the volunteer-hour requirement in place for all families at the school is waived. Unless otherwise grandfathered to a different plan, full-time Faculty/Staff will receive a fifty (50) percent tuition and re-enrollment fee reduction for children enrolled at Granville Christian Academy. Part-time Faculty/Staff will receive a twenty-five (25) percent tuition and re-enrollment fee reduction for children enrolled.

TEACHING/STAFF ASSIGNMENT & SALARY STATEMENT AGREEMENT

Each teaching and Staff employee will receive and sign a Teaching/Staff Assignment & Salary Statement Agreement annually, prior to leaving for summer break for returning employees, and upon employment for new employees. This statement will include the salary for their assigned position, as well as any supplemental contract amounts if applicable. In signing this statement, employee accepts the salary and benefits, employment policies, and responsibilities as listed in this Faculty/Staff Handbook.

PAYROLL DISTRIBUTION & PAY DATES

1. All Granville Christian Academy Executive Administrative Staff and Teachers are salaried employees. Office Staff are hourly employees.

2. Employees will receive their pay through direct deposit only; therefore, employees must complete the Direct Deposit Form and submit it to the school office before the first paycheck will be distributed.
3. Employee payroll dates are the fifth (5) and twentieth (20) of each month.

EMPLOYEE ABSENCE

PERSONAL LEAVE

Full-time employees will receive one (1) day of personal leave per school year. Permanent, part-time employees will receive personal leave equivalent to each employee's individual work week per school year. These days are non-cumulative from year to year. Time off will be deducted in half-day increments.

SICK LEAVE

Full-time employees will receive eight (8) days of paid sick leave per school year. Permanent, part-time employees will receive sick leave equivalent to each employee's individual work week per school year. These days are intended to cover periods of sickness for the employee or their immediate families living with them, or other medical situations that cannot be scheduled outside the regular work day. Sick days are cumulative from year to year. Time off will be deducted in hourly increments. Employees may donate sick days to other employees in need (see Head of School for process).

BEREAVEMENT LEAVE

Full-time employees will receive three (3) days of paid leave for death in the immediate family. The immediate family is defined as spouse, father, mother, siblings, child, or someone for which the employee was the primary caregiver. One (1) day of paid leave will be granted for death of a grandparent. The Administration shall have discretion to decide on paid or unpaid leave for immediate "step" family. Additional Bereavement Leave, pre-approved by the Head of School, will be deducted from Sick Leave.

PROFESSIONAL LEAVE

Granville Christian Academy Faculty and Staff are encouraged to participate in a minimum of one (1) Professional Development seminar each school year. The seminar must be "in field" and may be a professional meeting, workshop, clinic, inter-school visitation, or seminar.

Professional Leave days shall be in addition to, and not a substitute for, in-service Professional Days scheduled on the official school calendar. Scheduling for a Professional Leave day must be made in advance and the proper section of the Granville Christian Academy Leave/Field Trip/Professional Development Form must be submitted to the Principal or Supervisor. Once approved or declined, the employee should request a substitute following the previously defined procedure.

The first Professional Development day will be a paid day and will not count against the employee's one (1) personal day. Any single seminar attended that consists of more than one (1) day will be counted as one Professional Development attendance, and the employee will be paid for all days for that single seminar. Employees are permitted to attend more than one Professional Development seminar in a school year; however, the fees for the second Professional Development seminar in a school year will be at the employee's cost, and the days off will count toward the employee's one (1) personal day.

Within one (1) week of returning to work after the Professional Development day, employees must submit a written summary of the seminar to the Principal or Supervisor, and the summary will be reviewed and placed in the employee's personnel file.

MINISTRY LEAVE

When requesting Ministry Leave, employees must submit a statement of how this opportunity will improve their teaching and/or further the mission of GCA. All Ministry Leave (paid and unpaid) must be pre-approved by the Head of School.

EMERGENCY LEAVE

Granville Christian Academy Faculty and Staff experiencing unexpected circumstances beyond the employee's control will qualify for Emergency Leave with Administration approval. The first day of Emergency Leave will be deducted from the employee's Personal Day, if they have one available; otherwise, it will be deducted from the employee's available Sick Leave. Any remaining approved days will be deducted from one-half day of Sick Leave with GCA contributing for the other one-half day.

REQUEST FOR LEAVE PROCEDURES

Granville Christian Academy employees should notify the Principal or their immediate Supervisor as far in advance as possible when they plan on being absent from work for any reason, know they will be late, or must leave early. The Head of School will notify the School Board President of his or her absences. Notification should include an indication of when the employee can be expected to return to work.

SCHEDULING LEAVE

To schedule Leave, employees must request leave through the EZ Substitute App. The Principal or Supervisor will make the decision as to whether or not the time off will be approved and/or paid. In the case of scheduling known medical days off, requests should be submitted a minimum of ten (10) days in advance for approval. Once approved or declined, the employee will be notified via the app.

Should the employee be ill or have an emergency and the time off has not been scheduled in advance, the employee should follow the same procedure, as well as calling or texting the Principal or Supervisor's preferred number. Phone numbers are available in the GCA Staff Directory.

Except in cases of emergency, employees must request Personal Leave at least twenty-four (24) hours in advance of each anticipated absence, but preferably a minimum of ten (10) days in advance. Personal leave may not be used within the first two (2) weeks of the school year or at the beginning or end of an extended holiday such as Thanksgiving, Christmas, or Spring Break, except upon pre-approval of the Administration. Personal leave in May is discouraged; however, it may be permitted with the pre-approval of the Administration.

For each absence that is in excess of the number allowed, the employee's pay at the end of the year will be reduced by their scheduled rate of pay.

LEAVING THE PREMISES DURING THE SCHOOL DAY

Employees of Granville Christian Academy may leave the school premises during the school day during their prep and/or lunch periods. Should they choose to do so, they must sign-out with the Receptionist and on the kiosk when leaving the premises and sign-in with the Receptionist and on the kiosk when returning to the premises. ***Please note that all employees must return to their assigned areas on time for their scheduled classes or duties.***

EVALUATIONS

PERFORMANCE REVIEW

It is the policy of Granville Christian Academy that the job performance of each employee be evaluated periodically by the Administration. During the first month of employment, the new employee's performance in

various areas of his or her job responsibilities will begin to be carefully observed. Commendation, guidance, and suggestions for improvement will be given as observations occur.

An official observation and written evaluation of any GCA employee will be scheduled for the second or third month of the school year, and will be discussed with the employee detailing areas of excellence as well as areas for potential improvement.

The evaluation of an employee could include the Administration's comments and recommendations, plan for both the employee and administrator, and performance goals for the next evaluation period. Signatures by both the employee and the evaluator will be obtained stating that both parties understand the plan and expectations. At this point, it is possible that the Administration may elect to not conduct a second official observation and written evaluation in the seventh or eighth months and will then note his/her recommendation for the employee's re-employment.

A second official observation and written evaluation will take place in the seventh or eighth months of the school year unless the Administration and employee have already agreed upon re-employment for the following school year. This second observation is unscheduled.

All evaluations become part of the employee's personnel file.

FACULTY PROGRESSIVE IMPROVEMENT PLAN

If the Principal determines a deficiency in job or personal performance, he or she, in consultation with the Head of School, at their sole discretion, may extend to the employee a Progressive Improvement Plan to help facilitate needed changes in performance.

1. Once a Progressive Improvement Plan is in place, the employee agrees that the Principal, in consultation with the Head of School, will make at minimum two (2) evaluative observations of the employee in relation to the deficiencies in job or personal performance addressed in the Progressive Improvement Plan over a period of fifteen (15) school days. The observation record and evaluation comments made by the Principal will be recorded and added to the Progressive Improvement Plan as a measurement of employee progress. Notations will be added to the documentation indicating further needs or completion of the plan.
2. The Principal, along with the Head of School, may write an Employee Notification Report if the teacher continues to exhibit the deficiencies in job or personal performance addressed in the Progressive Improvement Plan. This Employee Notification Report may or may not be in conjunction with the evaluative observations made by the Principal in relation to the Progressive Improvement Plan. Three Employee Notification Reports for non-change constitute cause for disciplinary action or dismissal.
3. The Principal, in consultation with the Head of School, at their sole discretion, may determine that certain acts, deficiencies, or situations are so grave that they may result in immediate dismissal and thus bypass this general procedure.
4. The Principal, in consultation with the Head of School, may modify or revoke the plan at their sole discretion, and failure to complete such a plan before the end of school year does not obligate the school in any way to extend another employment offer to the employee for the next school year.

STAFF IMPROVEMENT PLAN

If the Supervisor determines a deficiency in job or personal performance, he or she, in consultation with the Head of School, at their sole discretion, may extend to the employee an Improvement Plan to help facilitate needed changes in performance.

1. Upon evaluation, the Supervisor's comments will be recorded and an Improvement Plan will be communicated in writing to the employee.

2. The Supervisor, in consultation with the Head of School, at their sole discretion, may determine that certain acts, deficiencies, or situations are so grave that they may result in immediate dismissal and thus bypass this general procedure.
3. The Supervisor, in consultation with the Head of School, may modify or revoke the plan at their sole discretion, and failure to complete such a plan before the end of school year does not obligate the school in any way to extend another employment offer to the employee for the next school year.

CHAIN OF COMMAND

The teacher reports to the Principal in all matters not directly involving the Head of School. If the Principal makes judgments or decisions that the teacher feels may not be in the best interest of the school or not fair to the teacher, the teacher may appeal to the Head of School. Should resolution still not be accomplished, the teacher may then appeal to the School Board.

Staff members report to their immediate Supervisor in all matters not directly involving the Head of School. If the Supervisor makes judgments or decisions that the teacher feels may not be in the best interest of the school or not fair to the employee, the employee may appeal to the Head of School. Should resolutions still not be accomplished, the teacher may then appeal to the School Board.

BIBLICAL CONFLICT RESOLUTION

(Partially adapted and used by permission from Milpitas Christian School, San Jose, Calif.)

Granville Christian Academy realizes conflicts with other employees may arise during the course of their employment. In accordance with scriptural principles, as set forth in Matthew 18:15-17, and in *Guidelines for Christian Conciliation* (Institute for Christian Conciliation, A Division of Peacemaker® Ministries), employees are encouraged to follow these steps in seeking to resolve the conflict:

1. Employees will try first to resolve the problem with the employee with whom they have a conflict.
2. If this first step does not result in a resolution, they should bring the conflict to the attention of the Supervisor, who will then meet with both employees.
3. If this second step does not result in resolution, the Head of School should be consulted.
4. If the conflict is not resolved at the Head of School level, the situation should be brought to the attention of the School Board, through the School Board Chairman.
5. Mediation and/or arbitration are to be in accordance with the guidelines set forth in the *Guidelines for Christian Conciliation*.

MEDIATION & BINDING ARBITRATION POLICY

1. The parties to this policy are Christians and believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community in conformity with the biblical injunctions of 1 Corinthians 6:1-8, Matthew 5:23-24, and Matthew 18:15-20. Therefore, the parties agree that any “Claim” between the parties to this policy shall be settled by biblically based mediation. If resolution of the Claim and reconciliation do not result from mediation, the Claim shall then be submitted to an independent and objective arbitrator for binding arbitration.
2. Christian Mediation Guidelines – the party asserting a Claim must provide the other party with a written demand for mediation within sixty (60) days of the date that the Claim arose or within the period of time prescribed for asserting such a Claim under the substantive law applicable to the Claim, whichever is later.

3. The parties agree for the arbitration process to be conducted in accordance with “Rules of Procedure for Christian Conciliation” (“Rules”) contained in the Peacemaker Ministries booklet, *Guidelines for Christian Conciliation*. Consistent with these “Rules,” each party to the agreement shall agree to the selection of the arbitrator. The parties agree that if there is an impasse in the selection of the arbitrator, the Institute for Conciliation, a division of Peacemaker Ministries (Spokane Valley, Washington) shall be asked to provide the name of the qualified person who will serve in that capacity. Consistent with the “Rules,” the arbitrator shall issue a written opinion within a reasonable time.
4. The parties acknowledge that the resolving of Claims requires time and financial resources. The parties agree to bear their own costs related to any mediation or arbitration proceeding, including payment of their own attorney’s fees. Ultimate responsibility for such fees and expenses will, however, be an agreed issue for consideration in the mediation and, if a matter proceeds to arbitration, will be determined by the arbitrator. The parties agree that they will endeavor to exchange information with each other and present the same at any mediation or arbitration pursuant to the ICC Rules of procedure with the intent to minimize costs and delays to the parties. They will seek to guide the preparation process so as to reasonably limit the amount of fact-finding, investigation, and discovery by the parties to that which is reasonably necessary for the parties to understand each other’s issues and positions, and to prepare the matter for submission to the mediator and/or arbitrator to inform the mediator and/or arbitrator. In addition, the parties agree that in the event of arbitration, they will use a single arbitrator who is experienced in the relevant area of law and familiar with biblical principles of resolving conflict.
5. The parties to this contract agree that these methods shall be the sole remedy for any Claim arising out of the employment relationship or this agreement and expressly waive their right to file a lawsuit against one another in any civil court for such Claims, including any class action proceeding, except to enforce a legally binding arbitration decision. The parties acknowledge that by waiving their legal rights to file a lawsuit to resolve any Claims between them, they are not waiving their right to employ legal counsel at their own expense to assist them in any phase of the process.
6. The teacher will observe confidentiality concerning students, parents, fellow employees, and school matters.

GENERAL REQUIREMENTS

PERSONAL APPEARANCE

All employees of Granville Christian Academy should present a professional image to students and the general public. Good grooming and appearance are important to receiving and interacting with people. Favorable personal appearance is an ongoing requirement of employment with GCA. Attire should be appropriate for a school setting, modeling modesty and acceptable attire for our students, their families, and the community. In light of this, attire should be modestly fitting, footwear should be clean and in excellent condition, and hair should be clean and styled. **Tattoos must be completely covered while at school or at school functions.** In addition, GCA employees should adhere to the following gender-specific guidelines:

GUIDELINES FOR WOMEN

1. Skirts/dresses must be worn no shorter than two (2) inches above the knee.
2. Business-style pants are permitted and must fit appropriately as intended.
3. Leggings, running tights, or tight-fitting yoga pants that are worn alone are not permitted. Leggings may be worn under dresses/tunics that are no shorter than two (2) inches above the knee.
4. Jeans and jean-material pants may only be worn on dress-down days.

5. Earrings are the only pierced jewelry permitted.

GUIDELINES FOR MEN

1. Business professional dress (e.g., dress shirt or school polo and khaki pants or dress pants) should be worn.
2. Jeans and jean-material pants may only be worn on dress-down days.
3. Sideburns, mustaches, and beards, etc., should be neatly trimmed.
4. Pierced jewelry may not be worn.

GUIDELINES FOR DRESS DOWN DAYS

Granville Christian Academy holds scheduled Dress Down Days the last day of school each week and other periodically approved Dress Down days as well. On such occasions, employees are still expected to present a modest and neat appearance. GCA dress down apparel or the school colors of purple and/or white may be worn as well as athletic shoes.

GENERAL EXPECTATIONS

CONFIDENTIALITY

Employees of Granville Christian Academy may have access to information regarding a student, employee, or family that should be kept confidential. Any sharing of such information with others, including other Staff should occur only with the permission of the affected member. GCA has a zero-tolerance policy for a breach in confidentiality of any of the above. Violation of this policy may result in disciplinary action.

Another area of confidentiality is that of permitting students to grade one another's work. This is a violation of the Family Rights and Privacy Act (FRPA), which protects student's rights to keep their educational records private. Under no circumstances will a teacher or substitute teacher permit students or parent volunteers to grade a student's work. In addition to protecting a student's privacy, grading of a student's work by a teacher enables the teacher to evaluate a student's progress and abilities.

HOURS OF WORK

It is essential that every employee of Granville Christian Academy be prompt, dependable, and willing to work together as a team by assisting one another. The Administration will inform employees of their daily schedule for hours of work, specific duties, lunch periods, and planning periods. Staff should refer to their job description as to the hours you are expected to be in the building and at work. Some Staff will be expected to work through the summer.

The GCA office will be open for business at 7:45 AM, Monday through Friday unless school is not in session. The office closes at 3:45 PM each day. Office Staff is also expected to work some summer hours as set forth by the Head of School.

All other GCA Staff and Faculty are expected to arrive for the day no later than 7:40 AM to prepare their classrooms for the day. As some duty assignments begin at 7:40, teachers with morning duties will need to plan accordingly. All other Staff and Faculty may leave for the day no earlier than 3:40 PM, but should follow the guidelines of their job descriptions and immediate Supervisor.

Faculty and Staff (including full- and part-time) may be required to attend meetings outside of the school day. Please see your immediate supervisor for the meetings you need to attend. These days will be for in-service days and for teacher work days, Staff meetings, and devotions.

DEVOTIONS

Scheduled weekly devotions are held at 7:30 AM on Wednesdays. Employees are expected to be in attendance at devotions in order to grow deeper in our walk with the Lord and in our relationships with one another, and to share prayer time as we work together and share in the ministry of Christian education. Involvement in weekly devotions is part of the evaluation process.

DAILY COMMUNICATIONS

Announcements may be made each morning just prior to the beginning of the academic school day. These announcements will provide students, Faculty, and Staff with necessary information regarding activities occurring throughout the school. Announcements may be made at various times during the day with Administration approval as well. Copies of all announcements must be given to the MS/HS Office so that a follow-up email can be issued to all Staff.

ROOM RESERVATIONS

Should a Faculty/Staff member need to use a room other than their assigned classroom, they must reserve the room a minimum of one (1) week prior to the needed use. All room bookings must be requested through the Head of School Administrative Assistant.

MAINTENANCE REQUESTS

Any needed maintenance must be scheduled through the Head of School Administrative Assistant.

SCHEDULING STUDENT PAYMENTS

Before releasing information club, class, field trip, or other fee that is to be paid by students, the scheduling teacher/Staff member must meet with the Finance Office to review payment amounts and schedule.

BULLETIN BOARDS & POSTERS

Advisors of all GCA student clubs and organizations have the opportunity to post informational flyers/posters on the events bulletin board in the hallway outside the school office and on bulletin boards in the school hallways with appropriate administrative permission. The following guidelines apply to these situations:

1. All items to be posted must be approved and stamped by the Administration. Items not approved by the Administration will be removed.
2. An individual or group does not have the right to remove or replace items already posted. Advisors should see the school office if they find the bulletin board full.
3. All posted announcements must be removed by the group who handled the posting on the day immediately following the event. This keeps the boards and halls orderly and updated, making room for others to share their information.

In addition, some announcements will be converted to digital format and displayed. Follow these procedures for digital announcements:

1. All announcements must be approved by the Principal.
2. Announcements must be emailed to the principal@granvilleca.org.
3. Once the announcement(s) have been approved, they will be forwarded to the Enrollment Director who will create the digital format for the announcement.
4. Please be sure to indicate the time frame that the announcement should be displayed.

CLASSROOM & HALLWAY BEHAVIOR MONITORING

As classroom environments must respect the right of each student to learn, teachers and Staff are responsible to help maintain this atmosphere at all times. Faculty should correct student behavior in the hallways during class times, and should ensure that only students with classroom passes should be in the hallways.

Students should not be in classrooms when class is not in session, unless a teacher is present or unless a Staff member or member of the Administration has granted them permission.

DUTIES

LEADERSHIP POSITION DUTIES

Within GCA's structure, certain employees may be hired as leadership positions to support the Administration and Staff of GCA. These positions include the following:

1. Head of School -- forms the head of the administrative team within the school, responsible for establishing the school's vision, ensuring that the school programs are in alignment with the school's mission and strategic plan, establishing and maintaining a balanced budget, and communicating the vision and progress to stakeholders.
2. Principal – responsible for overseeing the school programs, teacher performance, and day-to-day operations of the school, as well as ensuring that the vision and mission of the school is reflected in daily activities.
3. Dean of Academics – responsible for the development, editing, quality control, and production of the curricula, as well as assessment and management of the GCA curriculum and teacher development.
4. Dean of Students – responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior; supporting teachers in improving their classroom management; creating a community of continuous learning for all Staff and students; and fostering a culture of high expectations for all students. In addition, the Dean is charged with building strong partnerships with families and community, creating a safe and supportive school climate, and administering discipline.

STAFF COMMITTEES

Members of the GCA Faculty and Staff may have the opportunity to serve as members of a committee for a particular school year. The committees meet with their designated chairperson on an as-needed basis to discuss how they can grow the school in those areas.

STAFF DUTIES

Each member of the Granville Christian Academy Faculty and Staff will be assigned duties for the school year. Each employee's schedule will be evaluated prior to the assigning of duties and duty requirements may be adjusted to accommodate for workload. A schedule is distributed to the Faculty and Staff each year with the duties, dates, and times they will serve. It is expected that each teacher fulfill their duty assignments, and if a conflict arises, finds a substitute from their peers. The effectiveness of teacher duty fulfillment is part of the evaluation process.

CLASS ADVISORS

Occasionally, a Faculty or Staff member will be invited to mentor and advise a class throughout their high school experience. They will collaborate with no less than two (2) parent volunteers. Guidelines will be presented when the opportunity is presented to the employee.

MEETINGS

Certain meetings are an expected requirement for GCA employees and may occur before or after school.

FACULTY & STAFF MEETINGS

Staff Meetings and Devotions are considered vital to GCA's goals of spiritual and professional development. All Staff need to be involved in encouraging and ministering to each other as well as remaining informed and involved regarding the total program and ministry of the school. GCA Faculty and Staff will have a Staff or Department meeting the first and third Thursdays of every month, usually from 3:30 PM to 4:30 PM. Employees are expected to be in attendance at these meetings, unless excused by the Administration, to keep themselves informed of changes and to further the school's mission. Employees absent from a Staff Meeting are responsible to be informed about what happened at the Staff meeting.

APPOINTMENTS WITH THE ADMINISTRATION

The Head of School and Principal of GCA operate with an Open-door Policy and encourage the Faculty and Staff to visit with them regarding any thoughts and concerns they may have as well as for any assistance needed. Although scheduling of an appointment through the office is best, employees may certainly meet immediately with the Administration should an emergency occur.

ACADEMIC EXPECTATIONS

THE MINISTRY OF TEACHING (ACSI.ORG)

Teachers and school administrators are called by God to help raise up the young in the ways of faith. Jesus, the Savior, was also a teacher. He gathered his disciples and others around him and taught with such conviction and truth that the "many who heard him were astonished, saying, 'Where did this man get all this? What is the wisdom given to him? What mighty works are wrought by his hand!'" (Mark 6:2). His apostles, likewise, were teachers and gave witness "with great power" through their words and deeds, and "gave their testimony to the resurrection of the Lord Jesus, and great grace was upon them all" (Acts 4:33).

The ministry of teaching obligates the teacher to assist his or her students in understanding not only mathematics or physics, but how the order and discipline of mathematics or physics reveals the mind of God. It obligates one not only to instruct in geography and history, but to inculcate the faith by helping the students know that God created the mountains, the sea, the rivers, the deserts, the forests, the plains, and all the creatures that inhabit them, and to learn that human discoveries, empires, conflicts, and social movements are measured by the divinely ordained order. The ministry of teaching requires one not only to help students acquire skill in spelling, reading, grammar, and writing, but to understand that human language is a primary means by which students might explore the wonders of poetry and narrative and sacred Scripture itself—all of which indirectly or directly disclose salvation history. Regardless of the subject, true teachers minister to their students by helping them follow Paul's admonition:

Finally, brethren, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things. What you have learned and received and heard and seen in me, do: and the God of peace will be with you (Philippians 4:8-9).

Teachers in a Christian school must be ever mindful that they instruct not only through rational explanation of formal subject material but even more powerfully through word, deed, example, and shared experience. Simply put, they teach the faith by modeling the faith and by modeling faithfulness. This is why all teachers, even before their first meeting with students, must subscribe to the school's Statement of Faith. This is why teachers are required to give a godly example, both at school and away. Teachers must teach truth and avoid falsehood.

"Therefore, putting away falsehood, let everyone speak the truth with his neighbor, for we are members one of another. ... Let no evil talk come out of your mouths, but only such as is good for edifying, as fits the occasion, that it may impart grace to those who hear" (Ephesians 4:25, 29).

Teachers minister to the students by providing them with faith experiences. They lead the youth in prayer, praise, and mercy. Paul urged Christians to "Let all bitterness and wrath and anger and clamor and slander be put away from you, with all malice, and be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you" (Ephesians 4:31-32). Teachers also model the Christian life by being active in their own church community and by serving as an intermediary assisting their students in becoming active in their respective church communities so that those students might be further nurtured in faith with their friends and family around them.

LESSON PLANS

All GCA Faculty members must submit lesson plans in PDF form to the Principal in the appropriate shared Google folder no later than noon each Monday. Each day's lesson plan **must** at least include the following:

1. The objective/standards for the lesson.
2. The procedure for the lesson.
3. Any assignments/assessments given planned on for that day as well as appropriate page numbers, worksheet titles, etc.
4. Teachers should begin to implement adding expected student outcomes to their lessons.

GCA uses a mixture of Christian and secular texts, and teachers must incorporate God into all that is taught at GCA. It is expected that teachers will enrich the curriculum for their students with appropriate biblical integration. In addition, teachers must enrich their curriculum with outside resources such as field trips, guest speakers, projects, research, etc.

For MS/HS students, homework must be kept on target or updated as necessary and entered in the reporting system on time to allow parents to visit the system and track their student's assignments. All homework assigned should be listed and updated in RenWeb by 4:00 PM of the school day assigned.

When a teacher must be absent, he or she should plan accordingly to ensure students have a full day or class of learning and should follow the appropriate procedures when scheduling a substitute.

HOMEWORK POLICY

Homework may be assigned for the following reasons:

1. To reinforce skills; e.g., fifteen (15) problems or questions can accomplish this rather than twenty (20) or thirty (30);
2. To encourage responsibility (taking something home and returning it completed);
3. To complete unfinished school assignments (some students work more slowly);
4. To prepare for class and/or assessment.

Homework should be limited in the early years and increase with grade levels. Fifteen (15) minutes of homework should be adequate for grade 1, and fifteen (15) minutes should be added for each grade level thereafter, i.e., thirty (30) minutes for grade 2; forty-five (45) minutes for grade 3; one (1) hour for grade 4; and so on through grade 5, which would be limited to one (1) hour and thirty (15) minutes of homework. Middle and high school homework expectations should follow this pattern.

Middle and high school will have varying degrees of homework based on their class load; however, teachers should connect with one another to be aware of larger homework assignments that are being given in the various classes. Homework assignments must be noted in RenWeb no later than 4:00 PM each day.

Students should not be inundated with studying for three (3) or four (4) tests on any given day. A Google calendar has been created where teachers must post their planned tests and quizzes. No more than two (2) tests or three (3) quizzes should be given in one (1) day unless permission is given by the Principal. If a quiz or test is moved, the testing board should be updated.

When at all possible, teachers should avoid lengthy homework assignments on Wednesday evenings and Thursday tests as GCA also recognizes Wednesday evenings as a time to join other Christians for mid-week study and fellowship. Since services on Wednesday are later in the evening, teachers may give homework that can be completed in time for any church activity.

GRADING POLICY

GCA Faculty should strive for consistency in grading, understanding that grades must reflect the actual aptitude of the student while also demonstrating the effectiveness of the education provided to the student. Teachers are expected to gather evidence to document student learning. Individual teacher policies surrounding late work and/or reassessment should not be used to prevent the collection of this evidence.

GCA Faculty may keep a hard copy book of grades and attendance; however, grades must also be entered into the current reporting system. Parents are able to use their password to visit the grade reporting section of the system for their student on any given day; therefore, teachers **must** keep grades current so that true progress may be reviewed by parents. With this in mind, grades should be kept current with all grades entered in RenWeb no later than Monday.

Graded assignments will be returned to students within a reasonable amount of time following the assignment due date (within one week).

Relative Weight of Grading Categories

1. Assignments in the Preparation and Production category will count for no less than 10% and no more than 25% of the student's overall grade.
2. Assignments in the Formative and Summative categories will count for at least 75% of the student's overall grade. The percentage total for these categories cannot be applied to just one category or the other. For example, a course with a Test category (summative), may not equal 75% of the total grade. Otherwise, the relative weight between the Formative and Summative categories is left to teacher discretion in conjunction with their department guidelines.
3. The Administration reserves the right to modify percentages.
4. Each category must have a minimum of three (3) grades. Assessments for partial units are appropriate if an entire unit cannot be covered in the time remaining in a quarter.

Definitions & Philosophies

Each teacher should include the type of category in the description of their categories in their gradebook. All three categories should be represented.

1. **Preparation and Production** -- refers to the grading of non-academic factors, or items that, although essential to learning, are not specifically part of the curriculum for a particular subject area, as well as assignments that are part of the learning process where mastery is not yet expected. Examples include (but are not limited to) effort, participation, homework and/or practice assignments, timeliness, attendance, pop quizzes. Teachers provide the support necessary to

maintain/improve these skills, using them to encourage students to develop good study habits and skills that will translate into students becoming good employees in the future. These grades may impact the overall grade but should comprehensively reflect the student's skills and efforts.

2. **Formative assignments** -- refer to items that are designed to determine whether students are learning what is being taught. Formative assessments guide instructional decisions by revealing to what extent students are learning or to what level of effectiveness the teacher is teaching. Many times, formative assessments are not graded; however, formative assessments requiring students to include expected outcomes may receive a grade. Examples include (but are not limited to) in-class work, exit tickets, indicators of overall understanding (thumbs up/down), pop quizzes, rough drafts. These grades should reflect both the student's effort and their knowledge. Failing grades in this category should be no lower than 50% if the assignment is complete, even if done incorrectly.
3. **Summative assignments** -- refer to items that are designed to determine student mastery of curriculum. They should be given after students have had several Formative opportunities that include detailed feedback related to performance. Examples include (but are not limited to) chapter quizzes, chapter tests, unit tests, final projects, final draft papers. These grades should reflect the student's knowledge base in the concepts tested. Teachers should evaluate every test (checking for poorly worded questions, difficulty of individual concepts, and necessary re-teaching of concepts).

NOTE: Many assessments have both Formative and Summative characteristics. Teachers are encouraged to use a variety of formats for both Formative and Summative assessments.

Reteach/Relearn/Reassess

Students are expected to meet with teachers to determine an appropriate plan of action when faced with evidence that student mastery is not satisfactory.

Reteach

1. As teachers evaluate student work, they should make every effort to reteach concepts to the class when it is evident that students showed a significant lack of understanding. A rule of thumb may be when half or more of the students did not grasp the concept.
2. Elementary teachers should find opportunities to pull the student aside for individual instruction throughout the school day, when there is a transition, or when students are working on their independent activities.
3. MS/HS teachers should use the available labs for reteaching of necessary concepts when the number of students is less than half.

Relearn

Teachers should provide ample opportunities to students who demonstrate a desire to better master subject content. These opportunities may include individual instruction, extra worksheets, additional practice, etc.

Reassess

1. Reassessment plans should reflect efforts of re-teaching and relearning that occur prior to any reassessment. These efforts may be accomplished through the appropriate lab. Teachers should communicate to the lab teacher the time frame and expected outcomes for the student. Only students who have turned in all assignments in the Formative category (that apply to the assessment in question) will be given the opportunity to reassess.

2. Reassessment efforts may be limited to specific areas of concern and are not expected or required to reassess all topics covered by the original assessment.
3. Reassessment grades should replace and/or modify original grades so that they are reflective of current levels of mastery.
4. Reassessment opportunities should be available to all students meeting the reassessment criteria. This does not imply that reassessment opportunities are identical for all students or that they use the same format as the original assessment.
5. Opportunities for reassessment are limited by teacher discretion.

PROJECTS

Long-term projects that involve large amounts of time working at home should be kept to a minimum, with possibly two (2) per year in each subject being a guideline. Criteria for major projects should be put in writing for students to take home and share with their parents. The project expectations and objectives, as well as all due dates, should also be in writing and distributed in a timely manner prior to the start of the project. In addition, adding these long-term projects to the Test Calendar is helpful for collaboration between classes.

TESTING

Students should be given notice of a minimum of two (2) nights of review before giving a test. Study guides assist students in achieving good study habits and help involve parents in their child's education, and, thus, should be provided as soon as possible.

Again, as the middle school and high school grades are approached, teachers should keep in contact with one another to be aware of tests and homework that are being given in the various classes. Students should not be inundated with three (3) and four (4) tests on a given day, and teachers need to refer to the Test Calendar when planning assessments.

TEACHER DISCIPLINE AUTHORITY

Teachers shall uphold the spirit of the school's handbooks. Consequences for minor student misbehavior rest with the classroom teachers and Staff. All Staff and Administration are expected to discipline with kindness, firmness, and love that looks toward the restoration of the student in line with GCA's Discipline Philosophy.

Discipline Philosophy

GCA's Administration, Faculty, and Staff are guided by biblical principles in the area of discipline.

The character qualities related to GCA's discipline philosophies include the following: **obedience** -- doing as told without challenge, excuse, or delay (Hebrews 13:7); **respect** -- honoring and esteeming those that God has put in authority (I Thessalonians 5:13); **self-control** -- doing something even when one doesn't feel like it (I Corinthians 9:25a); **honor** -- showing a deep respect for God and others (Hebrews 12:9); and **wisdom** - thinking and doing things God's way (Proverbs 4:7).

When discipline is necessary, it must be administered in the spirit of Galatians 6:1, "Brothers, if someone is caught in a sin, you who are spiritual should restore him gently. But watch yourself, or you also may be tempted."

Discipline Principles

The character qualities that guide GCA's discipline principles include the following: **forgiveness** -- treating an offender as though he/she has never offended (Colossians 3:13); **discernment** -- seeing things as they really are (Hebrews 11:1); **tenderheartedness** -- feeling the joys and hurts of others (Ephesians 4:32a); and finally **wisdom** -- thinking and doing things God's way (Proverbs 4:7).

The Purpose of Discipline

The purpose of the discipline policies at GCA are as follows:

1. To assist students in developing a lifestyle that is pleasing unto the Lord as they strive to become more like Him;
2. To facilitate learning;
3. To apply biblical principles in handling daily problems;
4. To provide a consistent pattern of expectations to which students can respond positively;
5. To encourage in students a positive response to authority systems so that they will be better prepared to yield their will to God's will;
6. To protect and build respect for the personal rights of fellow students and adults;
7. To protect and build respect for the personal property of persons and organizations;
8. To encourage students to accept responsibility for their words and their actions;
9. To establish standards that would support the biblical instruction that is provided in the Christian home of which GCA is an extension;
10. To encourage complete honesty in all matters;
11. To avoid behavior which may tempt a weaker brother;
12. To protect the integrity of the individual by keeping all disciplinary actions as private as possible

Common Causes of Misbehavior

1. Teacher Causes:
 - Uninteresting teacher-learner situations;
 - Unwise academic pacing;
 - Lack of organization; students need an established procedure;
 - Weak teaching personality; effective discipline is best achieved by a teacher who has forcefulness and conviction, security, self-control, and self-respect;
 - Poor teacher-pupil relationships;
 - Poor teacher-group relationships.
2. Student Causes:
 - Feelings of inadequacy;
 - Desire for attention;
 - Desire for praise;
 - Desire for revenge;
 - Wrong idea as to how he feels he can belong;
 - Contrariness, deceit, and open rebellion against rules or control;

- Frustration.

Framework for Discipline

Administrators, Faculty, and Staff should use the following steps in seeking to resolve discipline problems. The seriousness or persistence of the problem will determine which steps should be taken.

1. Teacher issues a Communication Slip (pull a stick or paper slip appropriate to grade) and may also follow step two in appropriate situations.
2. Teacher talks to, counsels, and prays with the student.
3. Disciplinary action is taken, in keeping with the offense.
4. Since students are under the authority of the parents, the parents will be notified any time disciplinary action is taken. GCA Staff members are an extension of the home, not a replacement for it.
5. Parent – Teacher – Student conference.
6. Student referred to Dean of Students
7. Parent – Teacher – Student Administrator conference.
8. Suspension and/or probation (conditional status) and/or recommendation to the HOS for dismissal.

For some practical help in discipline, schedule a meeting with the Dean of Students.

DISCIPLINE PROCEDURES

Elementary Students

Each day students are given sticks to represent positive behavior that is expected in the classroom. Students may earn additional sticks when demonstrating behaviors above and beyond the expected. If a student is asked to pull a stick, parents will be notified by a note, which will indicate the behavioral issue, either from the teacher or student, as appropriate. If all sticks are lost in a single day, the student will be referred to the Dean of Students. Elementary teachers will follow the following general guidelines when developing their own classroom rules:

- Talk at the right times;
- Avoid distractions;
- Be obedient;
- Be prepared;
- Be respectful.

Middle/High Students

Students may be given a GCA Communication Slip for two reasons: positive behavior or infractions. These slips will be issued by the GCA Staff or Administration. GCA Communication Slips serve as communication between the school and the parent/guardian, and help reinforce positive behavior and identify and avoid repeat offenses.

Communication slips may be given for the following infractions:

1. Disobedient/Disrespectful/Disruptive Behavior
2. Dress Code Violation

3. Gum/Food/Drink
4. Unexcused Tardy to Class
5. Unauthorized cell phone use
6. Other – infractions such as teacher-specified classroom behavior guidelines, or handbook violations, etc.

Teachers should slip students for infractions and should be consistent. Slips should be filled out completely, signed (legibly), and dated. The WHITE copy must be given to the student and the YELLOW copy to the Dean of Students (in the envelope on the divider of his cubicle).

For additional information and for specific disciplinary policies and practices, see the Parent/Student Handbook.

For some practical helps in discipline, schedule a meeting with the Dean of Students.

PARENT/STUDENT INTERACTION

PARENT COMMUNICATIONS

Faculty and/or Staff should respond to parent or student emails, phone calls, or other forms of communication as soon as possible, within twenty-four (24) hours. Faculty should use appropriate discretion in their response time for parent and student requests.

All Granville Christian Academy students in grades K-5 must have their own Friday Folder. The purpose of Friday Folders is to keep parents aware of how their child is progressing in each academic area. Several graded papers from each subject area should be included in the Friday Folder each week. A parent volunteer or Teacher's Aide may be helpful in preparing these weekly folders. Any sensitive information regarding a student should be placed in a sealed GCA envelope and addressed to the parent or guardian. It is also a means of communicating GCA items of interest to families such as events or fundraisers. To help eliminate duplicate papers in Friday Folders, items such as these will go to the oldest or only child in a family.

MS/HS communication should occur via email and attachments for all pertinent information. Teachers are encouraged to have a colleague preview emails that are of a sensitive nature before these emails are sent to parents and to send a copy to the Principal and/or appropriate Leadership position or Supervisor.

PARENT/TEACHER CONFERENCES

Granville Christian Academy offers Parent/Teacher Conferences two times per school year to discuss academic, behavioral, and general issues relative to students' school success. Each fall, parents or guardians will be notified of the conference dates and times, and will be provided a link to schedule their Parent/Teacher Conference time slots. Conferences will also be held in the spring on an as-needed basis; however, teachers will be required to remain in the building throughout the evening. All high school and middle school students are encouraged to attend conferences with their parents. In addition, parents and teachers may schedule a conference at any time throughout the school year. MS/HS parents may request a team conference with all teachers.

ACADEMIC CONCERNS WITH STUDENTS

Granville Christian Academy Faculty is expected to address students who are struggling academically in the classroom to assist them in any way necessary. Should the teacher see that the student is struggling or in need of tutoring, parents should be contacted immediately so as to have full communication with all parties involved and to progress the student as necessary. Should it be identified by the teacher that there may be learning or

behavioral differences and/or difficulties that could prevent the student from progressing as necessary, the teacher should contact the Principal and the parents to discuss possible strategies to assist in developing the student as necessary. Should agreed-upon strategies not meet the needs of the student, the possibility of testing will be discussed.

RECORDS, PROCEDURES, & REPORTING

RECORDS

MANDATED SERVICES

The State of Ohio reimburses all Granville Christian Academy-certified Faculty and Staff for the time spent on specific school activities such as taking attendance, preparing for Parent/Teacher Conferences, strategic planning, Board meetings, etc. Faculty and Staff will be given guidelines for keeping record of the time spent in each approved area per day. They will then enter this information into Mandated Services, an on-line company that assists in keeping this recorded time in the proper categories and keeps track of the minutes recorded. GCA will then be reimbursed, and all funds will be deposited in the GCA operational budget. It is imperative that Faculty and Staff keep close count of the minutes spent on qualifying activities so as to assist in receiving the maximum reimbursement available. Forms should be updated electronically on a weekly but no less than quarterly basis by each Faculty or Staff member.

PROCEDURES

MATERIALS SELECTION

The selection and review of library and classroom resources is based on GCA's Foundational Documents and following assumptions:

Truth: There is an ultimate truth and all information can be measured by it. "...all truth is God's truth and ... the Bible is the inspired, infallible, authoritative Word of God" (GCA Philosophy of Christian Education). The Word of God is the source of truth, and Jesus Christ is its personification. Our goal is that all resources are presented with a biblical perspective.

Authority: Granville Christian Academy recognizes the authority of God's Word and the order He establishes through government, church, school, and home.

Purpose: Media resources must have some value in order to be worthwhile to include in any collection. Academic standards require that many kinds of material be made available for student use, even those which may not be consistent with biblical truth. "GCA will not teach anything or incorporate any content into the curriculum as truth that we deem to be inconsistent with our Biblical Worldview. However, examples of contrasts to the truth may be used in order to teach students discernment" (GCA Nature and Role of the Curriculum).

Selection and Evaluation of Materials

The responsibility of selection and evaluation of classroom and library resources will be that of the classroom teacher or media specialist. The teacher may choose to consult with students, parents, administrators or other school personnel for assistance in the process as deemed appropriate. While teachers may select resources that

are used as part of the curriculum, they must be evaluated and approved by the Dean of Academics before being introduced into the classroom.

When selecting resources, the teacher or media specialist should carefully evaluate available resources, review and assess curricular needs, and consult only professional and reputable sources. Whenever possible, the actual item shall be previewed or examined and judged as a whole.

School resources, as used in this policy statement includes: books, newspapers, periodicals, pamphlets, maps, CDs, DVDs, and all other materials which are used by the students and Faculty in supplementing curriculum requirements.

The selection and evaluation of resources is a continuous process because of the changing curriculum content and the availability of new materials. This process includes the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Criteria for Selection of Resources

Since educational relevance is the major criterion for the selection of resources, the selection of resources must be consistent with the educational philosophies of GCA, the specific course objectives, and the needs, grade-level, and abilities of individuals using these resources.

The search for useful resources includes those produced by persons who are not Christian, or whose works may be judged to be false when tested with the touchstone of God's Word. It is the school's belief that God in His grace reveals truth to all men. Thus, a non-Christian author may have much truth to share with the user. In addition, as "We educate not only to impart skills and information about how our world and culture work, but also to teach a worldview that includes God in everything with no divide between secular and spiritual," where appropriate, "examples of contrasts to the truth may be used in order to teach students discernment (GCA's Nature and Role of the Curriculum).

The principles of good stewardship will be practiced when selecting resources. The following evaluative criteria will be used as they apply:

- The resources will meet high standards of quality in factual content and presentation;
- The resources will be selected because of the content and the value of the work as a whole;
- The resources will contribute to literary appreciation or have aesthetic value;
- The resources will be viewed in the context of the ethnic and historical flavor of its time period;
- The resources are objectively and impartially selected to provide a balanced collection for the library or the classroom;
- The resources will present information for which the user is spiritually, socially, and emotionally prepared;
- The resources will be evaluated for the quantity of conflict with a biblical worldview.

Requesting Review of Materials

Questions and concerns relating to school resources may be directed to the Resource Review Committee. The request must be submitted in writing or may be submitted via the online form. The statement must include specific information as outlined on the given form.

Requests must be signed so that a response can be given. The Resource Review Committee will evaluate the concern. Once the material has been reviewed and an evaluation completed, the committee chairperson or the

Administration will respond with the details of the decision and plan. The committee is composed of GCA Staff and Administration. A prompt response and resolution are the goal of this committee.

Gifts

Granville Christian Academy occasionally receives books and other resources from individuals and organizations but reserves the right to refuse unsuitable materials. The materials must meet the same standards and criteria established for the selection of all classroom or library media resources. A statement of donation may be affixed to the gift in order to recognize the donor when appropriate.

REQUISITION ORDERING

Granville Christian Academy Faculty and Staff may periodically ask for classroom or operational supplies. It is the goal of the Administration to provide those items which an employee feels will benefit their job. Approval will be based on Administrative evaluation and budget availability. For all requisition requests, Faculty and Staff must follow the Requisition Request Process.

All purchases **MUST** be requested and approved **BEFORE** purchase, including visa card purchases. Since auxiliary purchases will be capped at their estimate -- be sure to submit your estimate with the highest cost and numbers needed, and be sure to include shipping or any other hidden fees/expenses. When purchasing, remember that GCA is a tax-exempt entity. A tax-exempt number is available upon request.

New Requests for Supplies and/or Curriculum

Supplies

1. For any new supplies (not re-orders of previously approved supplies), you must fill out an orange Requisition Form completely. Use one form per publisher/website.
2. You must find the desired item, print a copy of the website page where the item can be ordered, and include all necessary information on the form.
3. You should also fill out department or grade, catalog page number, item number, description, quantity, price, shipping and handling (add 20% of the total for shipping if no shipping calculator is available) and any other necessary information.
4. Meet with the Dean of Academics to turn in the form and discuss the need and use of the item. The Dean of Academics will either approve the item or will discuss the item with the Principal for approval.
5. Once the item is approved or denied, the person requesting the item will be notified of its status via email.

Curriculum

1. For any new curricular items (not re-orders of previously approved curriculum), you must fill out a Textbook Order form.
2. You must find the desired item, print a copy of the website page where the item can be ordered, and include all necessary information on the form.

3. You should also fill out department or grade, catalog page number, item number, description, quantity, price, shipping and handling (add 20% of the total for shipping if no shipping calculator is available) and any other necessary information.
4. Meet with the Dean of Academics to turn in the form and discuss the need and use of the item. The Dean of Academics will either approve the item or will discuss the item with the Principal for approval.
5. Once the item is approved or denied, the person requesting the item will be notified of its status via email.

Repeat Requests for Supplies and/or Curriculum

All repeat requests should be submitted no later than at the End-of-Year Checkout for items for the following school year.

1. Prior to the End-of-Year Checkout, each Faculty/Staff member will receive a printout of the section of the Curriculum Orders Spreadsheet that includes previous purchases made.
2. Each item should be checked for its availability at the website listed on the printout. If it is no longer available, find and note the new web address on the printed copy.
3. Highlight any item needed in yellow on the printed copy.
4. Cross off any item not being ordered with a single line in blue or black ink on the printed copy. (Note: if an item is still being used and is just not needing to be ordered this year, it should stay on the Curriculum Orders Spreadsheet with no quantities or totals. For these items add the words “not needed this year” beside the item).
5. Meet with the Dean of Academics to turn in the form and discuss the continued need and use of the item. The Dean of Academics will either approve the item or will discuss the item(s) with the Principal for approval.
6. Once the item is approved or denied, the person requesting the item will be notified of its status via email.

Requests for Non-Curricular Items

Any request for furniture or other non-curricular items (such as furniture) must be approved through the Head of School.

NOTE: Purchases made outside of these procedures are not guaranteed payment or reimbursement.

REQUESTS FOR FIELD TRIP APPROVAL & FIELD TRIP GUIDELINES

All GCA Faculty members are encouraged to take their students on field trips each school year to enrich their curriculum. Teachers must follow this process when planning a class field trip:

1. Field trips should be used to enrich the curriculum being taught or as a reward for specific accomplishments of the class.
2. Field trip request forms must be submitted no less than two (2) months prior to the date of the trip to the Principal for approval. Please note: **No Field Trips Requests will be reviewed after the first full week of April and no field trips will be permitted after the second week of May.**

3. Upon approval, the teacher will receive a Field Trip Packet which must be completed and submitted to the Office. Once approved or declined, a copy will be returned to the teacher for his or her records. Approval includes verification of transportation (bus or parent drivers).
4. Once the field trip has been approved and cost has been determined, the teacher must meet with the financial secretary to review costs and coordinate payment before communicating with parents.
5. All field trips must be approved by the Administration before sending home **any** communication regarding the field trip.
6. Parents should be notified of the field trip no less than one (1) month before the trip and given two weeks to return payment, with all payments received no later than two (2) weeks before the trip. Late payments will no longer be accepted by the Finance Office. The teacher should inform parents of the details of the trip following the specifications in the Field Trip Packet.
7. Teachers must collect signed permission slips in order for students to be a part of the trip. The teacher must receive notification if the parent does not want their student to participate. Teachers should notify parents/guardians and students as to whether or not they should attend school if they are not participating in the field trip and if they will have an alternate assignment to complete.
8. GCA school uniforms should be worn on all field trips unless approved by the Administration.
9. It is the preference of GCA to use bus transportation for all field trips. However, when bus transportation is not available, adult drivers may be utilized. While teachers may not drive on fieldtrips, parents and/or grandparents are permitted to drive and will serve as chaperones.
10. Teachers must make chaperones aware, either verbally or in writing, of what is expected of chaperones on the trip.
11. Each student's Emergency Medical Authorization Form must be taken on all field trips. Drivers should have the information for each student in their car, in a sealed envelope that must be returned to the school office at the conclusion of the trip. The envelope should only be opened in the case of an emergency. Teachers should follow these guidelines:
 - Provide the clinic with field trip dates and a list of chaperones at least two (2) weeks prior to the trip;
 - Teachers are responsible for carrying/distributing prescription medications that students need to take during the course of the trip. Those medications cannot be handled by the chaperone;
 - Students with known allergies are not to eat or drink anything that has not been approved or provided by their parents.
12. An EZ Sub request must be completed and submitted a minimum of two (2) weeks before the field trip date.
13. Faculty and Staff must be certain that any school duties to which they are assigned are covered if they will not return in time to cover those duties themselves.
14. All GCA Faculty and Staff should be notified of the field trip as the trip may also affect their classes and schedules. Therefore, teachers should make an email announcement indicating the date and time of the field trip as well as names of those students that will be on the trip.

We encourage parents and grandparents with students of all ages to join in field trip activities. Teachers should be aware of the following policies, and should be prepared to monitor that they are followed by all individuals participating in the field trip.

Student Expectations: In order for a student to participate, students must be counted present when attendance is taken at the beginning of the day. Unless prior approval has been given by the Administration, all students must also return to the school after the field trip.

Chaperone Expectations: Chaperones will be included depending on the event and the need. There may be times where the number of chaperone openings is less than the number of adults requesting to attend.

1. Chaperones must complete a Volunteer Background Check through the Volunteer Background Check link on the school's website (and must pay the nominal fee) a minimum of two (2) weeks prior to the event they will be chaperoning. Once the school office has been notified that the background check has passed, the applicant will be eligible to act as a chaperone. Those who submit a Volunteer Hour Form will receive one (1) volunteer hour for requesting the background check.
2. Parents, guardians, or grandparents driving on field trips must submit a copy of their valid Ohio Driver's License and proof of insurance with valid dates to the school office at least ten (10) days before the field trip. Each passenger riding in a private vehicle to and from any school-related event is required to wear a seat belt. In addition, all drivers on field trips must return to the school at the end of the field trip if they have any student passengers in their vehicles outside of their own children or grandchildren. No exceptions can be made to this policy.
3. Chaperones are expected to follow the time schedule and plans of the field trip, unless they have received pre-approval from the Administration. As chaperoning is a privilege, deviation from expectations and responsibilities may result in the loss of chaperone privileges for future events.
4. While we encourage parents and grandparents with students of all ages to join in field trip activities whenever space allows, younger and/or older siblings may not attend field trips with adult chaperones.
5. Volunteer hours are recorded for the time during the field trip, not necessarily the entire school day. Volunteer hours for a field trip are only received when chaperoning more than one child. Volunteer hours and the number of chaperones needed will be determined by the GCA Administration.

***Please note that any movies shown in vehicles on a field trip must be rated "G" unless otherwise approved through the school Administration.**

***See the "Dress Code Guidelines for Field Trips" section of the Parent/Student Handbook for details concerning dress requirements.**

CHILD ABUSE REPORTING

Private school employees are under the same requirements to report known or reasonably suspected child abuse as are public school employees. These requirements are outlined in ORC 2151.451.

The Following Must Be Reported:

1. Sexual abuse or sexual assault of any person under 18 years of age.
2. Neglect of a child less than 18 years of age.
3. Situations where a child under 18 years of age is subjected to physical pain or mental suffering or where the child's health or safety is jeopardized. Situations where a child under 18 years of age is the victim of a willful (non-accidental) physical injury by another person. This does not include injuries sustained from a mutual fight between minors.

Definition of Reasonable Suspicion

According to ORC 2151.451 (B), reasonable suspicion is what is "...based on facts that would cause a reasonable person in similar circumstances to suspect that a child under eighteen years of age, or a person under

twenty-one years of age with a developmental disability or physical impairment, has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or other condition of a nature that reasonably indicates abuse or neglect of the child..." In plain English, this means using average judgment and common sense.

If a GCA employee has "reasonable suspicion" of child abuse, he or she is not to conduct a personal investigation to confirm or discount the suspicion. However, it is appropriate to ask the child a few questions to help clarify the situation. For example, if a child has a swollen eye, it is reasonable to ask how he or she sustained the injury.

An employee is not required to obtain his or her supervisor's permission prior to making a child abuse report. However, he or she may choose to share the suspicion with the appropriate supervisor to help clarify if the suspicion is "reasonable." Together, they may decide that the supervisor will make the child abuse report.

Making the Child Abuse Report

Reporting Child Abuse and Neglect - 855 O-H-CHILD

The Ohio Department of Job and Family Services has launched 855-O-H-CHILD (855-642-4453), an automated telephone directory that will link callers directly to a child welfare or law enforcement office in their county.

1. Reports can be anonymous. Those reporting have the option of giving their name or reporting anonymously. Giving a name can help the investigator clarify information. The agency will not give the reporter's name to the person suspected of abusing the child.
2. When making a report, the following should be provided:
 - The name, address and age of the child suspected of being abused or neglected
 - The name and address of the child's parents or caretakers
 - The name and address (if available) of the suspected abuser
 - The reason abuse or neglect is suspected
 - Any other information that might be helpful

Please Note: All of the above information is not needed to make a report. Those reporting should always err on the safety of the child. Children services screens all reports to determine if there is enough information to investigate.

3. In Ohio, after a report is made:
 - A child protective services investigator will interview the child, family members & others as deemed appropriate.
 - The investigator determines if the child is being abused or is at risk for abuse.
 - The case may be referred to local social service agencies, or to juvenile, family or criminal court.

For additional information, please visit: <https://jfs.ohio.gov/ocf/reportchildabuseandneglect.stm>.

BULLYING, INTIMIDATION, OR HARASSMENT POLICY

Granville Christian Academy is firmly committed to providing an educational environment that is free from bullying, intimidation, and harassment against any person because of race, ethnic background, gender (as Genesis defines the unique roles of male and female in Exodus 20:14; Leviticus 18:7-23; 20:10-21;

Deuteronomy 5:18; Matthew 5:27-28; 15:19; Romans 1:21-27; 1 Corinthians 6:9-20), religion, or handicap. This policy covers all students, Staff, Administration, or persons acting on behalf of Granville Christian Academy, including participants or spectators at any school-sponsored activity.

It is the policy of Granville Christian Academy that bullying, intimidation, or harassment shall not be tolerated under any circumstances. We firmly believe that all persons are to be treated with respect and dignity. We shall respond to bullying, hate crimes, or harassment in a manner that effectively deters future incidents.

1. Definition of Bullying, Intimidation, & Harassment

Harassment, intimidation, or bullying, as defined by the Ohio Department of Education, is any intentional written, verbal, graphic, or physical act that a student or group of students exhibited toward another particular student more than once, and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student. Harassment, intimidation, or bullying can also consist of violence within a dating relationship or a negative or derogative act carried out through electronic means through a cell phone, computer, or other electronic communication device.

Examples include physical violence and/or attacks; threats, taunts, and intimidation through words or gestures; extortion, damage, or stealing of money and/or possessions; exclusion from the peer group or spreading rumors; repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as cyber bullying), such as posting slurs on websites where students congregate or on web logs (personal online journals), sending abusive, inappropriate, or threatening instant messages, using camera phones to take embarrassing or inappropriate photographs of students and posting them online, or using websites to circulate gossip or rumors.

- 2. Reporting --** If a student is the target of such conduct, he or she should contact the school Principal, Dean of Students, or any GCA Faculty member. The person receiving the bullying, intimidation, or harassment will be asked to complete a reporting form. The complaint will be promptly and confidentially investigated, and if determined to be valid, warranted disciplinary action will be taken at the discretion of the Principal or Dean of Students.

If a Staff member is the target of such conduct, he or she should contact their direct Supervisor or follow the Chain of Command. The complaint will be promptly and confidentially investigated, and if determined to be valid, warranted disciplinary action will be taken.

- 3. Mandatory Staff Reporting --** When any Staff member in the course of his or her employment has reason to believe either of the following:

- a hate crime, bullying or harassment has been committed or is about to be committed on school property or by any student or Staff member on or off school property; or...
- a student or Staff member of the school has been or is about to become the victim of bullying, intimidation, or harassment, ...

the student or Staff member shall immediately notify the Head of School or Principal.

- 4. Police Notification --** The Administration shall promptly notify the police department or the county prosecutor's bias officer when there is any reason to believe that an act of violence has been or is about to be committed against a student or Staff member, or there is otherwise reason to believe that a life has been or will be threatened.

GCA TECHNOLOGY/NETWORK USE

The Granville Christian Academy technology network includes computers, both networked and standing alone, imaging equipment, on-line access, all software, and equipment. GCA technology is established for the educational use of GCA students. The use of the network is a privilege and not a right. The school regulates access to and use of its computers by principles consistent with the educational mission of the school and the rules and expectations published in this handbook.

Some classrooms at GCA are equipped with desktop computers. These desktop computers are purchased with auxiliary funds, and, thus, must be earmarked for student use. As a result, these computers must not be kept on the teacher desk but must be kept on a secondary location which is available for student use.

Teachers and Staff should monitor computer usage to assure that GCA Acceptable Use Policies (AUP) are being followed and that all laptops are properly logged off and plugged in before returning the cart.

GUIDELINES

1. Users are required to avoid actions which are illegal or unkind, i.e., libel, slander, vandalism, sexual harassment, theft, inappropriate access, personal attacks, invasion of privacy, etc.
2. Chain letters, pyramid schemes, forwarding or replying to contests, fast cash schemes, mass mailings, and things of similar content are highly wasteful of network resources and are forbidden.
3. Employees found in willful and/or persistent violation of these guidelines will have their privileges revoked and may face further disciplinary action. This includes liability for the employee for all costs necessary to remedy the problem created. The Administration reserves the right to make further disciplinary decisions regarding abuse, as deemed necessary.
4. Employees may not use GCA technology to access inappropriate materials found on the internet.
5. Employees may not access Facebook, Twitter, Instant Messenger, Instagram, etc. during school hours. In addition, employees may not access YouTube or any other similar sites, except for educational purposes. Accidentally accessing inappropriate sites must be reported to the Administration.

Granville Christian Academy has made and will continue to make every effort to block inappropriate sites by using software designed for that purpose. However, there is no software that offers one hundred percent protection from inappropriate materials; and, therefore, employees must exercise responsibility and integrity when using on-line services.

INTERNET USAGE

Generally, the following hierarchy will prevail in governing access to the internet:

1. Class work, assigned and supervised by a Faculty member;
2. Class work, specifically assigned but individually conducted;
3. Training (use of such programs as Membean, typing tutors, etc.).

The internet has no central authority, so each site is responsible for its users. Complaints received from other sites or from individuals regarding any of our users will be fully investigated and appropriate disciplinary action will be taken as the situation merits. Cyber-bullying is considered inappropriate internet usage.

PRESERVATION OF RESOURCES

Granville Christian Academy reserves the right to require the purging of files in order to regain space if necessary. Employee use of resources is governed by the expectations of common courtesy and mutual respect, which govern the other rules of the school. Users having the more pressing need for the resources have priority.

Teachers are expected to partner with the Administration in limiting non-educational usage of provided technology and network resources.

CELL PHONE USAGE & ABUSE

Teacher Cell Phone Usage: Teachers should avoid the use of cell phones during regular teaching time. In emergency situations, teachers may alert students that, should a call come in during class time, they may need to step out to take the call.

Teacher Responsibility in Regards to Student Usage: Students may bring cell phones to school, but they should not use cell phones during classes unless authorized by the teacher for academic purposes only. Phones should be turned off or on airplane mode.

1. **First abuse** – teachers must administer a Communication Slip; confiscate the phone; at the next available moment, give the phone to the Dean of Students; and instruct the student to pick up their phone from the Dean of Students at the end of the school day.
2. **Second abuse** – teachers must administer a Communication Slip which will result in an automatic detention; confiscate the phone; at the next available moment, give the phone to the Dean of Students; and instruct the student to pick up their phone from the Dean of Students at the end of the school day.
3. **Third abuse** – teachers should administer a Communication Slip which will result in a loss of privilege; confiscate the phone; at the next available moment, give the phone to the Dean of Students; and instruct the student that their parent must pick up their phone from the Dean of Students sometime after the end of the school day.

Texting: Text-bullying or sexting are inappropriate behaviors. Text messages should reflect Christian values at all times.

MEDIA USAGE POLICY

Software: The knowledgeable use of pirated software is strictly prohibited. Also, Staff may not install software on school-owned computers without approval from the Administration. GCA owns site licenses for several key software packages and programs.

Movies: All Hollywood-produced movies that are PG-rated or above must be approved by the Principal and the parents. A permission slip should go home at least two (2) days in advance of viewing, and children who have not been granted permission to watch a movie should not stay with the class during the movie. If a parent does not give permission for a student to watch a movie, teachers should provide an alternative to the movie that is either fun or educational so that the child does not feel punished. It is suggested that potential Hollywood movies be checked on the following websites: <http://www.pluggedin.com/movies.aspx> and www.commonsemmedia.org.

Music: Since GCA is a Christian school, all Staff should be very cautious about the use of secular music. While students may claim to not listen to lyrics, we must be the guardians of words promoted and/or endorsed by GCA. Secular music should be evaluated for content to be sure we are not giving mixed messages. Included among the many websites to check lyrics is <http://www.pluggedin.com/music.aspx>.

Social Media: While GCA cannot restrict what employees or students post on social media, employees are expected to adhere to confidentiality policies at all times. Each employee must understand that they are a representation of GCA, both inside and outside of the classroom. In addition, employees must avoid violating anti-harassment policies or posting something that might make collaboration with colleagues more difficult (e.g. hate speech against groups colleagues may belong to). In general, employees should follow these guidelines:

- Be respectful and polite when posting to social media.

- Ensure that posts do not contradict the philosophies and beliefs of GCA.
- Remember that Social Media posts, even those that are marked private, may be seen by our students, parents, other employees, and Administration.
- Be aware that questionable social media posts will reflect poorly on not only the employee, but also on GCA and may result in disciplinary consequences.